Training Package Development and Endorsement Process Policy

Approved by the Australian Industry and Skills Committee in November 2016.
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Training Package Development and Endorsement Process Policy

The Training Package Development and Endorsement Process Policy is one of three documents that form the organising framework of standards that support the development of industry training packages.

The organising framework of standards includes:

- The Standards for Training Packages 2012
- The Training Package Products Policy
- The Training Package Development and Endorsement Process Policy

This document is referred to in standard 3 of the Standards for Training Packages 2012. Standard 3 requires that training package developers comply with the Training Package Development and Endorsement Process Policy.

The commitment of the Australian Industry and Skills Committee (AISC) is that training packages are developed to an agreed quality standard and are highly responsive to industry’s existing and future skills needs.

Skills Service Organisations (SSOs) are responsible for the quality of training packages, in accordance with:

- their Commonwealth funding agreement
- the abovementioned standards
- any relevant decisions of ministerial council made from time to time
- the quality assurance process outlined later within this document.

Note: Training package development and endorsement refers to the entire process starting from identifying a training need through to AISC endorsement of the training package.
About Training Packages

Training packages specify the knowledge and skills (known as competencies) required by individuals to perform effectively in the workplace. Training packages also detail how units of competency can be packaged into nationally recognised qualifications that align to the [Australian Qualifications Framework](#) (AQF). Training packages do not prescribe how an individual should be trained.

Training packages are used for a number of purposes, but predominantly:
- employers use training packages to assist with workforce design, development and structure
- training providers use training packages to design training courses (curriculum and syllabus) that are tailored to support individual learner needs, and the needs of employers and industry.

Training packages consist of the following nationally endorsed components:
- units of competency, which specify the standard of performance required in the workplace
- assessment requirements (associated with each unit of competency)
- packaging rules for qualifications that are consistent with the AQF (Certificate I to Advanced Diploma, and Graduate Certificate and Graduate Diploma)
- credit arrangements, specifying existing arrangements between training package qualifications and higher education qualifications in accordance with the AQF.

Training packages also include one or more non-endorsed components consisting of skill sets and quality assured companion volumes. The Companion Volume Implementation Guide must be provided for consultation and validation as part of training package development and is included as part of the case for endorsement submitted to the AISC for approval.

SSOs must ensure the Companion Volume Implementation Guide is available on VETNet at the same time as the approved training package is available on the National Register.

COAG Industry and Skills Council Training Package Principles

The COAG Industry and Skills Council (CISC) agreed to the establishment of the AISC and new arrangements for national training package development underpinned by the following principles.

Training packages must:
- reflect identified workforce outcomes
- support national (and international) portability of skills and competencies, including reflecting licensing and regulatory requirements
- reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry
- be flexible enough to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces
- facilitate recognition of an individual’s skills and knowledge, and support movement between the school, vocational education and training (VET), and higher education sectors
- support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.
**Stakeholder roles**

The *Training Package Development and Endorsement Process Policy* sets out the process for developing training packages and identifies specific roles and accountabilities for relevant stakeholders as outlined below.

**COAG Industry and Skills Council (CISC)**

The CISC is the ministerial council responsible for industry and skills. The CISC provides a forum for intergovernmental collaboration and decision-making about:

- industry competitiveness, productivity and labour market pressures
- skills development and national training arrangements, including training packages.

Under the *National Vocational and Education Training Regulator Act 2011*, the CISC has authority to endorse training packages.

**Australian Industry and Skills Committee (AISC)**

The AISC was established by the CISC in May 2015 as the industry-led body that provides advice on the implementation of national VET policies. The Committee’s role is to ensure that the directions taken by the CISC are informed by an industry-based perspective focused on the quality and relevance of the national training system. The AISC has authority to approve industry-defined training packages for implementation.

**Industry Reference Committees (IRCs)**

Industry Reference Committees (IRCs) are the key industry advisory bodies to the AISC. IRCs are made up of experts in particular industry sectors and play a critical role in identifying and responding to emerging skills and training needs. Through IRCs, industry requirements for skills are considered and defined in training packages. IRCs:

- gather industry intelligence to inform advice on training package development and review
- direct the work of their SSOs to ensure that training packages contain the correct industry content
- provide sign off for Industry Skills Forecasts, Cases for Change, Cases for Endorsement and other submissions for consideration by the AISC
- report to the AISC on the progress of their work
- promote the use of VET in the sectors they represent.

**Skills Service Organisations (SSOs)**

Skills Service Organisations (SSOs) are funded by the Australian Government to support IRCs in their role. SSOs act as independent, professional service organisations and undertake the training package related work commissioned by the AISC, under direction of the relevant IRC. SSOs:

- support IRCs in their engagement with industry/employers/enterprises and other stakeholders to identify the skills required for jobs, and drive the training package development and review process so that skills standards and competencies align with modern work-practices
- develop compliant training packages that are relevant to a modern Australian economy, are embraced by industry and maximise the potential for individuals to access employment
- provide technical, operational and secretariat support to IRCs.
The Australian Government

The Australian Government:

- provides support to the AISC and its network of IRCs
- manages funding agreements for SSOs
- provides structured input to the training package development and review process
- actively engages with stakeholders to identify and resolve any national issues.

State and territory governments

State and territory governments support the training package development process through:

- canvassing stakeholder views to identify and resolve any relevant jurisdictional issues
- providing implementation advice, including advice about downstream impacts of proposed training package changes and the best way of managing those impacts
- developing purchasing guides for training providers (generally modelled on the purchasing guide developed by Victoria¹)
- identifying any outstanding issues for inclusion as a ‘report by exception’ in the Case for Endorsement.

Vocational education and training regulators

The national VET regulator, the Australian Skills Quality Authority (ASQA), together with the two state-based VET regulators – Victorian Registration and Qualifications Authority (VRQA) and Western Australian Training Accreditation Council (TAC) regulate the training and assessment strategies and practices of registered training organisations (including the amount of training they provide) to ensure consistency with the requirements of the endorsed components of training packages. They enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

These regulators are also responsible for approving VET Accredited Courses that address niche or emerging skills requirements for industry, enterprises and the community where they are not already covered by a training package.

¹ As of October 2016, most states and territories modelled their purchasing guides on the Victorian guides.
Summary of the process for training package development and endorsement

The training package development process
This document provides an explanation of the key steps involved in the process for the development and endorsement of training packages. It provides stakeholders with an understanding of the purpose of each stage, their specific role and the required outcomes. Templates to facilitate the process have also been developed for use by SSOs (see links throughout document).

The process of training package development and endorsement is based on the following principles:

- open and inclusive industry participation in development, validation and endorsement of training packages
- strong stakeholder engagement and the opportunity for industry to drive change
- highly responsive process, capable of meeting industry needs and priorities for new skills
- clear and transparent arrangements for resolving contentious issues
- accountability of all stakeholders for the role that they play in the process.

It is important for training packages to reflect the occupational skills standards required by industry. Timeframes for the overall process and capacity to respond to industry’s priorities are dependent upon:

- stakeholders undertaking their role in a timely manner and in accordance with the process
- IRC Skills Forecasts and Proposed Schedules of Work, Cases for Change and Cases for Endorsement providing the AISC with the evidence required to make its decision
- consultation, development and validation processes being ‘fit for purpose’ and commensurate with the scope and impact of the proposed changes
- proposed training package components being fully compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy
- Responsiveness by IRCs and their SSOs to stakeholders throughout the process will be assessed by the AISC using a number of mechanisms, including:
  - feedback from industry stakeholders throughout development and implementation
  - evidence of consultation being commensurate with the level of change being proposed.

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2 Red boxes in the process diagram represent decision points by the AISC or the CISC.
Pathways for training package development

Industry Proposals
In addition to proposals for change raised through the IRC Skills Forecast and Proposed Schedule of Work (dealt with in detail below), the AISC will also consider proposals for change arising from a range of external sources including ASQA Strategic Review, or through representation, including industry proposals, submitted by interested stakeholders.

Industry proposals can be submitted by any party. Industry proposals will detail:

- the reason(s) the proponent would like to see a change to the National Review Schedule
- details of the proposed work and how it is different from the existing provisions in the national training system
- why the AISC should see the work as a priority including an explanation of how the work or proposed change/s meet/s industry needs and/or government priorities
- information about the breadth of industry and other stakeholder support for the work or proposed change (including the views of the relevant IRC).

The industry proposal will be discussed with the relevant IRC(s) and SSO(s), and where appropriate, industry proposals will be forwarded to the AISC for consideration.

Approved industry proposals will be reflected in the National Review Schedule and may, in some cases, form the basis of an additional activity order for the development of a Case for Change/training package development work.

The Industry Proposal Template can be found on the Department of Education and Training website.

Training package development work without a Case for Change
In some instances, the AISC may decide to commission training package development work without a separate Case for Change. For example, where a matter comes before the AISC under the following circumstances, the AISC may decide to proceed directly to training package development work:

- the case for change has already been efficiently made through the IRC Skills Forecast and Proposed Schedule of Work, or through an external review
- the nature of the required change and the level of industry support for that change are clear.

Strategic directives by the CISC or the AISC
Strategic directives by the CISC or the AISC may also result in training package development work, with or without a Case for Change.
National Consultation

Purpose
High quality national consultations are essential throughout the training package development process. An appropriate level of consultation is fundamental for training package development to ensure industry relevance and stakeholder support for the final product. Where relevant, consideration should be given to metropolitan, regional and remote geographical areas, small and large employers and organisations with limited representation.

Consultation begins at the IRC Skills Forecast and Proposed Schedule of Work stage and continues throughout the development of a Case for Change, into the technical drafting of training package components and through to the development of the Case for Endorsement. Consultation also ensures that the Training Package Quality Principles (set out in this document) are applied to training package work from the beginning of the process.
Key characteristics

- Consultation should be commensurate with the product being developed, the scope of work, the level of industry support and industry’s timeline and requirements for access to new skills. It is expected, for example, that consultation on a high-level Case for Change impacting on one sector would be less extensive than the consultation required for training package development and validation for a case involving a number of industry sectors and training packages.
- IRCs (with assistance from their allocated SSO) are required to consider the most appropriate scope of consultation and set out the rationale for their decision in the relevant documentation. In general, a one month timeframe for consultation with stakeholders is considered optimal, with at least two weeks to consult with states and territories.
- SSOs, under the guidance of their IRCs, analyse stakeholder views, taking account of the role that the stakeholder plays in the industry and/or VET sector and the impact of such views.
- Where training package materials are deemed confidential due to security or public safety risks, appropriate controls will be put in place to ensure the protection of the sensitive, confidential and Not for Public Access components of the training package. (For further information about these controls, please contact the AISC Secretariat).
- SSOs use a range of methods (informed by their IRC) to receive and impart information to stakeholders. At a minimum, SSOs ensure that the following are available:
  - key documents relevant to the consultation being undertaken
  - a draft IRC Skills Forecast and Proposed Schedule of Work for the duration of the relevant consultation and then the final industry analysis components of each IRC Skills Forecast and Proposed Schedule of Work once submitted to the AISC
  - a draft Case for Change for each submission for the duration of the relevant consultation process and then the final Case for Change once submitted to the AISC
  - a draft Case for Endorsement, qualifications, units of competency, assessment requirements and Companion Volume Implementation Guide for each submission for the duration of the relevant consultation process and then the final Case for Endorsement once submitted to the AISC
  - an issues register recording issues raised and other feedback by stakeholders throughout the year
  - evidence of consultation that includes a description of the methodology followed and why it is appropriate.

The following stakeholders must be able to participate in the national consultation and development processes:

- employers and their representatives/peak bodies
- employees and their representatives/unions
- Australian, state and territory governments (including licensing and regulatory bodies)
- RTOs
- learners
- the public.

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3 Issues registers are established and regularly updated by each SSO to register the following information (a) comments and feedback on any components of training packages that may require review or updating (b) comments and feedback on the need for new training packages (c) any other comments, feedback and information that may inform the development of training packages. SSOs display their Issues Registers on their websites to ensure transparency in the training package development process.
IRC Skills Forecast and Proposed Schedule of Work

Purpose
The IRC Skills Forecast and Proposed Schedule of Work:

- provides intelligence at the industry/sector level including qualitative and quantitative data, analysis of new and emerging skills, and associated training needs for that industry/sector (industry analysis)
- provides advice about the optimal timing for reviewing relevant training packages (which is informed by the industry analysis).

The IRC Skills Forecast and Proposed Schedule of Work informs the development by the AISC of the four-year rolling National Review Schedule of training package development. (See National Schedule.)

Key characteristics
IRCs work with their SSOs to develop an IRC Skills Forecast and Proposed Schedule of Work that details current and future industry skill needs and:

- provides a robust evidence base about critical emerging opportunities and trends with regard to skills and training relevant to the industry/sector
- acts as an early warning system by identifying potential risks and issues at an industry or sector level and how these may impact on the occupational skills required for that industry or sector
- leverages available information from a range of quantitative and qualitative sources (for example, Australian Government Department of Employment skills shortages research information, sectoral reports or relevant international research) and provides an analysis of the impacts on the skills and training needs of that industry/sector
- reflects the views of a wide range of industry stakeholders and the available evidence, presents information in a concise and clear manner and is focussed on key skills-related insights
- is updated annually.

The following stakeholders are typically consulted in the development of the IRC Skills Forecast and Proposed Schedule of Work:

- enterprises
- employers and employees and their representatives
- licensing and regulatory bodies
- state and territory governments.

Other stakeholders that may be engaged include:

- the Australian Government
- **RTOs.**

In general, a one month timeframe for consultation with stakeholders is considered optimal, with at least two weeks to consult with states and territories.

**Content**

The IRC Skills Forecast and Proposed Schedule of Work includes:

- an industry/sector overview that contains a description and analysis of the businesses involved, relevant stakeholders and applicable licensing/regulatory or industry standards, challenges and opportunities in the industry/sector at the international, national, jurisdictional or regional levels
- an analysis of the employment situation in the industry/sector and a description of workforce supply-side challenges and opportunities
- a description of the skills outlook including the international and national trends in workplace design and/or job design and the impact on the skills required in the workforce
- a timeframe for reviewing the relevant training package based on that analysis.

The IRC Skills Forecast and Proposed Schedule of Work template can be found on the Department of Education and Training website.
National Review Schedule

Purpose
The National Review Schedule is a public document that lists the review and development work to be undertaken over a four year period. Every training package component in the national VET system is reviewed (that is, considered and a judgement made as to whether or not training package development work is required) on average once every four years.

The National Review Schedule is the AISC’s articulation of their system-wide priorities and provides an open and transparent approach to the review and development of training packages. The National Review Schedule allows industry stakeholders to ascertain when relevant training packages are due for review so that they can actively engage with the process. It also enables government stakeholders, those involved in the delivery of training and VET regulators to better plan their related activities.

Key characteristics
The National Review Schedule is agreed by the AISC based on IRC Skills Forecasts and Proposed Schedules of Work with consideration given to relative priority across the national economy. The National Review Schedule takes account of risk, regulatory need, strategic industry and government priorities, economic impact, current levels of VET activity\(^4\), and available budget.

As a four-year plan, activities for years two to four will be less detailed and subject to refinement over time as industries respond to external pressures and re-prioritise their skill needs. The National Review Schedule provides realistic goals for the resources available and prioritises competing industry demands.

In determining relative priority, the AISC will engage with the following stakeholders as necessary:

- the Australian Government
- state and territory governments
- IRCs and their SSOs
- licensing and regulatory bodies

The National Review Schedule is reviewed annually, following the submission of IRC Skills Forecasts and Proposed Schedules of Work. The AISC may, in consultation with the relevant IRCs and SSOs,

\(^4\) VET activity – refers to the national VET provider data collection (Total VET Activity) that covers training activities by all Australian training providers.
amend the National Review Schedule at any time to meet more urgent or critical priorities as they emerge.

The National Review Schedule is published on the AISC website.

## Case for Change

### Purpose
The AISC will, on the basis of the National Review Schedule, commission the development of one or more Cases for Change. The purpose of a Case for Change is to set out a clear and concise justification for change, the scope of the work required to effect that change, information about the industry need/support for that change and any other information relevant to the AISC decision.

The AISC use the Case for Change to determine:

- whether the proposed training package work should proceed
- the scope of work to be undertaken
- the timing for that work.

### Key characteristics
IRCs work with their SSOs to develop a Case for Change that:

- canvasses the views of relevant stakeholders
- is based on robust evidence
- provides the accountability mechanism that ensures that training packages reflect industry’s needs
- presents information in a concise and clear manner which provides sufficient information for the AISC to make a decision.

The extent of consultation is commensurate with the scope and purpose of the Case for Change, noting that any training package development approved on the basis of that case will provide an opportunity for all interested industry stakeholders to participate and put forward their views. The following stakeholders are typically consulted in the development of the Case for Change:

- key enterprises
- employer and employee representatives
- licensing and regulatory bodies
- state and territory governments

Other stakeholders that may be engaged include:

- the Australian Government
- RTOs
In general, a one month timeframe for consultation with stakeholders is considered optimal, with at least two weeks to consult with states and territories. This timeframe is an opportunity for states and territories to raise any significant issues for their state/territory systems or programs early in the process.

At the completion of the work, the Case for Change is submitted to the AISC for consideration.

**Content**

The Case for Change includes:

- a description of the methodology used to develop the Case for Change and to consult with stakeholders
- advice about the expected scope of training package development work required and the timeframes for undertaking that work
- information about the industry need/support for the proposed change, including advice about any dissenting views and how those issues will be addressed
- an overview of the consultation undertaken with state and territory governments and the feedback provided
- an overview of the expected impacts of the proposed change on industry, RTOs and other stakeholders
- a description of any interdependencies, for example where the proposed change would have an impact on other training packages
- any other information relevant to the AISC decision.

**Involvement of governments and regulators**

SSOs must brief relevant government authorities and VET regulators in the early stages of any Case for Change to ensure a shared understanding of the scope of work, industry imperatives and timelines.

It is expected that relevant government authorities and VET regulators will provide early advice about:

- the nature and extent of their engagement in the process
- a list of key stakeholders to be consulted
- any implementation issues that need to be considered.

The AISC is responsible for considering the Case for Change and commissioning any training package development work arising.

The [Case for Change template](#) can be found on the Department of Education and Training website.
Drafting Training Packages

Purpose
The AISC commissions training package development work, usually on the basis of a Case for Change. The purpose of training package development work is to amend existing or develop new training package components. SSOs are funded to undertake the technical drafting of training package components, industry consultation and other processes necessary under the direction of the relevant IRC.

Key characteristics
SSOs, with guidance from IRCs, develop draft training package components that:

- meet the needs of industry and take account of the range of issues canvassed in the Case for Change, including implementation-related issues
- are high quality and meet all relevant requirements, including those set out in:
  - the Standards for Training Packages 2012, the Training Package Products Policy, and the Training Package Development and Endorsement Process Policy
  - any relevant national and international industry standards and/or agreements
  - the AQF
  - the commissioning requirements specified by the AISC.

Consultation in the context of training package development work must be aimed at achieving broad industry consensus about the final form and content of the training package. The following stakeholders would typically be engaged throughout the development of training package components:

- a number of enterprises actively involved in the industry or sector
- employers and employees and their representatives
- licensing and regulatory bodies
- state and territory governments
- the Australian Government
- RTOs.

In general, a one month timeframe for consultation with stakeholders is considered optimal, with at least two weeks to consult with states and territories.

Draft training package components must undergo both training package quality assurance and validation processes by industry and other stakeholders before being submitted to the AISC for consideration.
Training Package Quality Assurance

Purpose
The purpose of training package quality assurance is to:

- assure the AISC and IRC that the training package components are of high quality and meet all requirements set out in the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy
- build stakeholder confidence that products approved by the AISC are fit for purpose and ready for implementation.

Independent quality assurance
SSOs manage quality assurance of training package components.

To assist with preparing the mandatory Quality Report (and as required the Equity and Editorial Reports), the Australian Government has, on behalf of the AISC, established an independent Quality Assurance Panel.

Editorial and Equity Reports
Prior to commissioning a Quality Report for training package components under development, SSOs must ensure that Equity and Editorial Reports are completed by either:

- a member of the Quality Assurance Panel with expertise in the learning needs of disadvantaged groups and in editing/proofreading/publishing, or
- an independent SSO-specified person with such expertise.

SSOs must provide copies of the Equity and Editorial Reports, along with all other relevant documentation (including draft training package components and the draft Companion Volume Implementation Guide) for review to the Quality Assurance Panel member selected to undertake the Quality Report.

The Editorial Report template and Equity Report template can be found on the Department of Education and Training website.

Quality report
All Cases for Endorsement submitted to the AISC for approval must include a Quality Report. This Quality Report must be prepared by a member of the Quality Assurance Panel.

The Quality Report provides an assessment of whether the proposed training package components meet the requirements set out in the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy.

SSOs must select a different member of the Quality Assurance Panel to prepare the Quality Report from that chosen to prepare the Equity or Editorial Reports for the same training package components.
The Quality Report Template can be found on the Department of Education and Training website.

**Quality Assurance Panel**

**Membership**
The Quality Assurance Panel is comprised of individuals with demonstrated expertise in:

- training product policy, design, and development
- implementation of training package components
- editing, proofreading and publishing
- the learning needs of disadvantaged groups.

Panel members also need to demonstrate a sufficient level of independence from the training package development process (see below).

Panel members are selected through a merit-based open tender process for a term of three years. SSO staff can be appointed as a member of the Quality Assurance Panel, subject to demonstrating the required level of independence.

**Operation and management of the Quality Assurance Panel**
Panel members provide their services to SSOs under the terms and conditions set out in:

- the Deed of Standing Offer between the Australian Government and the panel members
- the agreement between the SSO and the individual panel member.

The panel member undertaking the mandatory Quality Report must demonstrate independence from the training package development process and must not have an actual or perceived conflict of interest in a particular outcome being achieved through the provision of quality assurance services.

The panel members must sign an Independence Declaration Form (included with the Quality Report Template) at the time of engagement by an SSO for the purpose of developing a Quality Report.

The Quality Assurance Panel is established and managed by the Australian Government on behalf of the AISC. The Australian Government is also responsible for a program of professional development for panel members to facilitate policy currency and consistency in interpretation and implementation of the *Standards for Training Packages 2012*, the *Training Package Products Policy* and the *Training Package Development and Endorsement Process Policy*. Moderation processes will be applied regularly to ensure consistency of approach and outcome across the panel.
**Training Package Quality Principles**

The following table describes the Training Package Quality Principles. These principles provide a high level statement of the purpose of training packages and their role in meeting the needs of industry, individuals and the economy. In order to be endorsed, a training package must meet the requirements of the *Standards for Training Packages 2012*, the *Training Package Products Policy* and the *Training Package Development and Endorsement Process Policy* including the training package quality principles which are incorporated in this process document.

**Principle 1: Reflect identified workforce outcomes**

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<th>Key features</th>
<th>Examples of evidence</th>
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<tr>
<td>1. Driven by industry’s needs</td>
<td>• Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs</td>
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| 2. Compliant and respond to government broad policy initiatives | • Training package components are compliant with the *Standards for Training Packages 2012*, the *Training Package Products Policy* and the *Training Package Development and Endorsement Process Policy*  
• Evidence that the training package components respond to Ministers’ policy initiatives, in particular the CISC 2015 training package reforms |
| 3. Reflect contemporary work organisation and job profiles incorporating a future orientation | • Open and inclusive consultation and validation commensurate with scope and impact has been conducted |

**Principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements**

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<tr>
<th>Key features</th>
<th>Examples of evidence</th>
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| 4. Support movement of skills within and across organisations and sectors | • Packaging rules, qualifications framework, and pathways support movement within and across sectors  
• Identification of skill sets that respond to client needs |
| 5. Promote national and international portability | • Other national and international standards for skills are considered |
| 6. Reflect regulatory requirements and licensing | • Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies |
### Principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

<table>
<thead>
<tr>
<th>Key features</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Reflect national consensus</td>
<td>● Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC.</td>
</tr>
<tr>
<td>8. Recognise convergence and connectivity of skills</td>
<td>● Best use is made of cross-industry work and participation bank units</td>
</tr>
</tbody>
</table>

### Principle 4: Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces

<table>
<thead>
<tr>
<th>Key features</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Meet the diversity of individual and employer needs</td>
<td>● Provide flexible qualifications that enable application in different contexts</td>
</tr>
<tr>
<td>10. Support equitable access and progression of learners</td>
<td>● Provide multiple entry and exit points</td>
</tr>
<tr>
<td></td>
<td>● Pre-requisite units of competency are used only when required</td>
</tr>
</tbody>
</table>

### Principle 5: Facilitate recognition of an individual’s skills and knowledge and support movement between the school, vocational education and higher education sectors

<table>
<thead>
<tr>
<th>Key features</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Support learner transition between education sectors</td>
<td>● Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications</td>
</tr>
</tbody>
</table>

### Principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

<table>
<thead>
<tr>
<th>Key features</th>
<th>Examples of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Support implementation across a range of settings</td>
<td>● Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package</td>
</tr>
<tr>
<td>13. Support sound assessment practice</td>
<td>● Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth</td>
</tr>
</tbody>
</table>
Validation by Industry and Other Stakeholders

**Purpose**
The purpose of validation is to ensure that the content and structure of proposed training package components meet industry needs and reflect accepted industry or enterprise practice. It is also through this process that any remaining issues/contentions are raised so they can be highlighted to the ASIC as a ‘report by exception’.

As part of validation SSOs, on behalf of the IRC:

- ensure training package components are prepared for publication on the National Register
- undertake a final editorial review of content loaded into the Training Package Content Management System (TPCMS)
- develop detailed mapping information to clearly depict the relationship between old and new training package components, including the level of changes made and whether the new training package components are equivalent or non-equivalent
- validate the proposed training package components with relevant stakeholders as determined by the IRC
- document the results of the training package development process, including any issues raised through the validation process, in a Case for Endorsement.

**Key characteristics**
All relevant stakeholders must be provided with the opportunity to understand what is being proposed as a result of the training package drafting work and the quality assurance process, and to provide comment as part of the validation process, including:

- enterprises
- employers and employees and their representatives
- industry stakeholders nominated by governments to be part of the validation process
- licensing bodies and regulators
• state and territory governments (including on possible implementation issues arising from proposed changes and the best way of managing those impacts)
• the Australian Government.

Case for Endorsement

Purpose
The purpose of the Case for Endorsement is to provide the AISC with a compelling case for approving the relevant training package components. The Case for Endorsement is prepared by SSOs under the direction of the relevant IRCs after training package development work has been completed.

The Case for Endorsement is a concise and coherent document written in plain English that assures the AISC that the training package components submitted for approval:

• meet the requirements of the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy
• represents, to the extent possible, the consensus of industry.

The Case for Endorsement will also assure the AISC that mitigation strategies are in place to address implementation issues identified by the states and territories and that best efforts have been applied to resolving all outstanding reports by exception.

Key Characteristics
Industry and the SSO must be satisfied that the above requirements are met before forwarding a Case for Endorsement to the AISC Secretariat for submission to the AISC.

Cases for Endorsement are considered by the AISC at meetings which are held approximately every two months. Out of session processes can also be used to approve training package components as the need arises. SSOs should consult with the AISC Secretariat about submission dates for their Cases for Endorsement. Compliant Cases for Endorsement will be forwarded to the AISC for consideration at the next available opportunity.

SSOs must ensure that, prior to the submission of a Case for Endorsement to the AISC, the draft training package components, one or more Companion Volume Implementation Guides, and the draft Case for Endorsement are available for stakeholder comment. It is expected that SSOs will also publish the final Case for Endorsement on their website at the time of submission to the AISC Secretariat.

Stakeholder support
The Case for Endorsement should present evidence of the broad-based industry support for the proposed training package components.

In particular, it is expected that state/territory governments and the Australian Government are supportive of the Case for Endorsement. If not, evidence will need to be provided as to the efforts
made to achieve support/consensus and why the IRC is of the view the AISC should approve for implementation the proposed training package components without that support.

To confirm government support, SSOs must:

- provide all relevant government authorities with information about what is proposed, including access to all relevant documentation and seek feedback. It is important that SSOs clearly identify any training package components proposed for deletion from the National Register.
- allow sufficient time for those authorities to consider and consult with their stakeholders, in general, a one month timeframe for consultation with stakeholders is considered optimal, with a minimum of at least two weeks to consult with states and territories. Where the final Case for Endorsement, or the related training package components to be submitted to the AISC vary significantly from the draft documents used for validation, further time must be provided for key stakeholders, including state/territory government authorities to confirm their support.
- confirm with state/territory government authorities their understanding about the implementation issues arising from the proposed training package components including the implementation issues relating to components proposed for deletion from the National Register.
- clarify any actions required to enable successful implementation. This is particularly important where there are occupational licensing requirements and apprenticeship pathways to be considered.

Where there is a significantly different view held by one or more industry or government stakeholders, the SSO must seek to resolve that issue. Where resolution is not possible, the SSO must prepare a report by exception for inclusion in the final Case for Endorsement. The purpose of a report by exception is to provide the AISC an objective view of the issue, including the steps taken to resolve the matter and any measures taken to respond to stakeholders concerns.

**Content**

The following information must be provided in the Case for Endorsement:

- administrative details of the Case for Endorsement
- description of work and request for approval
- evidence of industry support
- industry expectations about training delivery
- implementation of the Case for Endorsement
- Quality Assurance Reports
- implementation of the COAG Industry Skills Council reforms to training packages
- a copy of the full content of the proposed training package components.

The [Case for Endorsement template](#) can be found on the Department of Education and Training website.

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5 ‘Significant’ is where the issue is of such importance that it will impact on the implementation of the product. The ‘viewpoint’ relates directly to the content and/or structure of the draft endorsed components.

6 On 20 November 2015, the CISC agreed on a suite of reforms to national training packages.
AISC Consideration

Purpose
The AISC considers Cases for Endorsement and decides whether the training package components are approved for implementation. Once the AISC has approved a Case for Endorsement, the training packages are made available through publication on the National Register.

Where a qualification or unit of competency is identified for deletion in the case for endorsement, the IRC must provide clear advice, informed by state/territory government authority feedback, about the downstream impacts and optimal timing for that deletion to take effect.

The AISC consider Cases for Endorsement based on the evidence provided in the Case for Endorsement that:

- the work commissioned by the AISC has been completed
- the training package meets the Standards for Training Packages 2012, the Training Package Products Policy, the Training Package Development and Endorsement Process Policy, and the AQF
- the involvement of industry and other key stakeholders has been commensurate with the scope and impact of the proposed training package components
- dissenting views have been identified and addressed to the extent possible
- industry and government support the proposed training package components
- state and territory governments have been advised on the implications for implementation.

Notification of the AISC decision
It is intended that Cases for Endorsement will be considered by the AISC at the next available opportunity following the receipt of a compliant Case.

Following consideration of a Case for Endorsement, the relevant IRC and SSO, state and territory governments, and VET regulators are notified of the AISC decision.

AISC decisions are also made publicly available through an AISC meeting Communique.

Publication on the National Register
SSOs are responsible for timely publication of approved components on the National Register and companion volumes on VETNet.
CISC endorsement

Purpose
Under the National Vocational and Education Training Regulator Act 2011, the CISC has authority to endorse training packages.

Following approval for implementation by the AISC, training packages are forwarded to the CISC for endorsement.

In cases where the CISC does not endorse a training package or its components, the AISC will take remedial action.
Minor Changes
From time to time, changes will need to be made to training packages that are minor in nature. Different processes apply for making minor changes to training packages.

Minor changes are made after the training package is available on the National Register.

Minor changes:
- correct errors including to ensure the training package on the National Register accurately reflects the relevant AISC decision
- provide clarification in the text of the training package without changing the requirements
- manage units of competency (including imported units of competency) in an elective bank of a qualification.

A minor change has no impact on the vocational/job outcome of a qualification or unit of a training package and is therefore not subject to the full development and endorsement process set out in this document and does not need AISC approval.

Making minor changes
An SSO may make a minor change to a training package where that change is authorised by a decision of the Chair of the IRC with responsibility for that training package.

The SSO must:
- keep a record of the minor change, setting out the date the change was made, a detailed description of the change and the reason for the change
- provide this information to the AISC Secretariat upon request
- advise relevant stakeholders of the minor change.

In extenuating circumstances, minor changes can be made to a training package without a minor release. The SSO must seek the Australian Government’s agreement for the minor changes that are proposed to be made without a minor release. In making a decision about whether a minor change can be made without a minor release, the Australian Government considers the following factors:
- the impact of the error to be corrected
- the complexity and size of the training package
- the number of RTOs with the training package on scope
- the level of uptake of the training package
- the time since the last release of the training package.

Correcting errors which do not affect the outcome
Typographical errors, excluding coding errors, which do not affect the understanding of the occupational standards set out in the training package or the vocational/job outcome should not be corrected through a separate minor change process. They should be noted and implemented when the next major or minor release takes place on the National Register.
Glossary

**AISC**
Australian Industry and Skills Committee

**AQF**
Australian Qualifications Framework

**ASQA**
Australian Skills Quality Authority

**Australian Government**
Refers to the government agency responsible for the policy underpinning the National Vocational Education and Training sector in Australia.

**CISC**
Council of Australian Governments (COAG) Industry and Skills Council

**IRC**
Industry Reference Committee

**National Register**
The National Register for training in Australia contains the authoritative information about Registered Training Organisations (RTOs), Nationally Recognised Training (NRT), and the approved scope of each RTO to deliver NRT as required in national and jurisdictional legislation within Australia.

**RTO**
Registered Training Organisation as defined under the National Vocational and Education Training Regulator Act 2011 (Commonwealth)

**SSO**
Skills Service Organisation

**TPCMS**
Training Package Content Management System

**VET**
Vocational Education and Training

**VETNet**
VETNet is a resource library of training materials and information to support the national VET sector. It contains files and provides version-controlled access to the sector’s current and historical information.

**VRQA**
Victorian Registration and Qualification Authority

**WATAC**
Western Australia Training Accreditation Council

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7 As at October 2016 the Department of Education and Training is the Australian Government agency responsible for VET in this context.