

Step into your future



TAE40122 Certificate IV in Training and Assessment

Design Cluster Training Manual

TAEDS411 Use nationally recognised training products to meet vocational training needs

TAEDS412 Design and develop plans for vocational training

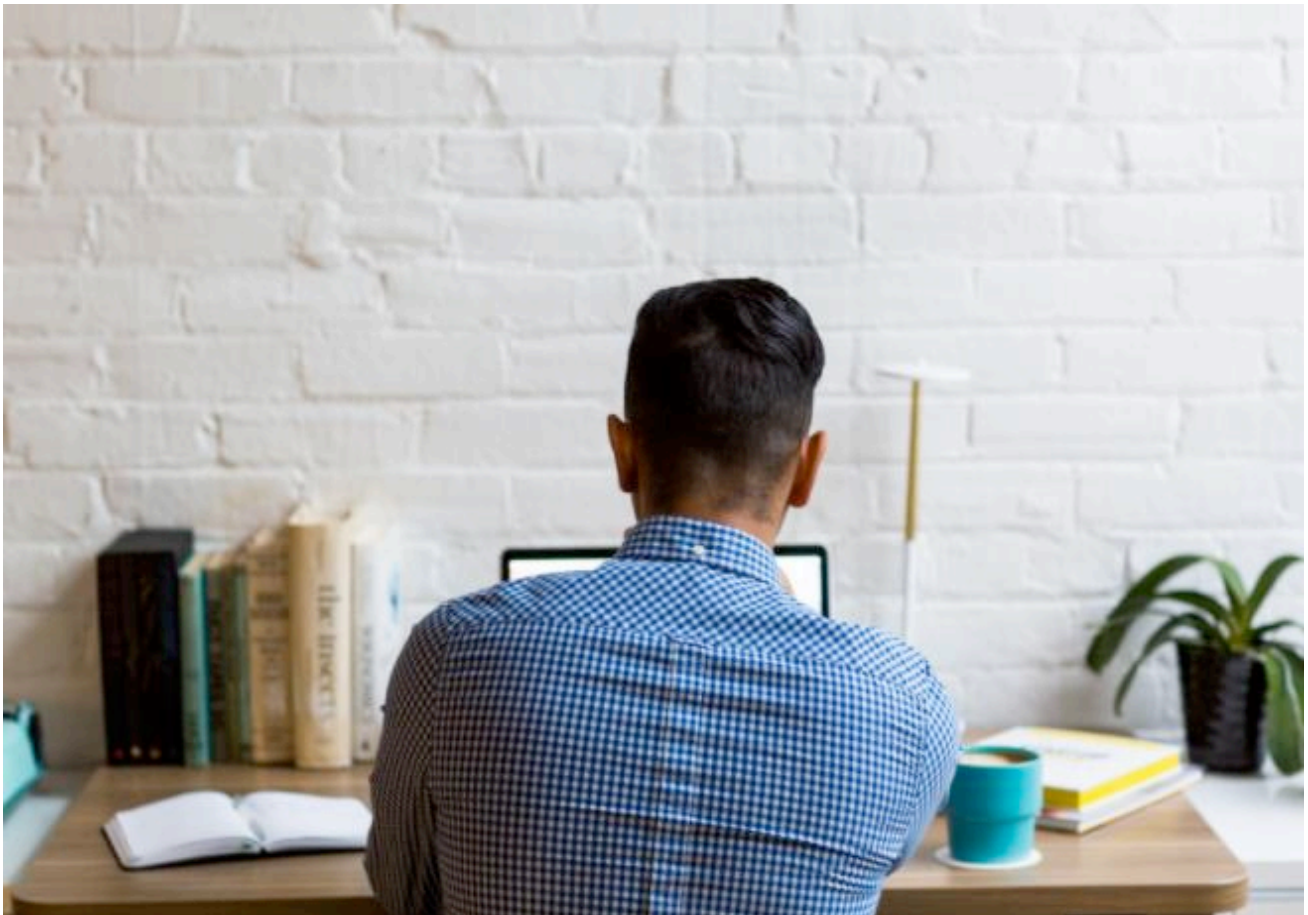
TAELN422 Use foundation skills resources, strategies and advice

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Introduction

The training program provides the basis for creating a cohesive and integrated learning process for the learner. You will find that it can be very satisfying to design and develop successful training programs.

This Training Manual supports the following units within the TAE40122 Certificate IV in Training and Assessment:

- TAEDES411 Use nationally recognised training products to meet vocational training needs
- TAEDES412 Design and develop plans for vocational training
- TAEELN422 Use foundation skills resources, strategies and advice

Nationally endorsed Training Packages and Accredited Courses provide the principal benchmarks for training and assessment in the vocational education and training (VET) system. Trainers and assessors must be able to interpret and use Training Products to meet the needs of their clients; this is also a key skill for personnel with associated roles such as those who design and develop Training Package support materials.

TAEDES411 Use nationally recognised training products to meet vocational training needs describes the skills and knowledge required to analyse and use nationally recognised training products to meet vocational learners' skill and knowledge development needs.

- identifying and sourcing endorsed Training Packages to meet particular client needs
- interpreting the endorsed component of Training Packages—their units of competency, qualification packaging rules and assessment guidelines
- understanding the role of the Accredited Course – and their units of competency
- selecting and contextualising units of competency to meet client needs
- identifying applications of Training Packages for workplace or educational needs.

TAEDES412 Design and develop plans for vocational training describes the skills and knowledge required to design, develop and document plans for vocational training to be delivered by vocational education and training (VET) teachers and trainers. It involves identifying the objectives and intended outcomes of the training and the characteristics of the target learners, selecting nationally recognised training products, developing the plan for training and individual session plans.

TAELN422 Use foundation skills resources, strategies and advice describes the skills and knowledge needed to access and integrate foundation skills resources, strategies and advice in vocational training and assessment. It applies to vocational education and training (VET) teachers, trainers and assessors who use a range of technical and training competencies to support the foundation skill needs of learners and candidates in vocational training and assessment. Foundation skills include the core skills and employability skills described by current authorised Australian foundation skill frameworks. Core skills include digital literacy, learning, reading, writing, oral communication, and numeracy skills. Employability skills include skills such as initiative and enterprise, planning and organising, problem solving, self-management, and teamwork.



Part 1 - TAEDES411 Use nationally recognised training products to meet vocational training needs

Learning Topics

Training Packages and Accredited Courses are often referred to as **Training Products**. They are a key feature of Australia's vocational education and training (VET) system. Training products are used as the basis for most programs delivered by registered training organisations (RTOs), and they are developed and reviewed in accordance with national standards.

To effectively use nationally recognised training products to meet vocational training needs, you must understand what Training Packages are, how they are developed and how they are endorsed, and what Accredited Courses are available, how they are developed, who owns them and how they are accredited.

Regardless of whether you are delivering Training Products from a Training Package or from an Accredited Course, the RTO must have the qualification added to their scope of registration prior to marketing the course or delivering training and issuing qualifications.

What is a Training Package?

Training packages are sets of nationally endorsed standards and qualifications used to recognise and assess peoples' skills in a specific Vocational industry, industry sector or enterprise. They are effectively benchmarks for nationally recognised training.

Training Packages were introduced to Vocational Education in Australia in the late 1990s with the first Training Package being BSA – Business Services Training Package. There's been many changes since 1997, including the streamlining of Training Packages in 2015 providing the current layout and format of units of competency.

Training packages are used as the basis for most of the programmes delivered in the VET system, including Australian Apprenticeships, training courses offered by registered training organisations, VET in Schools programmes, recognition of existing skills, and occupational licensing.

Training Packages specify the knowledge and skills required by individuals to perform effectively in the workplace, known as 'competencies' and expressed in units of competency. Training packages also detail how units of competency can be packaged into nationally recognised skill sets and qualifications that align with the AQF.

It is important to remember that Training Packages prescribe assessment requirements, they do not prescribe how an individual should be trained. Therefore, it's important for VET practitioners to be able to "unpack" the requirements of the relevant Training Package for their industry and to consider the learner needs, the industry needs and the Training Package requirements when designing training.

Whilst Training Packages are mainly used by RTOs to design training tailored to support individual learner and employer/industry needs – Training Packages are also used by employers to assist with workforce design, development and structure.

Effective from January 2023, Training Packages are developed by Jobs and Skills Councils (JSC) which cover their respective industry or sector. Training Packages are then endorsed by the "Skills Committee" made up of State and Federal Government Skills ministers – on the recommendation of the Assurance Body.

Jobs and Skills Councils are industry owned and led entities that are funded by the Commonwealth to:

- Undertake workforce planning to identify, forecast and respond to current and emerging skills needs and workforce challenges of their industries
- Develop training products that improve the quality, speed to market and responsiveness of training products, including piloting emerging products and testing new approaches to meet industry needs
- Support RTOs to ensure training delivery meets employer needs, career pathways are mapped and promoted, and the impact of delivery is monitored
- Provide strategic advice on skills and workforce needs and the effectiveness of VET system policies and standards

The Assurance Body is a body nominated by Skills Ministers to assess draft training products against the Training Package Organising Framework and make recommendations to Skills Ministers about the endorsement of proposed training products. This role is currently covered by DEWR

Each Training Package is developed through a comprehensive national research and consultation process involving diverse stakeholders and it is validated by the industry or industry sector prior to endorsement. Endorsed Training Packages cover most Australian industries and industry sectors.

Along with an introduction to the Training Package that provides background information, each endorsed Training Package has three main components:

- **Competency standards**—containing the units of competency relevant to workplace performance in the industry, sector, or enterprise
- **Assessment guidelines**—setting out the rules for assessment
- **Qualifications framework**—providing the titles and codes of the nationally recognised qualifications contained within the Training Package and the packaging rules for qualifications.

The endorsed components of the Training Package must be used in training and assessment that leads to Australian Qualifications Framework (AQF) qualifications and Statements of Attainment (nationally recognised training). However, you can choose how you deliver and assess the learners using Training Packages so long as you follow the rules in the endorsed component. This includes following the packaging rules of qualifications and assessment conditions within units of competency.

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

Training Packages come with a range of supporting resources which are not endorsed, i.e., the “non-endorsed” components, and can be selected to provide the most effective delivery and assessment strategies. Support Materials are developed by the JSC with responsibility for the Training Package, or by any other organisations or individuals. You will need supporting materials to deliver the Training Package, but you are free to choose the most suitable resources to meet client needs.

Examples of Endorsed and Non-endorsed components of training packages.

Endorsed components	Non-endorsed components
<ul style="list-style-type: none">• Qualifications• Units of Competency• Assessment Requirements	<ul style="list-style-type: none">• Companion Volumes• Skillsets• Assessment tools and instruments• Learner Guides and resources, eg, student handouts, PowerPoints, course activities• Trainer Guides

In summary – Training Packages are developed by industry for industry, to ensure workers have the right skills and knowledge to perform effectively in the workplace. When an RTO wants to deliver qualifications or units from a Training package, they must apply to have these training products added to their scope of registration.

Reference: <https://www.dewr.gov.au/skills-support-individuals/resources/training-package-products-development-and-endorsement-process-policy> - accessed 05/04/2023

Training Package Pathways

You now have insight into how a Training Package is constructed and developed, and how to access information about Training Packages, so let's have a look at how Training Packages provide pathways.

What are pathways?

The term Training Packages 'pathways' is used to describe a range of scenarios. Pathways can be about movement within and from a Training Package, across Training Packages, through learning and assessment or only assessment, and through structured training via traineeships and apprenticeships.

Pathways can describe the progression a learner might take through a Training Package—how the learner might progress from one qualification to another, often called the 'qualification pathway'. This could involve progression from one AQF qualification to a higher one, or sideways progression through related industry sectors (such as from an AQF qualification in Children's Services to the corresponding AQF qualification in Aged Care). Training Packages are designed to promote clear movement through qualifications. They usually contain a one-page qualification pathways summary sheet that clarifies the potential qualification pathways. See examples on the following pages.

Qualification pathways can also be about the potential for learners to move from one qualification to another across Training Packages. The use of the same units of competency in different Training Packages and qualifications promotes this—sometimes the same competencies are required in different industry contexts.

Pathways can also be about the learning and assessment processes associated with Training Packages. Learners can follow a learning and assessment pathway (with the assessment sometimes preceding learning to identify what training is needed), an assessment-only pathway (where the assessment verifies that no training is required and recognises prior learning and current competency) or a combination of the two. These are fully described in the Training Package assessment guidelines under the subheading 'Pathways'.

Pathways can also be via structured training as in traineeships and New Apprenticeships. Some qualifications within the Training Package will be available through structured training, others will not.

Apprenticeships and Traineeship Pathways

Apprenticeships and traineeships that are available for the Training Package qualifications are not specifically outlined in the endorsed components of the Training Package. These pathways will vary from Training Package to Training Package, depending on the needs of the relevant industry and the State or Territory.

For details go to the website of the Australian Government that provides Apprenticeship and Traineeship information at www.australianapprenticeships.gov.au (accessed April 2023) or your State or Territory training authority website.

Training Packages under development or review

Training Packages are subject to continuous improvement; you could find that the Training Package you want to use is going through a review or, less commonly, that it is still under development.

Under the continuous improvement model, Training Packages are generally reviewed and resubmitted for endorsement every three to five years, but this timeframe could be longer depending on the Training Package and the needs of industry. The Training Package is still endorsed and usable while it is being reviewed and the process usually starts 18 months after initial endorsement.

A Training Package is referred to as 'under development' after the government has entered into a contract for its development. The Training Package is ready for use after it has been endorsed and placed on the www.training.gov.au website.

Information relating to updates to training packages can be found from the following sources

- Training.gov.au
- The relevant Jobs and Skills Committee (JSC)
- State training authorities via newsletter

Remember that...

- Units of competency in endorsed Training Packages define the skills and knowledge required for competent performance within a particular industry. For example, the competency standard TAEDES411 Use nationally recognised training products to meet vocational training needs, on which this Learner Guide is based, is part of the endorsed component of the TAE Training and Assessment Training Package
- Units of competency are packaged together to create nationally recognised AQF qualifications. The Training Package qualification framework sets out which and how many units must be undertaken for the award of a qualification (and for fewer units than make up a qualification, a Statement of Attainment is awarded)
- The assessment guidelines provide mandatory advice about assessment in the Training Package industry or industry sector which must be followed.

What is the difference between a Training Package and an accredited course?

Accredited courses are developed to address an education or training gap, where the skill requirements are not covered by a training package.

Accredited courses are an important part of Australia's VET sector. When a training need is not covered by a Training Package – then an accredited course can be developed. This may occur in some niche or general education areas or where there is a rapid change in skills needs. Accredited courses can be developed by individuals or groups, including training organisations or others with an interest in meeting the training needs of industry and the community. Once a course has been developed it is accredited by the VET regulator.

A course will not be accredited if it duplicates existing endorsed training package qualifications, or if the outcome can be achieved through the contextualisation of a training package qualification. When planning to develop an accredited course, the author must firstly check to ensure there is no suitable Training Package.

It is important to remember that accredited courses are owned by the author of the course. If an RTO would like to deliver this training product, they will need to firstly gain permission to use the course from the owner – this might be through purchase or licencing arrangements. Then the RTO must apply to have the accredited course added to their scope of registration through the relevant regulator.

An accredited course may consist of:

- a combination of units of competency from more than one training package
- some training package units of competency (from one or more training packages) and some newly developed units
- completely new material, comprising only custom-developed units of competency.

The development process must include consideration of the AQF requirements; articulation and credit transfer information; access and pathway issues; and relevant contextualisation rules.

Accredited courses are nationally recognised and therefore any new units of competency must be developed and documented according to the same guidelines that govern the development of training package units of competency (the Training Package Development Handbook is referenced below). However, it is generally not expected that the consultation process will be at a national level. Accredited courses, like Training Packages, are subject to the NVR Standards and State and Territory regulatory frameworks.

An Accredited course is easily identified by the course code. Where training package qualification codes start with the training package code, e.g. BSB, followed by numbers, accredited courses start off with numbers, followed by the state/territory (or they may be national) where they originated, e.g., 10860NAT or 12345QLD.

Remember – an Accredited course is one nationally recognised qualification. A Training Package consists of many nationally recognised qualifications. Both are subject to the NVR Standards. Both will appear on training.gov.au, however, Training Packages are freely available for RTOs to use – Accredited course are owned by the developer and an RTO must have permission from their owner before they can use them.

Lastly, for an RTO to deliver any nationally recognised qualifications or part thereof, they must have the qualification or accredited course listed on their scope of registration.

Refer to: <https://www.asqa.gov.au/rto/change-rto-scope>

National stakeholders to be aware of:

Jobs and Skills Councils

The vocational education and training (VET) sector plays a critical role in supporting Australians to access secure, well-paid jobs. The Australian Government has committed to delivering a collaborative, tripartite VET sector that brings employers, unions and governments together to find solutions to skills and workforce challenges.

Jobs and Skills Councils (JSCs) have been established to provide industry with a stronger, more strategic voice in ensuring Australia's VET sector delivers stronger outcomes for learners and employers. JSCs will identify skills and workforce needs for their sectors, map career pathways across education sectors, develop contemporary VET training products, support collaboration between industry and training providers to improve training and assessment practice and act as a source of intelligence on issues affecting their industries.

JSCs will work in partnership with Jobs and Skills Australia (JSA) to align workforce planning for their sectors. This is an essential first step in determining job roles, skills needs and training pathways, combining industry-specific intelligence with JSA's forecasting and modelling.

Note: JSCs replaced Industry Reference Committees (IRCs) and Skills Service Organisations (SSOs) from 01/01/2023.

Roles and Responsibilities

JSCs have four broad functions and responsibilities, including:

Workforce planning – address workforce challenges through strategies to identify, forecast and respond to skills needs across a range of educational pathways, including VET and higher education.

Training product development – develop training products in line with standards set by Skills Ministers to improve the quality, speed to market and responsiveness of training products. This includes piloting emerging products and testing new approaches to meet workforce, skills, and industry needs. Work with RTOs to ensure delivery issues are considered early in training product design.

Implementation, promotion and monitoring – working with RTOs to ensure training delivery meets employer needs, career pathways are mapped and promoted, and the impact of delivery is monitored.

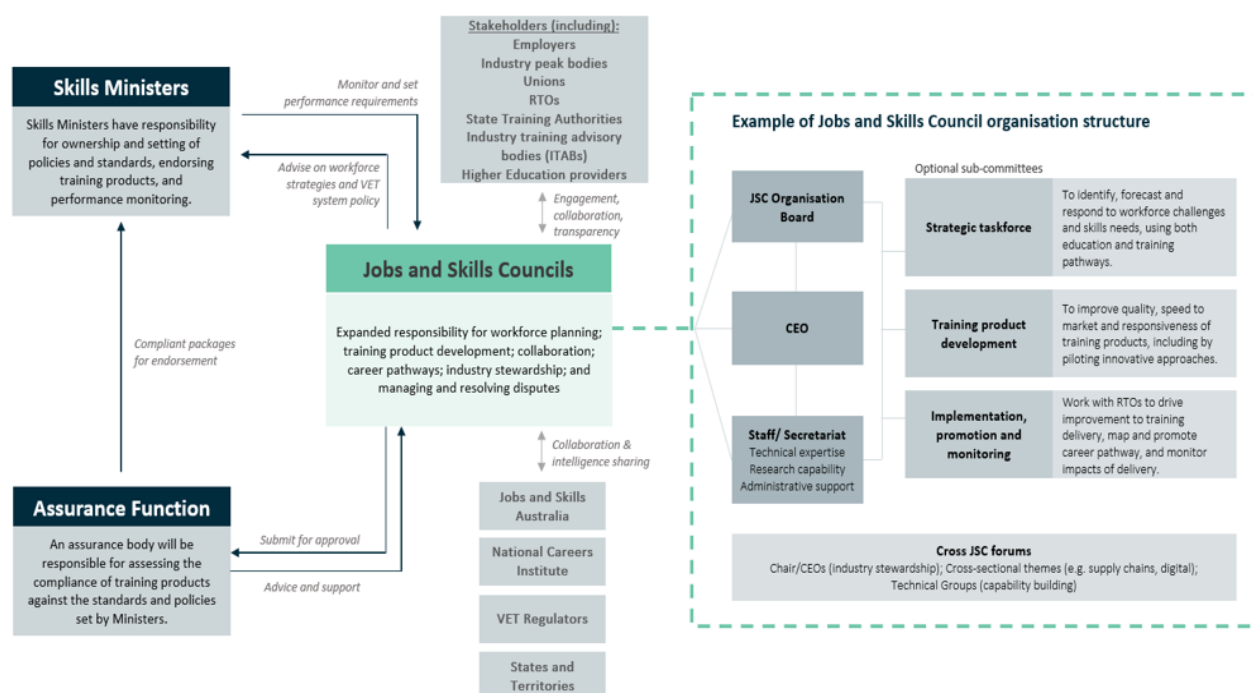
Industry stewardship – act as a source of intelligence on workforce issues affecting their industries and provide advice on national training system policies.

Stakeholder Engagement

To deliver on their responsibilities and functions, JSCs are required to establish effective relationships and collaborate with a broad range of stakeholders including:

- Jobs and Skills Australia (JSA)
- industry and employers
- industry peak bodies
- unions
- Registered Training Organisations (RTOs)
- states and territories
- State Training Authorities
- Industry training advisory bodies (ITABs)
- higher education providers
- National Careers Institute.

Jobs and Skills Councils roles and responsibilities and example of JSC organisation structure



Jobs and Skills Councils (as at 1/1/2023)

Finance, Technology and Business Covering professional services or otherwise supporting the needs of a successful business including marketing, accounting human resources, digital literacy, information and communication technologies. Emerging industries include cyber security, financial technologies, artificial intelligence and the internet of things.	Mining and Automotive Covering industries involved in mineral exploration and extraction operations and automotive. Emerging industries include driverless automotive technologies.	Arts, Personal Services, Retail, Tourism and Hospitality Covering 'high street' human services such as hairdressing, floristry, travel, hospitality as well as the creative economy with fine art, ceramics, music, dance, theatre and screen and provide wholesale and retail services. Emerging industries include online sales.	Transport and Logistics Covering industries involved in warehousing and distribution operations as well as transport, including rail, maritime, aviation and logistical support and supply chains. Emerging industries include omnichannel logistics and distribution and air and space transport and logistics.
Manufacturing Covering industries of manufacturing and engineering, light manufacturing including pharmaceuticals, print, food and advanced manufacturing. Emerging industries include defence and space technologies.	Agribusiness Covering industries of primary production—plants and animals—as well as textiles, clothing and footwear, forestry, timber and furnishing. Emerging industries include natural resources security and environmental management.	Energy, Gas and Renewables Covering the industries of electricity, gas, renewable energy and storage or the use of resources in the production of energy. Emerging industries include hydrogen.	Public Safety and Government Covering industries directly involved in public service (e.g., local government, police, corrective services, public safety).
Early Educators, Health and Human Services Covering industries that offer community services and support such as aged care, disability services, mental health, early childhood education and health, sport and recreation services.	Building, Construction and Property Covering industries that provide property services, small or large scale construction services, traditional building as well as large scale civil infrastructure services.	Further information 2006 Australian and New Zealand Standard Industrial Classification (ANZSIC) details are available at: Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 (Revision 2.0) Australian Bureau of Statistics (abs.gov.au). Training Package details are available at: training.gov.au - Home page	

A detailed Fact Sheet is available from <https://www.dewr.gov.au/skills-reform/resources/jobs-and-skills-councils-stage-one-outcomes>

Information can be accessed at:

<https://www.dewr.gov.au/skills-reform/skills-reform-overview/industry-engagement-reforms#toc-jscs-governance-arrangements>
 (Accessed April 2023)

VET Regulators

Vocational education and training (VET) regulators are independent bodies that ensure training providers, both public and private, satisfy a suite of requirements to gain entry to the VET system and contribute to the quality of VET delivered in Australia.

To operate as a registered training organisation (RTO) and offer nationally recognised training, VET providers must adhere to regulatory practices that cover initial provider registration and accreditation, frameworks for qualifications, external reviews combined with institutional self-reviews, and the presence of regulatory and accrediting bodies or agencies. Regulatory practice is based on standards and practices that allow consistent interpretation and implementation.

Regulators register training providers under the *Standards for registered training organisations (RTOs) 2015*, monitor compliance of training providers with the VET Quality Framework, and regulate accredited vocational education and training courses in accordance with the *Standards for VET Accredited Courses 2012*. Regulators use audits to monitor the quality of training and training providers through audits and will de-register an RTO if it stays non-compliant after audit.

The *Standards for VET regulators 2015* enhance consistency in the VET regulators' implementation and interpretation of the national VET standards, and promote the accountability and transparency of the operations of the VET regulators. Prior to the establishment of the national VET regulator in 2011, each state and territory had its own statutory authority for the registration of RTOs and the accreditation of courses. With the establishment of a national VET regulator, the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania came under ASQA's jurisdiction. However, Victoria and Western Australia did not refer their powers to the Commonwealth. Consequently, there are three VET regulators in Australia.

Australian Skills Quality Authority (ASQA)

The [Australian Skills Quality Authority \(ASQA\)](#) is the national regulator for Australia's vocational education and training sector. ASQA is responsible for registering RTOs and regulating courses and training providers to ensure nationally approved quality standards are met. ASQA's functions include:

- registering training providers as 'registered training organisations' (RTOs)
- registering organisations as CRICOS providers—providers that can enrol international students
- accrediting vocational education and training (VET) courses, including VET accredited courses
- ensuring that organisations comply with the conditions and standards for registration, including by carrying out compliance audits.



Victorian Registration and Qualifications Authority (VRQA)

The [Victorian Registration and Qualifications Authority \(VRQA\)](#) is the statutory authority responsible for ensuring that employers of apprentices and trainees in Victoria and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.

VRQA is responsible for registering VET providers that deliver accredited training to: (1) domestic students in Victoria only, or Victoria and Western Australia only; (2) school education; (3) senior secondary education, both school and non-school providers; and (4) overseas secondary student exchange organisations. VRQA:



- registers certain education and training providers and awarding bodies
- registers certain qualifications and accredits courses
- registers children for home schooling in Victoria
- regulates apprenticeships and traineeships in Victoria.

Training Accreditation Council (TAC)

The [Training Accreditation Council \(TAC\)](#) is the independent statutory body for quality assurance and recognition (VET) services for domestic students in Western Australia.



TAC is responsible for registering training providers delivering nationally recognised training to domestic students in Western Australia only, or in both Western Australia and Victoria. It does not register or regulate providers in WA delivering nationally recognised training to: (1) students in states other than Western Australia and Victoria, including online delivery; and (2) international students on a student visa.

TAC can:

- register training providers
- accredit courses
- inquire into training providers and courses
- vary, suspend or cancel registration or accreditation
- cancel qualifications

<https://www.voced.edu.au/vet-knowledge-bank-getting-know-vet-overviews-vet-regulators>
(Accessed April 2023)



State and Territory Training Authorities

Your State or Territory training authority (STA) is another organisation that will be very useful for providing resources and information about implementing the Training Packages you wish to work with.

In each State or Territory, the relevant authority implements vocational education and training in its jurisdiction under relevant legislation and regulations. Its role includes the registration of training organisations, the accreditation of training courses, and planning and reporting on VET strategies. (In this resource the various bodies are collectively called 'State and Territory training authorities' but they might not have this title individually.)

The websites for each State or Territory Training Authority are listed below:

Queensland	Department of Employment, Small Business, and Training https://desbt.qld.gov.au/training
Victoria	Department of Education and Early Childhood Development www.education.vic.gov.au
Northern Territory	Department of Trade, Business, and Innovation https://nt.gov.au/
New South Wales	Training Services NSW https://www.training.nsw.gov.au/
Tasmania	Skills Tasmania www.skills.tas.gov.au
South Australia	Department for Innovation and Skills https://innovationandskills.sa.gov.au/
ACT	Skills Canberra https://www.skills.act.gov.au/
Western Australia	Department of Training and Workforce Development https://www.dtwd.wa.gov.au/training

Note: the names of Government departments can and do change from time to time in line with Government priorities and ministerial responsibilities. It is good practice to periodically check and stay abreast of changes to your State/Territory training authority.

Training.gov.au

[Training.gov.au](https://training.gov.au) is the National Register on Vocational Education and Training (VET) in Australia.



Training.gov.au is the authoritative source of:

1. Nationally Recognised Training (NRT) which consists of:
 - Training Packages
 - Qualifications
 - Units of competency
 - Accredited courses
 - Skill sets
2. Registered Training Organisations (RTOs) who have the approved scope to deliver Nationally Recognised Training, as required by national and jurisdictional legislation within Australia.

Training.gov.au is managed by the Department of Education, Skills and Employment on behalf of State and Territory Governments. The data on training.gov.au is maintained by;

Jobs and Skills Councils (JSCs) maintain:

- Training Packages
- Qualifications
- Unit of competency
- Skill sets

Vocational Education and Training Regulators maintain:

- Registered Training Organisation (RTO) details and scope information
- Accredited courses

Application of Training Products

You need to clearly understand how Training Products work to be able to meet your client's needs.

The RTO may be offering a qualification, units of competency or a skillset from a Training package, alternatively, they may be offering an accredited course or an accredited unit.

In either instance, there will be units of competency to be delivered.

Units of competency provide the mandatory benchmark for training and assessment in your vocational area and you, as the training and assessment professional, are free to choose existing resources or develop your own and to determine the most effective delivery and assessment strategies to meet your clients' needs.

Firstly you need to find the relevant qualification and units to be delivered, there are many ways to determine what's required:

- your RTO may have already implemented the qualification;
- you could find the relevant course on training.gov.au;
- you could ask other trainers and assessors what might be the best option;
- the employer might know what they want;
- it might be a traineeship or apprenticeship;
- there might be licencing requirements that require specific credentials.

The next step is to create a Training and Assessment Strategy, this takes time and research, reaching out to local industry to determine the need for training, and potential pathways for graduates. During industry consultation, relevant elective units will also be identified.

Nationally recognised qualifications have **Packaging Rules**. The packaging rules outline the number of units required for a qualification, including the number of core and elective units.

Units of competency include the **assessment requirements** and also the **assessment conditions**. Assessment conditions outline where the assessment must take place, what equipment and resources are required and who can conduct the assessment.

Whilst preparing to use training products, we also need to look at learner information and identify any training needs. This information can be found on enrolment forms, in learner profiles, through pre-training assessments, by using literacy tests and literacy indicators. Once the individual learner needs have been identified, strategies to support the learners can be incorporated into training and assessment strategies.



Units of competency also include **Foundation Skills**.

Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training.

They describe the language, literacy, numeracy (LLN) and employment skills that are essential to performance and are explicitly identified in the foundation skills field of a unit of competency, which:

- identifies the essential foundation skills that are not explicit in the performance criteria of the unit
- describes the application of each skill in context of the performance criteria
- should be considered as an integrated part of the unit for assessment purposes.

The language, literacy and numeracy skills are represented by the five core skills set out in the Australian Core Skills Framework (ACSF): Learning, reading, writing, oral communication and numeracy.

The employment skills are described using either:

- the skills set out in the employability skills framework: Teamwork, Initiative and enterprise, Planning and organising, Problem solving, Self-management, and Technology;
- or
- the core skills for work set out in the Core Skills for Work developmental framework: Navigate the world of work, Interact with others, and Get the work done.

Foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

Once you have selected the nationally recognised training products to be used and developed your training and assessment strategy, the next step is to seek feedback from relevant stakeholders to ensure the products meet the identified requirements and needs.

Stakeholders may include local employers, the students, job agencies, community support groups, unions and employer associations.

Using the Training Products to meet client needs

Endorsed Training Packages have been developed with flexibility in mind. There are rules to follow but once you learn how Training Packages work and how they can be used to meet the requirements of your client, you will be able to make those choices designed to meet individual needs.

A thorough understanding of Training Packages will give you the confidence to be creative as you search for the best outcomes for your client. You need to know and be able to explain the overall intent and scope of the Training Package you are using. The Training Package description is an excellent starting point before you go into the detail of the qualifications framework and pathways, the packaging rules for that Training Package, and the assessment guidelines.

Choosing the right Training Package



Different types of Training Packages

Training Packages contain competency standards which reflect the needs of the relevant industry, so the types of standards will vary from industry to industry.

Industry standards

Industry standards are those competencies set out in specific industry Training Packages, for example the BSB Business Service Training Package.

Cross-industry standards

Cross-industry standards are competencies that are common to a range of industries, for example, the Training and Assessment competency standards could cover local government, business, information technology, retail, and many other industries.

Enterprise standards

Enterprise standards are those developed by organisations which require specific standards that relate specifically to their operations, for example McDonalds, Woolworths, and Qantas.

Implementation Guides

National Implementation (or Companion) Guides have been developed for most Training Packages. Access the relevant Implementation Guide for the Training Package you are looking at by clicking on the Companion Guide link in the Training Package on training.gov.au. Implementation Guides are non-endorsed support resources designed to help facilitators implement Training Packages. They provide information on the various components and requirements of a Training Package, such as:

- qualifications
- registration processes for training organisations
- how to correlate information from earlier versions of the Training Package with the latest endorsed qualifications
- sample training programs
- contacts and resources.

The State or Territory training authorities also provide guides which include nominal hours. In Victoria, these are called Purchasing Guides. In Queensland they are called Mapping or Transition Guides. These nominal hours are used as a bases for funding of training programs such as traineeships and apprenticeships. Note: - these nominal hours should not be used to calculate amounts of training or volume of learning.

Language and style

Training Packages use some technical language, which can be difficult to decipher at first. Still, the more you read them, the more you'll get the hang of them!

They need to use the language of the industry, so terms particular to an industry, such as 'furnishing technology' and 'soft furnishing' may not be familiar to you if you do not work in the furniture manufacturing industry.

Sentences or phrases found in the competency standards can be couched in the passive voice and use words particular to the vocational education and training environment. For example:

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

The Range of Conditions is an optional component of a unit providing advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates integrated assessment.

Your clients may not have the same level of understanding as you. Of course, the other side of the coin also applies. If you find terms you don't understand, ask for an explanation. It may often be your responsibility to explain the workings of the Training Package and the VET system to your potential clients. So, you need to have a thorough understanding of these concepts to be able to do this effectively and to determine the needs of your client.

Don't forget, when there isn't a suitable qualification from a Training Package – then an accredited course may be appropriate.

Who is your client?

Now that you have a grasp of the Training Package environment, you need to focus on your client. Your client could be any variety of persons or organisations, including:

- a target learner group
- an individual learner
- a candidate for assessment
- an enterprise or business
- a group training company
- a government department or agency
- internal clients, such as other personnel in your training and/or assessment organisation
- other organisations.

You must identify your client before you can begin to identify and analyse their needs. Consider as your client anyone who asks you to look at the Training Package for a specific purpose.

Your client's needs

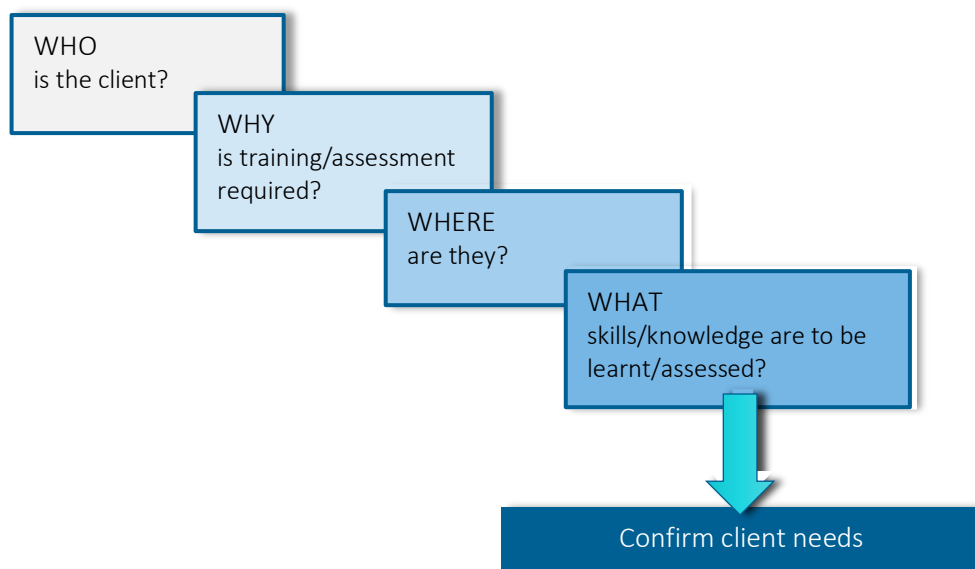
If your client is a learner or candidate for assessment, or group of learners or candidates, you need to know something about the learner or learner group. For example: Are they workers, school leavers, graduates, or special target groups? Do existing workers have highly specialised skills and knowledge? Do they have special needs? (For example, they might have physical or intellectual disabilities, or English might not be their first language.) In these cases, you need to be aware of the access and equity principles that must be followed by organisations conducting nationally accredited training and/or assessment programs in the VET environment.

The more you know about potential learner groups in your area, the easier it will be to source training and assessment applications for them.

Confirming your client's needs

From the discussions with your client, you can begin to ascertain their learning needs. Some questions that can help you work this out are:

- Why does the client need your help?
- What are the client's requirements and priorities?
- What are the client's constraints? (For example, budget, timelines or location.)
- Are there any other stakeholders? If so, who are they?
- What is the target learner group for the training and/or assessment?
- Where is the target learner group located?
- What is the skill or knowledge that needs to be learnt and/or assessed?



Ascertaining client needs

Before you can begin researching the appropriate Training Product/s, you need to know your client and determine their learning needs. In order to develop an action plan for dissecting and reconstructing the Training Product/s, you need to know the answers to the above questions. If you thoroughly understand your vocational area, its main issues and personnel, you may already have some idea of the main needs of your industry clients.

There are many and varied ways in which Training Packages can be used to meet a client's particular purpose, including:

- an Australian Qualifications Framework (AQF) qualification or part of a qualification
- professional development
- career preparation
- career change
- compliance with regulations and legislative requirements
- a learning program to meet a competency gap or need
- an apprenticeship/traineeship
- development or modification of learning materials
- assessment
- generic skill development
- maintenance of currency
- recognition of prior learning/current competency
- organisational skill development needs.

Client priorities and constraints

Client needs may include a range of other issues for you to consider. While you need to understand the client's purpose and priorities, you should also consider any constraints that may influence the nature of the application you create for the client.

Client expectations may be limited by a range of factors including:

- timeframes
- available resources
- location
- costs
- legislative requirements
- organisational constraints
- interests of other stakeholders.

You will need to make sure that you keep all of these issues in mind as you begin the process of selecting qualifications and/or units of competency.

How will the Training Products be applied?

You should now be able to:

- confirm exactly what your client's needs are
- source a Training Package qualification or an Accredited Course.

You also need to consider how the application you develop will be used. Will it be used for:

- training
- training and assessment
- assessment only
- recognition
- other?



Deconstructing Training Packages

Now that you have examined the various components of your Training Package, you are ready to deconstruct and redesign them to meet your clients' needs.

In this Learning Topic, you will learn to deconstruct the package, including the:

- Qualifications framework
- Assessment guidelines
- Units of competency.

Qualifications

Qualifications are created by packaging units of competency into combinations that meet workplace roles. Qualifications come with 'packaging rules' which set out the overall requirements for delivering the qualification, including the number of core units, and the number and source of elective units.

Qualifications are aligned to AQF qualification types. VET qualifications are at levels 1, 2, 3, 4, 5, 6, and 8 of the AQF. The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the VET sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Qualification Structure

The structure of qualifications is based on templates prescribed by the Standards for Training Packages 2012.

Qualification Codes

Each qualification has a unique eight-character code:

- the first three letters identify the training package
- the first number identifies the AQF level
- the next two numbers identify a qualification's position in the sequence of qualifications at that level
- the last two numbers identify the year in which the qualification was approved for implementation.

Note. Qualification names are always written in Title Case, eg, TAE40116 Certificate IV in Training and Assessment, with the qualification code in front of the name.

Qualification title

The title reflects the qualification outcomes and complies with the number of characters specified in the Australian Vocational Education and Training Management Information Statistical (AVETMIS) Standard (no more than 100 characters).

Note the titles of the qualifications prescribed by the AQF. They are:

Certificate I **in** ...

Certificate II **in** ...

Certificate III **in** ...

Certificate IV **in** ...

Diploma **of** ...

Advanced Diploma **of** ...

Qualification description

This field describes the qualification outcomes, together with any licensing, legislative, regulatory or certification considerations.

Entry requirements

This is an optional field that specifies any mandatory entry requirements.

Packaging rules

This field:

- specifies the total number of units of competency required to achieve the qualification
- specifies the number of core and elective units
- lists all core and elective unit codes and titles, including prerequisite units where they apply.

Qualification mapping information

This field specifies the code and title of any equivalent qualification.

Links

This field provides a link to the Companion Volume Implementation Guide.

Skill sets

Skill sets are not qualifications and are defined as single units of competency, or combinations of units of competency from endorsed training packages, which link to a licensing or regulatory requirement, or a defined industry need.

Skill set structure

Skill sets themselves are non-endorsed components of training packages, however, they consist of endorsed units of competency. They use a standard format.

Skill set code

This is a unique code in the format: <Training package code> <SS> <five digit code> e.g. BSBSS00001.

Skill set name

The title reflects the skill set outcomes.

Description

This field explains how the skill set meets the industry need or regulatory requirement.

Pathways information

This field explains the skill set's relationship with a qualification.

Suggested title and words for Statement of Attainment

This field provides advice on a suitable title and words to use on a Statement of Attainment.

Target group

This field explains the types of individuals who will benefit from completing the skill set.

Links

This field provides a link to the Companion Volume Implementation Guide.

Qualifications framework

What does the qualifications framework say?

The qualifications framework describes what a person has to do to achieve a specific AQF qualification.

It can contain:

- the range of AQF qualifications that can be achieved
- potential career pathways
- details of the core, elective and stream-specific units of competency for each qualification
- information about units of competency from other Training Packages used in the qualification, where relevant.

Qualifications framework checklist

Here are some questions that you might ask yourself as you deconstruct the qualifications framework:

- How many of the qualifications in the Training Package would be relevant to my client?
- Which best suit my client's needs?
- What level/s does the client want? Entry level or something else?
- Can I import units from other qualifications? How many can I import?
- Which qualifications can I use?
- What are the rules to use the qualification?
- How many units are required to achieve the qualification?
- What units must be achieved? Which are mandatory or core?
- What units are included for choice as electives?

Australian Qualifications Framework



The [Australian Qualifications Framework \(AQF\)](https://www.aqf.edu.au) provides a national framework for all education and training qualifications. The aim of the AQF is to:

- provide consistent qualifications across Australia
- encourage easier access to qualifications
- provide flexible pathways for achieving qualifications.

Under the AQF, qualifications issued in the VET sector must lead to the achievement of a package of competencies. For more information about the AQF visit the website at www.aqf.edu.au (accessed April 2023).

When determining the time required to deliver a course, you need to consider the complexity of the qualification including the breadth and depth of knowledge, the skills required, application of knowledge and skills and the “**AQF volume of learning**”.

EXAMPLES OF VOLUME OF LEARNING:

Certificate I	Certificate II	Certificate III
Typically 0.5 – 1 year	Typically 0.5 – 1 year	Typically 1 - 2 years. Up to 4 years may be required to achieve qualification through a trade apprenticeship.

Refer to page 14 and 15 of the AQF document.

Version numbers

Training Packages are not static documents. They are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is used. Always check the version number before commencing training or assessment. You can check the latest version by going to www.training.gov.au, or through the relevant JSC.

Packaging rules

Each Training Package has packaging rules, which set out the allowable combinations of units of competency for the purpose of creating an AQF qualification. Information about the packaging rules will be found in the introduction to the qualifications framework or in the qualification statements/information.

Packaging rules are meant to be simple and flexible enough to give you maximum choice but they also need to ensure that the integrity of the qualifications is retained.

You need to follow the rules carefully if you are to create an application that meets all of the Training Package requirements and ensures that your client can be issued with the relevant qualification.

Combinations of units

The packaging rules can lead to a combination of units, which may include a:

- core/compulsory only model
- core/compulsory and elective model
- core/compulsory and specialisation model
- core/compulsory, specialisation and/or electives model
- electives only model.

Core and elective units

You will notice that most qualifications contain a mixture of core and elective units.

Core units

Core units are units that must be completed in order to achieve a qualification. The number of core units will vary from package to package and qualification to qualification but they always represent the mandatory component of a qualification.

Elective units

There is often a range of elective units from which you may select a certain number to accompany the core units in making up the required number of units for a qualification. This allows freedom of choice when developing an application but sometimes there are also accompanying rules for the use of electives.

For example, there may be restrictions on how many units may be used from a particular functional area.

Industry core units

Industry core units are those basic competency standards which apply across the entire industry represented by the Training Package. They are usually related to the common work practices in the industry and often have names like:

- Work within a [insert the industry] context
- Work as part of a team
- Use technology in the workplace
- Apply health and safety practices in the workplace.

Prerequisite Units

A prerequisite unit is one that must have been successfully completed prior to a student undertaking another unit usually due to the need for a student to have particular knowledge in order to successfully engage with the curriculum in the latter unit.

For example, the unit ***SITHFAB005 Prepare and serve espresso coffee*** has a prerequisite unit, ***SITXFSA001 Use hygienic practices for food safety***, which must be completed before commencing ***SITHFAB005 Prepare and serve espresso coffee***.

Generic and specialist qualifications

If there are a number of sectors within the industry, the qualifications can be divided into two areas: generic and specialist qualifications.

Generic qualifications generally include a wide range of competencies and are usually flexible enough to allow for a variety of applications within the industry.

Specialist qualifications have been designed and agreed on by the industry as the best combination of units of competency for a specific job role. They may allow for some choice of units or they may represent a specified pathway which may not be altered.

Using the packaging rules to meet client needs

Using the packaging rules to meet client needs is sometimes referred to as customising the qualifications. Customisation may be undertaken for various reasons, such as:

- client needs
- enterprise requirements
- region-based requirements
- specific work roles.

Some qualifications provide a range of units which you select in consultation with your client. For example, the qualification may require 10 units, but provides a list of 20 or more which you select from to determine a relevant combination.

In other Training Packages, the packaging rules may have a specialist or other focus which requires more core units to ensure the breadth and depth required.

Using the packaging rules to build the qualification can involve using units from other packages to supplement the units from your Training Package to create an appropriate mix for your clients' purpose.

In relation to importing elective units, the main rule is that imported units of competency should be selected that are directly relevant to the candidate's current or intended job role/function.



Deconstructing competency standards

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. Units of competency are found in Training Packages and also within Accredited Courses.

Units of competency describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function. Each unit of competency describes:

- a specific work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- knowledge and skills required to perform the work activity
- foundation skills essential to performing the work activity
- how learners can show they are competent in the work activity
- performance and knowledge evidence that must be considered in assessing competency of the unit
- conditions under which evidence for assessment must be gathered.

Units of competency are not aligned to levels within the AQF because they can be included across a range of qualification levels. However, the qualification in which a unit is first packaged in a training package is indicated by the first digit in the unit code.

What is competency?

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency covers all aspects of workplace performance and involves:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

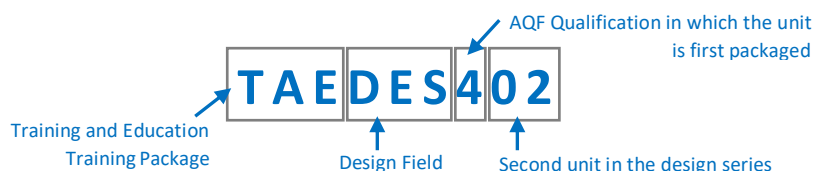
Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

Unit of competency structure

Units of competency are based on templates prescribed by the Standards for Training Packages 2012. Under these Standards, a unit of competency comprises two separate documents, i.e. a **Unit of Competency** document and an **Assessment Requirements** document. The key components of these two documents are covered in the following pages.

Unit code

The unit code is the method of identification used to place the unit within the Training Package and the vocational education and training (VET) sector. Each unit of competency has a unique code.



For example, the unit code for the unit of competency **TAEDES402 Use training packages and accredited courses to meet client needs**, which this Learner Guide is based on, consists of the following:

- The first three characters, i.e. TAE, signify the Training and Education Training Package
- The next three characters, i.e. DES, signify that this unit is part of the design field of the package
- the number four (4) indicates the AQF qualification in which the unit is first packaged
- 02 indicates that this is the second unit in the design series of units

Unit title

The unit title is a succinct statement of the outcome of the unit of competency. For example:

- Use training packages and accredited courses to meet client needs
- Provide service to floristry customers
- Conduct a community meeting.

Unit application

This field describes how the unit is applied, who would typically use it and the unit of competency's relationship to licensing, legislative or certification requirements.

Prerequisite units

This is an optional field that specifies any unit(s) in which the learner must be assessed as competent prior to the determination of competency in this unit.

Unit sector

This field is used to categorise units of competency in relation to industry sectors or types of work.

Elements of competency

Elements of competency describe the outcomes of the significant functions and tasks that make up the competency. Elements describe actions or outcomes that are demonstrable and assessable.

Most units comprise 3 - 5 elements which together reflect the unit's focus and scope. In some units the elements will follow a functional or life cycle approach, for example: plan → do → evaluate.

Or, the emphasis may be on skills as the outcomes. Or, in other units, each element may represent a discrete activity which, together with other elements, creates a whole unit of competency.

Performance criteria

Performance criteria specify the required performance in relevant tasks, roles, skills (including foundation skills) and the applied knowledge that enables competent performance. They set out the way in which people can show how they meet the outcome defined in the element.

Foundation skills

The foundation skills that underpin competent performance are identified in each unit of competency in a foundation skills table. The foundation skills should be considered as an integrated part of the unit for delivery and assessment purposes.

The foundation skills field in a unit of competency:

- identifies skills that underpin competent performance but are not explicit in the performance criteria of the unit
- describes the application of each skill in context of the performance criteria
- should be considered as an integrated part of the unit for delivery and assessment purposes.

Foundation skills can incorporate language, literacy and numeracy skills described in the **Australian Core Skills Framework (ACSF)**, and the employability skills described in the **Employability Skills Framework (ESF)** and the **Core Skills for Work Framework (CSfW)**. The ESF and CSfW frameworks can be found in training packages with their use dependant on the preference of the Service Skills Organisation which developed the training package

The skills included in the ACSF and ESF frameworks are illustrated in the table below.

ACSF	ESF
<ul style="list-style-type: none">• Learning• Reading• Writing• Oral Communication• Numeracy	<ul style="list-style-type: none">• Communication• Teamwork• Problem Solving• Initiative and Enterprise• Planning and Organising• Self-management• Learning• Technology

The **Core Skills for Work Developmental Framework (CSfW)** describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work . Participation in work could be as an employee, as someone who is self-employed, or as a volunteer.

The CSfW describes performance in ten Skill Areas, grouped under three Skill Clusters:

Cluster 1 - Navigate the world of work

- a. Manage career and work life
- b. Work with roles, rights and protocols

Cluster 2 - Interact with others

- a. Communicate for work
- b. Connect and work with others
- c. Recognise and utilise diverse perspectives

Cluster 3 - Get the work done

- a. Plan and organise
- b. Make decisions
- c. Identify and solve problems
- d. Create and innovate
- e. Work in a digital world

These skills are not only for gaining employment but are also for enabling progress within an enterprise or to expand employment capability and include. skills relating to work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

Range of conditions

This is an optional field that specifies different work environments and conditions that may affect performance. Range is restricted to essential operating conditions and any other variables essential to the work environment, so it is quite different from the previous Range statement. Range of conditions are not used in some Training Packages.

The range of conditions can also be used to provide additional guidance and information to interpret the performance criteria. Many performance criteria use words, terms or phrases that may mean different things in different contexts. The performance criteria cannot list all these, but the words, terms or phrases used in the performance criteria can be further defined or explained in the range of conditions.

As the range of conditions is not a mandatory component of training packages, they are not used in some Training Packages.

Links

This field provides a link to the Companion Volume Implementation Guide.

Assessment Requirements

Assessment Requirements are made up of the following components.

Title

This field uses the format: Assessment Requirements for [Unit of Competency Code and Title]

Performance evidence

Performance evidence, as the name implies, specifies what individuals must do to show that they satisfy the performance standards in the unit of competency.

Knowledge evidence

Knowledge evidence, as the name implies, specifies what individuals must know in order to carry out the work tasks described in the unit of competency safely and effectively.

Assessment conditions

This field describes mandatory conditions for assessment, e.g. details of equipment and materials; contingencies; physical conditions; relationships with other people; timeframes. It also specifies assessor requirements.

Links

This field provides a link to the Companion Volume Implementation Guide.

Summary of where to find information in a unit of competency

What do you need to know about the work activity	Where is the information found?	What does the unit of competency tell you?
What is the work activity?	Unit title	
What does the work activity involve?	Application	A definition of the outcome
What are the outcomes that make up this work activity	Elements	Outcomes/elements
What are the performance standards which measure demonstration of the outcomes	Performance criteria	For each outcome/element there are specified performance criteria, for example
What are the conditions under which this work activity may be conducted?	Range of conditions (where provided)	The variables to be considered in learning , assessing and contextualising this unit include:
What knowledge and skills are needed to perform this work activity?	Knowledge and Performance Evidence	The Knowledge evidence requirements include: The Performance Evidence requirements include:
Where should evidence of competency be gathered and under what conditions?	Assessment Conditions	The conditions under which a student must demonstrate competence including any specific requirements for resources, trainers and assessors and the context for assessment.

Analysing a unit of competency

Now that we have deconstructed a unit of competency, let's move on to analysis. We need to do this so that we can select the right units of competency to meet our specific client needs.

Dimensions of competency

When analysing a unit of competency, you need to identify the dimensions of competency. The concept of competency includes all aspects of work performance, not only task skills. The dimensions of competency are:

- task skills
- task management skills
- contingency management skills
- job/role environment skills

Task skills

Task skills involve being able to perform the task at an acceptable level to the organisation or industry. This may include carrying out individual tasks such as operating equipment, serving customers, processing an invoice or using a presentation software application.

Task management skills

Task management skills refer to the ability to manage a number of different tasks that form part of the job. This involves being able to integrate a number of different tasks to achieve a complete work outcome. This may include:

- following OHS procedures while operating machinery
- completing documentation for an order while serving a customer
- responding to an audience while making a presentation using a software application.

Contingency management skills

Contingency management skills refer to the ability to respond appropriately when things go wrong or if there are irregularities and breakdowns in routine. If the equipment breaks down, alternative strategies need to be employed. Responding to difficult customers and responding to emergency evacuation situations are further examples of situations requiring contingency management skills.

Job role/environment skills

Job role/environment skills refer to the need to fulfil the requirements and expectations of the organisation. Each workplace is unique and requires the individual to be able to adjust to the environment they are working in and fulfil the needs of the organisation. This may include working in different teams, following workplace procedures, communicating effectively with colleagues, interacting with clients and complying with organisational policies and procedures.

Clustering units of competency for a specific need

Units of competency can be clustered to provide training and/or assessment solutions for particular needs. A cluster can be defined as a grouping of units which together represent a particular work focus, area of competency development or other need that is relevant to the client.

The cluster may form the basis of a specific training or learning program. It is different from the qualification outcome but may contribute to the outcome where the unit cluster is drawn from the package of units in the qualification.

Some clusters may be drawn from different qualifications in a Training Package or represent units drawn from two or more Training Packages. Where you are looking at solutions that cross different Training Packages, ensure your training/assessment solutions meet the requirements set out in each of these Training Packages.

When you want to cluster units, there are several factors to keep in mind. Here are some of them:

Selecting combinations of units

What mix of units will you use? To help you to decide, consider the break up of units into functional areas in a Training Package. That is, what sets of units of competency already exist in the Training Package you are deconstructing which can be used for a particular purpose?

NOTE:

Sometimes the unit code could assist you to work out the functional area of particular units. For instance, DEL in the unit code for the *TAE Training and Education Training Package* indicates that the unit is 'delivery' orientated.

Importing units from other packages

You may not have to consider importing units from other Training Packages if the Training Package you are using already contains units from other packages and these are appropriate for your purpose. However, you may find it necessary to use units, or combinations of units, when the units in your package do not suit your current needs.

If you do this, you will need to consider firstly the rules of your own Training Package regarding importation and then the implications of the requirements of the other package, including the assessment guidelines and evidence requirements.

Co-assessment or co-delivery

Co-assessment or co-delivery of units occurs where two or more units are closely linked and can be assessed concurrently. Integration of units can be helpful to the learner in allowing them to see the links between various aspects of a job role. This practice can also be more cost effective for your client, as it reduces any potential duplication in delivery or assessment activities.

You need to find out the opportunities for assessment of this nature.

Contextualising units of competence

Units of competency can be contextualised to suit the needs of a particular workplace or job role by:

- including extra information to explain how to apply an element or performance criteria to a specific workplace, delivery method, learner profile or job role
- giving guidance on how a unit can be used in the specific workplace or job role
- identifying features of the range of conditions and assessment requirements in the context of the particular workplace and the outcomes to be achieved.

Contextualisation involves making the units more relevant to the user, but in doing this it is imperative that the standard is not changed or undermined. All Training Packages have rules about what can and can't be done to contextualise the units.

Changes to the number and content of elements and performance criteria are not acceptable. However, RTOs can contextualise units of competency by:

- adding specific industry terminology to the performance criteria as long as this does not distort or narrow the competency outcomes
- amending or adding to the performance evidence and range of conditions as long as the breadth of application of the competency is not diminished
- adding detail to the assessment requirements in areas such as the performance evidence or resources and infrastructure required, where the competency is expanded and not limited by the changes.

Assessment information

The assessment information contains an overview of the assessment system within VET and an overall framework for carrying out all activities relating to assessment in relation to a given Training Package and industry. This needs to be distinguished from the assessment requirements, which provides the specific details about assessment for that particular unit of competence.

Assessment information—relate to the total Training Package.

Assessment requirements—relates to an individual unit of competency.

What is contained in the assessment information?

Most Training Packages will include the following information in the assessment guidelines:

- assessment system overview
- benchmarks for assessment
- Principles of Assessment
- Rules of Evidence
- role of the RTO
- qualifications of assessors
- role of other workplace personnel in assessment
- assessment pathways, including recognition and credit transfer
- how the assessment process should be conducted, including LLN, access and equity, and reasonable adjustment
- guidelines for designing assessment resources
- guidelines for conducting assessments
- industry sources of information on assessment
- specific licensing or registration requirements for the industry
- other sources of assessment information.

Understanding the assessment requirements

Now that you have familiarised yourself with the main assessment requirements of the Training Package you are using, you need to consider some important assessment related questions if you are to effectively apply the Training Package.

What are the specific assessment requirements of each unit?

Each unit of competence should be analysed for assessment requirements.

What are the specific aspects in the assessment requirements? What combinations of skills and knowledge are to be assessed?

In short, you need to know the full range of assessment possibilities to ensure that you provide an application where the assessment can be carried out in the most appropriate and cost-effective manner, in terms of both time and resources, for the client.

What are the opportunities for integrated delivery and assessment?

Integrated, or holistic, delivery and/or assessment enables you to deliver and/or assess a group of related competencies together. By combining the knowledge, skills and workplace application of each unit, you can streamline the delivery and/or assessment process. As previously referred to, ***TAEDES402 Use training packages and accredited courses to meet client needs*** is part of an integrated assessment stream of units.

Do imported units bring different assessment requirements with them?

If you decide that you need to use units of competency from other Training Packages, you also have to investigate the assessment guidelines of those Training Packages in the same way as you have investigated your own to determine compatibility.

Just as importantly, you will also need to review the assessment requirements of each imported unit to ensure that it will fit the pattern that you are trying to create.

Review and improvement

In this Learning Topic you will be introduced to the process of review and continuous improvement of your Training Package application.

You need to go back to your client, confirm their needs and take on board their feedback, then redevelop your application (contextualisation) accordingly, which involves reviewing your application against the Training Package's requirements and guidelines.

Why review?

As you have worked through this Learner Guide you have been encouraged to keep records of all of your activities. One purpose of this is to provide evidence for assessment. Another purpose of keeping such records is that they provide a basis for a review of your process.

Constant review encourages consideration of improvements that you might make to the process in order to make it more effective and efficient and to provide your clients with the most up-to-date knowledge and skills.

A review of your process will enable you to consider:

- whether the process is easy to follow
- whether the outcomes meet your initial purpose
- any difficulties that have arisen
- your knowledge of how to use the Training Package
- how you have applied your skills.

The outcomes of your review will enable you to:

- make improvements to your process
- improve your knowledge of the Training Package
- improve your skills
- provide a better service to your client.

How do you review?

How can you confirm that the Training Package application that you have created is the right one?

Once you have determined which qualification/s and competency standards you will use in your application, you need to review it against the:

- needs and expectations of your client
- Training Package requirements.

A review checklist is a useful tool to help you confirm your application.

Continuous improvement

An effect of your review will be to inform the regular review of:

- your organisation's policies and procedures in this area
- the industry Training Package, when it is required.



Part 2 - TAEDES412 Design and develop plans for vocational training

Learning Topics

This section includes the following topics containing information and activities:

1. Overview of the training program design process
2. Defining the parameters of the training program with the client
3. Generating options for designing the training program
4. Developing the training program content
5. Designing the training program structure
6. Reviewing the training program
7. Reflection.

Before you begin to design and develop a training program, take the time to consider some of the following ideas about effective learning. You might also like to reflect on why you have become involved in the career of facilitating others' learning and what first interested you about it.

We could say that the aim of any training program is to engage learners in meaningful and productive activity that results in the desired learning outcome. Now... let's take a minute to analyse what this statement means.

OK, we can easily see that *engagement* is critical to the learning process; if the content of the training program doesn't engage the learner, then all else fails. Disengaged learners will be thinking about other things—their home, their cat, their weekend—anything but learning.

In order to be engaged, your learners need to be not only interested, but also *active*. However, activity in itself doesn't guarantee effective learning; the activity needs to be *productive*. Does this mean that every activity in your training program needs to be hands-on? No, not necessarily. Knowledge can also engage and excite learners.

So... an effective training program engages learners by being active and productive in a way that is meaningful to the individual learners.

This Training Manual provides activities to help you work through the design and development of a training program and achieve these outcomes.

Overview of the training program design process

This Learning Topic gives a broad overview of training program design, including:

- the definition of a training program
- how training programs relate to bigger learning strategies
- the design skills you need to develop a training program
- the steps in the design and development process.

Training program defined

A training program provides the basis for a cohesive and integrated learning process by outlining the processes of learning and assessment (and it can be part of a bigger delivery and assessment strategy).

Endorsed Training Packages or accredited courses don't prescribe the delivery and assessment programs or strategies. They provide the mandatory benchmarks for workplace outcomes (in their units of competency and assessment guidelines) but leave decisions about the processes of delivery and assessment up to you—the facilitator and assessor.

So, as the facilitator or trainer, you will need to design (or source) the training program, but you have the freedom to design whatever is required to deliver the outcomes while meeting the needs of enterprises and learners.

Training programs in this context relate to a vocational training program based around a unit, or units, of competency from an endorsed Training Package (or the units in an accredited course). These can be delivered in the workplace, in a training environment, as part of a schools-based VET program or a New Apprenticeships or Traineeships program.

However, you could also design and develop training programs for a range of other training purposes such as delivering short courses, providing workplace learning that is not nationally recognised and for induction training or other professional development.

A training program should identify:

- its purpose
- the target group, their needs and characteristics
- the outcomes to be achieved, such as the units of competency or other benchmarks
- the learning and assessment activities including any flexibilities with this
- any required resources

It should also include:

- learning objectives
- a plan of how the learners will achieve the objectives
- a structure and sequence for learning
- content of the learning
- delivery and assessment methods
- assessment requirements.



The components of a training program can be seen diagrammatically below.

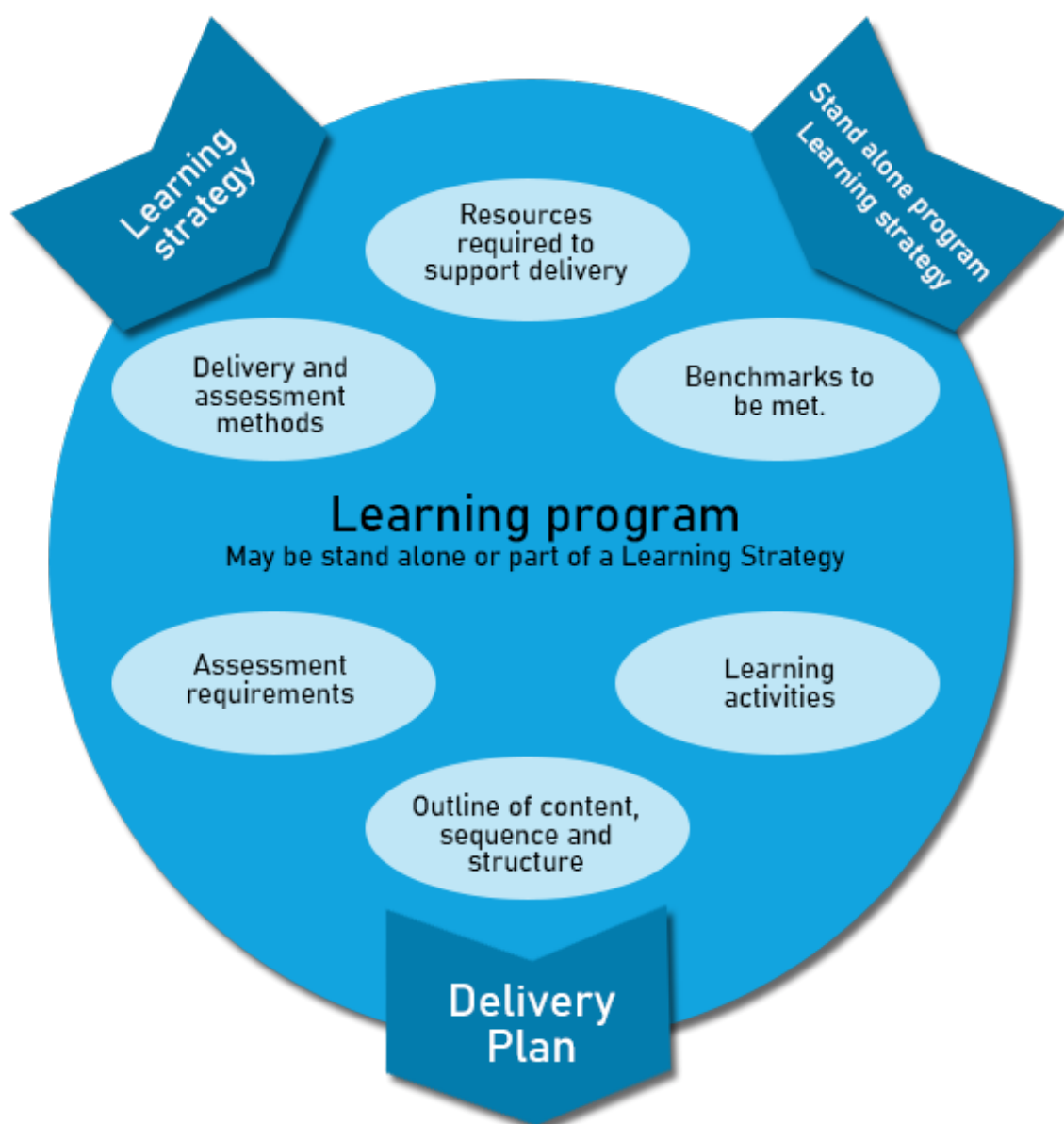


Figure 1: Visual representation of a training program

Contextualisation

Throughout this manual, you will find references to contextualisation. Contextualisation is the process of taking a training program or resource and making it meaningful to individual learners. It could mean that the training program is modified for:

- a particular workplace
- individual learning styles
- groups of learners who are unable to access the planned environment
- learners with special language, literacy and numeracy requirements
- learners with disabilities
- particular age groups and levels of previous experience.

Even the best training programs will need to be contextualised for the learners.

Training programs and learning strategies

A training program could be a subset of a bigger learning strategy. The learning strategy can provide an organising framework for the delivery and assessment of a full Australian Qualifications Framework (AQF) qualification.

Figure 2 shows the relationship between training programs and learning strategies in the bigger picture of the learning design process.

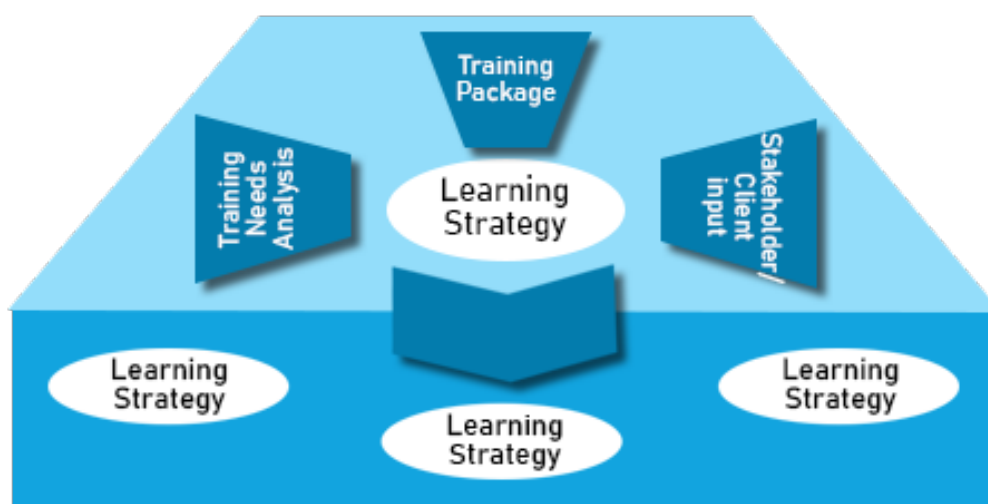


Figure 2: The bigger picture

Activity - Research existing training program samples

Collect samples of training programs from your practice environment or locate some with the help of your facilitator. The samples do not need to relate to your practice environment, you are just getting an idea of how they might be shaped.

Take notice of layout, language, style, or anything that you think works well. You are a learner as well as a trainer; think about the samples from both sides of the training fence. Talk this through with colleagues, other trainers or even learners.

Do the training programs clearly define the benchmarks to be met?

Is the target group defined?

Are resources listed?

Is there a plan that details individual sessions?

Are delivery and assessment methods included?

Discuss the features of these training programs. Do they meet the need?

Activity - Determine requirements for a training program

Consider your own job role and the environment you work in (that is, your practice environment). Brainstorm ideas for possible training programs you might design. Record any ideas about content areas, subject matter, skills, knowledge, tasks or competencies that you have. Keep this information as a starting point for ideas of training programs.

Research the need for training programs in your industry area. Speak to your colleagues, manager, clients or trainer to find out what really needs to be developed. You will need to develop two training programs for this unit, and it would be ideal if the ones you design are relevant for use by your clients or organisation. Perhaps there is a client request for a new training program, or a review and update of an old program is required. Is there a learning strategy in place that requires a training program to be developed? Is there a professional development program required by a manager in your organisation? Search out opportunities to develop training programs for actual workplace requirements.

Skills of a designer

Let's look at the types of competencies a designer needs, whether they are designing learning or any other product or service.

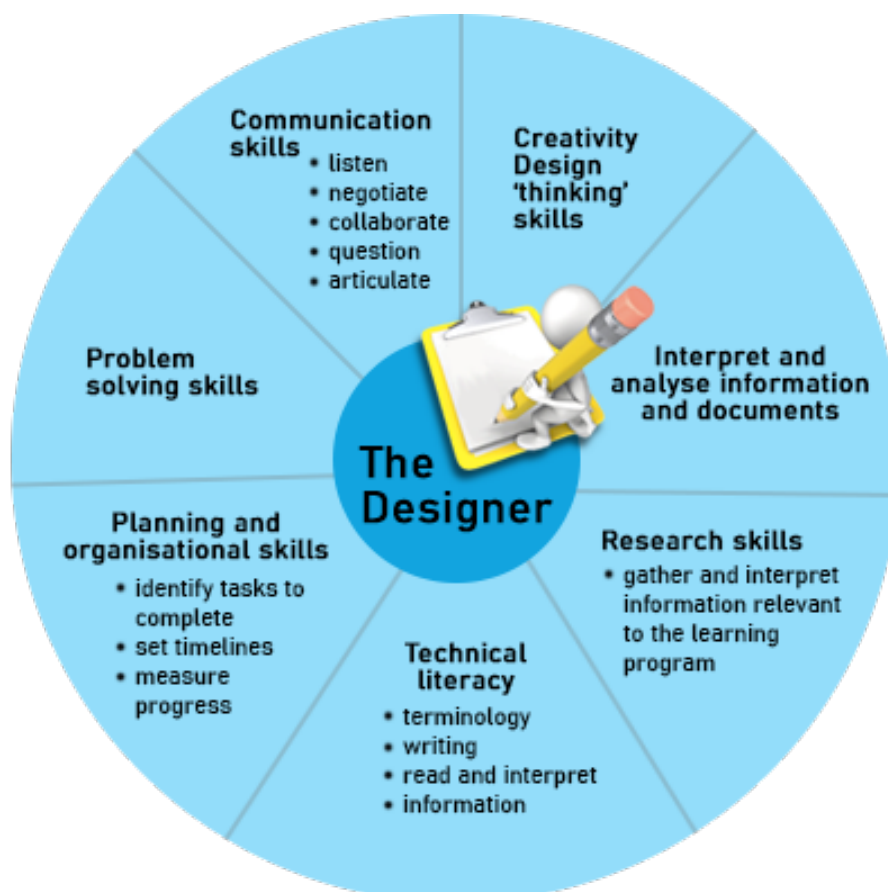


Figure 3: A designer's skills

You need all these skills in designing training programs.

For example, you must be able to perform analytical and research tasks such as defining the parameters of the training program in consultation with your client and designing the program's structure. You need effective interpersonal and communication skills to gather information from clients and determine their needs. In some instances, you will need to use negotiation skills, for example when negotiating the program with the client and to articulating its benefits. In addition, as the designer of effective training programs that meet individual needs, you need to be innovative and creative and be able to reflect upon and review your designs. A good designer will ensure their work is not becoming stale and that it suits the requirements of the client's brief.

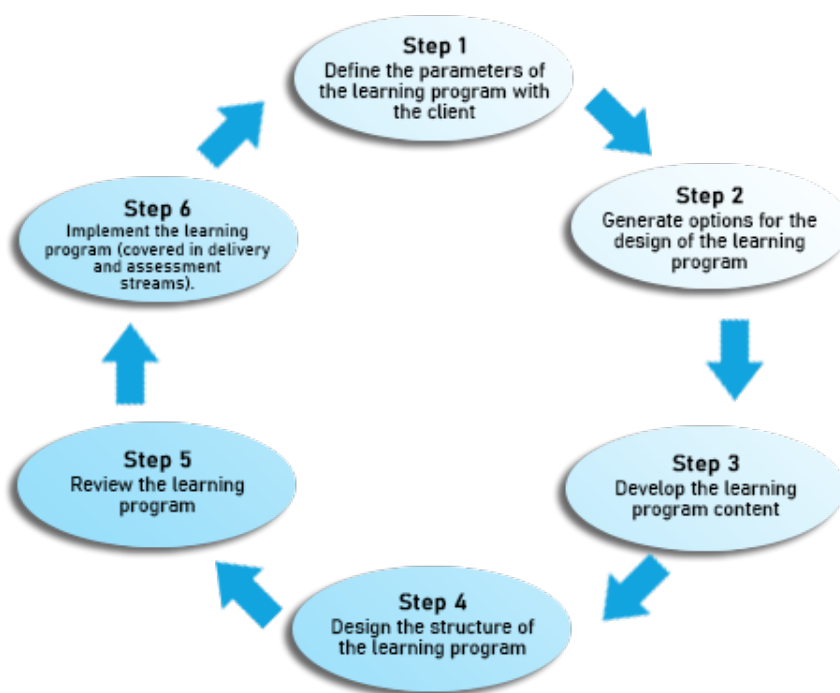
Consider where you are using these skills and how to improve them. For example, reflect on how you would respond to the following situations. What skills would help you to find a solution?

- The client is having difficulty articulating the benchmarks for the training program.
- You have identified some ideal resources, but they have copyright restrictions.
- You have structured the training program into ten sessions, but now your client tells you the target learners are only available for five sessions.
- A new client wants a training program designed quickly so training can begin in four weeks. You have other work commitments in the coming month and fitting in this additional request will be difficult but must be done. What will be your approach?

Steps in designing and developing training programs

You need to develop training programs that meet the identified benchmarks, are logical yet innovative, and engage the learners. To do this you need to;

- define the parameters of the training program in consultation with the client
- generate and select appropriate options for designing the training program
- develop the training program content
- design the structure of the training program
- review the training program
- gain approval from appropriate personnel.



This diagram maps stages in developing and designing a training program and provides an overview of the process that might be involved.

We will re-visit this diagram in the following sections of this Training Manual.

As the designer of the training program, you need to allow the flexibility to re-visit any of the stages at any time in the design process.

Figure 4: Development stages of a training program

Influences

In thinking about the design stages reflected in the diagram above, consider the influences on training program design—what it is that directs the design of the training program. From the following list consider what is critical:

- Training Packages
- units of competency
- existing learning strategies
- organisational needs provided by the client
- learner target group, attributes, current skills, and knowledge.

Useful forms, questionnaires, and other material for the design process

You may find it useful in this unit to design forms that can be used every time you design a new training program, and to add these to your resource file.

For example, you could design a questionnaire to be used with clients when defining the parameters of the training program. This may have standard questions to ask the client to help you determine the purpose of the training program. You can modify the standard form each time you use it in order to contextualise it for each specific training program.

Here are examples of some useful standard forms you could design:

- Parameters of the training program questionnaire
- Characteristics of target group learner's checklist
- Research summary—listing websites, books, and customisation requirements
- Learner Profile—listing the learner characteristics, preferred learning styles, learning environment, attributes, prior knowledge, concerns
- Program Plan—outlining each component part of the program
- Training program questionnaire for reviewers
- Standard letter to ask for reviewers' assistance
- Collation or summary sheet of review feedback and recommendations
- Client Status Report.



It is critical to keep your learners' needs in the forefront of your thoughts during design.

- What is most useful to them?
- What would be a logical flow of information for them?
- What delivery mode is best suited to their needs?
- How can the training program be flexible for them?
- What resources do they have access to already?

The task of designing training programs requires both structured and systematic work processes as well as innovative thinking to ensure you engage the learner group. So, the design task is quite a challenge. You need the design process to structure your ideas so that the training program you design meets the required benchmarks.

Documenting the training program

It is important to have a documentation process in place which formalises the training program and includes all the components of the training program. This document is called a **Training and Assessment Strategy (TAS)** but can also be referred to as a Learning and Assessment Strategy (LAS).

RTOs are responsible for developing, implementing, monitoring and evaluating quality training and assessment strategies and practices that meet training package and VET accredited course requirements.

As a minimum, the Training and Assessment Strategy should address the following;

Training product

- Ensure that you clearly identify the training product to which the strategy relates.
- Include the code and full title to ensure this is clear.

Core and elective components (full qualifications)

- If delivering a full qualification, identify core and elective components in accordance with the structure defined in the training package or course.
- Define which elective units or modules are being offered so you can properly plan for all delivery variables.
- Identify any entry requirements, as well as pre-requisite and co-requisite units, and the sequencing of delivery and assessment.

Target group

- Ensure that you clearly identify the target group and student characteristics in each strategy. Each strategy needs to be tailored to each target group. For example, a recognition of prior learning strategy may be utilised for students with previous knowledge, skills and work experience.

Mode of delivery

- Identify how the training and assessment is to be delivered—face-to-face, online, through workplace training or a mixture of different modes.

Entry requirements

- Identify any mandatory requirements for students commencing the program, such as qualifications that must be held or a period of industry experience. You should also clearly identify where any entry requirements are set by your RTO and are not an entry requirement of the training product.
- At this stage, it can also be useful to identify:
 - any areas where students may need additional support (e.g. if they have limited English-language skills)
 - whether students' physical attributes may influence their ability to complete the training and assessment (e.g. if heavy lifting is required).

Duration and scheduling

- Analyse the nature of your student cohort. Use the analysis and any specific requirements of the training package to determine the amount of training for each cohort, the duration of the program and how your RTO will schedule training and assessment activities to ensure students are able to fully develop the required skills and knowledge prior to being assessed.
- It may be necessary to indicate variations for some cohorts due to their specific learning needs.

Assessment resources, methods and timing

- Training packages and VET accredited courses often specify resources that must be used in assessment at a unit of competency level. Include details of how you will ensure students have access to the resources that will give them the best chance of completing their study.
- Identify:
 - assessment resources
 - assessment methods
 - timing of assessment
 - any training package requirements in relation to the training and assessment practices (such as mandatory work placement hours and how this is structured into the course delivery)
 - any adjustments that may be needed to cater for different student characteristics.

Learning resources

- To ensure students are able to obtain and absorb the required knowledge and skills prior to assessment, carefully choose and plan the learning resources you will use to guide them.
- Identify these resources in your strategy to ensure you obtain full coverage of all required areas.

Human resources

- Either in a strategy or separately, document the human resources available to deliver the training product. This ensures suitable trainers and assessors are available for all training products on your RTO's scope of registration. Record this at a unit of competency level to ensure any specific requirements are met, and to allow your RTO to deploy staff efficiently.

Physical resources

- Compare the physical resources required to deliver a training product with the resources available to your RTO. Many units of competency include detailed specifications of the resources required, so conducting this analysis at a unit of competency level ensures these requirements are addressed.

Strategies for 'stand-alone' single units or skill sets

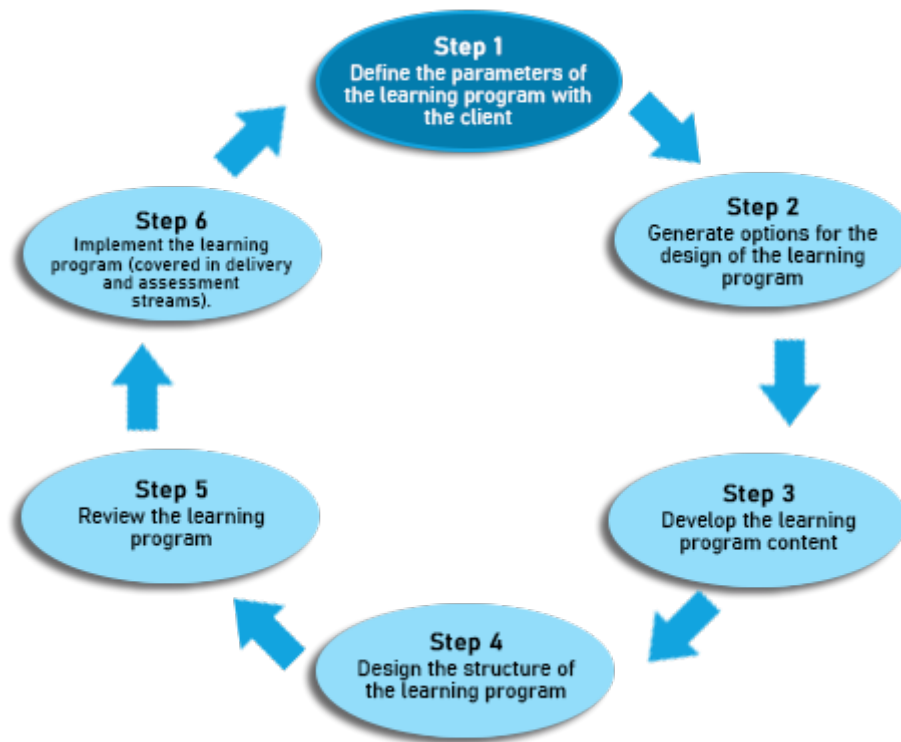
- Develop and implement training and assessment strategies in the same way as you would for a qualification, noting that some information may not be relevant, such as information on core and elective units.
- Often, this type of delivery is aimed at an industry licence or accreditation. Identify all of the requirements of that licence or accreditation in the strategy (including any possible entry requirements such as minimum age) and explain how students can readily attain the desired outcome. Identify any pre-requisite and co-requisite units, and the sequence of delivery and assessment.

Strategies for assessment-only pathways

- Where your RTO offers an assessment-only pathway, develop and implement strategies that cover:
 - assessment methods, timing and resources
 - how issues will be addressed (for example, if a student does not achieve the competency requirements).

<https://www.asqa.gov.au/standards/training-assessment/clauses-1.1-to-1.4-2.2>

Defining the parameters of the training program with the client



By this stage you should know what a training program is and, in broad terms, the process you work through to develop one. This Learning Topic will cover the skills you need to define the parameters of a training program. By the end of this topic you should be able to define the ‘why, who and what’ of your training program.

The purpose of a training program

When designing a training program, be sure you are clear on its purpose. That is, why does it need to be designed? In broad terms, what outcomes will it achieve, how will it be used, and who will be involved?

It’s vital to have a clear picture of exactly why you are developing the training program.

You might be working in a job role where it is easy to identify the purpose of the training program. For example, if you are working in a Registered Training Organisation (RTO), there will be policies and procedures in place in relation to program delivery and assessment. Training programs will usually be required for Training Package implementation and could be part of the RTO’s delivery and assessment strategies required under the NVR Standards for Registered Training Organisations. The learning plan in this case could have as its purpose the development of the competencies set out in an endorsed Training Package.

Or, for example, in training that is not nationally recognised, the purpose of the training program might not be so easily defined. It could be that your client wants organisational change but has difficulty in articulating their need in educational terms or wants something less formal such as professional development or induction training.

It is your role as an education professional to ask the right questions and gather the right information to ensure the purpose of the training program is clearly articulated and reflects the identified needs.

Some sample scenarios:



1. Greg has identified a group in his organisation working in a storage warehouse who need training in OHS procedures in the workplace. What sort of activities and tasks might be appropriate for this learning?
2. An individual in a travel agency has requested training in designing package deals for customers. Her supervisor looks into some options. What sort of training program might be suitable for this person?
3. Sue is getting some training in workplace assessment and has received the training program which says the learning will be in the classroom involving written tasks, practical tasks and workplace practice. Do you think this is appropriate for the objective? Why or why not?
4. Mani is involved in planning an in-house program in organisational communication. The training program involves several different speakers from within the organisation, who will provide the participants with written materials to support their sessions. Do you think this is appropriate for this subject area?
5. Carl works in a plastics factory that is putting together an induction program for new recruits in how to use the relevant machinery. The manager asks Carl for advice as to how the program should be structured and where it should take place. What sort of program do you think would be suitable?
6. On a building site for a city skyscraper, safety is a high priority. Some labourers have been seen breaking some fundamental safety rules, and when questioned they say they did not know they were doing anything wrong. The site manager decides they need to be retrained. What training program is required? What activities and tasks should be involved?

Influences on training program design

In designing the training program, you need to know about the environment in which the learning will take place. For example, you are required to have knowledge of the relevant:

- National standards, codes of practice, and Commonwealth and State/Territory legislation including licensing requirements, industrial relations requirements and workplace health and safety (WHS) obligations
- Organisational WHS policies and procedures including internal policies and procedures to meet WHS requirements and hazards commonly found in the work environment to which learning is related
- Business or industry knowledge specific to the training
- Training Packages and their competency standards.

Gathering information

You need to communicate with your client to gather information about what they require or what they are trying to achieve in order to design a training program that will meet that need.

You need to gather as much information as possible to get a thorough understanding of what is required. To define the parameters of the training program, you should gather information about the following. This will assist you in interpreting the client's requirement.

Purpose	Considerations
The purpose of the training program	Why is a training program required? What is it you are hoping to achieve?
The benchmarks to be achieved	What competency standards or other benchmarks must be met?
The specific learning objectives for the training program	What are the specific learning objectives, outcomes or goals of the training program that reflect the benchmarks? What skills, knowledge or attributes do you want the learners to demonstrate as a result of participating in the training program?
The scope and breadth of the training program	How many competencies need to be achieved? What vocational or generic skills need to be developed? What subject or technical knowledge and/or theory must be learned? What activities need to be encompassed in the training program? What specific organisational learning needs to be addressed?
The target group learners	Who is the training program for and what are their characteristics? Ask about their socioeconomic background; cultural background and needs; age group; language, literacy and numeracy needs; motivation for learning; learning style and preferences. Can you gather a skill and/or competency profile of the learners? Are they learning as a group or at an individual pace? What level of work experience have they had? What formal education have they achieved? Is the group aware of the need for learning and are they positive about learning the required competencies? Are there access and equity issues?
The learning environment	Where will the learning take place? Will the learning environment be the same for all learners or will their situations differ? Will it be an operational workplace or simulated? Is it in a room, at a college, school or community setting, or at home? Will it be online?
The operational resource requirements	What resources are required to plan, design and deliver the training program? What is provided and what will need to be budgeted for? For example, staffing needs, guest speakers, technical and support staff, equipment and technology, learning materials and resources.
Access to other sources of information	Where can I gather research information about the requirements for this proposed training program? For example, how can I access job descriptions, employee records, performance appraisals, registration or enrolment information, surveys, publications, industry bodies, employment records, company brochures and promotional materials, workplace operational procedures and technical documentation used by the target learner group?

These questions are just a starting point; the questions you ask will depend on the circumstances. Who you ask these questions to, will depend upon your project. It may be a client, your manager, supervisor, department, team members, learners or yourself. Remember that a client can be external or internal to your organisation.

Program purpose

Think about the purpose of the program you will design. Will it:

- achieve organisational change
- support organisational skill development or professional development
- develop individuals' vocational competency, generic skills or general education
- meet new legislation, licensing or registration requirements
- meet regulatory and OHS requirements
- meet funding body requirements?

Use this information to clarify the purpose of the training programs you need to develop for assessment.

The target group learners and their characteristics

A critical component of your analysis of the training program requirement is to clearly identify the learners as outlined in the previous 'gathering information' table.

You may know what has to be learnt, but who are the group of people that need to gain these new skills and competencies? Finding out about them will help you design a training program that meets their needs as well as that of the client and the organisation. What similarities are there between the groups of people who will undertake the training program? What is their current skill level?

Adult learners generally like to have an active role in their personal development, so involving them in your analysis of design will ensure they feel part of the development of the training program and will be more willing to be involved in the program and support it.

There are many different ways to find out about the target group of learners. It may be through information received by employers, company files or discussions with supervisors or the individuals themselves. Observation of learners in the workplace is another method of gathering data. At times, you may gather a more accurate picture of the learners by speaking to them directly, rather than a manager who is removed from their daily operations. You are trying to find out if they have specific needs that must be incorporated into your training program design.

Target group learners may include:

- existing industry or enterprise employees
- school leavers and/or new entrants to the workforce
- apprentices or trainees
- individuals learning new skills and knowledge
- individuals seeking to upgrade skills and knowledge
- individuals changing careers
- unemployed people
- learners who have a disability
- Indigenous Australians
- overseas students
- recent migrants
- individuals or groups needing to meet licensing or other regulatory requirements.



Your analysis requires you to understand their characteristics and to determine whether this information will impact on the way you design your training program.

Characteristics may include:

- level and breadth of work experience
- level and previous experiences of formal education
- skill or competency profile
- socioeconomic background, age, gender, range of abilities (disabilities)
- cultural background and needs
- special needs—physical or psychological
- motivation for learning
- language, literacy and numeracy needs of learners
- learning style and preferences.

Benchmarks

Once you have identified the learners and decided what their training program needs are, you need to work out the competency level or standard for the learners. You have to work out exactly what level or standard of learning is required. You need standards on which to base the program. How do you work this out?

The list in the activity below covers many of the sources you can use to identify the level of learning required for your learners. For your training program, select the benchmark sources that you are going to use. Where can you access them? If possible, collect them to use in your development. Document the sources which will assist you to determine the outcomes for your learners in your training program.

Also list the benchmarks on your Training Program Proposal form, Appendix 2.

Source of benchmark	Do I need it?	Where can I find it?
Client brief		
Market research		
Job description		
Standard operating procedure		
Skills audit		
Organisation benchmark		
Industry publication		
Government policy or report		
Licensing or regulatory requirements		
Enterprise Bargaining Agreement		
Endorsed Training Package		

Your training program needs to be based on units of competency or other benchmarks specific to a job activity in an industry.

If using competency standards, you will need to clarify with the client what competencies are required in the training program. At times, the competency standards may be enough to structure a training program. You may need to work out what the competency standard means to the target learning group and their specific learning needs. You may also need to explain the competency standards in terms that are more familiar to the client and their industry.

Delivery options

What delivery approaches and activities are appropriate?

To achieve the learning that you have planned in the training program, what is the most appropriate delivery approach and activity type? For example, should the training be done on-the-job, in a classroom, or in a combination of locations? Should the activities be group or individual? The way the learning will take place will affect your plan as you will have to take into account resources, time and other factors.

Delivery methods for your program may include:

- face-to-face delivery
- online delivery
- distance learning
- coaching or mentoring
- workplace applications
- simulated workplace applications
- blended delivery.



Volume of Learning Vs Amount of Training

The terms ‘volume of learning’ and ‘amount of training’ often get misinterpreted and interchanged because at present, the activities that constitute the amount of training are open for interpretation. In December 2017, ASQA recommended that the Standards for RTOs 2015 be amended to include a definition of the ‘amount of training’ that focuses on the supervised learning and assessment activities.

In the development of a Training and Assessment Strategy (TAS), you will need to consider and document both and we have outlined each in the information below.



When determining the time required to deliver a course, you need to consider the complexity of the qualification including the breadth and depth of knowledge, the skills required, application of knowledge and skills and the “**AQF volume of learning**”.

You can find more details about the volume of learning in the AQF document - <https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>

EXAMPLES OF VOLUME OF LEARNING:

Certificate I	Certificate II	Certificate III
Typically, 0.5 – 1 year	Typically, 0.5 – 1 year	Typically, 1 - 2 years. Up to 4 years may be required to achieve qualification through a trade apprenticeship.

Refer to page 14 and 15 of the AQF document.

In addition to the volume of learning, the amount of training must also be documented on your TAS. The amount of training is basically the ‘input’ or what is delivered to the students. In a competency-based system, there are no set delivery hours for units of competency - it’s up to the individual RTO to determine how much training they will provide to their students.

Caution is required for both the volume of learning and the amount of training. ASQA will audit RTOs to ensure that students are not disadvantaged by “unduly short courses”.

When you are designing your TAS you must outline the amount of training and this does not include assessment activities. To do this, calculate the time a student would spend on the following:

SUPERVISED TRAINING:

- How much face-to-face training will be offered to the students?
- How much training will be delivered in the workplace (particularly traineeship and apprenticeships)?
- How much vocational placement (structured and compulsory workplace learning activities)?
- How long would it take a student to complete all the tutorials, webinars, videos, workshops, specified readings and field trips offered?

How much supervised eLearning is available – zoom sessions, chat forums?

NON-SUPERVISED TRAINING:

- How much self-paced learning is involved – self-directed research, practice activities, discussions.
- To properly determine the amount of training, you need to consider the needs of your learners:
- Does your learner cohort have special needs – do they require additional time and support to complete the learning? – add this into your amount of training.
- Think about the skills the students are developing – does it take time to develop these skills? For example – for a student with no keyboarding skills, it might take 6 months to develop typing skills to type at 40 wpm at 98% accuracy. The drill and practice required every week can be added into the amount of training.
- Consider the prior skills and experience of your students as this may reduce the amount of training required.
- Does your RTO have an established history of delivering this type of training to students? How long has it taken to train previous students to gain competency?
- Are employers satisfied with the skills developed by your students in the length of time they have been in training?

And look at the requirements of each of the units:

- How many elements are to be covered in each unit?
- Look at the performance evidence and knowledge evidence – what's the depth of training required to cover the requirements of each unit?
- Does the unit specify how many times a skill must be demonstrated? Some units designate hours of vocational placement required, number of times the student must demonstrate the skill etc.

For more details – refer to the ASQA fact sheet
<https://www.asqa.gov.au/resources/fact-sheets/amount-of-training>

Where to from here?

- Look at the units you have selected for this qualification
- Consider the time you have available to deliver the course
- Think about the timetabling and sharing of resources and rooms
- Talk to others in the sector and within industry about their expectations

Quantify (in hours) the amount of training for each activity to come up with the estimated total hours.

Samples of amount of training.

Qualification	Training activities	Amount of training
BSB20115 Certificate II in Business	<p>Delivered face to face in the classroom – 3 x 70-minute sessions per week over a 2-year period.</p> <p>Classroom activities include tutorials, role plays, videos, completion of workbooks and additional self-paced research and practice.</p> <p>Non-supervised training includes self-paced learning, homework, online learning activities, research and practice.</p> <p>In a competency-based system – students may complete earlier or need additional time which can be negotiated with the RTO.</p>	<p>Supervised training 70 minutes x 3 sessions per week x 10 weeks per term x 4 terms per year x 2 years = 16800 minutes / 60 (minutes) = 280 hours.</p> <p>Non-supervised training = 3 hours per week x 40 weeks x 2 years = 240 hours.</p> <p>Total hours = 520 hours of training.</p>

Language, literacy, and numeracy requirements

According to the Australian Industry Group, 93% of employers identified some impact on their business of poor literacy and numeracy. Employers have reported that improvements in literacy and numeracy skills in the workplace can lead to increased productivity, better use of time and resources, more effective teams, a reduction in mistakes and re-work, safe work practices, improved quality control, more accurate reporting, better customer service and greater capacity to manage change.

Literacy and numeracy skills equip the workforce with the ability to communicate and problem solve. More importantly, literacy and numeracy skills equip individuals with the ability to up-skill, re-skill and adapt to changing workplace requirements.

Literacy issues arise in the workplace and also in the classroom when there is a mismatch between the literacy and numeracy skills profile of the learner or worker and the literacy and numeracy skill demands of the task, or of the training.

The **Australian Core Skills Framework (ACSF)** provides a nationally consistent way to describe literacy and numeracy skills in considerable detail. Whilst it is not intended that you will have specialist knowledge of the ACSF at this stage, it is important to know the basics of the ACSF.

The ACSF framework consists of 5 core skills – learning, reading, writing, oral communication and numeracy. There are five (5) levels of performance plus pre-level 1 provides an insight into the understanding of the development and progress of students at very low levels of language literacy and numeracy.

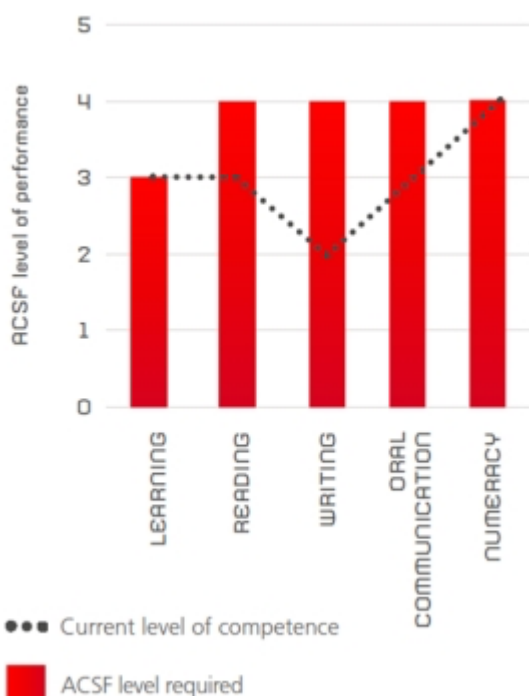
Whilst you may not be familiar with the ACSF, as soon as you start working with units of competency, you are working with the ACSF. The ACSF forms part of the Foundation Skills of the unit. Foundation skills are an integral part of a unit of competency and need to be assessed by the course provider. Foundation skills that are essential for performance can be explicitly included in the performance criteria of a unit of competency. Or, if not explicitly included in the performance criteria, they should be described in the 'foundation skills' field of the unit of competency in the course document. Note: only foundation skills applicable to the unit outcomes are identified.

Sometimes people develop strong skills in one area to compensate for a weakness in another;

- workers who have difficulty reading instructions may develop strong listening skills for memorising verbal instructions.
- People who have English as their second language may have very strong reading, writing and numeracy skills, but difficulty with speaking in English.
- Learning skills are the biggest barrier for some people – they have reasonable reading, writing, oral communication and numeracy skills but are not confident or practised at using them in new situations.

This type of individual variation in skill across the core skills is often referred to as a **spiky profile**. The spiky profiles show a learner's strengths and weaknesses, this helps the trainer determine the areas that would benefit from additional learning support.

Spiky profiles can also be used to show a comparison of the learner's core skills and the core skill requirements of the unit of competency.



In this example the red bars represent the ACSF requirements for the unit of competency and the dotted line is the learner's current level of competence.

You can see that the learner has the required numeracy and learning core skills, however, they will need additional support for reading, writing and oral communication.

In particular, this learner will need additional training or specialist support in writing.

The ACSF is free to download and easily accessible at:

<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework/download-acsf>

Evidence suggests that embedded LLN promotes learners' progress and achievements on vocational programmes.

Embedding LLN learning in a vocational context is particularly important for learners who do not immediately recognise their own need to develop LLN.

Understanding the foundation skills – which is made up of the Literacy and Numeracy skills and the employability skills – helps trainers focus on the needs of individual students.

To help students develop their vocational competency (trade skills) – we need to ensure they have the skills to learn, to read the instructions, to write documents, to communicate effectively and to work with numbers. They also need to be willing to learn, work well with others, show initiative and have problem solving skills and be accepting of change.

Examples of the types of tasks at different ACSF levels can give trainers and employers a better understanding of the difficulty of different workplace tasks.

	Learning	Reading
Level 1	find out about new work requirements	understand DANGER, STOP, EXIT signs
Level 2	identify skills that need further development	read short shift changeover note
Level 3	organise own participation in training program	skim SOPs to find necessary information
Level 4	manage resources for self-paced learning program	interpret technical information in charts and tables
Level 5	undertake independent research project	read and evaluate information in complex report/technical manual

	Writing	Oral communication	Numeracy
Level 1	Type name and password into computer program	Tell supervisor about a hazard	Read times and dates on work roster
Level 2	Complete leave form	Receive and pass on phone messages	Measure using simple instruments
Level 3	Use email for routine communication	Listen and respond to routine customer complaints	Calculate GST for tax invoice
Level 4	Prepare SOPs for use in the workplace	Provide feedback to a trainee in structured interview	Use ratio and scale to interpret dimensions on plan
Level 5	Develop promotional material for specific audience	Lead focus group discussions to solve problems	Research and analyse statistical data

During the initial analysis stage, when you are gathering information about the parameters of the training program needs, you should read the units of competency and any relevant industry materials such as Standard Operating Procedures, then analyse them to establish the language, literacy and numeracy (LLN) requirements.

Do the target group learners require a certain level of LLN skills to be able to use and interpret the documentation used in the training program?

Consider what reading, writing, speaking, and listening the learner needs do to achieve the competency or complete the tasks.

Analyse the level of mathematical skill required. Is there any mathematical process or calculation which needs be carried out as part of the training program?

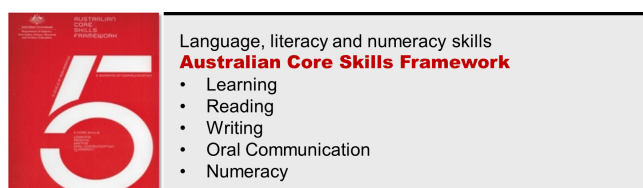
If you are unsure if the target group learners have the required language, literacy, and numeracy levels, you may need to consult an LLN expert to assist you in the development of your training program.

The ACSF can be used to identify the LLN skill requirements of your VET program and it can be used to identify the LLN skill levels of your learners. By comparing this information (creating a spiky profile), you will be able to determine where support is required.

The ACSF document also includes sample activities for each core skill and each level. These sample activities can be useful to help you identify the range of tasks that a learner should be able to complete at a particular level.

ASQA have also published the Foundation Skills Trigger Words. This list of trigger words can be used to identify the verbs that indicate where the likely core skills are required within the unit of competency.

https://www.asqa.gov.au/sites/default/files/Foundation_skills_trigger_words.pdf



You can find a wide range of suitable resources online, these are freely available for teachers and trainers to use for educational purposes. Alternatively, you can use suitable resources that you have created previously.

Useful resource websites:

<https://immi.homeaffairs.gov.au/settling-in-australia/amep/volunteer-tutor-resources>

<https://guides.dtw.d.wa.gov.au/nmtafe-amep/teachingresources>

<https://guides.dtw.d.wa.gov.au/nmtafe-amep/classroomresources>

<https://clareharris.com/info/info-for-teachers/>

<https://www.readingwritinghotline.edu.au/teaching-learning-resources/>

<http://www.bbc.co.uk/skillswise>

<https://www.eslcafe.com/resources/grammar-lessons/>

<https://www.ramint.gov.au/just-fun-activities>

<https://www.ramint.gov.au/student-activity-sheets>

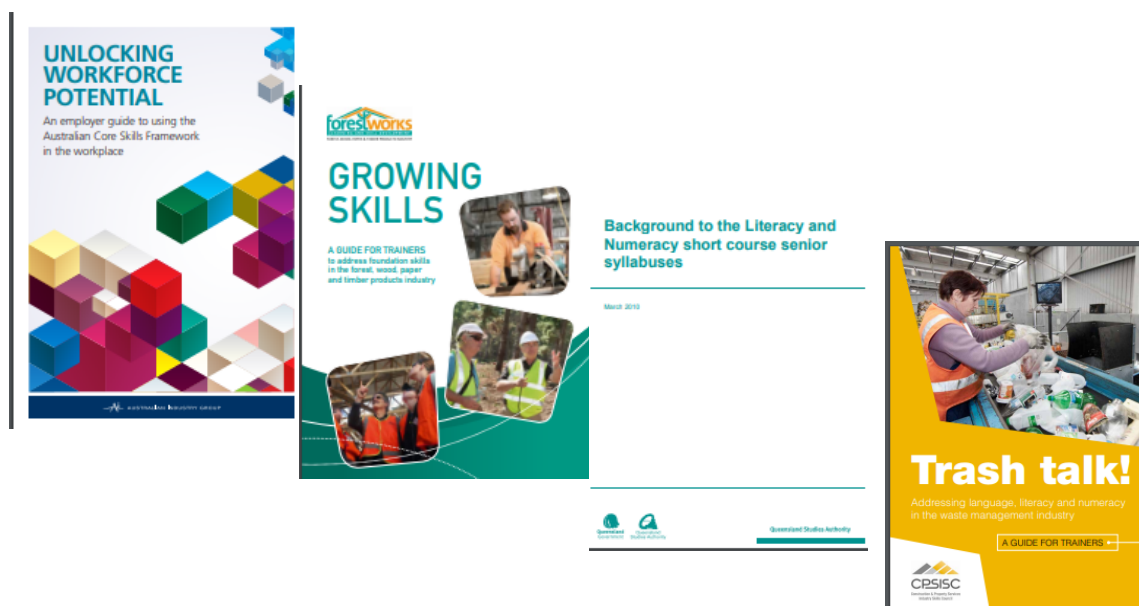
<https://www.skillsworkshop.org/category/context/hairstressing-beauty-therapy>

There are also plenty of documents to help you explore the foundation skills further. In 2010, the Australian Government embarked on a 12 year strategy to improve the adult literacy rates in Australia. Industry councils and other stakeholders did significant research and published many professional development guides to help trainers integrate foundation skills into vocational training.

VOCED Plus is a great place to start when you are ready to do some more research and professional development.

Visit <https://www.voced.edu.au/> and search the variety of documents available.

Remember – we all have a professional responsibility to ensure our learners are supported throughout their training.



Special needs

The learners may have other special needs in relation to their:

- physical or psychological disability
- employment status
- learning experiences
- level of maturity
- cultural background
- level of formal schooling
- length of time as a resident in Australia
- place of residence.

Your program may need to incorporate support such as:

- physical or psychological disability support
- support for Indigenous Australians
- ethnic support services
- interpreting services
- counselling services
- community support.



The support may be provided through:

- the facilitator
- specially designed activities and resources
- specialist assistance from within the organisation or from outside
- a combination of the above.

However the need is met, you should consider special needs issues in your planning. It is important to remember that it is part of your role. But remember that there are others who are also working towards catering for the equity or additional support needs of learners. These people can help you develop strategies and methods for implementing support strategies. It is part of your role to:

- understand equity and additional support issues
- know how to provide support
- provide support when necessary
- keep up to date with issues and with information about who can provide assistance to you.

The support may be provided by:

- you in your role as facilitator, for example, how you plan and organise:
 - your project and/or sessions
 - activities
 - the material you provide
 - inclusiveness between participants
 - resources
- and how you promote an awareness of diversity in your participants
- someone else in your practice environment—for example, management providing policy direction and resources and developing networks with people or organisations who can provide support or guidance
- someone from another organisation which provides specialist assistance either at a general level or for a specific participant
- a combination of the above.

State and Territory training authority websites include information about equity and other additional support needs. They include policy statements and information about how you can provide and/or organise support.

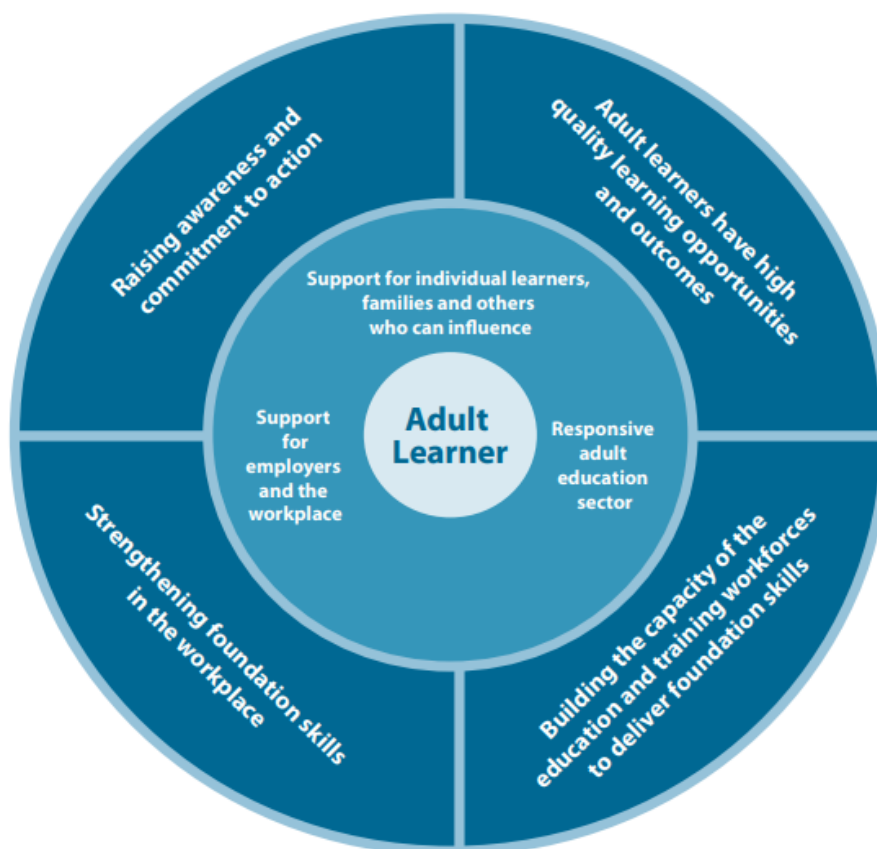
These sites also have links to other organisations that can assist you and provide more information to consider when designing training programs.

The **Australian Disability Clearinghouse on Education and Training** (ADCET) is funded by the Australian Government and provides information and practical guidelines to support disability practitioners, teachers and trainers and students. The ADCET website includes guidelines on inclusive teaching and Universal Design for Learning as well as guidelines on teaching with technology.

<https://www.adcet.edu.au/about>

The following diagram shows the components of the National Foundation Skills Strategy for Adults. This strategy is currently under review.

DIAGRAM 1: COMPONENTS OF THE NATIONAL FOUNDATION SKILLS STRATEGY FOR ADULTS



Reasonable Adjustment

The individual needs of learners must be considered when determining and customising training delivery and assessment. This process is called **reasonable adjustment**, and it means choosing delivery methods and strategies, and alternative assessment methods or tools to meet the individual needs of learners.

Adjustments are considered reasonable if they still allow for a valid and reliable assessment of the resource capabilities of the training/assessment organisation.

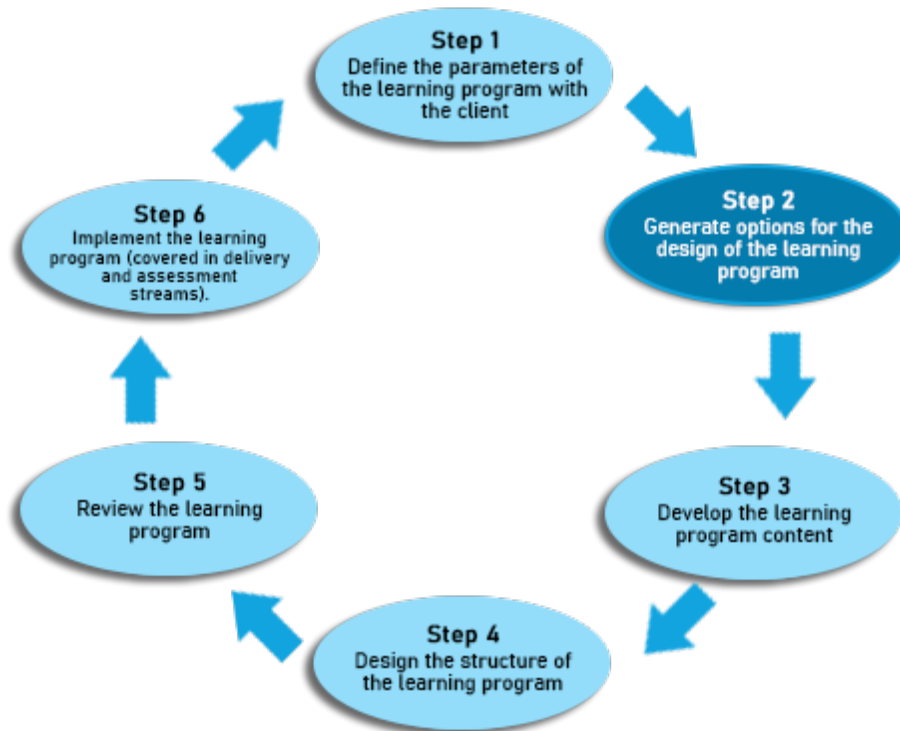
While there may be times that you need to make generalisations about the average learner in your program, you must be aware that individual differences need to be identified. Candidates are individuals, and they will each have different ideas and experiences—even if those differences and special needs are not always immediately obvious. You need to know the characteristics of the candidates so that you can plan and organise assessment according to their needs.

Starting points for identifying and confirming the candidates' characteristics:

- At your initial meeting, you should encourage your candidates to let you know if they have any equity or additional support needs so you can work out how best to cater for them
- Discuss with experienced teachers, trainers and assessors by phone, email or survey
- Check any pre-enrolment information provided by the candidate
- Speak to relevant workplace personnel or other trainers who may be aware of less obvious needs, for example, low levels of literacy or numeracy
- Check files for background information but be aware of confidentiality considerations.



Generating options for designing the training program



You have spent a lot of time gathering information and researching and analysing the parameters of the training program. Now it is time to use that information to come up with some options for the type of training program that will be designed.

It's worth taking time to generate and explore a number of different possibilities at this stage. The first one you design won't always be the best one. Through generating ideas for various training programs, you allow the opportunity for creative, innovative ideas to develop.

Once you have all the options before you, you can present the findings to your client or your colleagues, including information on what currently exists and what possible solutions you have to fill the gap.

Work collaboratively with other personnel to evaluate the options and determine the most appropriate option. When the group looks at the choices and makes a decision about what type of training program is most suitable, you can proceed to the stage of developing the content of the training program.

This Learning Topic looks at generating the options and deciding what is the most appropriate one to select.

Influences when developing options

Information you have gathered, standards and benchmarks will all guide the type of training program options developed at this stage. There may be existing course structures or learning strategies developed for qualifications in Training Packages that guide the training program development. As you investigate the different options, you need to assess their worth as you go. When assessing options, ask ‘Will this option result in the best outcome for my learners?’

The target group learners

When you are developing training program ideas, you need to keep the learner in the forefront of your thoughts. The information you have gathered about the target group learners will influence the development options. You will know their existing skill and knowledge level and the gap between the existing competence and the required competencies that the training program aims to achieve.

Existing training programs

Before you or someone in your organisation designs a whole new training program, you need to research existing programs, courses and resources very thoroughly to make sure you are not creating a training program when one already exists.

Options for the structure of the training program

There is a range of publications available electronically that will guide you when developing training programs. In particular, study the options shown for structuring a program. A program may be structured around:

- independent units of competency
- clustering of units of competency to correspond with specific work activities
- clustering units of competency to reflect learning within a specific project
- common knowledge clusters—knowledge evidence common to a number of units of competency is clustered for learning but application of the knowledge is assessed in other components of the program
- knowledge and application clusters— similar to the previous program design option, but a structured work experience component forms part of the training program. Suitable for traineeships and/or apprenticeships.

Options for training program content

You may generate a range of options for the training program content through discussions with other personnel on the project or anyone else who can provide input to the development of the training program. People you may collaborate with when planning the training program content could include:

- work colleagues
- trainers, facilitators, assessors
- industry contacts
- vendors
- human resource personnel
- marketing personnel
- end users
- subject or technical specialists
- OHS specialists
- language, literacy, and numeracy specialists.

As a group or working individually with specialists for specific input, you may brainstorm possible activities, assessment methods, specific content, work tasks or simulations, a variety of delivery modes and a range of possible resources that could be used in the proposed training program. Consider the best way to record this information, so it can be summarised, reviewed, and used to make a decision about the most appropriate option for training program content. Some people like to work with information in tables, while others like flowcharts and mind maps.

Identify resources

Existing learning resources may include:

- Support materials for Training Packages—Training Manuals, facilitator guides, how to organise training guides, example training programs, specific case studies.
- other published, commercially available materials to support Training Packages or courses
- competency standards as a learning resource
- videos, CDs, and audio tapes
- references and texts
- equipment and tools
- learning resources and support materials produced in languages other than English, as appropriate to the learner groups and the workplace.
- handouts, worksheets, and workbooks for learners
- prepared case studies, scenarios, or role-plays
- prepared task or activity sheets
- prepared topic, unit, subject information sheets
- prepared presentations and overheads
- prepared projects, assignments
- materials sourced from the workplace, for example, workplace documentation, operating procedures, specifications
- prepared research tasks.

Research existing resources for your training program. Develop a format to record the information that you find. The example below will give you some guidance. For each of the areas, list the resources and where you have found them, or what you know about them.

What is the resource called?	What type of resource is it?	Where is the resource?	Describe the resource	Is the resource suitable?	How will you use the resource?
<i>Winning at selling</i>	<i>Video</i>	<i>Organisation library</i>	<i>15-minute video focusing on suggestion selling</i>	<i>Yes</i>	<i>Use to develop skills for case study. Use after case study prior to activity.</i>

Evaluating existing resources

Now that you have identified some resources, you need to decide if they are of good quality and meet the requirements of the training program. What do you need to ask about resources or existing courses to check they are of good quality?

Below is a checklist with some of the questions you can ask about resources or courses to check if they are of good quality and suitable for your needs. Add to the list if you can think of any other things to check. Use the list to check the resources you have identified for your training program. When you have selected the final resources, provide reasons why you made the choices you did. What was significant about the resource that made you choose it?

Checklist for selecting resources

- ☐ Is the resource current?
- ☐ Does the resource cover the competency standards or learning outcomes that need to be addressed in the training program?
- ☐ Does the resource provide clear and comprehensive information?
- ☐ Does the resource clearly identify its purpose and objective?
- ☐ Is the resource able to be contextualised to meet your learners' needs?
- ☐ Does the resource respond to access and equity issues?
- ☐ Does the resource offer flexibility for delivery and assessment?
- ☐ If a course has been selected, do the hours and costs seem reasonable?
- ☐ Is the resource recognised by accredited bodies or organisations as covering the training

Copyright, intellectual property and acknowledgments

If you wish to use an existing resource or contextualise it, check the copyright requirements first. Some work may be copyright, but permission may be given to trainers and teachers to make copies for use within their own training organisation or in a workplace where the training is being conducted. Check the resource to clarify what is permissible. Contact the organisation that holds the copyright for further information if unsure. If permission is granted to use material in your own resources, you must acknowledge the source clearly in your resource.

Make sure the information you include in any resources you develop is your own in order to avoid copyright issues. If you do wish to use material from other sources, including web pages, diagrams, quotations and organisational information, copyright permission must be obtained. This can sometimes take time and incur costs, so try and keep the need for this to a minimum. There may be other ways of presenting the information to your learners. You may be able to direct your learners to websites and texts for research or further reading. Often organisations are happy for company-specific information to be used in resources that are used exclusively for training purposes of their staff. Check with the department manager, human resource personnel, or the training manager for permission.

For more information about copyright contact the Australian Copyright Council www.copyright.org.au (accessed April 2023).

Timeframes

The amount of time that will be allocated to the training program will influence what your training program covers, the extent of detail and how it can be broken down into sections or chunks to enhance learning. Your planning may be guided by a number of factors.

- Training Packages and units of competency will provide guidelines, and states and territories provide guidelines such as nominal hours.
- The client may specify the amount of time learners can dedicate to the training program.
- You may need to present options to the client and justify the time required by learners in the suggested training programs.
- Time estimations may be based on previous training programs that have similarities to the one you are designing.
- Your prior experience in designing training programs and delivering training will provide you with an estimated timeframe.
- Other experts may assist in estimating the timeframe for the proposed training program.

You need to plan what has to be done in the training program and map this against timelines to estimate how long is required for the training program. The options you present may need to be negotiated with the client. Your training program may need to be modified if you have timeframe constraints on the design of the training program.

Your research during the analysis phase gives you some guidelines on the suggested time for the training program or the client's expectations of the length of the program. It is important to discuss this with the client during the front-end analysis stage of your project, as time and costs can be key influences on training program design for organisations.

Also, consider your target group learners when estimating the time the training program will require. Some learners may require more time than others to achieve competence and your time allocation may only be a guide, rather than a specific direction.

Nominal and funded hours

State and Territory training authorities decide on the nominal hours for qualifications and individual units, and these form part of purchasing agreements. It is important to know the suggested nominal hours for a qualification, as it is around these that many courses are structured. When funding is tied to delivery of nominal hours, there are links between nominal hours, budgets and staffing.

Nominal hours are listed on “mapping guides” found on State and Territory training authority websites. Other programs are based on funding tendered for by training and/or assessment organisations.

Budget and costs

Costs are almost always an important factor in any training program. Management may see training programs as an ‘extra’ rather than a ‘must have’ when running their business. When times are tough, training programs may be postponed or reduced. Managers and clients are mindful of the costs of a training program and so, as a developer, you must work within the cost boundaries provided to you by the client.

Costs associated with a training program may include:

- venue hire
- technology and equipment
- purchase of 3rd Party training resources, e.g., learner workbooks, assessments, etc.
- purchase of learning support materials and related costs
- resource design and development
- photocopying or printing production of materials and other documents
- use of training and/or assessment personnel
- use of consultants and other support personnel
- cost-benefit analysis of the training program to the client
- distance mode costs associated with communication with learners—postage, phones, email accounts
- production cost to the organisation for learners to be away from the workplace while learning.



Logistics

As you plan the training program and consider options for how the program would be best developed, consider the logistics involved in running the program.

Some logistics may include:

- organising rooms, venues or the location of the program and conducting WHS risk assessments
- organising special equipment or technology
- coordinating locations
- appropriate scheduling and time frames
- catering for special needs of the learners
- communication with learners, particularly for distance learners
- assessment requirements
- use of specialists and booking their time.

Activity - Research existing training program samples

Estimate timeframes, possible costs and logistics of your proposed training program.

Choose the most suitable method to present your findings. For example, you may wish to have a program outline that shows a breakdown of the key subject areas or objectives and key topics, activities and assessment, and the time required for each of the key topics or areas of the training program.

If the delivery mode of the training program is structured and you know, for example, you have 3-hour blocks with the learners, you can show an overview of the training program and what would be covered in each 3-hour block and the total number of sessions required to complete the training program.

List the costs associated with your proposed training program. You may need to consult the client, content experts and work colleagues to make sure you have thought of all the costs involved.

Try and find out the cost of other training programs that have been developed for the same client, group or objectives. It is good to compare your program to others to benchmark the cost of your proposal against other training programs in the market. This may be critical if you are going to be competitive.

The costs of the program could be provided in a table or spreadsheet along with the different options so the client can see a range of options and can remove or reduce some costs of the program if budgetary constraints exist.

The logistics of the training program need to be recorded, so these tasks can be planned and allocated to specific people.

This information can be recorded on your training program plan.

In this stage of planning the training program options, there are a number of influences on the options you produce. Some of the influences we have discussed in this learning resource are:

- learning strategy documentation
- benchmarks
- the target group learners and their characteristics, existing skills and knowledge and learning preferences
- existing resources that could be used or contextualised to meet the requirements of your training program.

Once you have identified everything that is needed in the program and planned resources, cost and personnel involved, you need to confirm that the appropriate option you have selected is agreed upon by your client and key people.

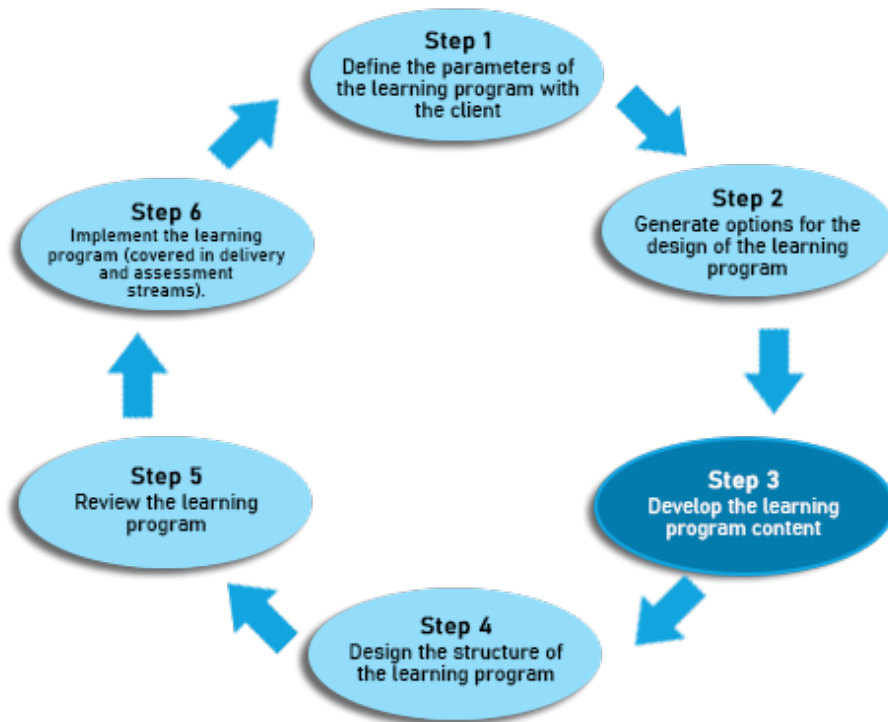
There are different ways to report to your client about your training program recommendations. First, check if your organisation in your practice environment uses a specific reporting format or template/s.

One way to present a learning plan is to write up a short memo or report which details the training program, the learners, the resources, time, cost, organisation requirements and other relevant information which can be circulated to everyone who needs to see it. Check with your client and key personnel if they wish to have a panel approach to deciding the best option or if they prefer you to put forward your recommendation and reasons to support your decision.

Depending on the scope of your project and the training program to be designed, you might only provide a short report to your client that summarises the findings of your analysis and suggested training program options.

Once you design the content of the training program and its structure, you will have more specific information to present to your client in your training program plan.

Develop the training program content



Once the training program has been approved, it needs to be developed. Depending on your job role and the scope of the training program being designed, this task may be completed on your own or with assistance from experts.

You have already completed your research and analysis of what content needs to be in the training program. Your research would also show you what existing resources can be used or contextualised to suit your need and what new learning resources need to be developed for your training program. Remember to keep the needs of your learners at the forefront of your mind while developing content for them. Your knowledge of adult learning principles will help you to design materials that the learners will find interesting and motivating.

It is also worth noting that the next two steps in the design of a training program might be best done concurrently. As you develop the content for the training program, you also need to consider the structure of the program. Both tasks impact on the other, so the process is not linear. The developer would be working between these two stages, jumping back and forth between the two. This Learning Topic will assist you in developing content.

Adult learning principles

Let's focus for a moment on the learner and spend some time on the underpinning knowledge required by a designer about adult learners. This is your target audience. This resource provides some basic adult learning concepts. You will need to research this area in more detail as part of your professional development reading. Speak to your trainer for guidance on how to research this area or use the Internet to begin your own research. The Training Manuals for the delivery units will provide further information.

Some key adult learning principles:

- Adults have a need to be self-directing.
- Adults have a range of life experience, so connecting learning to experience is meaningful
- Adults have a need to know why they are learning something.
- Training needs to be learner-centred to engage learners.
- The learning process needs to support increasing learner independence.
- Emphasis on experimental and participative learning.
- Use of modelling.
- Reflecting individual circumstances.

Motivation

As you can see from the principles above, a number relate to motivation of the learners. If the learners are not motivated to engage in the learning, their success will be limited.

Abraham Maslow provides one theory of motivation which explains that human beings are motivated by unsatisfied needs. These needs are arranged in a hierarchy and as each level is satisfied, people are motivated by the requirements of the next level. At the lowest level are the basic survival needs, working up through social needs to self-actualisation.



Maslow's Hierarchy of Needs Chart

As a result, for quality training to occur, it is important that the trainer understands which needs are active for individual participants motivation. As the lower level needs of your learners are met, they will be able to concentrate on the higher needs where learning motivation occurs.

Motivation is not a simple process and the forces that drive learners come from both within the learner (intrinsic motivation) and outside (extrinsic motivation). Some extrinsic motivations are:

- money
- status
- reward.

Internal motivations are less obvious but include:

- desire to understand
- need for independence
- stimulation
- self-actualisation.

Even the most motivated learner can easily lose motivation if the learning does not suit their needs. To keep learners motivated remember the statement from the beginning of this guide. Learners need to be engaged in meaningful productive activity for effective learning to occur.

Learning styles



Each of us has different learning styles and we each have an individual preference for the ways in which we learn. Wide-ranging research has been carried out in this area and we will consider only four different views of learning styles.

By understanding the differences in personal learning style preferences, you are able to tailor the delivery of your training to be more effective for all learners.

Visual, auditory and kinaesthetic learning styles

Richard Bandler and John Grinder developed a body of work known as Neuro Linguistic Programming (NLP), which looks at both our internal and external communication. They are concerned with understanding the impact of the senses in learning. Bandler and Grinder refer to visual, auditory and kinaesthetic approaches to learning.

We have the capacity to use all of our available senses for learning, however, most of us tend to have a preference for one or more senses.

Visual

Visual learners need to see what is going on. They will be attracted during training to words like 'see, look, appear, picture, make clear, overview, imagine'. They may not talk much and dislike listening for too long. You can support a visual learner best by using:

- posters, charts and graphs
- visual displays
- booklets, brochures and handouts
- variety in colours and shapes
- clear layout with headings and plenty of 'white space'.

Auditory

Auditory learners learn by listening. They prefer to hear things rather than read them. You can train an auditory learner best by using:

- question and answer
- lectures and stories
- audio tapes
- discussion pairs or groups
- variety in tone, rate, pitch and volume
- music or slogans.



Kinaesthetic

Kinaesthetic learners learn by doing. They enjoy games and don't really like reading. They will remember best through practice. You can train a kinaesthetic learner best by using:

- team activities
- hands-on experience
- role-plays
- note taking
- emotional discussion.

Access to learning

<https://www.voced.edu.au/content/ngv%3A39113>

- a full range of part-time and full-time training choices
- face-to-face training sessions:
 - at the enterprise or a training facility
 - inside and outside of business hours
- practical demonstration of skills and competencies delivered in a range of time and locations
- a learner portal on the training organisation's website
- training delivered by a work supervisor in consultation with the trainer
- web-based training developed according to universal design principles
- paper-based training and assessment materials developed using 'plain English' principles
- electronically available versions of training materials.

These options can then be mapped on a matrix, so it is possible to see where there are gaps in delivery options.

	USB	Video/ Youtube	Demo	Paper- based	Group	Individual	Learner Portal	Web
Face-to-face								
Distance/ Correspondence								
Work-based								
Electronic/ Independent Learning								
Out-of-hours sessions								
Part-time option								

Source:

Fair go in training for people with a disability: meeting your AQTF obligations, July 2002, developed by QLD Department of Education and Training (Helen Foley), initiative of ANTA (*reproduced with permission*).

Left brain Right brain

Another model which explores the way we prefer to learn focuses on the two hemispheres of our brain and how we use these.

Left Hemisphere Functions and Characteristics	Right Hemisphere Functions and Characteristics
Mathematical	Artistic
Verbal	Imagination
Sequential	Random
Literal	Spatial
Logical	Holistic
Linear	Intuitive
Analytic	Synthesizer
Rational	Non-rational
Verbal	Nonverbal
Symbolic	Metaphoric
Abstract	Concrete
Temporal	Non-temporal

Much of the research about learning indicates that learning is most effective when we integrate left and right hemispheres of the brain and activate whole brain learning.

While we may have a preference or dominance of left or right brain function, we have a whole brain which can be fully utilised in learning. An artful facilitator will provide a range of approaches which will involve both left and right brain function.

PART learning styles

Allan Honey and Peter Mumford identified the following four-PART learning styles, based on Kolb's learning cycle model (*Experiential Learning, 1984*).

Pragmatists

- are keen to try out new ideas, theories and techniques to see if they work in practice
- search out new ideas and take the first opportunity to use them
- like to get on with things
- act quickly and confidently on ideas that attract them
- tend to be impatient
- are down-to-earth people who like making practical decisions and solving problems
- respond to problems and opportunities as a challenge
- believe 'there is always a better way' and 'if it works it's good'.

Activists

- involve themselves fully and without bias in new experiences
- enjoy the here and now and are happy to be dominated by immediate experiences
- are open-minded
- are enthusiastic about anything new
- tend to act first and consider consequences afterwards
- fill their days with activities
- tend to tackle problems by brainstorming
- like to be in the middle of things
- get bored with implementation and longer-term consolidation
- believe that you should try anything once.

Reflectors

- like to stand back and ponder experiences from many perspectives
- like to collect data and analyse it thoroughly before coming to conclusions
- tend to postpone reaching a definitive conclusion because of data collection
- like to consider all possible angles and implications before making a move
- prefer to watch others in action
- tend to take a back seat in meetings or discussions
- act with a view to the wider context
- believe in being cautious
- adopt a low profile and have a slightly distant, tolerant air about them.

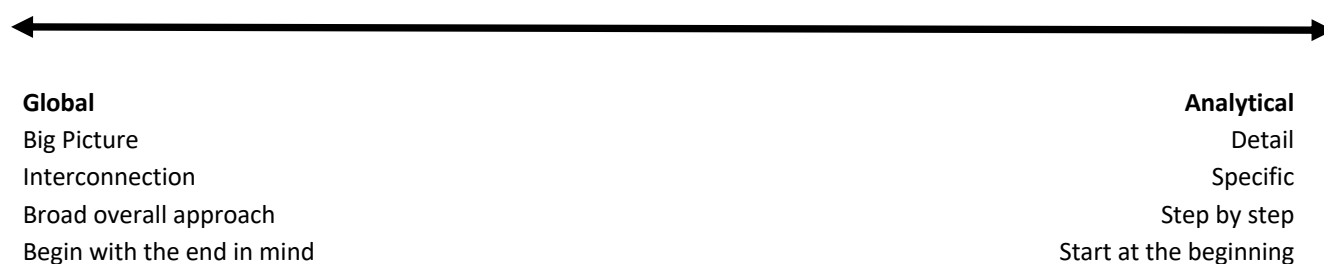
Theorists

- adapt and integrate observations into complex but logically sound theories
- think problems through in a vertical, step-by-step, logical way
- tend to be perfectionists
- are keen on basic assumptions, principles, theories, models and systems of thinking
- tend to be detached, analytical and dedicated to rational objectivity
- need things to make sense
- prefer to maximise certainty and are uncomfortable with subjective judgement and later thinking
- believe in rationality and logic: 'If it's logical it's good'.

Global and analytical learner model

In the broadest sense, learners can be divided into two groups—global learners and analytical learners. Global learners need to see the big picture first, they like to see the whole picture and know the end result before beginning. Analytical learners like to learn one piece at a time, they enjoy a clear sequence which starts at the beginning and moves to the end one step at a time.

Imagine that all learners sit somewhere along a continuum which runs between these two positions. Some people move along the continuum depending on the task at hand. Others are more fixed in their approach and need information to be presented in one particular style.



As you generate ideas and options for the design of the training program, you must keep your target learner group in the forefront of your thoughts. Are the program options you are suggesting appropriate and best suited to the needs of the learners? Do your options allow facilitators to meet the learning styles of the learners? Have you ensured your program will treat your adult learners in a way that will motivate them and engage them in the learning process?

Contextualising existing resources

Access any existing learning resources and prepare these for the training program. Acknowledge the developers of the resources you use and observe copyright. You may wish to contextualise the existing resources. Contextualising may include:

- changing the materials to relate to the specific industry and organisation of the target group
- changing the level of language used to suit the target group
- removing information or adding information to ensure it is current and accurate
- modifying information to suit the specific state or territory legislation
- modifying information to use specific organisational policies and procedures as guidelines
- adding information, activities and assessment methods specific to the training program
- providing sources of further information—reading, websites, industry groups
- changing the sequence of material
- changing the context of generic material to relate to the learner's specific situation.

Developing new resources

If new resources are to be developed, determine who is the best person or team to produce them. Your own instructional design skills, access to expert designers, scope of the materials to be designed and project budgetary allocation will guide you in deciding the most appropriate way to have the learning materials designed.

Subject matter content

- How will the material for this training program be presented to the learner? You have already generated ideas and may need to expand upon these.
- Are learners going to receive course notes; a folder of information; organisational policies and procedures; information via emails, websites, charts displayed in the workplace, etc? The way the information can be presented is only limited by your ideas and design experience.
- Will you require assistance from a technical or subject matter expert?
- What is the most logical flow of information for the learner?
- How will the learner be engaged in the learning process in the program?

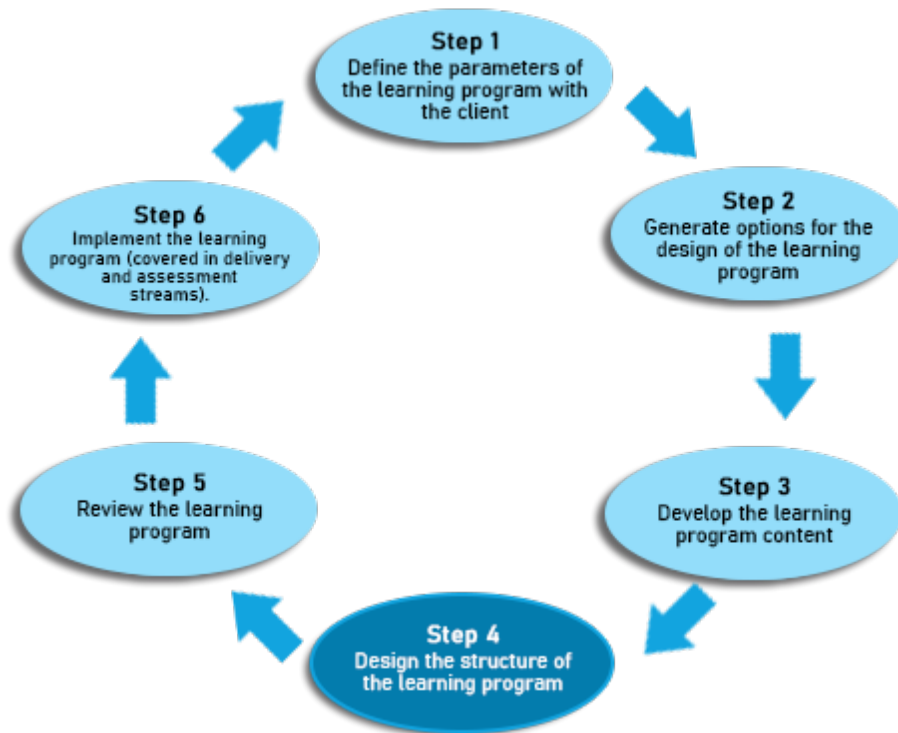
Specifying assessment requirements

Your training program also needs to state the assessment requirements for the training program. Assessment requirements may include:

- meeting the rules of evidence
- physical resource requirements
- specialist support
- reasonable adjustments to the assessment process
- assessment tools and methods, formative assessment processes
- legislative requirements.

Determine what assessment requirements need to be stated in your training program plan. This information can then be used to gather the resources and support required to assess the competence of the learners.

Design the training program structure



By this stage, you have clearly identified the learning needs, which have informed the content selected for the training program. The next step covered in this Learning Topic is to create a plan that will outline each component of the program and will guide you as you develop content for the training program. The program delivery plan outlines the program, giving details about how it will be broken down into sessions. This plan can then be used to guide the delivery of the program.

A program delivery plan

A program delivery plan is a tool to use for designing and developing a training program. It outlines each component of the program, so you can see a clear breakdown of the program. It may be set against a timeline or it may show a series of sessions that make up the training program. The outline will clearly show:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes for each session or part of the training program
- the content and learning activities for each session
- the delivery methods for each session
- workplace tasks or applications
- practice opportunities
- assessment points in the program where the learners' progress is measured
- assessment methods and tools used to gather evidence of competency
- the personnel assigned to facilitate the implementation of each session.

The learning strategy may already contain information that can guide the development of your program delivery. The program plan will also provide a basis for designing individual session plans for delivery of the program.

Activity - Research

Gather examples of program delivery plan outlines to determine best practice. Program delivery plan examples you find may be called training plans, session plans, etc. You might also find learning strategies that could be fleshed out to develop a course plan. Compare your findings with other learners in your group and decide what information your program plan will include.

Sequencing information

As a training program designer, you must structure the training program in a way that best supports learners to achieve the identified benchmarks.

- What should they learn first?
- What skills need to be developed and practised before moving to the next stage of developing their competence?
- What is the logical flow of learning to be followed?

Remember that this step and the previous one need to be completed in conjunction with the developing content step. For example, as you develop content, you need to consider how content will be presented in a logical way and how it is broken down or chunked into a series of sessions. As you plan the assessment requirements, you will be considering what assessment methods and tools you will use.

The training program timeframe

Your plan should map the program to a timeframe. As discussed earlier, you will most likely have some guidelines to consider. Nominal hours may be one guide or, if it is a structured delivery mode program, the number of sessions and the hours allocated to the program may also guide you. Whatever the learning mode, there should be some timeframe provided to suggest the time the program would take. Of course, for individual learners, this timeframe is a guide, as some learners may need more time to practice new skills and build competence.

The training program plan may show specified session times. For example, the training program consists of 10 x 3-hour sessions which occur on Tuesday mornings, 9.00 – 12.00. Or, the program consists of 10 sessions which should be completed over a 12-week period and includes workplace tasks to be completed in a supervised workplace environment.

Delivery methods

The plan needs to state the delivery methods to be employed in the training program. The learning may take place in the workplace or in a training room, for example at a Registered Training Organisation (RTO).

Program delivery methods used in the program could include one of the following, or may be a combination of a number of these methods.

Method	Description
Face to Face delivery (F2F)	The most common method – involves a trainer or facilitator providing the learning information in a direct interface with learners.
Online delivery	Cost effective, time saving and flexible method of delivering course materials over the internet, usually via the training organisation's learner portal
Distance learning	The learner completes material at home or work and sends any assessment activities or tasks back to the training organisation.
Real/simulated workplace applications	Conducted in an actual workplace or simulated workplace. This is an effective way for learners to gain specific and/or technical skills especially relation to the operation of equipment and machinery.
Coaching or mentoring	Involves on-to-one interaction with the learner for instruction, guidance, and correction
Blended delivery	Uses a combination of methods

Assessment methods and tools

The program plan needs to include how the learners' competence is going to be assessed. What methods will be used in the training program to assess learners? Some methods you may wish to include in your plan are:

Assessment method	Example
Real work/real time activities	Learners will be observed completing tasks or activities in their workplace and competence would be noted by the assessor or via a third-party report (e.g. the supervisor)
Structured activities	Simulation exercises Demonstration Activity sheets
Questioning	Oral, written or via computer
Portfolios	Collections of evidence compiled by the candidate
Historical evidence	Evidence that shows proof of prior learning

There are many ways to assess a learner's competence. Keep your learner in your thoughts as you plan assessment. What type of assessment activity is most relevant to the learners and their learning environment? Use a variety of assessment methods to keep learners interested and to cater for the different learning styles of your target group. Your plan may include suggested assessment methods and tools and they may be modified or contextualised to suit the needs of different groups who undertake the training program.

For example, a trainer may have a training program plan they use to plan the delivery of a program. Each time they deliver the program, they need to look at the target group and make modifications to the delivery and assessment methods and tools they employ when they actually deliver the program to the target group. The training program may remain the same, but the way they deliver the program will differ each time, depending on the needs of the specific learner group.

Your plan may state specific assessment tools that will be used. For example, handouts, questions or activities in a resource book, a presentation guideline, a research paper. Determine what tools are required and then clearly reference these in the program plan.



Implementation requirements

As you design the training program and determine its structure, you will need to identify the requirements to implement the program. Are there organisational requirements the program must meet? Are there administrative issues that need to be dealt with? For example, the organisation you work for may have specific procedures for reporting and keeping records of your program. The client for which you are designing a training program may also have specific requirements which influence the way you design a training program.

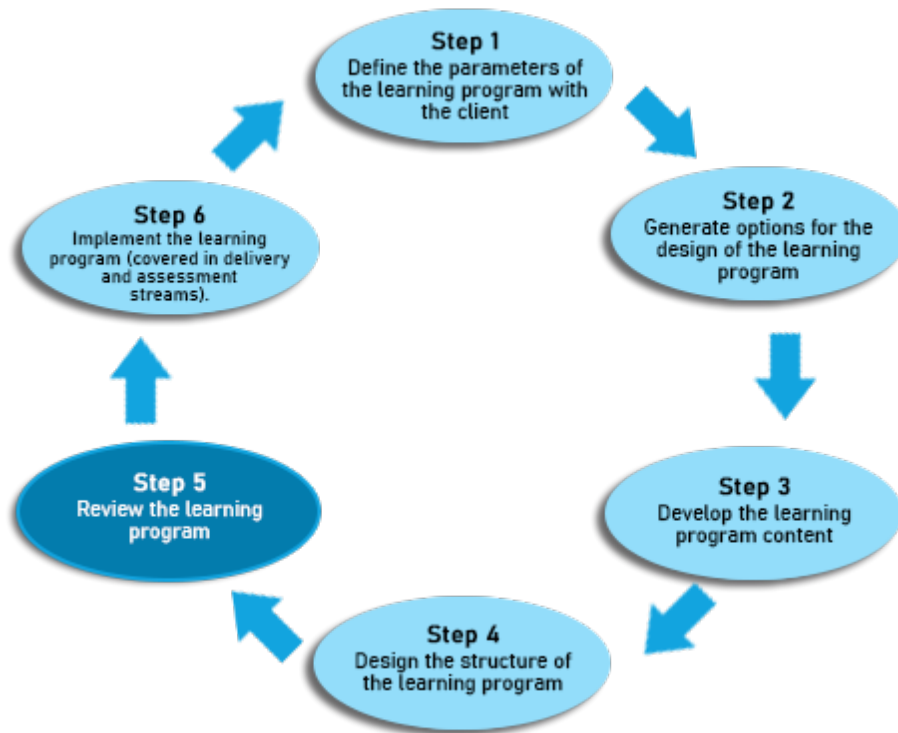
Here are some considerations that may need to be documented in your plan.

Venue	Where will the program take place? Do venues or rooms need to be booked?
Industry, workplace, organisational culture	Does the program need to reflect specific industry, workplace or organisational culture? (e.g. OHS, industrial relations). Clarify the need and the most suitable approach with management or human resources.
Allowable time for training	Are there any time constraints? Clarify with the client or organisation. Some examples: <ul style="list-style-type: none">• Are learners shift workers?• Can they leave the workplace to attend a session?• Can a session be run in the workplace safely and without disturbing other workers or production?• Must the training occur within a specific window of time (e.g. during plant shutdown, for one hour between shift changeover, within a new employee's first month on the job)• Do you need to fit the training program into an existing schedule or timetable?
Management expectations	Clarify with management what outcomes they expect from learners participating in the training program. Ensure management expectations are realistic and match the learning outcomes stated in the training program.
People to be involved	Do other people within the organisation need to be involved in the training program? For example, technical support, technical experts, OHS experts, union representatives, administrative support, supervisors, mentors, human resources personnel, IR personnel, information technology personnel, guest speakers. The organisation may state that specific people need to be involved and this needs to be incorporated into your plan.
Reporting requirements	Does your organisation or the client organisation have specific reporting requirements you must meet?
Access needs	Access and equity issues—is the program accessible to all learners, regardless of any individual constraints, e.g. people with a disability, Indigenous Australians, women, people whose first language isn't English, people in rural and remote areas.

Real life influences

Projects are driven by key drivers or influences, such as budget, timelines, and quality. No doubt some of these will influence your approach to the design of specific training programs. Designers have theoretical models, processes and lots of educational knowledge that influence the way they design programs. In the real world, they are also influenced by external constraints such as deadlines, budgets or the learning environment. A professional designer will need to work within these constraints whilst still maintaining a level of professionalism in their work.

Review the training program



Once you have developed your training program, it is time to review the draft with key stakeholders and make revisions to your plan if required, prior to implementation. It is important for quality purposes to document this review. This Learning Topic will cover the review process.

Review criteria

The training program needs to be reviewed against criteria that key stakeholders deem appropriate. Quality criteria to measure in a review process may stipulate that the training program:

- content and structure addresses all aspects required by the units of competency or other benchmarks
- sequence provides effective and manageable blocks of learning
- activities are interesting, relevant and appropriate to outcomes and learner characteristics
- assessment points, methods and tools are appropriate and effective
- effectively addresses equity needs
- identifies risk areas and contingencies.

Evaluation tools

Collaborate with your key stakeholders to determine a suitable method to gather the above feedback. It is recommended that an evaluation tool be used to gather the feedback. Examples of evaluation tools include:

- a questionnaire—with open or closed questions
- a mapping tool
- a checklist
- a focus group discussion
- a structured interview.

An example of an evaluation questionnaire is included at Appendix 2.

You or your colleagues may have performed evaluations already for training programs or within another context. Share current experience amongst the group and identify the pros and cons of different evaluation tools. You may wish to research evaluation tools and find examples to discuss with your group.

Reviewers

Once you have determined the evaluation tool and the criteria to be used to evaluate the training program, you need to confirm who will be involved in the review process. Who will you gather feedback from?

Depending on the criteria, you may wish to gather feedback from some of the following key stakeholders about the draft training program:

- managers, employers, supervisors, team leaders
- participants, employees, learners
- technical and subject experts including language, literacy, numeracy and OHS specialists
- government regulatory bodies
- industry, union, employee representatives
- employer bodies
- training providers, human resource departments
- training and/or assessment partners
- trainers, facilitators, assessors.

Adjusting a training program

After undertaking the review process, there may be a number of recommendations made by reviewers. The designer of the program, together with the client or other appropriate personnel, needs to determine what adjustments should be made to the training program to reflect the review outcomes. The recommendations need to be analysed to determine whether or not making changes would improve the program. The designer and review panel also need to determine if the time and cost required to adjust the program is feasible.

Final approval

Once adjustments are made, the designer needs to gain final approval for the training program from the appropriate personnel. Depending on your practice environment, this may be a:

- program manager
- head of department
- senior teacher
- apprenticeship or traineeship supervisor
- training coordinator, manager
- human resource manager.

Documenting the training program

It is important for RTOs to record the design and review processes for the training program. The NVR Standards for RTOs require this.

Consider providing samples of processes your practice environment uses to review training programs. Evidence may include:

- plans, agendas, or minutes that indicate review of program content, resource materials, and delivery and assessment methods
- revisions made to a training program indicating action taken to improve quality.

You may have already gathered this type of evidence in your resource kit. If not, you can begin now.

You also need to retain the training program documentation in an accessible form. This could be electronic or hard copy. As it is updated, be sure to follow your practice environment's version control and document security processes.

Quick Review

Let's re-emphasise some important tasks of a training program designer. These include:

- clarifying the purpose of the training program—is it a subset of a learning strategy? If so, use this document as a guide
- accessing relevant competency standards or benchmarks and using these as a guide when designing
- keeping your target audience (learners) and their needs at the forefront of your thoughts throughout the design stages
- as you work through the design stages, maintaining communication with the key people who will influence your decision making
- designing a program that is logical yet innovative, to maintain your learners' interest
- keeping your resource as relevant as possible to your learners' industry and learning environment—contextualising the learning wherever possible
- gathering feedback on, and reviewing, your draft training program
- basing your design decisions on sound educational knowledge and incorporating the needs of your client.

Implement the Training program

You now are in a good position to implement your training program, confident that your planning is thorough and meets the identified needs of your learners. Implementing the program is covered comprehensively in the delivery and assessment units.



Resources

Books

Bandler, R and Grinder, J 1979, Frogs into princes: neurolinguistic programming, Real People Press, USA.

Publications

Atherton, J 2003 Learning and Teaching: Learning index. Available at <<http://www.dmu.ac.uk/~jamesa/learning>> accessed 25 January 2005.

Websites

Australian Qualifications Framework

<http://www.aqf.edu.au>

Australian Skills Quality Authority

<https://www.asqa.gov.au/>

Victorian Registration and Qualifications Authority

<https://www.vrqa.vic.gov.au/>

Training Accreditation Council Western Australia

<https://www.tac.wa.gov.au/>

Jobs and Skills Australia

<https://www.jobsandskills.gov.au/>

Jobs and Skills Councils

[Agribusiness](#) – a new entity, Skills Insight, will be established by Skills Impact

[Arts, Personal Services, Retail, Tourism and Hospitality](#) – a new entity, WorkforceEquipped, will be established by the

Australian Retailers Association

[Energy, Gas and Renewables](#) – a new entity will be established by a consortium of employee and employer organisations including Master Electricians Australia, Electrical Trades Union, and National Electrical and Communications Association

[Finance, Technology and Business](#) – a new entity will be established by the Digital Skills Organisation

[Manufacturing](#) – a new entity, Manufacturing Industry Skills Alliance, will be established by Innovation and Business Skills Australia

[Mining and Automotive](#) – a new entity will be established by the Australian Minerals and Energy Skills Alliance

[Transport and Logistics](#) – a new entity, Industry Skills Australia has been established by Australian Industry Standards.

[Public Safety and Government](#) – a new entity will be established by the Public Safety Industry Committee

[Early Educators, Health and Human Services](#) – a new entity, HumanAbility, will be established by a consortium of employee and employer organisations, led by the Australian Healthcare and Hospitals Association

[Building, Construction and Property](#) – a new entity will be established by a consortium of employer and employee organisations from the building, construction and property sectors.

Voced Plus

<https://www.voced.edu.au/>

Training.gov.au

<https://training.gov.au/>

Australian Core Skills Framework (ACSF)

<https://www.employment.gov.au/download-acsf>

Core Skills for Work Framework

<https://docs.employment.gov.au/documents/core-skills-work-developmental-framework-overview>

Australian Copyright Council

www.copyright.org.au

State or Territory Training Authorities

Queensland	Department of Employment, Small Business, and Training https://desbt.qld.gov.au/training
Victoria	Department of Education and Early Childhood Development www.education.vic.gov.au
Northern Territory	Department of Trade, Business, and Innovation https://nt.gov.au/
New South Wales	Training Services NSW https://www.training.nsw.gov.au/
Tasmania	Skills Tasmania www.skills.tas.gov.au
South Australia	Department for Innovation and Skills https://innovationandskills.sa.gov.au/
ACT	Skills Canberra https://www.skills.act.gov.au/
Western Australia	Department of Training and Workforce Development https://www.dtwd.wa.gov.au/training

Note: the names of Government departments can and do change from time to time in line with Government priorities and ministerial responsibilities. It is good practice to periodically check and stay abreast of changes to your State/Territory training authority.