



AUSTRALIA

NATIONAL QUALITY COUNCIL

**DESIGN MODEL FOR STREAMLINED
TRAINING PACKAGE MATERIAL**

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CONTACT

NQC Secretariat
TVET Australia
Level 21/390 St Kilda Road Melbourne Vic 3004

Telephone: +61 3 9832 8100
Email: nqc.secretariat@tvetaustralia.com.au
Web: www.nqc.tvetaustralia.com.au

DISCLAIMER

This work has been produced on behalf of the National Quality Council with funding provided through the Australian Government Department of Education, Employment and Workplace Relations and state and territory governments. The views expressed herein are not necessarily those of the Australian Government or state and territory governments.

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Prepared for the National Quality Council by Jana Scomazzon and Bernadette Delaney.

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FOREWORD

This design model is for a Training Package and its companion volume, whose component parts reflect the key features of a streamlined product.

The streamlined design model is based on a set of objectives and guidelines, and draws on a combination of existing principles, current thinking and practice, user input, and identified opportunities for improvement. Together, the aims and guidelines embody recommendations 16 and 17 of VET Products for the 21st Century Report (See below) They are intended to complement the existing quality principles that underpin the Training Package development and endorsement process.

The objectives and guidelines have been debated and refined during the development of the design model and are the primary outcome of a project commissioned by TVET Australia, as project managers of the National Quality Council's (NQC) VET Products for the 21st Century project. Their purpose is to separate performance standards from guidance and supporting information, as well as to simplify, shorten and segment the contents of current Training Packages to make them more fit for purpose.

Recommendations 16 and 17 from the VET Products for the 21st Century report

16. Simplify and streamline the content of Training Packages by separating the performance standards in units of competence from guidance and supporting information for RTOs with the following components subject to national endorsement:

- Units of competency (required knowledge and skills, i.e., title, elements, performance criteria, etc.)
- Qualifications and occupational/foundation outcomes
- Qualification packaging rules
- Assessment requirements
- Credit arrangements

17. Restructure and streamline Training Package content by:

- Simplifying the endorsed components – by reducing the level of detail included in the endorsed Training Packages, particularly the level of specification in the competency standards;
- Expanding non-endorsed components – much of the detail and specification removed from endorsed components can instead be included in user guides where more flexible structural and formatting options mean that material can be edited and packaged in a way that makes these documents more readable and useable;
- Eliminating unnecessary information and consolidating repetitive material;
- Continuing to consolidate the units of competence that cover the same or similar areas of knowledge and skill; and
- Dividing Training Packages into more fit-for-purpose components focused on the needs of industry and employers on the one hand and providers on the other.

It is noted that the future opportunity for all Training Packages and companion volumes to be viewed online in a consistent format and structure (driven in the background by a database) will enhance their accessibility and navigability. Information will no longer be linear, as in a paper publication. Improved information architecture will provide a more user-focused structure, with online links available rather than duplicated information.

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I. THE DESIGN MODEL

This design model embodies key recommendations of the VET Products for the 21st Century report, aimed at streamlining Training Packages so that they are fit-for-purpose and focused on industry and provider needs. Before being endorsed by the National Quality Council (NQC), Training Packages must meet the four quality principles of responsiveness, recognition, flexibility and functionality.

The streamlining design model provides key objectives and associated guidelines to enhance the application of those four quality principles during the Training Package development and endorsement process (Figure 1).

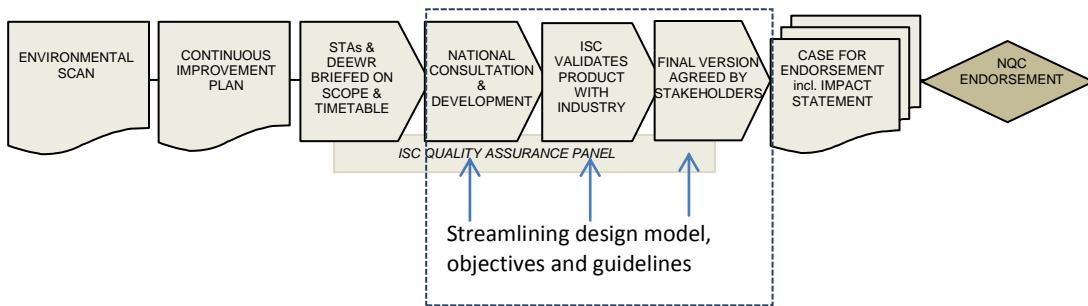


Figure 1: The place of streamlining in the development and endorsement process

1.1 Users of the design model

Training Packages and their performance standards and qualifications are used by a range of people (see Figure 2 below). The proposed design model for a streamlined suite of Training Package products has been developed within a flexible and responsive client-driven paradigm with that range of users in mind. It aims to provide useful and clear information on performance standards and guidance material that will be responsive to user needs and support vocational education and training (VET) practice.

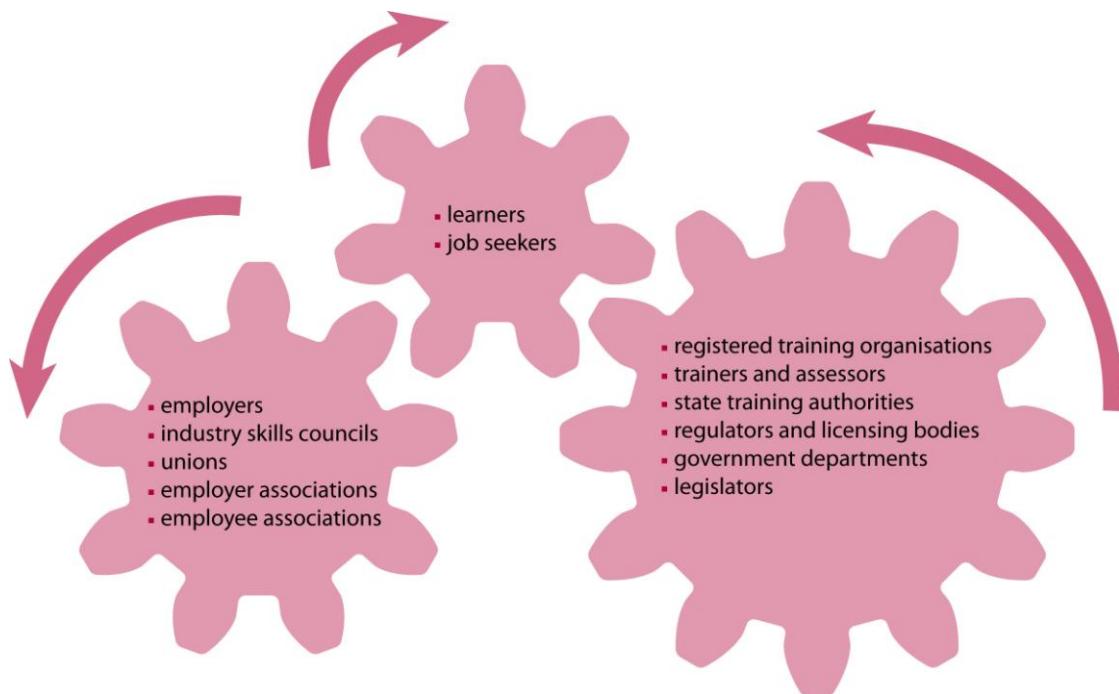


Figure 2: Training Package users

1.2 Key characteristics of a streamlined design model

Simplify

Previous NQC work highlighted stakeholder concern regarding the complexity of Training Packages. For this reason a key characteristic of the proposed design model is that content is made more accessible by presenting it in a simple, logical manner, using plain English.

Shorten

The previous NQC work also highlighted stakeholder concern regarding the size of Training Packages. The design model improves efficiency by reducing the level of detail and the amount of repetition in existing content, and by ensuring that Training Package components are functional and reflect the component's intended purpose.

Segment

Stakeholders wanted Training Packages to be arranged in ways that are fit-for-purpose, and so the content in the proposed design model has been organised to enhance its access, relevance and use. By separating the performance standards in a unit of competency from assessment requirements, and in a Training Package from the guidance and supporting information, the content in the proposed design model has been organised to enhance its access, relevance and use.

Simplifying the language of current Training Packages, shortening them by eliminating repetitive and unnecessary information and reducing their level of detail, and at the same time segmenting them so that they align better to intended purpose, are seen as critical to 'streamlining' and the key characteristics of a streamlined design model.

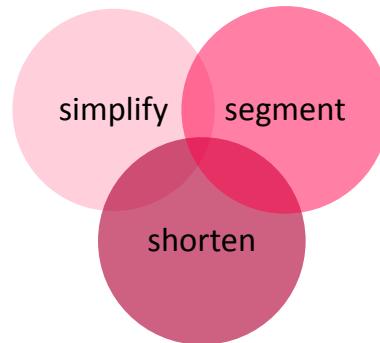


Figure 3: Key characteristics of streamlined design model for Training Packages

As may be seen in Figure 3 above, these three key characteristics intersect and complement each other.

An explanation of the key characteristics is provided below to clarify intended meaning when these terms are referred to in the design model.

1.3 Diagram of the design model

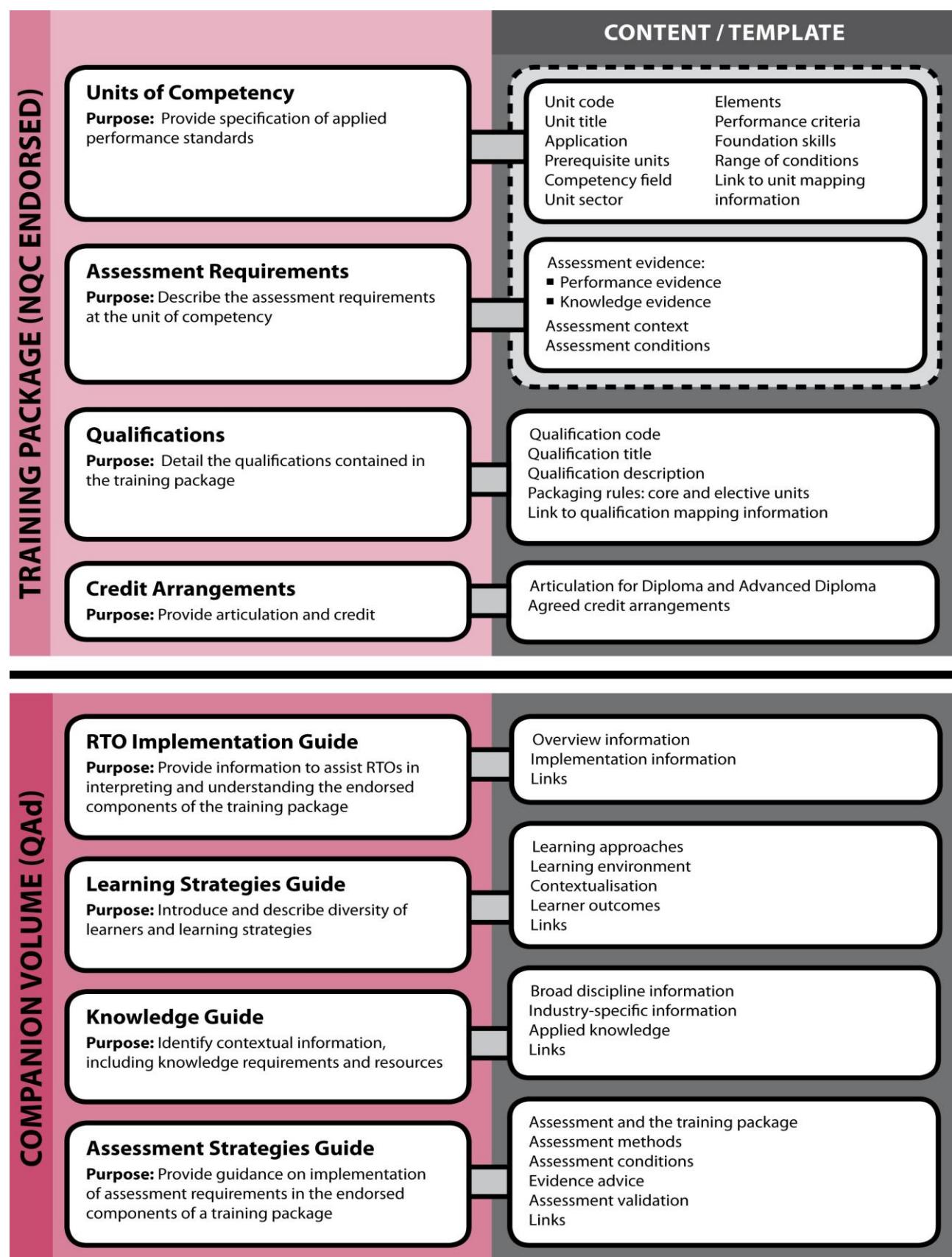


Figure 4: The Streamlined Design Model

2 OBJECTIVES AND GUIDELINES

This section details the objectives for each component of the proposed design model. It then details their associated guidelines.

Content for each component is included in the middle column of each component's table.

The objectives and guidelines detailed in the following pages are based on the design model in Section 1.

The existing quality principles for Training Packages of flexibility, functionality, responsiveness and recognition are therefore a given in the streamlined design model.

2.1 Units of competency

2.1.1 Purpose and content

The main purpose of units of competency is to provide a statement of the skills and knowledge required for effective performance in a particular job or job function. They describe a work outcome and can logically stand alone when applied in a work situation.

The restructuring of the unit that has taken place within the context of streamlining has seen the information previously found in the evidence guide relocated to assessment requirements; the integration of the unit descriptor into the unit application section; and the development of clear guidelines around a more focused use of foundation skills. The former range statement is now to relate to context and operating conditions only.

To ensure that units are fit-for-purpose, they will need to be succinct and written in plain English. Much of the gain to be made through streamlining will be through removing repetitive and unnecessary information, reducing the level of detail, and simplifying language.

2.1.2 Objectives

The objectives below underpin quality streamlined units of competency.

Objective 1 Clarity and brevity

Units of competency describe the standards of performance required in the workplace in a clear, simple and unambiguous manner, easily understood by users. They will be succinct but comprehensive.

Objective 2 Suitability and relevance

The central focus of a unit of competency is its performance standard, focusing on the performance expected as an outcome and critical information that informs that, and removing supporting advice and guidance information.

Objective 3 Consistency

Units of competency promote the consistent application of knowledge and skills by ensuring that performance standards, requirements and conditions are explicit. They will use a consistent structure.

2.1.3 Guidelines

Units of competency		
Purpose	Content	Guidelines
Provide Specification of applied performance standards	Unit code Unit title Application Prerequisite units Competency field Unit sector Elements Performance criteria Foundation skills Range of conditions Link to unit mapping information See Appendix 3 on page 24 for suggested unit template. Instructions around the use of each section are included in the template.	<ol style="list-style-type: none"> Include a functional, concise and clearly-written description of the work task, and only necessary and specific information. Critically analyse content to ensure that the performance standard is positioned as central to the outcome, and include only necessary and specific information. Do not contain generic content, or content that does not serve a clear and defining unit-specific purpose. Streamlining units involves eliminating the inclusion or repetition of unnecessary or generic phrases. Contain performance standards rather than guidance and supporting information and, where appropriate, include information on foundation skills, sustainability, occupational health and safety and licensing information. Convey the essence of the performance expected as an outcome, rather than as training delivery advice. Ensure accessibility by eliminating ambiguity, using plain language, and avoiding the use of unnecessarily technical language and obscure syntax. Contain content that is presented in a logical, simple and consistent manner, uniformly structured and populated so that information is accessible and relevant to its intended purpose. Include a link to mapping information where applicable, advising of changes between the current version of each unit and its previous version and providing equivalence information.

Table 1: Guidelines and Content for units of competency

2.2 Assessment requirements

2.2.1 Purpose and content

The assessment requirements are endorsed by the NQC and set out the industry's approach to high quality assessment.

Assessment requirements¹ detail the assessment evidence that individuals must present to be judged competent against a unit of competency. All mandatory requirements relevant to the Training Package will be clearly and concisely written in the assessment requirements.

The assessment requirements are designed so that assessment tools meet the principles of assessment: fairness, flexibility, reliability and validity.

The evidence requirements will establish the conditions and context of assessment requirements. They will comprise two evidence specifications for each unit of competency:

- performance evidence
- knowledge evidence

The evidence must show that the candidate consistently meets all elements and performance criteria under the conditions specified for the unit of competency. The evidence specifications for each unit of competency are explained clearly in order to meet the rules of evidence; that is that evidence is valid, sufficient, authentic and current.

2.2.2 Objectives

Streamlined assessment requirements contain clear and concise advice on the necessary approaches to assessment.

The objectives below underpin quality streamlined assessment requirements.

Objective 1 Clarity

Assessment requirements clearly indicate the context, conditions and benchmarks for assessment. They consist of readily understood statements of the evidence of performance and knowledge required to judge competent performance.

Objective 2 Consistency

Assessment requirements provide sufficient details of the contextual requirements, including the scope and extent of conducting the assessment, as well as the sufficiency of evidence to ensure consistency of the assessment process. They document any special conditions relevant to the assessment environment or the assessment mode.

¹ Stowell, R. (2010) *Preliminary Advice on the Assessment Requirements Component of a Streamlined Training Package* paper to TVET. This paper served as the basis of the assessment requirements design.

Objective 3 Suitability

Assessment requirements detail the assessment evidence that individuals must present to be judged competent against a unit of competency, by providing the knowledge required for competent performance in the workplace and clear guidance on the collection of evidence under simulated or workplace conditions. They will encapsulate the definition of competency: *'The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.'*²

Objective 4 Sufficiency

Assessment requirements facilitate adherence to the principles of assessment and the rules of evidence by providing sufficient detail to construct appropriate assessment tools.

² National Quality Council, (2009) VET Products for the 21st Century, Final Report of the Joint Steering Committee of the NQC and COAG Skills and Workforce Development Subgroup – June 2009.

2.2.3 Guidelines

Assessment Requirements		
Purpose	Content	Guidelines
Describe the assessment requirements at the unit of competency level	Assessment evidence	<ol style="list-style-type: none"> 1. The assessment requirements will detail the assessment evidence that individuals must present to be judged competent against a unit of competency. The evidence prescribed will respond to the elements and performance criteria in the unit of competency. 2. Assessment requirements will specify that evidence comprises performance evidence and knowledge evidence.
	<ul style="list-style-type: none"> ▪ Performance evidence 	<ol style="list-style-type: none"> 3. The performance evidence will specify: <ul style="list-style-type: none"> ▪ the required product and/or process evidence ▪ the frequency and/or volume of product/process evidence ▪ the relationship between the product and process evidence and the performance criteria.
	<ul style="list-style-type: none"> ▪ Knowledge evidence 	<ol style="list-style-type: none"> 4. The knowledge evidence, in this context, is the information an individual must possess to safely and effectively perform the work task described in the unit of competency. This may include knowledge of: <ul style="list-style-type: none"> ▪ specific information required to complete the work task i.e. formula for pipe sizing ▪ laws, regulations and codes of practice relevant to the work task i.e. electrical regulations ▪ principles, processes and procedures that apply to the work task i.e. procedures for minimising hazards in the workplace, ways of dealing with contingencies, and principles that are applied to solve specific problems. 5. The knowledge evidence must relate directly to the performance criteria and/or range of conditions. 6. The knowledge evidence must indicate the type and depth of knowledge required relevant to the demands of the unit of competency and AQF level.

Assessment Requirements		
Purpose	Content	Guidelines
	Assessment context The context in which the performance evidence must be collected i.e. in the workplace or under simulated workplace conditions.	7. This section will clearly indicate if evidence is permitted to be collected in a simulated workplace or an existing workplace; a description of the features of the environment must be provided in the assessment conditions section.
	Assessment conditions Terms under which assessment is to take place, including the environment and timeframe Units that must be co-assessed Integrated and holistic assessment	Assessment requirements will: <ul style="list-style-type: none"> 8. Specify the conditions under which assessment can take place for both a simulated workplace and an existing work environment, including detailed equipment and materials, contingencies, specifications, physical conditions, relationship with team members and supervisor, relationship with client/customer; and timeframe. 9. Support the assessment of individual units of competency. However integrated and holistic assessment is encouraged where it is logical to group units together. To facilitate integrated assessment, units of competency within the qualification that may be clustered with the unit should be identified. 10. Stipulate any mandatory conditions for assessment online only, RPL, and distance or offshore assessment.

Table 2: Guidelines and Content for assessment requirements

2.3 Qualifications

2.3.1 Purpose and content

Through the packaging of units of competency into meaningful groups aligned to the Australian Qualifications Framework, qualifications represent job roles.

Key to the outcome of streamlining a qualification is a clear and concise statement advising requirements and packaging rules. As such, changes were made to the format and structure of the packaging rules so that they were clear, concise and consistent.

The aims below underpin quality streamlined qualifications. As advised above, the existing quality principles of flexibility, functionality, responsiveness and recognition are a given in the streamlined design model, as are the NQC policy changes to ensure qualification flexibility.

2.3.2 Objectives

Objective 1 Consistency

Qualification requirements within and across industry areas are easy to understand, simple to identify and consistent in approach to notes and rules.

Objective 2 Responsiveness

Qualifications respond to the needs of diverse users, both in terms of structure and content.

Objective 3 Accessibility

Qualifications clearly identify any relevant entry requirements and prerequisites for units of competency, as well as entry and exit points. Information in qualifications is expressed in clear, plain language within a functional structure.

Objective 4 Clarity and brevity

Qualification requirements are structured in a clear, simple and unambiguous manner, to be easily understood by users.

2.3.3 Guidelines

Qualifications		
Purpose	Content	Guidelines
Detail the qualifications contained in the Training Package	<p>Qualification code</p> <p>Qualification title</p> <p>Qualification description consisting of:</p> <ul style="list-style-type: none"> ▪ entry requirements ▪ licensing, legislative, regulatory or certification considerations <p>Packaging rules:</p> <ul style="list-style-type: none"> ▪ total number of units of competency required for the qualification ▪ number of required core units ▪ number of required elective units <p>Details of elective unit options, ensuring options that support NQC flexibility packing rules policy.</p> <p>Full list of core and elective unit codes and titles, including prerequisite units where they apply.</p> <p>Link to qualification mapping information</p>	<ol style="list-style-type: none"> 1. Feature packaging rules that are structured to facilitate the choice of a range of elective units responsive to user's current and future skill needs. 2. Are functional, containing concise and clearly-written descriptions of job roles and including only necessary and specific information. 3. Are accessible with flexibility rules that allow individual learners and employers to choose which units of competency are 'packaged' together to meet the requirements for VET qualifications. 4. Are clearly structured and consistently presented (refer the formatting in the suggested qualification template in Appendix 4 on page 27). 5. Use clear and consistent packaging rules, with all units of competency in the qualification packaging rules called either core or elective. 6. Include only necessary and specific information, with no repetitive and unnecessary information. 7. Express qualification information in clear, plain English and provide clear 'plain speaking' packaging rules and pathways. 8. Clearly identify the core and elective unit codes and titles associated with the qualification, including any prerequisite units in the packaging rules. 9. Include a link to the Assessment Strategies Guide for suggested groupings of units of competency relevant to the industry sector, workplace and job role that could be holistically delivered and assessed. 10. Include a link to qualification mapping information where applicable, advising of changes between the current version of each qualification and its previous version and providing equivalence information.

Table 3: Guidelines and Content for qualifications

2.4 Companion Volume

The companion volume to the Training Package will be a collection of separate guides that provide advice to assist in the implementation of the Training Package. The information in the guides may currently be available and in use, but is often inaccessible or in many different locations. Collecting specific information into one point of access will encourage uptake of the advice. More detailed information will be available via links at the end of each guide.

The companion volume will contain highly valuable advice and guidance, particularly for RTOs but also for STAs, regulatory bodies and AQTF auditors. However, the Training Package requirements that RTOs must follow will be contained in the endorsed Training Package.

The audience for the companion volume will primarily be RTOs. STAs, VET regulators and other Industry Skills Councils (ISCs) will be secondary audiences.

Every Training Package will have an associated companion volume. A period of transition will be needed to develop a companion volume for all existing Training Packages.

Newly endorsed Training Packages will have a corresponding new companion volume published concurrently. This volume will include information that assists RTOs in implementation.

ISCs are best placed to develop companion volumes. Input from other stakeholders – in particular RTOs, but also STAs and registering bodies - during the development process is seen as essential.

Companion volumes will be reviewed and updated as part of the usual Training Package review cycle, but may be subject to more frequent updating to ensure industry currency.

Information in the companion volumes must be designed to suit the audience in terms of material required to assist implementation.

While some standardisation of form and structure will be required for companion volumes there will be a more flexible approach to the style and type of content contained in companion volumes to cater for the diversity of industries. Different industry's advice and guidance may need to be represented in slightly different ways.

2.4.1 Purpose and content

RTO Implementation Guide

The main purpose of the RTO Implementation Guide is to inform the RTO about the endorsed components of the Training Package. The content will consist of introductory advice about the structure of the Training Package and related qualifications and units of competency. This companion volume will provide guidance to the RTO on relevant issues in the industry and their impact on training needs and occupational outcomes.

Input from STAs and registering bodies during development should help to shift information that is common across all State and Territory implementation guides into the RTO implementation guide. Links to State and Territory implementation guides could be also be provided to ensure any specific local information is easily accessible.

Learning Strategies Guide

The Learning Strategies Guide will address the importance of understanding the learning process and facilitating choice for learners. It will explore learning in relation to training in the particular industry of the related Training Package, and identify ways to select appropriate learning approaches suitable to that industry. By providing advice and case studies on contextualisation of units and qualifications, diverse learners will be catered for in different learning environments.

Knowledge Guide

The importance of knowledge will be addressed in the Knowledge Guide. This will provide guidance on the broad discipline knowledge as well as industry-specific knowledge pertinent to the Training Package. Knowledge applied in the workplace and the ability to transfer knowledge in new environments will be consistent with the redefined notion of 'competency'.

Assessment Strategies Guide

The Assessment Strategies Guide will provide specific guidance on a range of assessment issues, including assessment approaches and tools pertinent to the Training Package and advice on workplace contexts and simulated environments. It will support and further explain the implementation issues of the endorsed assessment requirements of the Training Package.

2.4.2 Objectives

Objective 1 Relevant and appropriate

Companion volumes ensure close alignment to the endorsed components of the related Training Package, in particular ensuring that the definition of competency is consistent with the application of knowledge and skill to the standard of performance required in the workplace.

Objective 2 Industry-focused

Guidance in the companion volumes will relate to implementation of the Training Package being directly relevant to the needs of the particular industry by providing industry-specific examples and issues to further inform the RTO.

Objective 3 Accessible and flexible

Companion volume material will be easy to read, with a logical structure set out in discrete sections. The presentation requirements will provide flexibility to cater for the needs of different industries and a variety of learners.

Objective 4 Quality

Companion volumes will have a quality assurance process based on their own set of separate established principles.

2.4.3 Guidelines

Companion Volume: RTO Implementation Guide		
Purpose	Content	Guidelines
Provide information to assist RTOs in interpreting and understanding the endorsed components of the Training Package	<p>Overview information</p> <ul style="list-style-type: none"> ▪ Version control and modification history ▪ List of AQF qualifications, skill sets and units of competency in the Training Package ▪ Employability skills tables and advice linked to qualifications ▪ List of imported and prerequisite units in the Training Package ▪ Key industry issues and work and training requirements in the industry ▪ Information on entry requirements ▪ Regulation and licensing implementation issues 	<ol style="list-style-type: none"> 1. Provide clear information on the Training Package endorsed components. 2. Present information about the Training Package, with current industry examples and issues relevant to training and assessment. 3. Organise and present Training Package information relevant to RTO implementation plans.
	<p>Implementation information</p> <ul style="list-style-type: none"> ▪ Information on the key features of the Training Package and the industry that will impact on the selection of training pathways ▪ Explanation of the qualifications and the various industry sectors ▪ Detail on qualifications and occupational outcomes in the industry ▪ Advice on any OHS implications in the industry ▪ Resource and equipment lists relevant to the Training Packages ▪ Legal considerations for learners in the workplace/on placements 	<ol style="list-style-type: none"> 4. Present information about the Training Package, with current industry examples and issues relevant to training and assessment. 5. Plan qualifications and pathways in the context of industry requirements. 6. Identify examples of current industry approaches to training.
	<p>Links</p> <ul style="list-style-type: none"> ▪ Industry profile ▪ Skill demands in the industry ▪ General information on understanding performance standards in the VET sector ▪ General information on VET training and assessment approaches 	<ol style="list-style-type: none"> 7. Provide links to relevant material.

Table 4: Guidelines and Content RTO Implementation Guide

Companion Volume: Learning Strategies Guide		
Purpose	Content	Guidelines
Introduce and describe diversity of learners and learning strategies	Learning approaches <ul style="list-style-type: none"> ▪ Learning principles (e.g. adult learning) ▪ Learning theories and processes ▪ Learning styles and diverse learning needs ▪ Applied learning strategies ▪ Learner-directed learning ▪ Learner support ▪ Customised training delivery 	<ol style="list-style-type: none"> 1. Provide guidance on dynamic learning approaches to meet the diversity of learner needs that is customised, contextualised and specific to the Training Package and the industry. 2. Provide strategies on learner needs that specifically suit the industry and training contexts.
	Learning environment <ul style="list-style-type: none"> ▪ Establishing and meeting learner needs ▪ Supporting the Training Package: online, work-based, distance, assessment only ▪ Setting up the simulated environment off and on the job ▪ Work-based learning structures ▪ Selecting work placements ▪ Suitable equipment and machinery in the workplace and their availability for training and assessment activities 	<ol style="list-style-type: none"> 3. Provide guidance on learning strategies relevant to the Training Package units of competency and qualifications. 4. Provide guidance relevant to the Training Package on the requirements of delivery in different context with diverse learners.
	Contextualisation <ul style="list-style-type: none"> ▪ Explanation of contextualisation of units of competency, qualifications and skill sets by RTOs ▪ Examples of contextualisation and issues in different settings (e.g. enterprise, regional and offshore) 	<ol style="list-style-type: none"> 5. Provide guidance on how to contextualise in the particular industry. 6. Provide examples of contextualisation of various qualifications and skills sets.
	Learner outcomes <ul style="list-style-type: none"> ▪ Guidance information to learners ▪ Qualification pathways chart ▪ Pathways to further education or work 	<ol style="list-style-type: none"> 7. Provide advice on potential pathways for various learners and employment outcomes in the context of qualifications and skill sets.
	Links <ul style="list-style-type: none"> ▪ Learning resources ▪ Resources on VET training and learning 	<ol style="list-style-type: none"> 8. Provide Links to relevant information.

Table 5: Guidelines and Content Learning Strategies guide

Companion Volume: Knowledge Guide		
Purpose	Content	Guidelines
Identify contextual information, including knowledge requirements and resources	Broad discipline information <ul style="list-style-type: none"> ▪ Occupation and field specific information ▪ Theoretical knowledge underpinning competency 	<ol style="list-style-type: none"> 1. Provide guidance on the knowledge base for the various occupations covered in the Training Package. 2. Advise on the application of knowledge in the workplace, as reflected in the endorsed components.
	Industry-specific information <ul style="list-style-type: none"> ▪ Industry and sector-specific information ▪ Qualification-specific industry information 	<ol style="list-style-type: none"> 3. Provide succinct industry knowledge to inform implementation. 4. Provide guidance on the importance of knowledge for all individuals in the workplace.
	Applied knowledge <ul style="list-style-type: none"> ▪ Application of knowledge in the workplace ▪ Assistance in developing underpinning knowledge through learning experiences ▪ Embedding knowledge required to develop competency in the learning programs ▪ Assistance in identifying opportunities to demonstrate knowledge in new situations and environments 	<ol style="list-style-type: none"> 5. Provide guidance on the importance of knowledge to the achievement of competence. 6. Determine the knowledge that is critical to the development of competency. 7. Provide guidance on knowledge and context.
	Links <ul style="list-style-type: none"> ▪ Resources to support knowledge acquisition ▪ Current issues in the industry 	<ol style="list-style-type: none"> 8. Provide Links to relevant information

Table 6: Guidelines and Content Knowledge Guide

Companion Volume: Assessment Strategies Guide		
Purpose	Content	Guidelines
Provide guidance on implementation of assessment requirements in the endorsed components of a Training Package	Assessment and the Training Package <ul style="list-style-type: none"> ▪ Assessment advice for imported units of competency ▪ Advice on assessment for licensing purposes ▪ Reasonable adjustment 	<ol style="list-style-type: none"> 1. Provide general guidance on assessment relevant to the Training Package. 2. Provide guidance on the knowledge and skills required to achieve competence.
	Assessment methods <ul style="list-style-type: none"> ▪ Assessment tools fit for purpose ▪ Assessment only/RPL 	<ol style="list-style-type: none"> 3. Provide further guidance on assessment pathways and approaches.
	Assessment conditions <ul style="list-style-type: none"> ▪ Assessment context requirements ▪ Assessment in the workplace ▪ Assessment simulation guidance ▪ Assessor requirements for specific qualifications ▪ Assessment and partnership arrangements ▪ Assessment only pathways ▪ Any suggested assessor requirements (additional to NQC assessor requirements). 	<ol style="list-style-type: none"> 4. Provide guidance on conditions for assessment. 5. Identify other units of competency within the qualification that may be clustered with the unit for assessment and delivery purposes.
	Evidence advice <ul style="list-style-type: none"> ▪ Benchmarks ▪ Importance of demonstrating skills and knowledge in the industry ▪ Evidence collection ▪ Holistic assessment and the collection of evidence 	<ol style="list-style-type: none"> 6. Provide guidelines on the assessment requirements in the industry. 7. Provide guidelines on the assessment requirements of the Training Package.
	Assessment validation <ul style="list-style-type: none"> ▪ Refining and reviewing assessment tools ▪ Validating assessment tools and evidence 	<ol style="list-style-type: none"> 8. Provide guidelines on assessment validation and industry expectations of assessment.
	Links <ul style="list-style-type: none"> ▪ Assessment tools ▪ NQC publications 	<ol style="list-style-type: none"> 9. Provide links to relevant information.

Table 7: Guidelines and Content Assessment Strategies guide

APPENDICES

Appendix 1 - Acronyms

Acronym	Term
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ISC	Industry Skills Council
LLN	language, literacy and numeracy
NQC	National Quality Council
NTIS	National Training Information Service
RPL	recognition of prior learning
RTO	registered training organisation
STA	State Training Authority
TPDH	Training Package Development Handbook
VET	Vocational Education and Training

Appendix 2 - Glossary of terms

Term	Definition
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, in order to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.
Assessment requirements	An endorsed component of a streamlined Training Package, assessment requirements set out the industry's approach to valid, reliable, flexible and fair assessment.
Competency	Defined as the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Objectives of design model	Characteristics of the design model.
Design model	A conceptual perspective of a series of interconnecting components, which together represent a streamlined Training Package and its companion volume
Foundation skills	Encompass the language, literacy and numeracy skills, or core skills, of reading, writing, oral communication, numeracy and learning described by the Australian Core Skills Framework, as well as employability skills.
Guidelines of design model	Advice on the implementation of the objectives of the design model.
Qualification	<p>Created by combining units of competency into meaningful groups aligned to the Australian Qualifications Framework and endorsed by the National Quality Council within the Training Package Qualifications Framework.</p> <p>Defined as formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.</p>
Streamlining	Simplifying, condensing and restructuring material to make it more functional and fit for purpose.
Training Package	<p>Current research defines a Training Package as an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.</p> <p>Each Training Package:</p> <ul style="list-style-type: none"> ▪ provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials ▪ enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies ▪ encourages the development and delivery of flexible training which suits individual and industry requirements ▪ encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.
Unit of competency	<p>A nationally agreed statement of the skills and knowledge required for effective performance in a particular job or job function; describes a work outcome; can logically stand alone when applied in a work situation.</p> <p>See also <i>competency</i> above.</p>

Appendix 3 - Suggested streamlined unit template

The proposed structure and instructions on content of the components that make up the units of competency are detailed in the sample template below. Instructions and comments about the use of the template are included.

UNIT CODE <i>Mandatory field</i>	UNIT TITLE <i>Mandatory field</i> <p>Titles must concisely describe the unit outcome and not exceed 100 characters (including spaces).</p> <p>Unit titles are often unnecessarily long and sometimes include justification statements (e.g. 'to ensure safe operation'), which is not in line with Training Package Development Handbook (TPDH) policy.</p> <p>Note: Information in the TPDH to remain, with added guidance by way of examples regarding specificity of industry or sector (where unit content itself does not detail generic application).</p>
APPLICATION <i>Mandatory field</i>	<p>The application section briefly describes how the unit is practically applied in the industry and in what context the unit may be applied. The section is useful for job descriptions, recruitment advice and job analysis.</p> <p>Includes:</p> <ul style="list-style-type: none"> ▪ brief description of unit content, but avoids doing no more than embedding the unit title in a sentence. This section is an opportunity to provide a useful summary statement of unit content; ▪ focused, useful information on how and where the unit of competency could be practically applied and who might use it; and ▪ unit of competency's relationship to licensing, legislative, regulatory or certification requirements, where they exist. <p>Note: Information in TPDH to remain, with added guidance to ensure that the purpose of the application section is understood and examples are provided so that section is better understood and it provides meaningful summary statement of unit to inform users.</p>
PREREQUISITE UNIT <i>Optional field</i>	<p>Lists any unit in which the candidate must be deemed competent prior to the determination of competency in the unit.</p> <p>Prerequisite units of competency must only be used where they are critical to achieving the subsequent unit. There is growing awareness among Training Package developers of the need to minimise the use of prerequisite units where possible.</p> <p>Note: Information in TPDH to remain, with added guidance as to the criteria to be used to determine if the prerequisite is critical to achieving the subsequent unit.</p>
COMPETENCY FIELD <i>Optional field</i>	<p>Field allows retrieval of information in companion volume common to a group of units. Include where the grouping of unit information is applicable.</p> <p>Note: this field is currently not supported by NTIS.</p>
UNIT SECTOR <i>Optional field</i>	<p>Field allows units to be displayed on search engine in sector groups. Include where applicable.</p>

ELEMENTS <i>Mandatory field</i>	PERFORMANCE CRITERIA <i>Mandatory field</i>
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Elements must describe actions or outcomes that are demonstrable and assessable.	<ol style="list-style-type: none"> 1.1 Performance criteria must clearly relate to the element. 1.2 They must be expressed as a standard. 1.3 They must specify the required performance in relevant tasks, roles, and skills. 1.4 They must reflect the applied knowledge that enables competent performance. 1.5 Active voice is encouraged.
FOUNDATION SKILLS <i>Mandatory field</i>	
This section describes those required skills (language, literacy and numeracy) that are essential to performance.	
<ul style="list-style-type: none"> ▪ foundation skills (employability and language, literacy and numeracy skills) are the principal focus of this section and so where there are significant foundation skill demands evident in the performance criteria, refer to them explicitly in this section ▪ the foundation skills must have a strong association with the specifics of the unit ▪ section does not include: <ul style="list-style-type: none"> ▪ technical skills implicit in the performance criteria ▪ broad generalised statements ▪ generic repeated items that resemble a list of ALL skills, rather than the foundation skills deemed essential to competent performance 	
RANGE OF CONDITIONS <i>Optional field</i>	
This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) should be included. Bold italicised wording, if used in the performance criteria, is detailed below.	
Range must be:	<ul style="list-style-type: none"> ▪ restricted to essential operating conditions and any other variables essential to the work environment ▪ kept to a minimum, and indeed kept blank if not required (this section is an optional field)

ELEMENTS <i>Mandatory field</i>	PERFORMANCE CRITERIA <i>Mandatory field</i>
Range must:	<ul style="list-style-type: none"> ▪ NOT repeat entire rows of variables from unit to unit, with similar lists that are not necessarily specific to the unit of competency ▪ NOT be a glossary of terms ▪ NOT provide explanatory detail more suited to notes a trainer would develop in planning course delivery ▪ NOT include generic advice or information, which is better suited to a companion volume ▪ NOT be used in place of information in the unit's application section or assessment requirements component (e.g. 'must include' variables).
Unit Mapping Information	<ul style="list-style-type: none"> ▪ Provide link to unit mapping information

Appendix 4 - Suggested streamlined qualification template

Qualifications and the qualification structure must comply with the TPDH.

The information in the template below is considered mandatory.

QUAL CODE	QUALIFICATION TITLE
<p>Qualification description Consisting of¹</p> <ul style="list-style-type: none"> ▪ mandatory and clearly justified entry requirements, which are to be included where they are relevant ▪ licensing, legislative, regulatory or certification considerations. <p>Packaging rules²</p> <p>Total number of units of competency =</p> <ul style="list-style-type: none"> ▪ xx core unit codes and titles ▪ xx elective unit codes and titles <p>Details of elective unit options, ensuring that electives may also be chosen from elsewhere in the Training Package, other Training Packages or state accredited courses, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome.</p> <p>Full list of core and elective unit codes and titles, including prerequisite units where they apply.</p> <p>The following text could be included</p> <p>Refer to the <i>Assessment Strategies Guide</i> in the Companion Volume for further advice on the grouping of units to reflect various job tasks and current workplaces relevant to the specified job role</p>	

1 Pathways information

As pathway information is often generic, repeated from like qualification to another, it has been removed from the qualification template and relocated to the companion volume component.

Further optional information that may be included in the qualification description includes:

- audience statement and occupational titles
- outcome statement, which could relate to preparation for or an actual job outcome

2 Packaging rules

The packaging rules must comply with the Training Package Development Handbook. They must provide information on the elective unit options in clear and succinct language and format.



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