TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Training Packages

VERSION 2

GUIDELINES: TRAINING PACKAGES
CONTENTS

GUIDELINES: TRAINING PACKAGES

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

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

1.   Access and equity

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

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

1.1   What is meant by equity?

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

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

1.2   Meeting diverse learning needs

Training Packages should be accessible to all potential students. However, there are some whose access to opportunities for training and employment in the past may have been limited, and it is important to ensure that barriers are removed for people from those client groups. In particular these include:
- Indigenous Australians
- people with a disability
- women, particularly in 'non-traditional' industry areas
- people living in rural or remote locations.

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

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

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

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

1.3   Avoiding unlawful discrimination

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

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

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

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

1.4   Relevant legislation

1.4.1   Racial Discrimination Act 1975
The Commonwealth's *Racial Discrimination Act 1975* at
http://www.comlaw.gov.au/comlaw/management.nsf/lookupindexpagesbyid/IP200401654?OpenDocument makes racial discrimination unlawful in Australia. It aims to ensure that we can all enjoy our human rights and freedoms in full equality regardless of race, colour, descent, national or ethnic origin, being an immigrant (in some circumstances), or being a relative or associate of someone of a particular ethnicity or other status.

1.4.2   Disability Discrimination Act 1992

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

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

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

1.4.3   Disability Standards for Education 2005

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

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

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

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

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

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

1.5   VET policies

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

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

1.5.1 National Strategy

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

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

More information can be obtained from
http://training.com.au/pages/menuitem8b6a4b5122fb6a80f9fa5a1017a62dbc.aspx

1.5.2 Indigenous Australians—Partners in a Learning Culture National Strategy

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

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

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

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

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

More information is at
http://www.training.com.au/pages/menuitemb54cf15b976a6888a392e51017a62dbc.aspx

1.5.3 People with a disability—Bridging Pathways National Strategy

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

- To increase access to vocational education and training for people with a disability.
- To improve successful participation and attainment in all fields of study and levels of vocational education and training.
- To achieve outcomes in employment and lifelong learning to allow people with a disability to make a greater contribution to the economic and social life of the community.

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

A mid-term review of *Bridging Pathways* resulted in a revised *Blueprint,* agreed by Commonwealth, State and Territory Ministers of training in November 2004, and refocussing activity to include:
- progressing a whole of life approach for people with a disability
- measuring what we have achieved
- improving employment outcomes
- engaging key players.

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

Further information can be found at:
http://www.training.com.au/pages/menuitemb54cf15b976a6888a392e51017a62dbc.aspx

1.5.4   Women
In June 2003 Ministers endorsed a national approach for women in VET. While female participation in skills development in VET is strong, women are still concentrated in lower level qualifications leading to low skilled, low paid work as shown in the following ABS 2002 statistics:
- 55% of women are in the paid workforce, compared with 72% of men;
- women make up 45% of the workforce, but only 24% of managers;
- more than half (52%) of working women are employed in low status, low paid clerical, sales and service occupations. This compares to only 16% of men;
- only 3% of women work in trade professions, in contrast to men who hold 90% of all trade and related jobs;
- women make up more than 70% of part time workers whereas men hold two thirds (66%) of the full time jobs; and
- only 1% of women work part time and in a managerial capacity.

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

1.6   Important facts

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

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

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

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

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

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

1.6.2   People with a disability

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

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

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

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

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

1.6.3   Women

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

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

1.6.4   Rural and remote learners

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

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

Some of the key issues for learners in rural and remote locations that Training Package developers should consider include:
* difficulties finding and negotiating content and delivery to meet individual needs
* the goals and potential of individuals may be restricted by what the community needs and wants, and the available facilities—also an issue for Indigenous youth
* the need for education and training to support community development and real local opportunities as much as direct employment and industry outcomes
* the possibility of reduced learner support, including the challenges faced by those accessing training via online technology
* difficulties in accessing suitable training pathways to employment.

1.7   Consulting appropriately

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

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

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

1.7.1   Consultation with Indigenous peoples

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

Consultation during the development or review of Training Packages might occur with:
* Indigenous communities and community Elders
* the Department of Immigration and Multicultural and Indigenous Affairs
* Indigenous Coordination Centres
* Community Development Employment Programmes (CDEP) and other Indigenous programs
* Indigenous Land Councils
* other Indigenous groups such as specialist Group Training Companies or industry bodies
* Indigenous experts working in the industry
* peak Indigenous industry bodies such as the Australian Indigenous Communications Association Inc or the National Aboriginal Community Controlled Health Organisation

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

1.7.2   Consultation with people with a disability
Consultation during the development or review of Training Packages might occur with:
- disability employment agencies and peak organisations representing people with a disability, contact the State or Territory Department of Family & Community Services or equivalent for details
- Disability Support Officers located in some TAFE Institutes.

1.7.3   Consultation with people in rural and remote locations
Consultation during the development or review of Training Packages might occur with:
- local communities
- local industries
- shire or town councils
- employer bodies
- local employment agencies and Group Training Companies
- community bodies such as Learning Centres, Telecentres or other learning environments
- State or Territory and local Indigenous Educational Community Groups (Aboriginal Education Consultative Groups, e.g. VAEAI in Victoria).

1.7.4   Consultation with women in under-represented industry areas
Consultation during the development or review of Training Packages might occur with:
- women's support groups and organisations, such as business and professional women's association or women in engineering
- employer and industry bodies
- Equal Opportunity in the Workplace Agency (EOWA, a statutory authority located within the portfolio of the Australian Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs at www.eowa.gov.au
- RTOs offering training for women in the relevant industry.

1.8   Equity Report

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

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

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

1.9   Reasonable adjustments

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

1.9.1   Types of disabilities

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

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

1.9.2   Making reasonable adjustments

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

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

1.9.3   What is a reasonable adjustment?

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.

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

1.9.4   What is taken into account in considering unjustifiable hardship?

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

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

1.9.5   Obligation to consult

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

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

1.9.6   Good practice

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

1.9.7   Examples of adjustments

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

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

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

- **Adapting assessment strategies**
Scenario 1: A learner is capable of undertaking assessment in the required workplace functions but, because of their disability, cannot concentrate for long periods; this capacity is not an essential requirement of the workplace competency.
Possible adjustments: Adjusting assessment strategies in a way that does not affect the integrity of the assessment such as allowing extended time, assessing in a separate space, allowing breaks during assessment or providing oral testing for the person with a disability could be appropriate.

  Scenario 2: A person with acquired brain injury finds assessment in a classroom setting extremely stressful, and is thereby prevented from giving their optimum performance.
Possible adjustments: To reduce this pressure, assessment could be adjusted so that it occurs over time, being progressively incorporated into a program of real work undertaken by the person with a disability within an enterprise. An alternative could be to adjust the setting, timing and scheduling of assessments

- **Adapting delivery strategies**
Scenario: A student is capable of undertaking the training but the format of the essential materials and assessment material is inaccessible.
Possible adjustments: Providers could ensure Training Package support materials such as study notes, research materials and essential materials are made available (in a reasonable period) in alternative formats such as large print, audio or electronic, or could provide an Auslan interpreter or captioning for deaf and hearing-impaired people.

1.9.8   Example where an adjustment could compromise outcomes

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

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

1.9.9   Reflecting reasonable adjustments in Training Package components

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

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

1.9.10   Funding for reasonable adjustment

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

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

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

1.9.11   Costs for reasonable adjustment

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

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

1.9.12   Further information

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

2   Categories of change during the Training Package endorsement period

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

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

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

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

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

2.1   ISC Upgrade changes

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

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

At its 8 April 2010 meeting, NQC agreed:
- to amend the Training Package Development and Endorsement Process 2008 to allow for an ISC upgrade to apply where the qualification packaging rules and qualification structure have been changed to reflect the new packaging rules for flexibility and the embedding of green skills in Training Packages;
- that the amendment allows ISCs to transition qualifications to the new packaging rules for flexibility, and the embedding of green skills, where the qualification outcomes and structure have not substantially changed and where the ISC determines that there is no need to seek industry validation via a full endorsement process;
- that the proposed amendment to the Training Package Development and Endorsement Process 2008 apply until 31 December 2010 to align with the end date for transition to new packaging rules for flexibility and embedding of green skills in Training Packages;
- that the following communication processes will be required to support the amendment:
  - ISCs notify and explain ISC upgrades to State Training Authorities and the NQC
  - ISCs update the Training Package version and the version modification history to explain in detail the particulars of the change
  - ISCs publish the change to NTIS.

2.2 'NQC Endorsement Required' changes

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

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

3. Continuous improvement of Training Packages

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

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

4.   Coding, titling and versioning of Training Packages

4.1   Codes

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

4.1.1   Protocols for Training Package codes

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

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

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

In applying codes, developers must note the following.

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

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

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

4.1.2   Changing a Training Package's code

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

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

4.2   Training Package titles

The following protocols apply to Training Package titles.

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

4.3   Version numbers

The following protocols apply to version numbers.

a   The primary release Training Package is Version 1.

b   When changes are made to a Training Package, sometimes the version number is changed, and sometimes it is not, depending on the extent of the change.

c   *ISC Upgrade* changes do not result in a version number change.

d   *NQC Endorsement Required* changes do result in a version number change, for example Version 1 becomes Version 2 and the Training Package code is retained (including its year code reflecting the year of endorsement).

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

5.   Content Authoring Tool

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

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

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

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

6.   Development and endorsement processes

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

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

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

6.1 Reviewing a Training Package

A sound planning process is essential before commencing a large scale project such as developing or reviewing a Training Package. Planning will help to identify factors such as:
- funding sources, amount of funding and contractual requirements
- project outcomes and stages
- key milestones, timeframes and project deliverables
- composition and responsibilities of the team and stakeholders
- key stakeholders
- processes for stakeholder communication and engagement.

6.2 Scoping the industry

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

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

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

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

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

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

6.3   Choosing a development methodology

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

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

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

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

6.4   Including industry expertise

Industry expertise should be sought for development work. When selecting industry representatives to provide expert knowledge, ensure there is adequate representation of:
- workplaces within the industry in size and geographical spread
- where an industry or sector consists mostly of a few large organisations have representatives from each
- where it has many small to medium size enterprises obtain a cross-section of representatives from various sized enterprises and reflect its geographical dispersion
- union or other form of employee association where the industry has workers covered by industrial awards and represented by unions, otherwise seek employee input
- professional associations where a significant number of workers in the industry are involved, seek input
- employer representation through employer associations if involved

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

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

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

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

6.5   Validation

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

While there is no mandated single or combination of techniques for validation, it usually involves:
- circulating the Training Package to a wide group of interested parties for comment, including appropriate State and Territory Training Authorities, and relevant national and State and Territory industry advisory bodies
- conducting workplace observations and interviews
- conducting surveys
- conducting further workshops with key stakeholders
- displaying information on a website, advertising this, and seeking comment
- trialling the Training Package in the workplace prior to submission for endorsement.

The choice of validation technique will depend on issues such as the:
- contractual requirements
- views of stakeholders
- size and geographic distribution of the industry
- diversity of the industry
- worker profile
- cost and funding
- timeframe.

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

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

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

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

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

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

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

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

6.6 Research techniques

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

6.6.1 Surveys

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

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

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

6.6.2 Interviews

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

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

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

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

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

6.6.3   Critical incident technique

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

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

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

6.6.4   DACUM group process

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

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

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

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

6.6.5   Nominal group technique

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

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

6.6.6   Search conference

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

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

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

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

6.6.7   Functional analysis

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

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

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

6.6.8   Observation

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

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

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

6.6.9 Combined techniques

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

Generally, whatever research methodology is used it should:

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

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

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

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

6.7 Steering Committees

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

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

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

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

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

6.7.1   Steering Committee membership
Steering Committee membership must be broadly based, and it is recommended that it include, as a minimum, representatives from:
- small, medium and large enterprises from industry sectors covered by the Training Package
- relevant industry associations, unions and groups
- at least one RTO (public or private, or both)
- at least one STA
- DEEWR (observer).

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

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

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

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

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

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

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

6.7.3   Selection and role of STA Steering Committee members

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

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

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

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

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

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

6.7.4   Selection and role of RTO Steering Committee members

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

The RTO Steering Committee member should be:

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

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

6.7.5   Observers on the Steering Committee

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

Observers could include interested parties such as:

- additional STA representatives where a State or Territory considers the Training Package has a particular impact in that jurisdiction
- employee organisations not covered by the union involved
- representatives of Government departments with responsibility for policy or regulation in the area in which the industry operates.

6.8   Consultation

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

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

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

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

7.   Language, literacy and numeracy (LLN)

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

8.   Mandatory text

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

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

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

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

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

9. Style guide information

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

9.1 Software

9.1.1 Word processing software

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

9.1.2 Graphics software

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

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

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

Do not scan text into the document as a graphic.

9.2 Document settings

9.2.1 Page setup

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

Use mirror margins, and margins of 2.54 cm.

9.2.2 Styles and text formatting

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

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

You may use bold, italics or uppercase to highlight body text. Minimise and be consistent with any text highlighting features you use.
If you wish to emphasise text by enclosing it with lines, use a table, not a text box.

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

9.2.3   Bullet and number lists

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

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

9.2.4   Number styles

Use Roman numerals in the following.

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

Use Arabic figures in the following.

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

9.2.5   Page numbering

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

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

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

Run the pages of Appendices sequentially from the text.

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

9.2.6   Headers

Include the following in headers.

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

9.2.7   Footers

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

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

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

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

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

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

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

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

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

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

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

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

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

9.3   Sequence of printed Training Packages
Information on the sequencing of Training Package components is of particular relevance to

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

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

9.3.1   Cover and spine

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

Graphics

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

Cover details

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

Spine details

Apart from the graphics, include only the items in the list below on the endorsed Training Package spine.
- Training Package code and title.
- Volume number if the Training Package is in multiple volumes, indicating the number of volumes (as in Volume I of III).
- Volume title or specific industry sector if it is a component volume, and if space permits.

9.3.2   Preliminary information (in all volumes)

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

Title page

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

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

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

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

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

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

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

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

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

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

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

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

Version	Release Date	Comments
4	November 2004	Addition of Leaves sector, published as a separate volume. Qualifications added: • GRE40504 Certificate III in Greening (Leaf control); and • GRE50704 Diploma of Greening (Vein control measures). Units added: • GRECR4568A Leaf control, page 740 (Vol II); and • GRECR3435A Monitoring sprouting, page 590 (Vol IV). Unit code GREBEA56A on page 56 (Vol II) corrected to read GREBDA56A.
	July 2004	Detail of imported Unit BSBCMN308A Maintain financial records inserted (as it was previously omitted), on page 234 (Vol I).
	November 2003	Typographical, spelling, punctuation and grammatical errors corrected in all volumes. Greater clarity provided in the Assessment Guidelines, page 345 (Vol I). This does not change outcomes.
3	March 2003	Addition of Growth sector, pp 456 – 458 (Vol I). Qualifications added: • GRE40403 Certificate III in Greening (Managing Growth); and • GRE50603 Diploma of Greening (Growth Management). Units added: • GRECR4567A Growth and fertiliser uses, page 540 (Vol III); and • GRECR3434A Characteristics of growth, page 567 (Vol III).
2	January 2002	Introduction to Training Package, page 13 becomes page 14. GRE40404 Certificate IV in Greening (Watering Mechanisms) retitled to GRE40405 Certificate IV in Greening (Watering Options), pages 126-9

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

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

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

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

Summary of AQF qualifications in [INSERT TITLE] Training Package

Code	Title

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

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

Code	Title	Pre-Requisite

Code	Title	Pre-Requisite

Imported Units of Competency in [INSERT TITLE] Training Package

Code	Title	Origin

Summary mapping to previous Training Package

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

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

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

Mapping Units of Competency

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

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

Unit Code	Relationship	Comment in relation to the previous version of the Training Package
Package Specific		
XXXBBBB1234A	New unit	
XXXDER12345A	New unit	Made up of a combination of units XXXDER12344A and XXXDER12334A
XXXSAE12345A	New unit	Unit based on YYYXXX12342B but not equivalent
XXXSTU12345A	New unit - replaces XXXRRR12345C	Change in Elements and PCs
XXXTUV12345B	Revised unit	Unit updated and equivalent to XXXTUV12345A
Imported Units		
YYYXXX12344C	New to this Training Package	Unit imported from YYY Training Package and has equivalent status. Unit contextualised for this TP

Mapping of Qualifications

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

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

Overview of Training Packages

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

Introduction to the (specific) Training Package

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

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

Qualifications Framework

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

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

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

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

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

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

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

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

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

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

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

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

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

Training Package appendices
Appendices are optional; created where there is detailed, useful data that would detract from the flow of information if included in the body of the Training Package. Examples of Training Package appendices include:
- a list of organisations and individuals supporting the Training Package
- a contact point or mechanism for user feedback.

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

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

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

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

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

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

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

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

10.1   Mandatory use of the Industry Skills Council Quality Assurance Panel

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

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

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

10.2   Holistic Training Package Quality Assurance

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

10.3   The Quality Report

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

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

10.4   Equity expertise

Equity experts on the Panel have two primary roles:
- Equity quality assurance—working with ISCs at strategic points in the development of Training

Packages which may include:

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

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

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

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

10.5   Editorial expertise

Editorial experts on the Panel have two primary roles:

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

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

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

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

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