

Unlocking the potential of VET

Improving the relevance and
transferability of Vocational Education
and Training qualifications

Advice from the Qualification Reform Design Group

Final report
December 2024

Contents

Chair's foreword	
Executive Summary	i
Testing and refinement of initial advice.....	i
A continuum of purposes informed by three archetypes	ii
Modernising VET Qualifications.....	ii
Implementation.....	iii
Table of Recommendations	v
1. A new vision for Australia's system of VET qualifications	1
The critical role of Vocational Education and Training (VET)	1
Scope of this report	2
A tripartite approach guides this work.....	3
Ambition for a new VET Qualifications System	3
2. Current VET qualifications system: description and challenges	6
Competency-based training in Australia	6
Key Challenges in the Current VET Qualifications System	9
Detailed input specification at the unit level creates inefficiencies	9
Complex and rigid assessment requirements.....	10
High turnover of units and qualifications.....	11
Lack of guidance for course delivery	12
Catalyst for change.....	13
3. A new model of VET qualifications	14
A new coherent system to deliver on Skills Ministers' ambitions	14
Moving away from the 'one-size-fits-all' approach creates opportunities for more effective qualifications.....	15
Qualifications-first approach	18
Principles need to guide development of qualifications.....	24
A system that integrates Application of Skills and Knowledge (ASK)	27
4. Key enablers for success	38
Quality and assurance	38
Data and Insights	40
Funding	40
Skills Taxonomy	40

5. Building Capability and Capacity Across the VET System	42
Strengthening the Jobs and Skills Councils (JSCs) and Developer Workforce	43
Emphasis on Knowledge and Adaptability	43
Building the Registered Training Organisation (RTO) Workforce	44
6. A structured program of change is needed.....	45
Clear tripartite governance is critical for success	46
Oversight of the change process – connecting the work.....	51
Staged implementation to support early adoption and to make progress	53

Appendices

- Appendix A:** Terms of Reference and membership of the Qualification Reform Design Group
- Appendix B:** Purposes and Principles
- Appendix C:** Context and current state
- Appendix D:** Supplementary data
- Appendix E:** Jobs and Skills Council Categorisation Project Findings
- Appendix F:** Jobs and Skills Council Demonstration Projects
- Appendix G:** Stakeholder engagement
- Appendix H:** Timeline for reform
- Appendix I:** Proposed templates

Chair's foreword

The Qualification Reform Design Group (QRDG) is pleased to present this final report for consideration by Skills Ministers. New approaches to qualifications align with the expectations outlined in the National Skills Agreement and the *Working Future: The Australian Government's White Paper on Jobs and Opportunities*, both aiming for productivity as a foundation for fair wages growth.

Our initial report highlighted the need to shift from a one-size-fits-all qualification system, to a principle driven approach that supports purpose-led qualifications, designed to deliver better outcomes for students and foster broader knowledge and transferable skills within the Australian workforce.

This report represents QRDG's findings developed through a tripartite lens, which is proposed to continue in the implementation of this reform. The new approach to qualifications aims to balance the skill needs that support Australian employers, protect secure work and meet the aspirations of students.

A central element of this approach is a renewed partnership with industry. We have collaborated extensively with Jobs and Skills Councils (JSCs) as national industry skills bodies, as well as states and territories and key stakeholders.

The driving force for new VET qualifications remains as preparation for work, the heart of the sector. The priority is to prepare graduates with adaptable skills for both work and lifelong learning, supporting career mobility and flexibility, rather than training solely for specific roles.

Remodelling qualifications to purpose as the QRDG proposes is essential, as there are too many qualifications and units which dilute the effectiveness of VET, and the regular rate of change has significant cost to students and providers.

The proposed qualifications system is grounded in education and training that attracts individuals and demonstrates clear value to them. New qualification models will further elevate VET as a respected pathway, lifting the overall standing of VET in Australia, and around the world.

We extend our gratitude to ministers for the opportunity to contribute to strengthening the VET sector. We thank all partners who have contributed to this important reform journey.



Craig Robertson
Chair
Qualification Reform Design Group



Executive Summary

This report to the Skills and Workforce Ministerial Council presents the final recommendations of the Qualification Reform Design Group (QRDG) to modernise Australia's Vocational Education and Training (VET) qualifications.

To meet the changing needs of the modern labour market, the VET system must pivot from a system that is based only on competencies describing functions or tasks in the workplace, to a more student-centred approach that balances specific vocational skills with broader capabilities essential for lifelong learning and workforce mobility. This will help lift participation in VET and the skill level in the Australian workforce.

Testing and refinement of initial advice

In March 2024, the QRDG proposed to Skills Ministers a model that moved away from the one-size-fits-all approach, which has underpinned the design of VET qualifications for the last 30 years, to one that recognises the diverse users of VET and their differing needs. Skills Ministers welcomed the report and asked that Jobs and Skills Councils road-test the proposed approach and work with the QRDG and States and Territories to provide further advice to Skills Ministers by the end of 2024.

The QRDG has now refined and expanded its advice, informed by the testing of concepts by Jobs and Skills Councils and drawing on broad expertise across the sector.

The proposed system maintains the core vocational focus of VET but with a purpose-driven approach and design principles to guide the development of each qualification. These principles advocate that the Jobs and Skills Councils (JSCs), as national industry bodies, work in a tripartite relationship with employers, unions and Australian, State and Territory governments to consider the purpose of any qualification prior to development or review. These considerations must be informed by data and evidence of demand, the take-up of existing qualifications, the needs of industry, and the priorities of governments. How qualifications work with each other to support learning progression and connections with higher education, where relevant, is also an important factor.

Jobs and Skills Councils will need to balance industry and learner needs, and to drive an ongoing focus on removing excessive prescription and duplication within qualifications and units of competency.

A significant outcome from the JSCs' testing phase is that knowledge is now a central feature and a key underpinning consideration for a qualification, rather than a residual component of a unit of competency.

An enhanced qualification descriptor that sets clearer expectations on the outcomes from qualifications is also a key new feature embedded in revised templates. It is an important discipline within the system of qualifications to be clear to industry and students what a graduate is expected to know, do, and be as a result of learning and training.

The Application of Skills and Knowledge (ASK) as core guidance to qualification developers is also proposed to promote consistency across qualifications and as building blocks for higher levels of knowledge and skills proficiency in future VET or into higher education.

Improving knowledge outcomes from VET, enhanced qualification descriptors and the use of ASK present exciting opportunities for improved qualification design – for the benefit of students and Australian industry.

A continuum of purposes informed by three archetypes

The VET qualification purposes have been refined from those outlined in the initial QRDG report (**Appendix B** outlines the areas of change) and are intended to provide broad parameters to shape shared expectations about the purposes of qualifications.

- **Purpose 1 - Occupation** maintains a level of specificity within Units of Competency and Qualifications, for example necessary for safety or licencing requirements, particularly the integrity of the trades, and is unlikely to change substantially from the current approach.
- **Purpose 2 - Industry** focuses on the development of Qualifications and Units of Competency that prepare learners for multiple related occupations while retaining industry relevance.
- **Purpose 3 – Vocational Learning and Cross-sectoral** provides additional opportunities for innovation in areas such as cross-industry skills, foundation skills and for models beyond Units of Competency, which deliver stronger educational outcomes for learners.

Modernising VET Qualifications

For the new model to be impactful there will need to be an evolution in VET sector orthodoxies. Key shifts include:

- **Qualification-First:** Moving from unit-first to a qualification-first design will better serve both learners and industry needs. This will be supported by a requirement that Jobs and Skills Councils more clearly articulate to stakeholders through the design process the purpose of qualifications.

- **One size does not fit all:** Recognising qualification design will vary depending on the intended purpose, and the importance of providing opportunities for reform for sectors that need it, while preserving strengths of the current system. This includes new unit templates that provide choice for qualification developers.
- **Improving knowledge outcomes from VET:** Traditional units of competency have been augmented by a new Application of Skills and Knowledge (ASK) unit template which offers new ways of describing skills and knowledge outcomes. Jobs and Skills Councils can now design qualifications using a combination of traditional Units of Competency and ASK units.
- **Transferable skills development:** New approaches to identifying knowledge and skills essential in a qualification will highlight their transferability across industries and complement high level technical skills.
- **Enhanced foundation skills:** Emphasising comprehensive development of foundation skills such as language, literacy, numeracy and digital, to support lifelong learning.
- **Local flexibility in delivery:** Empowering RTOs to meet regional and industry-specific demands, and deliver great educational experiences for learners, by reducing excessive requirements in Units of Competency and expanding local flexibility, while maintaining safety and quality.

Implementation

The new system of qualifications will require sustained commitment by all stakeholders for it to succeed. The guidance and templates provided in this report give JSCs the tools to adopt the new approaches when developing qualifications. VET professionals, trainers and assessors will need to adapt to delivering VET qualifications that have richer knowledge elements and more adaptability in delivery approaches. Government training agencies will need to reconceptualise their involvement in driving better qualifications that meet the needs of students and employers in their jurisdictions.

Changes to qualifications will move at different speeds for different industries. Clear tripartite stewardship of reform is essential to ensure national coherence and to deliver on the ambitions of the Skills and Workforce Ministerial Council.

A change management process, including guidance and technical expertise, will be required. The QRDG proposes a tripartite group be established to champion the reforms, and to provide guidance and support to JSCs – particularly during the initial stages of reform. A small group is recommended with members drawn from skills senior officials and DEWR's tripartite skills related strategic advisory committee, with access to educational expertise and Jobs and Skills Australia.

Transforming VET qualifications will be complex and needs a phased approach to implementation – which provides for an initial focus on embedding the new principles and templates to quickly enable improved qualification designs, then working through JSCs' annual training product development plans to map out the trajectory of new qualifications. A dynamic interplay in these processes would expect to lead to refinements to qualification guidance and reduce the churn that is experienced across the system.

Elements of the reform process are already underway, signalling that the status quo is no longer sustainable. Delaying progress would increase risk, leaving Australia at a disadvantage in an increasingly competitive global labour market. This tripartite approach to qualification reform addresses the VET system holistically and engages all relevant stakeholders in the qualification design process, ensuring that the needs of learners, industry, and the economy are met cohesively.

Table of Recommendations

No.	Recommendation for the Skills and Workforce Ministerial Council;
1	<p>Agree to a new vision where Australia’s VET qualifications support increased participation in VET, improve VET pathways, contribute to social inclusion, and help to create a more reputable and stronger VET system overall, in line with the National Skills Agreement. The new approach will be tripartite led, allow for approaches that suit industries and support delivery suited to local circumstances, and improve resource efficiency of the qualifications development process.</p>
2	<p>Agree to enabling differentiated qualification models to meet the different purposes of training.</p> <ul style="list-style-type: none"> a. Purpose 1 - Occupation maintains a level of specificity within Units of Competency and Qualifications, for example necessary for safety or licencing requirements, particularly the integrity of the trades, and is unlikely to change substantially from the current approach. b. Purpose 2 - Industry focuses on the development of Qualifications and Units of Competency that prepare learners for multiple, related occupations while retaining industry relevance. c. Purpose 3 - Vocational Learning and Cross-sectoral provides additional opportunities for innovation in areas such as cross-industry skills, foundation skills and for models beyond Units of Competency, which deliver stronger educational outcomes for learners.
3	<p>Agree to a qualification-first approach to qualification design aiming to prioritise students' learning outcomes and provide a solid foundation for successful career and further learning pathways.</p>
4	<p>Agree that the qualification descriptor will clearly explain the intended impact of the qualification on a graduate’s skills, for example, in terms of the relevant technical, problem solving, communication and self-management skills. They will also specify the level that the graduate will attain with respect to foundation skills – language, literacy, numeracy, and digital skills – according to a coherent framework.</p>
5	<p>Agree to embed a new set of Qualification Development Quality Principles to guide the shift in design:</p> <ul style="list-style-type: none"> i. Qualifications and Units of Competency are informed by learners’ needs and aspirations, enabling individuals to adapt to changing job roles and workplaces and transition across occupations and industries; ii. Qualifications and Units of Competency are informed by industry needs, and describe industry-relevant and future-oriented knowledge and skills that are adaptable to structural change; iii. The Application of Skills and Knowledge are considered in the design of Qualifications and Units of Competency, providing coherent knowledge progression within qualifications, facilitating mobility within and across

	<p>industries, and between educational organisations and systems, as appropriate;</p> <ul style="list-style-type: none"> iv. Qualifications include an appropriate mix of technical and broader skills, including foundation, cognitive, interpersonal and intrapersonal skills; v. Data and evidence underpin decisions relating to the development, update or maintenance of Qualifications and Units of Competency; vi. New or amended Qualifications and Units of Competency do not substantially duplicate other existing training products, except where a higher level of detail is required for licencing, high-risk, safety or regulatory reasons; and vii. Qualifications and Units of Competency are designed with an appropriate level of specificity that allows for flexible training and assessment, and minimises the need for frequent updates, except where a higher level of detail is required for licencing, high-risk, safety or regulatory reasons.
6	<p>Agree to enable a model for qualifications based on Application, Skills and Knowledge (ASK), ensuring that each qualification descriptor and unit:</p> <ul style="list-style-type: none"> a. Clearly defines the knowledge learners need to acquire to understand the theoretical and conceptual foundations of their field b. Specifies the skills required for effective performance within the field of coverage of the qualification or unit, noting skills in new qualifications are broader than technical skills often assumed for VET c. Assures that both knowledge and skills can be applied in a range of contexts, including workplace scenarios, enabling learners to adapt to changing roles, technologies, and industries.
7	<p>Agree that governments identify a single foundation skills framework for training product developers to use when developing qualifications, to ensure consistency in language and terminology and to support transferability.</p> <ul style="list-style-type: none"> a. As part of continuous improvement of RTOs, the sector support RTOs with tools, resources and support to enable assessment of student achievement against the agreed standard.
8.	<p>Agree that foundation skills are critical enablers and should no longer be embedded in disaggregated form as minimal standards within units as this does not align with the best approach to building these skills. In its place:</p> <ul style="list-style-type: none"> a. RTOs, in designing courses, are to embed development of these skills as part of the teaching and assessment process at the level appropriate to the course, noting that RTO Standards dictate that RTOs should not enrol students who do not have the capacity to attain the knowledge and skills expected of the qualification and are directed to more appropriate learning b. That assessment of foundation skills is implicit through the holistic integration and delivery of the qualification, and does not drive additional assessment burden.

9.	<p>Agree that further work should be undertaken to examine the role and utility of current training products focused specifically on foundation skills, including those nationally endorsed in the Foundation Skills Training Package and Accredited Course products, and determine a way forward to more fit-for-purpose foundation skills products.</p>
10.	<p>Agree that, to enable high quality learning, reduce prescription and unlock greater transferability of skills and knowledge, Jobs and Skills Councils, as VET qualification developers, should construct assessments within units that:</p> <ul style="list-style-type: none"> a. are consistent with the primary purpose of the qualification b. are consistent with the Qualification Development Quality Principles c. contain the minimum level of detail required to achieve the intent of the training product d. are non-duplicative across units within a qualification e. equip learners with both job-specific and broader skills, such as critical thinking, interpersonal and self-management skills, and f. take account of the burden of assessment in a qualification or unit. <p>Where a prescriptive approach to assessment is undertaken (e.g. specifying mode of assessment) then the qualification developer should justify it, providing evidence and rationale.</p>
11.	<p>Agree that qualification developers will, where appropriate, co-design with educational experts, implementation guidance, such as model curricula, to help improve consistency of high-quality qualification delivery while allowing for continuous improvement based on industry feedback.</p>
12.	<p>Agree to enhance clarity on RTO delivery requirements, ensuring they are explicitly outlined in RTO scope documents contained in Implementation Guidance, rather than within the assessment conditions of individual units. This will help streamline the regulatory process and reduce ambiguity for training providers.</p>
13	<p>Agree to establish a tripartite oversight group consisting of representatives of government, employers, and unions with the aim to advance the reform. The oversight group will receive input from JSA and education experts. The functions of the group will be to:</p> <ul style="list-style-type: none"> a. Provide guidance and support to develop and adapt the national schedule for reform, taking account of sector-capacity to absorb change b. Monitor and report on collective impact to the Skills and Workforce Ministerial Council (using indicators and other approaches) against the agreed objectives of the reform c. Analyse reasons for progress and/or identify barriers, and generate potential solutions for consideration by DEWR, skills senior officials, and Skills and Workforce Ministers d. Facilitate sharing of best practice, innovative qualification designs and cross-industry collaboration across the sector

	<ul style="list-style-type: none"> e. Collaboratively evaluate demonstration projects to determine opportunities for systemic improvement and process or template changes f. Work with Jobs and Skills Councils to continue to refine and evaluate their demonstration projects g. Develop additional indicators of success using an action research methodology.
14.	<p>Agree that a strategic communications and engagement plan will be developed with the aim of raising awareness about and supporting change towards agreed reform directions.</p>
15.	<p>Agree that the qualifications reform will take a phased approach to implementation that facilitates new approaches, builds stakeholder understanding and support, considers the capacity of the sector to prepare for and absorb change.</p> <p>Phase 1: 2025</p> <ul style="list-style-type: none"> - Communications and engagement strategy and tripartite stewardship established in March - Individual JSC reform plans submitted by May - New TPOF and templates commencing 1 July - First annual National Schedule for reform provided to Ministers, based on input from the JSCs and advice from the oversight group in July - Report on reform progress to Ministers in December. <p>Phase 2: 2026+</p> <ul style="list-style-type: none"> - First new qualifications available for delivery 2026, especially qualifications for broader industry outcomes or vocational learning models - Annual reform progress report to Ministers Dec 2026 - Units and qualifications no longer needed as a result of new qualifications will be marked as superseded and discontinued in the national register.

1. A new vision for Australia's system of VET qualifications

Key Points

- **Importance of VET:** VET is critical for equipping Australians with knowledge and skills that can be applied in work and life so they can adapt to the evolving labour market, providing social and economic benefits.
- **Ministerial Vision and Reforms:** Skills Ministers aim for a high-performing VET system that meets current and future employer and learner needs, supports innovation in training, and fosters a skilled, adaptable workforce.
- **National Skills Agreement:** This agreement underpins shared responsibility for VET between federal and state governments, aiming for trusted, relevant VET courses while allowing flexibility to address local skill demands.
- **Qualification Reform Focus:** The Qualification Reform Design Group, through tripartite engagement with employers, unions, and governments, is working to make VET qualifications more relevant, flexible, and industry-aligned via national industry arrangements.
- **Flexible and Purpose-Driven VET Model:** A new qualifications model is proposed, moving away from “one-size-fits-all”, with a focus on applied knowledge and skills to enhance access to secure work, promote career growth and workforce adaptability. This cycle leads to productivity, economic growth, and improved wages.

The critical role of Vocational Education and Training (VET)

The Vocational Education and Training (VET) sector is essential in equipping Australians with the skills and knowledge they need to adapt to the evolving labour market.

The VET system has played a vital role in building Australia's workforce and is a significant contributor to the nation's economy and social fabric. Each year, an estimated one in four working-age Australians engage in some form of vocational education and training (VET), including short courses and skill sets. According to the National Centre for Vocational Education Research¹, approximately 5.1 million

¹ NCVER, *Total VET students and courses 2023*

students participated in VET in 2023, underscoring its critical role in upskilling the workforce.

The value of VET extends beyond meeting industry demand for technical skills. The sector promotes social and economic inclusion through accessible pathways and learning models. Individuals from diverse backgrounds, including those who may have disengaged from earlier education experiences or are entering the workforce later in life, can develop the skills necessary for meaningful employment.

Scope of this report

Skills Ministers established the QRDG to make recommendations on improving the relevance and transferability of VET credentials for groups of jobs/occupations and industries.

Ministers have a clear vision for VET qualifications.

Skills Ministers have committed to substantial reform of VET qualifications that delivers a high performing, easy to navigate VET qualifications system, that meets the needs of employers and learners now and into the future; supports innovation and excellence in training delivery and assessment; delivers an adaptable skilled workforce; and supports more employers to use nationally recognised training.

The areas of enquiry requested through the terms of reference for the QRDG are detailed in **Appendix A**.

The focus of the work of QRDG has been on VET qualifications developed through national industry arrangements, in this case by JSCs. These qualifications are agreed through national industry engagement channels and guided and governed through national processes agreed by all Skills Ministers, primarily the Training Package Organising Framework. These qualifications come into effect at the point of endorsement by all skills ministers.

Other qualifications can be developed under a national policy for accredited courses².

The Australian Government has also recently committed to the delegation of the course accreditation function of the Australian Skills Quality Authority (for example,

² See https://www.asqa.gov.au/sites/default/files/2020-01/users_guide_to_the_standards_for_vet_accredited_courses.pdf

Formal accreditation is exercised by government entities established by governments, as follows:

- Australian Skills Quality Authority, which holds accreditation powers upon referral from states and territories
- The Victorian Registration and Qualifications Authority
- Training Accreditation Council, Western Australia.

by TAFEs) in certain circumstances. This has remained out of scope for specific recommendations in this report, although the new qualification models proposed in this report can assist in self-accreditation of learning activities.

The National Skills Agreement establishes a stewardship of vocational education and training that is shared between all governments to work toward national priorities, while preserving flexibility for States and Territories to align local skills supply with demand. This principle extends to qualification development, where all governments through the National Skills Agreement have agreed to “VET courses that are trusted, relevant, and available at the right time”³.

A tripartite approach guides this work

A tripartite approach underpins the recommendations in this report. Tripartite parties include employers, unions and the Australian and State and Territory governments. As part of their role, governments incorporate and facilitate the engagement and empowerment of learners, education providers and other stakeholders.

Jobs and Skills Councils, as national VET industry bodies, work into a tripartite system with the Australian and state and territory governments with the aim of developing qualifications which create outcomes for students and industry.

State and territory governments operate public entity providers such as TAFEs and approve delivery agents such as RTOs, and bring their perspectives into the qualification design process.

Ambition for a new VET Qualifications System

The initial advice of the QRDG to ministers recommended a move away from a one-size-fits-all qualifications system to one with greater flexibility to help achieve the different purposes VET is often called upon to meet.

At the heart of these recommendations is an approach to qualifications that activates students to make effective contributions to the workforce and society. The knowledge and skills acquired by each participant through effective learning contribute to productive work and workplaces, with wider impacts across industries and society.

The three purposes identified for VET qualifications are founded on facilitating better outcomes for students. The three purposes reflect the structures of work and work opportunities in industries, which in turn inform the knowledge and skills which should constitute qualifications and improve the likelihood of job security and fair pay.

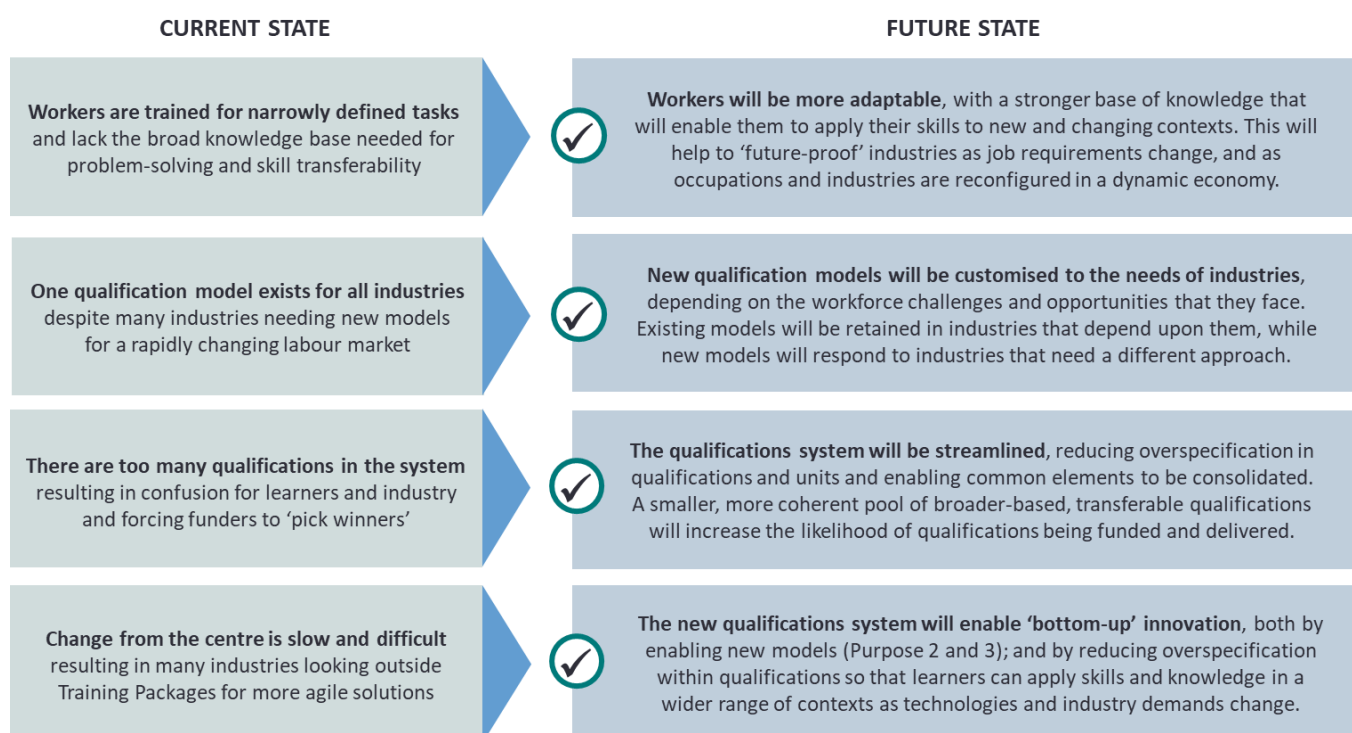
³ National Skills Agreement 2024

The intended stronger focus on knowledge and skills in VET learning, rather than only on task-assurance in a single occupational setting will help create additional opportunities for graduates in more areas of the workforce.

A positive cycle is created:

- Learning directed to applied knowledge and skills gives rise to competence as the basis for building a career
- RTOs geared to delivering qualifications with applied knowledge and broader skills build their own capability
- workers with knowledge and skills are more adaptable within work and are transferable across the workforce
- employers and industries have a wider pool of candidates from the workforce
- skilled and adaptable individuals are mobile across the workforce to meet jobs in demand
- dynamic industries and workforces lead to productivity, economic growth and improved levels of wages
- more students engage in VET because they see value and an attractive range of jobs and other outcomes from the qualification they choose.

Figure 1: Comparison of current state and future state from reforming Australia's system of VET qualifications



Recommendations:

That the Skills and Workforce Ministerial Council:

1. **Agree** to a new vision where Australia's VET qualifications support increased participation in VET, improve VET pathways, contribute to social inclusion, and help to create a more reputable and stronger VET system overall, in line with the National Skills Agreement. The new approach will be tripartite led, allow for approaches that suit industries and support delivery suited to local circumstances, and improve resource efficiency of the qualifications development process.

2. Current VET qualifications system: description and challenges

Key Points

- **Competency-Based Training and Industry Alignment:** Australia's VET system, largely shaped by 1980s reforms, uses competency-based training to align education with industry needs. However, Australia's system of VET qualifications now struggles to adapt to emerging economic realities and needs reform for greater flexibility and relevance.
- **Complexity and Rigid Requirements:** Detailed unit requirements create inefficiencies, especially with thousands of units and strict assessment rules, leading to a "tick-and-flick" approach that burdens RTOs and limits effective education delivery.
- **High Turnover of Units and Qualifications:** Frequent updates to units of competency and qualifications, driven by evolving work practices, are costly and divert resources away from quality education and student experiences.
- **Misalignment Between Design and Delivery:** There's a disconnect between the industry's design of qualifications and RTOs' ability to adapt them locally, often due to excessive input requirements aimed at quality assurance, which stifles flexibility.
- **Need for Qualification Reform:** To better serve economic and social goals, a streamlined, purpose-driven qualifications model is needed, allowing RTOs more flexibility in delivering quality education while ensuring accountability and alignment with industry needs.

Competency-based training in Australia

VET today is still largely shaped by reforms from the late 1980s, which introduced competency-based training and has been pivotal in developing a workforce capable of meeting the demands of various industries. Core VET qualifications in trades, paraprofessionals, and sectors such as healthcare have provided millions of Australians with successful career pathways.

In 2017 Productivity Commission noted that “competency-based training has allowed the VET sector to align closely with industry needs, although it now faces challenges in adapting to emerging economic realities”⁴. The capacity to adapt to these emerging economic and social realities is what drives qualification reform.

⁴ Productivity Commission, 2017, *Shifting the Dial: 5-Year Productivity Review*

Competency describes the task or function expected to be performed as a result of learning, with assessment based on effective performance of elements of the competency. Competency-Based Training is an outcomes-based approach to education design, and so a unit is treated as a discrete standard for achievement.

The convention in VET is to codify competencies as units and cluster them into a qualification aligned to the needs of an occupation – known as packaging rules. Qualifications are packaged for each industry. From 1994, Australia moved toward nationally endorsed, industry-developed competency standards, assessment guidelines and related VET qualifications, commonly referred to as industry training packages.

All VET qualifications must align to the Australian Qualifications Framework (AQF), which mandates the required standards of learning, the level of which depends on its level within the framework.

All components of a unit deemed essential to effective performance are considered endorsed elements of the qualification and must have evidence of achievement. This covers all elements and performance criteria, essential knowledge and foundation and employability skills as well as mandated assessment conditions, resulting in dozens of assessable items to achieve competency.

Each unit is designed to be delivered ‘stand-alone’ and can be recognised individually as a statement of attainment to certify competency. Evidence of achievement (or performance) of all endorsed components of a unit is required before a student can be deemed competent by a Registered Training Organisation. Competency is to be achieved for all units in a qualification before it can be awarded to a student.

The mixed use of VET Qualifications – for learning, for assessment against a job, for workforce planning

At the heart of the Australia’s VET qualification system is competency-based training, founded on a historical one-size-fits-all approach focused on codifying job tasks and functions for specific occupations. This applies to all nationally recognised training, regardless of who uses that training and how it is used.

Units of competency and qualifications, as reflections of work-related functions across the economy, are used for varying purposes by stakeholders in VET. In the main, units and qualifications are formed to guide teaching and learning. Registered Training Organisations (RTOs), the only bodies approved to deliver, assess and award qualifications, are expected to develop course, curriculum and subject matter and training activities that lead to demonstration of competency. A provider cannot exclude elements that are specified in the qualification. They may, however, take VET qualification requirements as a starting point, for example adding in additional components of knowledge.

Units and qualifications are also seen by some solely for assessing a person's ability to perform functions, given they reflect workplace requirements. As a result, some competencies are used only for assessing practices in a work context and do not need to entail teaching input or formal learning.

Stakeholders also claim that the many units of competency are used by industries and employers for workforce organisational planning and development and assurance of worker capabilities outside of nationally recognised training.

These uses create complexity in VET policy and practices which are often overlooked in the funding and delivery of VET. It clouds the educational intent of qualifications and the alignment to the expectations of the AQF. The growth of assessment only practices may indicate there is little education value-added needed to achieve competency, and legitimate questions as to whether public funding for the activity is warranted. As for supporting workforce planning and assurance, it is difficult to see how industries or employers would need so many of the functional points reflected in the many units and qualifications prepared for the industry.

The growth of units of competency, many codifying extant and low to middle level skilled functions (which do not require formal teaching intervention), takes the focus away from good learning for future success. Whether these competencies warrant continued development as part of VET needs to be worked through as proposed new qualification models are put in place and is worthy of consideration by the Australian Government as the funding body for JSCs.

On the other hand, VET qualifications and units of competency also have a range of intersections with Industrial Relations (IR) arrangements across sectors. The IR system and VET interact where nationally recognised qualifications are referenced in awards or agreements to provide for minimum qualification requirements for entry, or pay rates that are subject to a level of qualification attainment. This relationship varies from high levels of integration, reflected in detailed unit of competency credit points and qualification packaging rules aligned to award classifications, to references to specific qualifications or qualification levels, to broad skills-based references.

The mixed use of VET qualifications creates confusion about the purpose of VET qualifications. This is addressed as part of this report.

Key Challenges in the Current VET Qualifications System

Vocational Education and Training (VET) plays a critical role in supporting economic and societal development. VET's focus on codifying functions or tasks into units of competency works for some occupations as they are the basis of strong careers – for example traditional trades. However, the universal single use *units of competency-occupation* nexus compromises the efficiency and effectiveness of many qualifications.

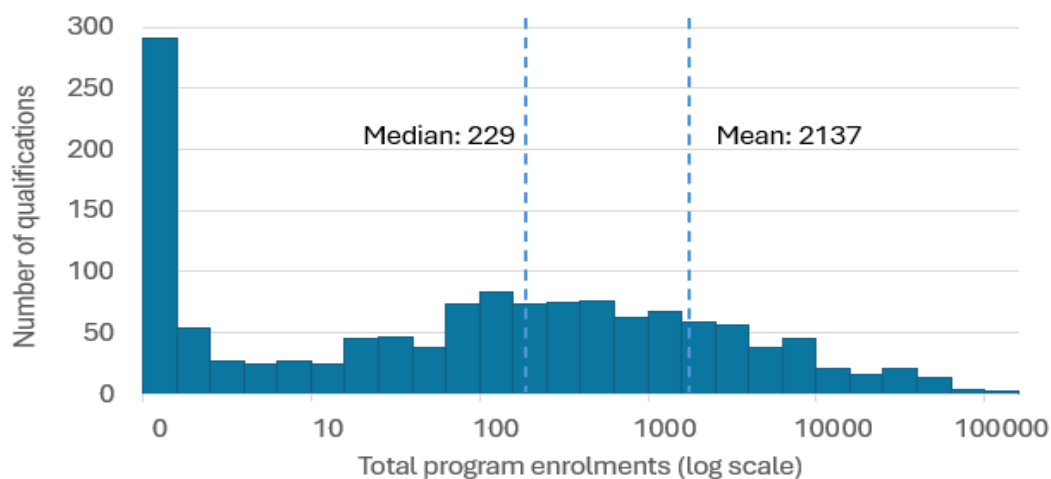
Detailed input specification at the unit level creates inefficiencies

As of November 2024, the current 54 national Industry Training Packages contained almost 1,200 qualifications, over 15,000 units of competency and more than 1600 skillsets. A further 670 accredited courses and approximately 5,600 accredited units or modules operate within VET.

Enrolments are concentrated in a relatively small number of courses, with approximately 80% of enrolments in the top 200 qualifications. Based on the most recent data available from 2024, about 21% of VET qualifications have zero enrolments, and almost a third have fewer than 10 enrolments.

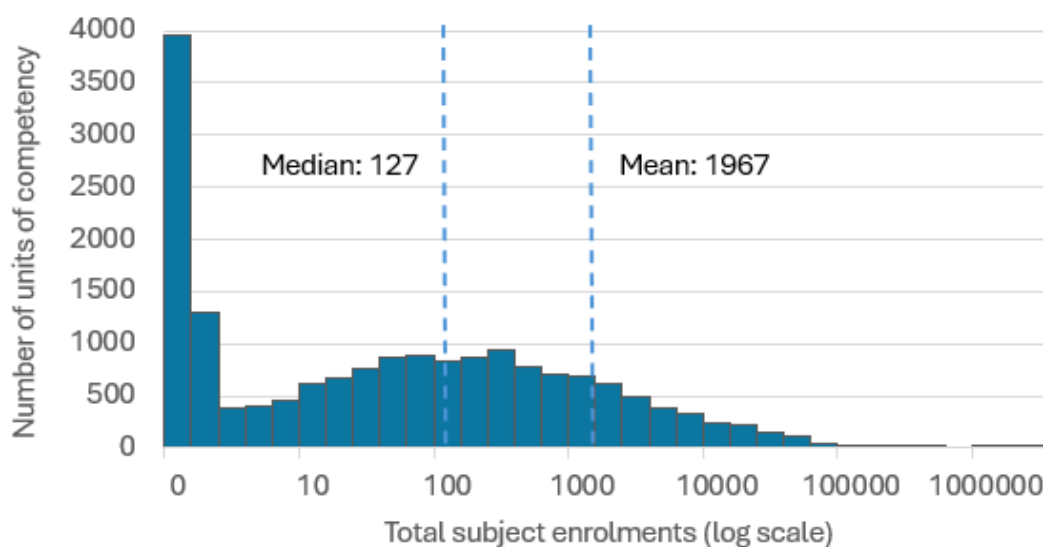
Figure 2 and Figure 3 provide further information on the distribution of enrolments in current qualifications and current units of competency in the national VET system.

Figure 2: Distribution of mean program enrolments between 2019 and 2023 in current qualifications



Source: DEWR internal analysis of *Total VET Students and Courses 2023*, NCVER, Adelaide.

Figure 3: Distribution of mean program enrolments between 2019 and 2023 in current qualifications



Source: DEWR internal analysis of *Total VET Students and Courses 2023*, NCVET, Adelaide.

The QRDG acknowledges that there are many factors that influence whether a qualification is delivered. The core factors are the costs of qualification implementation (including facilities and equipment), maintaining its currency (in view of regular change) and access to industry experienced teachers in conjunction with uncertain demand from students or employers.

Some courses whose costs are higher than is funded face risks related to insufficient enrolments to cover delivery, high overhead and equipment costs and availability of materials to assist with teaching, all of which impact on delivery. The risk of regular changes to qualification requirements also adds cost into delivery decisions. Likewise, uncertain demand – whether a lack of interest or awareness by potential students or employers – factor into decision making.

Regardless of the reasons, those industry and education stakeholders who volunteer their time to inform the development of qualifications, which then are not delivered by any RTO to any student, receive limited direct benefit from the VET system.

Complex and rigid assessment requirements

It is possible to have over 1,000 assessable components within a single VET qualification, which an RTO is required to demonstrate have been met for a student to be deemed competent (further information at Table D4, **Appendix D**). Records of assessment also need to be held for quality assurance processes, often for many years.

A unit of competency typically contains between 15-20 performance criteria, with additional assessment requirements – all of which are points of assurance of the quality of training, and an auditable requirement under the RTO standards.

This means an individual VET qualification can contain hundreds, even thousands, of assessable components, which must be mapped by RTOs to their learning and assessment materials when units are updated.

This burden of rules and compliance within qualifications is well acknowledged across the VET system. Feedback indicates these have grown over time, as well-intended action by industry developers to manage poor-quality delivery by some segments of the RTO market. The result is a compromise on education design and delivery and the growth of a ‘tick-and-flick’ approach to delivery, where RTOs use the detailed assessment requirements as a checklist to tick off, rather than qualifications and units being a reference point against which to create good educational and learning design.

The highly granular and occupational-specific requirements within qualifications also impact the effectiveness of Recognition of Prior Learning. Many providers indicate that the evidence required from applicants to map to the granular requirements works against the spirit of the policy to recognise skills acquired through work and life. This also works against one of the establishing tenets of the competency-based system in Australia, and the connection to skills-based wage progression through formal training or recognition of skills and prior learning.

High turnover of units and qualifications

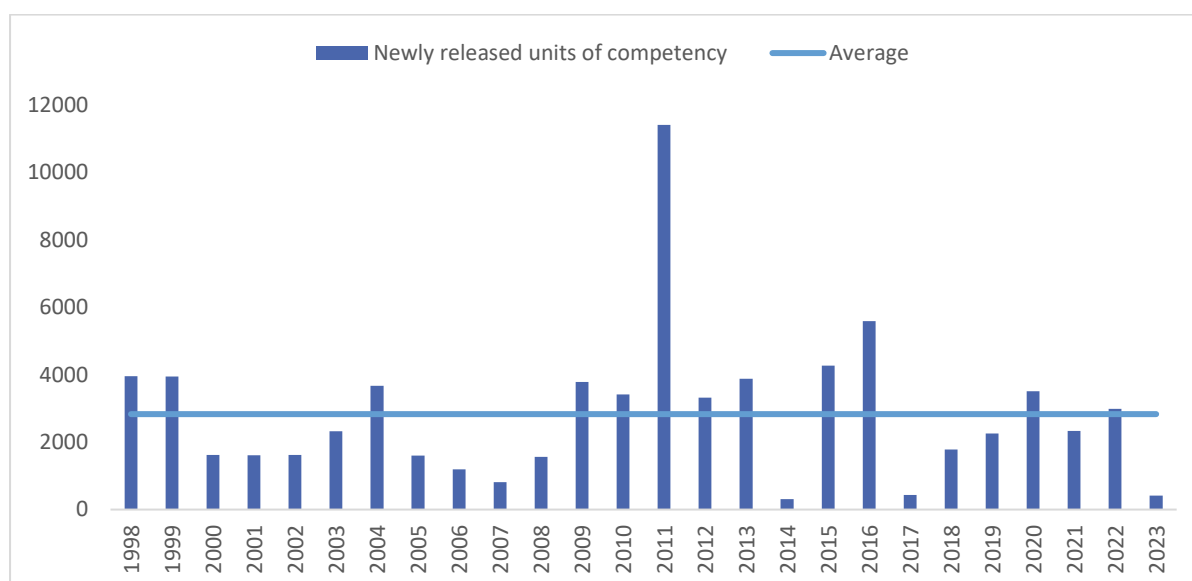
The regular change to units of competency and qualifications (refer Table 3 and Figure 4) drives change (and cost) for students, RTOs and the sector as a whole.

Table 3: Percent of current units and qualifications released after 2019

Released since...	% of units	% of qualifications
2019	71%	81%
2020	60%	72%
2021	37%	48%
2022	23%	29%
2023	3%	5%
2024	0%	1%

Source: Victorian Skills Authority internal analysis for the QRDG

Figure 4: Number of units of competency released by year, 1998-2023



Source: Victorian Skills Authority internal analysis for the QRDG

This arises from the high number of assessable requirements within a unit and across qualifications. Changes in these requirements, often due to evolution in work practices or technologies, trigger change as they form the core endorsed elements of a qualification. Governments and RTOs must divert often substantial resources to update all required delivery resources as a result of these sometimes minor changes. The costs incurred across the VET system draws resources away from more valuable activity, including high-quality design and delivery, and improving the student experience.

Lack of guidance for course delivery

A key challenge reported by stakeholders – in particular, industry and RTOs - during engagement by the QRDG was the disconnect between the design of qualifications by industry and the delivery of qualifications by RTOs.

A key underpinning design intent of Australia’s VET qualifications model is its focus on describing the outcomes of training, designed to give RTOs the ability to contextualise learning and training to meet local circumstances, of students, employers or community. Over time, most likely to guard against poor delivery by a small number of RTOs, requirements within units of competency and associated assessment requirements have grown in number and specificity, compromising local responsiveness.

A key feature of qualification reform is to reduce this prescriptive approach so that RTOs can genuinely respond with the best teaching and learning approach, without being unhelpfully constrained by excessive requirements in units of competency and qualifications, or having to constantly respond to administrative updates.

Stabilising change of qualifications would also give RTOs scope to develop high quality learning resources to lift education and training quality.

The QRDG recognises that the current requirements and rules are used in many ways for quality assurance as well as quasi-curriculum. Introducing flexibility in qualifications needs to be well planned and must work in conjunction with quality, funding and accountability processes in VET. Consistent with the purpose-driven qualification principles, the release from specification and rules will be context dependent, however, must be a general priority, as discussed later in this report.

Catalyst for change

The growth in the number of qualifications occurred during a time when national policies for VET were designed to support students and employers in their course choices, with platforms available at that time, such as the Australian Government's MySkills website focused on informing consumers of VET.

Governments, in the main, are moving to strategic planning to guide the economic and social success from VET, as reflected in national and state skills plans. This signals that such a wide array of qualifications is no longer needed, and a more strategic approach to qualification design will help transform how VET supports future economic growth.

A modernisation of the VET qualifications system is required.

3. A new model of VET qualifications

Key Points

A new VET qualifications system needs to equip learners with well-rounded, relevant capabilities that are relevant to industry (and the labour market generally) and promote a clear, structured pathway for learner success in an evolving economy

- **New Model for VET Qualifications:** The proposed model moves away from a “one-size-fits-all” approach, introducing differentiated qualification models that meet specific purposes, including occupational, industry-wide, and cross-sectoral skill needs. This supports more flexible and relevant qualifications for students and industry.
- **Qualifications-First Approach:** Emphasising a holistic qualification design over standalone units, this approach prioritises coherent learning experiences. It aims to streamline qualifications, reduce redundancy, and enhance student progression, particularly through clear qualification descriptors that outline outcomes.
- **Application of Skills and Knowledge (ASK) approach:** This approach combines technical skills with broader interpersonal and cognitive skills, promoting adaptability in graduates. ASK ensures qualifications are aligned with real-world contexts and reflect industry needs, supporting both job readiness and lifelong learning.
- **Foundation Skills Integration:** Foundational skills like literacy and digital literacy will be embedded across qualification levels, ensuring consistent standards and reducing assessment burdens on RTOs. This integration supports adaptable and transferable skills development.
- **Streamlined Assessment and Curriculum Design:** To reduce rigid, duplicative assessments, the new system encourages assessment practices that align with overarching qualification goals. Co-designed model curricula and capstone assessments are option that can be made available to improve learning consistency and efficiency.

A new coherent system to deliver on Skills Ministers’ ambitions

New forms of VET qualifications are essential if new expectations on vocational education are to be met. The *National Skills Agreement*, *Working Future: The Australian Government’s White Paper on Jobs and Opportunities* and the *Australian Universities Accord* all aspire for an Australia where education and skills are a passport to success and inclusion.

Recommendations for new approaches to VET qualifications, with the focus clearly on coherence and integrity at the qualification level, are approached from the desire

to enhance the effectiveness of the VET qualifications system. While individual qualifications are important, the key for success of the VET system is how the qualifications work together.

This does not exclude the role of individual units as ‘tickets to work’, current skills sets or other emerging forms of short-form education and training, such as micro-credentials. However, Australia’s VET qualifications system needs to create a new framework for organising and rationing all these learning products for the benefit of students and industry and a more efficient and effective VET sector.

Moving away from the ‘one-size-fits-all’ approach creates opportunities for more effective qualifications

Skills Ministers accepted the previous advice from the QRDG to build more flexibility within the VET qualifications system. This allows for teaching and learning to align more with the purposes VET is often asked to meet, with a view to maximising the effectiveness of outcomes for students.

In some instances, the current unitised competency model focused tightly on performance expected in an occupation is warranted, especially where the return is employment in an occupation with well-established career pathways. However, adopting this approach in other areas creates too many qualifications that are narrowly aligned to an occupation that has features also common to other occupations. There are also work roles that operate across industries and general vocational education learning outcomes which are not suited to the tightly focused performance of competency.

Cross-sectoral digital capability – a demonstration project by the Future Skills Organisation

The Future Skills Organisation (FSO) has used a new approach to design five broad units of competency (UoC) to deliver general digital capabilities. This approach could be used to reform or replace existing UoC across their training packages.

Technological advances are creating opportunities for diverse industries and increasing demand for a workforce equipped with technical and digital skills. However, rapid technological advancements present a challenge for keeping training products up to date.

The FSO project developed five new units of competency aligned to the five focus areas in the Australian Digital Capability Framework (Information and Data Literacy; Communication and Collaboration; Digital Content Creation; Protection and Safety; Technical Proficiency and Problem Solving). The new units were designed to be flexible and packaged into qualifications or skill sets across industry sectors as required.



Frequent updates to training products can be necessary when training is tied to specific tools and technologies that change with market developments. The FSO project adopted a common design approach to enhance adaptability, reduce duplication, and lessen the need for frequent updates, ensuring training products remain relevant over time.

The flexible design also allows for learners with different needs and backgrounds to be accommodated and for training providers to tailor programs to the specific skills required by industries or individual organisations, enhancing the relevance of the training.

FSO found that clear descriptions of qualification purposes and their characteristics are crucial for shaping the design and intent of qualifications and units of competency, ensuring they remain adaptable, relevant, and aligned with the needs of the workforce.

FSO has reviewed their business services (BSB), financial services (FNS) and information and communications technology (ICT) training packages, identifying units of competency that deliver similar digital skills capabilities and that could potentially be updated or replaced by the new, more flexible units, demonstrating significant opportunity for a more streamlined and fit-for-purpose product suite.

A key objective of this model is to create qualifications that represent value to prospective students in terms of the outcomes they seek in their work and life, and at the same time streamlining the stock of qualifications so the 'offer' of VET is clearer.

Since the Skills Ministers' agreement, the QRDG has engaged with states and territory skills officials, key stakeholders and JSCs to test the approach. Feedback to the QRDG reveals that stakeholders recognise that the over-supply of qualifications, accompanied by regular changes and updating, are a drag on VET effectiveness and reputation. While the rationale for a purpose-based qualification model was accepted, the manner in which a unit of competency model could support broader (e.g. industry or cross-sectoral) qualifications was less clear.

The introduction of a differentiated qualification model ensures that learners receive education aligned with both specific job roles and broader industry needs, offering greater flexibility in career pathways and skill development. This approach also recognises the importance of full qualifications and the learner's journey through well-structured courses, rather than piecemeal task-specific units.

In addition, the differentiated models provide the flexibility necessary to ensure qualification reform does not come at the cost of widespread disruption to industrial arrangements. That is not to say qualifications with connections to industrial relations will not benefit from reform. Rather, given the diverse ranges of connections between VET qualifications and units of competency and IR arrangements, qualification developers will be able to work through new qualification designs that deliver greater benefits to industry and individuals, and the subsequent impacts on IR connections and relativities within awards, when making decisions about qualification development.

Recommendations:

That the Skills and Workforce Ministerial Council:

2. **Agree** to enabling differentiated qualification models to meet the different purposes of training.
 - a. Purpose 1 - Occupation maintains a level of specificity within Units of Competency and Qualifications, for example necessary for safety or licencing requirements, particularly the integrity of the trades, and is unlikely to change substantially from the current approach.
 - b. Purpose 2 - Industry focuses on the development of Qualifications and Units of Competency that prepare learners for multiple, related occupations while retaining industry relevance.
 - c. Purpose 3 - Vocational learning and Cross-sectoral provides additional opportunities for innovation in areas such as cross-industry skills, foundation skills and for models beyond Units of Competency, which deliver stronger educational outcomes for learners.

Qualifications-first approach

A central feature of the proposed system is the focus on purposeful design at the qualification level. The availability of different qualification models encourages developers to first consider the value and impact of a qualification. It is expected that qualification developers would focus more on the design of a holistic qualification, and units would fit under that overarching design.

The current approach to qualifications is an aggregation of what are often disparate units of competency, some designed for the industry and others imported from other industry areas. Long-term activity data shows that many stand-alone qualifications have very low or nil enrolments, ultimately negating the effectiveness of the qualification, the qualifications system itself and the VET sector overall. By contrast, qualifications built on the basis of one of the three purposes allows Australian industry to work collaboratively with and across JSCs to design qualifications that have a greater chance of take-up.

Qualification-first design will also help in building competency and learning progression. The current stand-alone units approach can lead to repeated knowledge input and foundation skills assessment that appear disjointed and repetitive to the student, and ultimately leads to inefficiency in learning.

Qualifications designed and based on purpose can create a more coherent suite of qualifications for the VET system. For example, collaboration across JSCs can create qualifications that support economy-wide outcomes, rather than in just one or two industries. This is likely to be qualifications supporting leadership and management roles, or courses designed as introduction or exposure to an industry or occupation. The QRDG recommends some first steps in this regard as part of implementation.

Use of the ASK principle allows JSCs to build on knowledge and skill acquired through previous learning and work experience when developing qualifications.

Reforming entry-level automotive qualifications – a demonstration project by the Mining and Automotive Skills Alliance

The Mining and Automotive Skills Alliance (AUSMASA) is developing and testing a new approach to qualification design that considers knowledge, skills and their application across multiple job roles, resulting in a new, entry-level qualification and significant streamlining of qualifications.

The automotive industry has, over time, developed many Certificate II qualifications, each designed for one specific role, e.g. Certificate IIs in Bicycle Mechanical Technology, Outdoor Power Equipment Technology and Automotive Underbody Technology.

Most of these qualifications have low enrolments and do not necessarily lead to a job outcome, suggesting a new approach is needed to address chronic skills shortages and attract more people to the industry.



The project's objective was to review the fifteen Certificate II Qualifications in the Automotive Retail, Service and Repair Training Package (AUR) and consider how qualification design could create stronger pathways for learners, open-up career opportunities in the industry, and better prepare students for evolving industry needs.

The design shifts away from highly specific task-based training and assessment to a new approach to describing the knowledge and skills outcomes from training and deliver graduates who are more adaptable and better prepared for a range of roles in the automotive industry.

Stakeholders indicated that the existing templates for qualifications and units of competency were too task-specific and lacked sufficient information about knowledge, leading to fragmented learning experiences that did not adequately prepare students for diverse job roles.

While there is further work required to refine and validate the concept, in particular working through the detailed connections to industrial awards, this project highlighted the significant opportunities to move beyond task-assurance, and instead offer new ways to describe the key knowledge and skills a learner would develop through VET training.

The full range of inputs to effective outcomes, such as curriculum design and engaging teaching and learning, can also be considered. While these contributions to effectiveness are the responsibility of RTOs, the remit of JSCs as key qualification developers is to leverage education expertise input to design to support high quality and engaging delivery.

Prioritising full qualifications works toward providing learners with an integrated and cohesive learning experience, essential in developing the abilities needed to meet the complexities of modern industry requirements.

While the qualifications-first model promotes clarity and alignment between educational outcomes and workforce needs, it also allows learners and employers to understand the full spectrum of competence achieved upon completion. This approach also integrates pathway credit logic, which is instrumental in supporting career mobility and lifelong learning, including into higher education. Through such flexibility, learners can transition between qualifications and industries more easily, building upon their existing knowledge and skills rather than duplicating prior learning.

Pathways Framework for Career Progression – a demonstration project by Service and Creative Skills Australia

Service and Creative Skills Australia (SaCSA) is pioneering a new framework to empower individuals to design their educational journeys, enabling them to achieve their career ambitions within the services sector. This project, initially focusing on Commercial Cookery, seeks to modernise qualifications to better reflect the needs of both learners and industries.



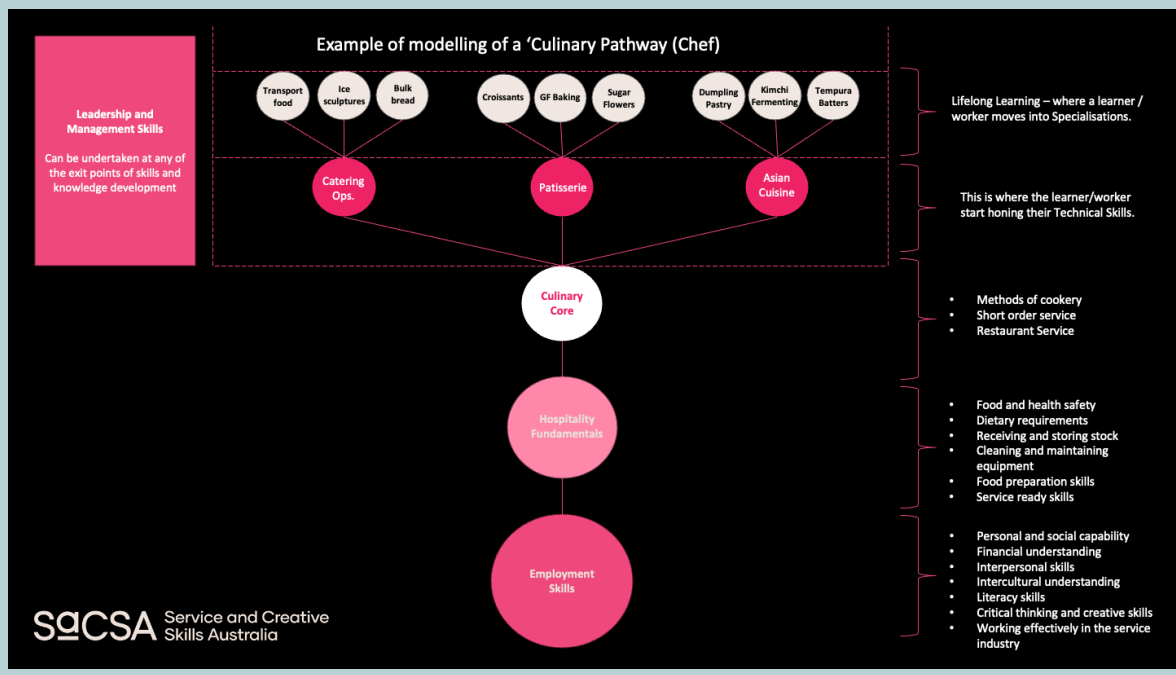
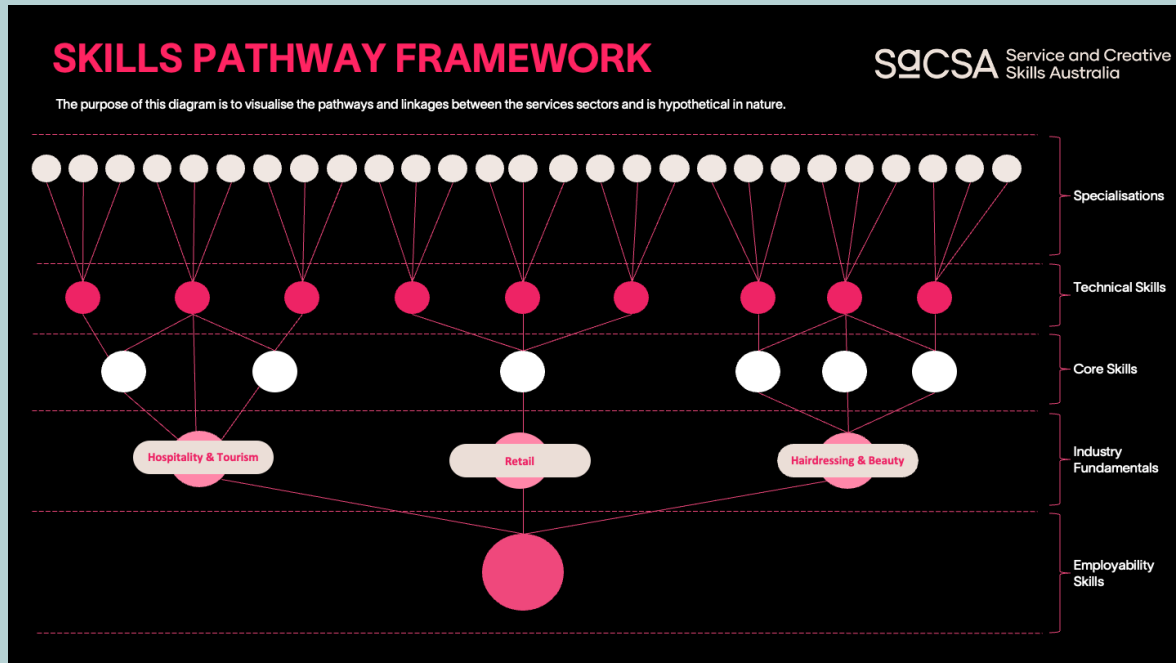
SaCSA's proposed framework reimagines qualifications as dynamic and learner-centred, enhancing career flexibility while supporting lifelong education and advancement.

The framework highlights transferable skills across related roles, guiding learners through a progression from initial skills that are transferrable across a range of services sectors, through to increasingly specialised knowledge and skills as an individual progresses through their learning and career. It also allows lateral movement across qualifications by leveraging skills learners have already gained, enabling quicker up-skilling or re-skilling as career needs evolve.

Through an industry-led case study in Commercial Cookery, SaCSA has engaged a broad range of stakeholders to refine this model.

Stakeholders recognise the framework's capacity to reduce administrative demands, foster program adaptability, and more closely align learning pathways with real industry requirements.

By minimising redundancy, the framework enhances learner engagement and promotes streamlined, flexible qualifications that better prepare individuals for the demands of a dynamic workforce.



Qualification descriptor

The QRDG recommends that an improved qualification descriptor be adopted. It is the key driver for the qualifications-first approach and would make plain to all users the intent, value and expectations of a qualification.

Current qualification description fields vary significantly, in some cases stating a specific occupational outcome, others a collection of tasks a graduate could complete, some identify licensing requirements, and some include workplace practice hours.

An improved qualification descriptor would outline what a graduate would know and be expected to achieve in work or further study, and align with appropriate language of the qualification type and specification within the Australian Qualification Framework. It would include the technical and cognitive, interpersonal and intrapersonal skills of a graduate, plus the level of foundation skills to be obtained.

The descriptor will establish a discipline across the VET sector. It affirms the value of a qualification and its expected use. It can improve the understanding and value of VET for prospective learners and clarify to employers what they can expect of a graduate. It is also a useful tool for JSCs to create economy-wide, or cross-industry qualifications.

For RTOs the descriptor creates the basis to develop contemporary courses and to explain the scope and outcomes of vocational learning to prospective students. In line with continuous improvement principles and new quality assurance processes coming into the sector, the descriptor provides the basis for respectful conversations between RTOs and regulators on the approach adopted for teaching and learning.

An enhanced qualification descriptor would provide transparency regarding the specific competencies graduates will gain, which can guide learners in their career planning and employers in understanding the value and applicability of each qualification in the workforce.

Ultimately, such descriptions help bridge educational and employment expectations, ensuring that qualifications are both fit-for-purpose and aligned with the evolving needs of Australia's labour market.

Recommendation:

That the Skills and Workforce Ministerial Council:

3. **Agree** to a qualification-first approach to qualification design aiming to prioritise students' learning outcomes and provide a solid foundation for successful career and further-learning pathways

4. **Agree** that the qualification descriptor will clearly explain the intended impact of the qualification on a graduate's skills, for example, in terms of the relevant technical, problem solving, communication and self-management skills. They will also specify the level that the graduate will attain with respect to foundation skills – language, literacy, numeracy, and digital skills – according to a coherent framework.

Principles need to guide development of qualifications

In its initial advice the QRDG advocated several design principles to inform more fully the considerations and processes that qualification designers should take into account as they set about the task of design.

The principles and guidance associated with the principles – as articulated in the new Training Package Organising Framework (TPOF) – provide a consistent set of expectations for qualification developers to meet, regardless of the intended purpose and design of the qualification, which will be critical in underpinning a coherent national system and as a practical way to implement the reform's intent.

Recommendation:

That the Skills and Workforce Ministerial Council:

5. **Agree** to embed a new set of Qualification Development Quality Principles to guide the shift in design:
 - i. Qualifications and Units of Competency are informed by learners' needs and aspirations, enabling individuals to adapt to changing job roles and workplaces and transition across occupations and industries;
 - ii. Qualifications and Units of Competency are informed by industry needs, and describe industry-relevant and future-oriented knowledge and skills that are adaptable to structural change;
 - iii. The Application of Skills and Knowledge are considered in the design of Qualifications and Units of Competency, providing coherent knowledge progression within qualifications, facilitating mobility within and across industries, and between educational organisations and systems, as appropriate;
 - iv. Qualifications include an appropriate mix of technical and broader skills, including foundation, cognitive, interpersonal and intrapersonal skills;

- v. Data and evidence underpin decisions relating to the development, update or maintenance of Qualifications and Units of Competency;
- vi. New or amended Qualifications and Units of Competency do not substantially duplicate other existing training products, except where a higher level of detail is required for licencing, high-risk, safety or regulatory reasons; and
- vii. Qualifications and Units of Competency are designed with an appropriate level of specificity that allows for flexible training and assessment, and minimises the need for frequent updates, except where a higher level of detail is required for licencing, high-risk, safety or regulatory reasons.

The design deliberately moves away from a unitised approach

The QRDG has acknowledged that conventions and policy positions of the past for development of qualifications has led to an inefficient qualifications system. Attaching teaching and learning parameters, especially assessment rules, to each unit of competency, while supporting modularity and flexibility has created a commodified approach to learning and created disjointed learning and a compliance burden in VET.

While modularity has benefits, it has tended to act against completing a full qualification, which is recognised as the best basis upon which to start a new career.

Many other countries hold to a qualifications structure categorised into Initial and Continuing VET. The classification is a tool to signal to prospective students and employers the attributes of the vocational learning – whether the graduate is new to the industry or is an experienced worker who is upskilling. Clarifying the intent of a qualification in this way should be considered as part of the implementation of new qualifications.

Modularised learning should still be accommodated in the qualifications system

Despite the design parameters directed to preparing coherent qualifications, a modular approach is not precluded.

While the design focus is on the coherence of a qualification supported by a descriptor, qualifications by necessity will also need to consist of coherent stand-alone units. In the case of qualifications with tight connections to specific occupations, this will consist of current units of competency, which by design allow for stand-alone delivery.

‘Tickets to work’ retain a role in an effective VET qualifications system

Tickets to work, which entail specific units of competency often delivered alone and that meet regulatory requirements, will remain components of the VET system. Responsible Service of Alcohol (RSA) or White Cards for construction for example are essential for entry into certain industries. However, they can lead to higher wage trajectories if pursued with a broader qualification.

Units designed for this purpose would be designed for stand-alone delivery, but equally can be imported into a qualification where the ticket is central to entry to or capacity to operate in an industry setting.

The place of formal skill sets and micro-credentials needs further consideration

Skill sets have been introduced to industry-based qualifications within training packages, representing a negotiated sub-role of an occupation, especially where the organisation of work within established occupations has been segmented where the activity is undertaken at scale.

Evidence of training activity against skill sets shows that the take up has not matched the expectations when skill sets were introduced. Good design of qualifications, including effective units, should minimise the need for skill sets in the formal qualifications structure in the future.

The QRDG was not able to consider in detail the place of micro-credentials within the VET qualifications system. The intent of micro-credentials – small learning experiences – effectively operate within VET at present through the high use of single units of competency, including ‘tickets to work’. While this approach has merit, the risk of micro learning of this type substituting for a well-rounded initial qualification puts the recipient at risk of insular and insecure work. This is a key factor that has led to the qualification-first design recommendation.

There may need to be consideration of the role of micro-credentials that are outside of unit of competency design. For example, micro-credentials could be shaped as micro-learning as part of a vocational learning approach and could be knowledge based, used to introduce new concepts and information to supplement formal qualifications. For instance, Victoria’s Digital Jobs program used micro-credentials to help experienced workers transition into new careers in digital technology.

The QRDG recommends that the place of micro-credentials should be considered by the proposed new oversight group.

A system that integrates Application of Skills and Knowledge (ASK)

The introduction of new models of qualifications designed for preparing for multiple roles across an industry, or for economy-wide roles and vocational learning requires a new way of framing learning and assessment which extends the competency model used in Australia.

Early engagement with JSCs in exploratory projects indicates that there are educationally sound models for constructing qualifications in new ways.

Three options were considered:

1. Selecting from extant units of competency to create a new qualification
2. Creating new units of competency but with wider scope of competency
3. Creating new units based on a new philosophy of learning.

Options 1 and 2 were not feasible and impractical. In some instances, approximately 200 units⁵ would need to be removed or combined. This is a practical consequence of the unit based approach, where government policy settings have been to codify all functions across most of the economy. With teaching and learning attached to each unit a high degree of mutually exclusive learning or assessment has resulted, when in fact knowledge and skills are far more common.

Application of Skills and Knowledge - an enhanced learning approach for VET.

To streamline the VET qualifications system yet retain the enduring features of vocational education, an enhanced approach to specifying learning outcomes is required. One of the principles above is that application of skills and knowledge should be key considerations for designers. In part this would also be operationalised via new templates for qualifications (see Section 6 for further detail on implementation). Given the importance of the ASK concept to the reform, further information is provided below.

Improving knowledge outcomes from VET

A first order issue for good VET qualifications is to be far more explicit about the knowledge to be acquired through the learning experience. The current approach assumes knowledge has been acquired in the performance of assessment tasks with each unit having long lists of knowledge elements with very little context or

⁵ AUSMASA's demonstration project considered improved pathways into automotive and the potential to replace 9 narrow qualifications comprising approximately 200 unique units of competency (along with amendments to a further 6 certificate II automotive qualifications)

appreciation of level of understanding required, either for the level of the qualification or for the job role.

This assumes the RTO and VET professional will frame knowledge in a way that assists understanding that informs practice. However, as the quality of VET is assumed solely through performance, there is no assurance that knowledge and understanding has been an outcome of the learning. The quality system, on the other hand, checks for evidence of some learning against these poorly curated lists which in large part creates the ‘tick and flick’ approach endemic across the sector.

A new form of skill

Skill has been the cornerstone of VET for the past three decades. The sense that vocational education (in particular) prepares someone to perform functions critical for effective work has been the dominant philosophy for organising learning in the sector. In a world of standardised work practices and procedures, the approach has worked well.

Skill may have started as a description of craft-based activity aligned to intermediate job roles in society, but its reach has widened. Foundation skills and employability skills are just two examples of its expansion. But it goes to more.

The diffusion of information and communication technology from the 1980s into facets of production and the growth of service-based jobs in the economy have opened-up new skills required for work. Social and cognitive skills are seen as important attributes for workers to be effective and skills for lifelong learning are needed to give workers tools to adapt to change. Recent trends in digitisation, automation and the portent of AI will exacerbate this trend.

Jobs and Skills Australia (JSA) has taken advantage of new information and data on job requirements to analyse the skills in the Australian labour market as expressed by employers. The National Skills Taxonomy, as the next stage of development of the Australian Skills Classification, is planned to describe activity in the economy and the attributes required of individuals to be effective in work.

The Australian Skills Classification, developed by JSAs predecessor as a pilot only, revealed two trends:

- there are many common skills across occupations and certainly far fewer than the number of codified competencies within VET – indicating that many skills could be seen as transferable, and
- two forms of skill were identified – specialised tasks as a representation of function in the economy and core competencies as personal attributes.

While work is still underway on defining and codifying skill, the QRDG is of the view that if used appropriately it can be the key to organising VET qualifications. It will be the springboard for identifying commonalities of skills which apply across the economy and society.

The QRDG recommends that this work needs to be accelerated and becomes the next phase of development of the new VET qualifications system. Qualifications built on this basis will have increased relevance to employers and highlight to students the transferable skills which will aid in their movement into and through a career as a foundation for productivity and the basis for fair wages growth.

Critical for Inclusion

Use of a wider meaning of skill in VET qualifications has major implications for inclusion. Learning profiles operating in some school systems in Australia recognise non-formal activities and attributes as valid learning. In the same way, non-formal learning and work experience and innate capacities can be better recognised into formal education and training, particularly through recognition of prior learning. This helps recognise the potential of individuals for work, regardless of educational background.

A focus on application

Consistent feedback to the QRDG has highlighted the extent of delivery and assessment requirements across qualifications. Based on their lived experience, QRDG members concluded that this was triggered in response to quality concerns in delivery, noting well-known episodes of exploitation of students.

However, another contributing factor is the unchallenged expectation that VET is responsible for preparing students for an individual job. This is not feasible, nor an ingredient for a healthy adaptive vocational education and training system.

At the same time, employers and students need confidence that their knowledge and skills can be applied – in a range of contexts.

New qualifications built on the ASK model can strengthen the adaptability of graduates to different work practices. The combination of knowledge with understanding and well-honed skills through learning create the basis for an effective worker.

Designing qualifications with expectations for Application of Knowledge and Skill retains the core spirit of VET.

Application, as proposed, is a curated approach within a qualification that can rationalise assessments to make way for well-structured teaching and learning. As it is an assessment of the capacity to apply knowledge and skills, it can take place for one setting and context, which at the same time provides assurance of a person to enter a work role with core knowledge and skills and the ability to adapt to the work context.

Given the centrality of unit of competency to the organising of VET qualifications and flow on to funding, monitoring and accountability, QRDG recommends Unit of Competency be retained as a means of organising units of learning, covering the traditional form of competency definition and the new ASK approach. The different educational philosophies entailed in the units – performance of job roles or broader learning outcomes would be clear within the unit and qualification design.

The Application of Skills and Knowledge model aligns with the AQF

The use of Application of Skills and Knowledge within qualifications is not new: it reflects the domains of qualifications expected within the current Australian Qualifications Framework (AQF). The AQF requires all Australian qualifications to embody knowledge, skill, and the application of knowledge and skills at the standard expressed at each qualification level and type.

Box 1: Application of Skills and Knowledge

Knowledge refers to the field-specific information and concepts that inform action. The AQF defines knowledge as “the cognitive understanding that underpins professional and technical abilities, allowing individuals to engage in complex problem-solving and decision-making.”

Skills encompass the abilities required to act, acquired through deliberate, systematic, and sustained effort. As noted by the AQF Review Panel, “skills are the practical expressions of knowledge and are essential for operational competency in any profession.”

Application of knowledge and skill involves acting within the context of learning and assessment. The AQF describe the application of skills and knowledge “as how a graduate applies their knowledge and skills in context and in terms of autonomy, responsibility, and accountability”.

The next stage of work in design and development

The proposal to develop qualifications within the model of Application of Skills and Knowledge, holds great promise for lifting the value and integrity of VET qualifications but further design work is clearly needed.

Development of the skills taxonomy will need time to work through but should be tracked as a key input to new qualifications. In the meantime, the pilot projects of JSCs associated with qualification reform, can refine and test skills definitions.

The role of capability

Developments in education and training within Australia and globally are emphasising the need to develop capabilities within learners to help them navigate the complexities of work and to position themselves for career growth.

Definitions of capabilities vary, and those outlined below are a representative view. The question for VET is whether they need direct specification within qualifications, are developed through good teaching and learning, or both. Qualifications built upon Application of Knowledge and Skills plus the qualifications-first perspective, supported by good teaching and learning design will develop these capabilities without the need for specification.

- **Cognitive Capability:** Analysing and solving unforeseen problems and thinking critically about issues. The OECD notes that “cognitive skills, particularly problem-solving and critical thinking, are increasingly essential in the modern workplace, where automation is reshaping job roles⁶”.
- **Interpersonal Capability:** Engaging productively with customers, stakeholders, and colleagues. Deloitte’s report on soft skills emphasises that “interpersonal capabilities, including communication and teamwork, are vital for business success and are increasingly demanded by employers.”⁷
- **Intrapersonal Capability:** Managing emotions, learning from experiences, and demonstrating resilience. The NCVER highlights that “resilience and adaptability are key attributes for VET graduates, ⁸particularly as they navigate the uncertainties of the modern job market.”
- **Psychomotor Capability:** Performing physical tasks with dexterity and precision. In traditional trades, these skills remain central, as noted in NCVER’s *Apprentices and Trainees* report, which states that “proficiency in psychomotor skills continues to be a core requirement for trade qualifications.”⁹

⁶ OECD, 2019, *Fostering Students’ Creativity and Critical Thinking: What it means in School*

⁷ Deloitte Access Economics, 2017, *Soft Skills for Business Success*

⁸ NCVER, 2022, *Resilience and Adaptability: Attributes of VET Graduates in an Uncertain Job Market*

⁹ NCVER, 2022, *Apprentices and Trainees Report: Proficiency in Psychomotor Skills*

Box 2: Application of Skills and Knowledge: potential example with nursing

	Cognitive	Psychomotor	Interpersonal	Intrapersonal
Application	Recommend a medication review for patients receiving medication where there is no improvement	Choose and apply the correct transfer technique for patients in a variety of settings	Communicate appropriately and support patients and families/carers	Successfully cope with adverse events
Skill	Assess whether a patient's medication is working effectively	Be able to safely move a person or help them move in a certain circumstance	Use certain types of language and demeanour to build trust with a patient or in a simulation	Able to articulate an individual's own stress triggers and practice how to keep calm or make good decisions when incidents occur
Knowledge	Understand the basics of drug types, their use given different ailments, and their impact on the body	Know how to physically move a person in a variety of situations without harming them	Explores evidence-based practice on what techniques assist in building trust and rapport	Understands the principles of emotional intelligence

While the example focuses on nursing, many roles in today's economy require workers who are capable of performing specific tasks and also able to act more broadly to support the mission of the organisation and adapting to changing circumstances.

Recommendation:

That the Skills and Workforce Ministerial Council:

6. **Agree** to enable a model for qualifications based on Application, Skills and Knowledge (ASK), ensuring that each qualification descriptor and unit:
 - a. Clearly defines the knowledge learners need to acquire to understand the theoretical and conceptual foundations of their field.
 - b. Specifies the skills required for effective performance within the field of coverage of the qualification or unit, noting skills in new qualifications are broader than technical skills often assumed for VET.
 - c. Assures that both knowledge and skills can be applied in a range of contexts, including workplace scenarios, enabling learners to adapt to changing roles, technologies, and industries.

Foundation skills and qualification levels

VET is an important delivery mechanism for foundation skills, however there is a range of issues impacting the ability to provide outcomes for learners. Foundation skills are atomised at the unit of competency level and described inconsistently across Training Packages, including in the use of foundation skills frameworks. The QRDG also heard through consultations that foundation skills in units of competency can also drive additional assessment burden on RTOs to develop evidence to satisfy audit requirements. The effectiveness of specific foundation skills training products within training packages is not clear, and a range of other foundation skills products – including accredited courses and non-accredited or community education models, are used to service foundation skills programs.

The integration of foundation skills (such as literacy, numeracy, digital literacy, and employability skills) across all qualification levels is essential for preparing graduates for a changing workforce. These foundational competencies should be embedded throughout the qualification design, ensuring they are taught as part of the broader learning experience, rather than as standalone components.

Embedding foundation skills will help learners progressively develop the adaptability and problem-solving abilities necessary for long-term success in the workplace. This holistic integration also supports the development of lifelong learning habits, helping learners build on these skills as they progress through different qualification levels. It is important to note that a shift to holistic integration of foundation skills will require an equivalent shift in regulatory practice considering how foundation skills have been regulated in the past.

Recommendations:

That the Skills and Workforce Ministerial Council:

7. **Agree** that governments identify a single foundation skills framework for training product developers to use when developing qualifications, to ensure consistency in language and terminology and to support transferability.
 - a. As part of continuous improvement of RTOs, the sector support RTOs with tools, resources and support to enable assessment of student achievement against the agreed standard.
8. **Agree** that foundation skills are critical enablers and should no longer be embedded in disaggregated form as minimal standards within units as this does not align with the best approach to building these skills. In its place:
 - a. RTOs, in designing courses, are to embed development of these skills as part of the teaching and assessment process at the level appropriate to the course, noting that RTO Standards dictate that RTOs should not enrol students who do not have the capacity to attain the knowledge and skills expected of the qualification and are directed to more appropriate learning
 - b. Assessment of foundation skills is implicit through the holistic integration and delivery of the qualification, and does not drive additional assessment burden.
9. **Agree** that further work should be undertaken to examine the role and utility of current training products focused specifically on foundation skills, including those nationally endorsed in the Foundation Skills Training Package and Accredited Course products, and determine a way forward to more fit-for-purpose foundation skills products.

Assessment requirements

The unitised approach to qualification development has resulted in assessment becoming prescriptive and duplicative. In too many cases similar or identical assessments are applied across units. In others, the exact number of specific actions or performances is specified and the environment of assessment specified.

This may be justifiable in some circumstances, but in others it can create a rigid and burdensome system that does not allow education providers to innovate, use more effective assessment methods, or tailor to the relevant employer and learner context. The high degree of specification is at the heart of the high rate of qualification turn-over as it is these elements of endorsed units which are most subject to change.

Assessments within the new qualifications system will need to focus on testing the key learning that is intended from the qualification and unit outcomes. Qualification developers should consider the fundamental intent of the assessment in terms of the underpinning knowledge or conceptual understanding, skills, and application.

Qualification developers will need to think broadly about the structure of assessment across a qualification. This could give rise to qualification-level assessments to validate that overall qualification outcomes have been achieved.

Where application is being tested, then clearly the assessment needs to focus on knowledge and skills being applied in a real-world or simulated context, noting that to validate application will often require that the learner bring together a variety of knowledge and skills.

A key direction of this reform is that qualification developers will work closely, and often co-design, with education experts and providers. Assessment is no exception and qualification developers should leverage relevant educational expertise to test the feasibility and cost of assessments in practice.

Curriculum design

Qualifications which align with vocational learning approaches such as literacy and numeracy and education and training for cross-economy vocational roles are more likely to be formed through curriculum approaches.

The VET sector does not have a strong history of centralised curriculum development in its traditional form. Further examination and development work is required to test curriculum frameworks, as standards to facilitate flexible yet quality assured delivery by an RTO.

The QRDG acknowledges the interest from stakeholders in framework or model curriculum and consider it appropriate that this information be considered as additional implementation guidance, rather than an additional mandatory requirement within VET qualifications.

Recommendations:

That the Skills and Workforce Ministerial Council:

10. **Agree** that, to enable high quality learning, reduce prescription and unlock greater transferability of skills and knowledge, Jobs and Skills Councils, as VET qualification developers should construct assessments within units that:
 - a. are consistent with the primary purpose of the qualification
 - b. are consistent with the Qualification Development Quality Principles
 - c. contain the minimum level of detail required to achieve the intent of the training product
 - d. are non-duplicative across units within a qualification,
 - e. equip learners with both job specific and broader skills, such as critical thinking, interpersonal and self-management skills, and
 - f. take account of the burden of assessment in a qualification or unit.

Where a prescriptive approach to assessment is undertaken (e.g. specifying mode of assessment) then the qualification developer should justify it, providing evidence and rationale.

11. **Agree** that qualification developers will, where appropriate, co-design with educational experts, implementation guidance, such as model curricula to help improve consistency of high-quality qualification delivery while allowing for continuous improvement based on industry feedback.

In summary

Reforming Australia's system of VET qualifications presents a significant opportunity to create a more flexible, adaptable, and learner-centred VET system. By shifting towards learner outcomes, streamlining qualifications and units, and integrating the ASK framework, the reformed system will ensure that learners are well-prepared for the demands of the modern workforce.

The inclusion of micro-credentials, skill sets, and tickets to work ensures that learners have access to flexible, short-term education options while the new qualification design rules guarantee a more efficient, relevant, and future-proof system.

A high-level comparison of the current system of VET qualifications to a reformed system is provided at Table 4.

Table 4: Comparison of VET qualifications models from current to future state

Element	Current system – check box and compliance	New model – requires thought and analysis of teachers and accreditation
Capabilities of learners	Focus is more on physical (psychomotor) and cognitive. Less focus overall on interpersonal (such as communications and teamwork) and intrapersonal (e.g. resilience)	Build well rounded capability so the learner can be productive and innovative
Ability to apply knowledge and skills in a work context	Focus is more specific functions and tasks (linear)	Learners are better able to bring together the different elements in an integrated way in the job role(s)
Learner journey / quality of learning	Focus is on units and bite-sized learning	Focus is more on the whole qualification and the learning journey for the student that motivates engagement and completion
Cost of the system	Excessive qualification building and updating costs and use of ever-more specific training to solve issues	Less updating due to broader knowledge and skills specification to guide teaching and learning, with assessment focused on assurance of application of knowledge and skills in set contexts. A responsive system that allows education providers to work with industry and innovate within a broader framework.
Learner choice	Voluminous number of qualifications with narrower pathways, and risk of making a poor choice	Fewer qualifications with more options for the learner as they progress
Movement of learners across qualifications (credit) and additional supply for employers	Learners can get stuck and/or must take long 'double-back' approaches to learning even if they move to an affiliated area within a domain Learners may only know specifics of a certain occupation	Learners will be able to pick up the particular top-up skills that are needed, having already built a strong base. Learners would have more general capabilities to adapt and grow into new roles. Employers would need to recognise that graduate has broader knowledge and understanding and core relevant skills, but they carry responsibility for orienting the graduate into their work approaches

4. Key enablers for success

Key Points

- **Quality and Assurance:** The new RTO standards due to be in force from July 2025 focus on outcomes-based assurance and continuous improvement. Qualification design needs to follow in a similar way, focused on outcomes and local application.
- **Adapting Funding:** the QRDG recognises that funding and accountability models within the sector may need to change to accommodate new approaches to qualifications. Early engagement across VET to start any changes to purchasing and accountability is recommended.
- **Data and Insights:** Leveraging data on workforce trends and job outcomes will be key to design of relevant, adaptable qualifications. Use of a wide range of data by Jobs and Skills Councils will help identify qualification purposes and design.
- **Collaborative Approach:** Cross-industry collaboration in qualification design will ensure consistent and transferable skills, and qualifications for cross-economy outcomes.
- **Skills Taxonomy:** The proposed national skills taxonomy holds the potential as a dynamic reference point for skills identification and description and enhance transferability. The ongoing development of the taxonomy should be a priority to help inform the development of new qualifications.

Quality and assurance

New approaches to qualifications will have consequential impact on quality oversight of VET.

The VET quality oversight regime, driven primarily through the RTOs Standards, imports all of the endorsed elements of qualifications into regulation and audit assurance. RTOs can be audited against their delivery of specific knowledge, assessment and other endorsed elements outlined in a unit of competency.

This has too big an impact on the approach taken by providers. Concern about being found non-compliant means that many RTOs will align their teaching approach quite closely with the exact specification of a unit - the more prescriptive, the more detailed and focused is the approach taken by the RTO.

Apart from coordination and administration costs on RTOs, it can strongly affect the educational delivery approach they adopt. Rather than considering a more innovative curriculum that could pick up multiple potential performance elements and be a better (more effective) learning journey for the student, it can be safer to teach and assess directly a specific aspect (e.g. of knowledge evidence using a specific quiz).

Complying with the exact specification in the unit of competency becomes the aim, rather than building learning.

In some qualifications and units, assurance of the ability of a student to perform competently taking account of safety and working upon expensive equipment for example is paramount. The purpose-based approach to qualification design allows for these circumstances to remain being addressed within qualifications, however, for other circumstances more facilitative and open approach to assessment should be encouraged.

The ASK approach available to developers encourages this more nuanced approach to assessment, and one that creates scope for RTOs to meet local circumstances.

The specification within endorsed elements of qualifications extends to facilities and equipment. This creates complexity and the regular turn-over of units and qualifications. These forms of requirements on delivery are still critical to effective vocational learning but should be separated from the formal elements of qualification as it clouds the teaching and learning guidance to RTOs.

When VET qualification developers specify requirements to deliver VET qualifications, these requirements must be more clearly identified through an RTO scope document within the Implementation Guidance, rather than included as equipment lists, tools, materials, products, or techniques within Assessment Requirements of Units of Competency:

This RTO scope information should contain information about facilities, equipment, and information on the requirements for satisfying clause 1.8 of the revised Standards for Registered Training Organisations.

This should include requirements at a qualification level, and also identify those units of competency with specific requirements to satisfy regulatory or workplace safety requirements warranting addition detail (for example linked to high-risk licensing with additional mandated assessor and assessment instrument requirements).

Failure to remove over-prescription within VET qualifications risks compliance overpowering quality teaching and learning and negating the intent of quality reforms in the sector through the new RTO Standards.

Recommendations:

That the Skills and Workforce Ministerial Council:

12. **Agree** to enhance clarity on RTO delivery requirements, ensuring they are explicitly outlined in RTO scope documents contained in Implementation Guidance, rather than within the assessment conditions of individual units. This will help streamline the regulatory process and reduce ambiguity for training providers.

Data and Insights

The role of data in shaping decisions on qualification purposes and then monitoring their effectiveness cannot be understated. Developments in linking data and many data products in the field offer key insights to guide qualification development.

Jobs and Skills Councils (JSCs) are already integrating data with industry insights in planning qualification renewal. Their strategic workforce planning, accompanied with a nuanced understanding of the skills and knowledge essential for emerging job roles, creates a new base for moving to purpose-driven qualifications. The partnerships between JSCs and Jobs and Skills Australia enriches this process and can support collaboration across JSCs in mapping similarity of skills across occupations.

This data-driven approach supports the development of demand profiles for qualifications, setting minimum demand thresholds that signal the need for new qualification development. Through these steps, the qualification design process will better reflect industry needs and commonalities in skills, with VET contributing to a more agile workforce.

Funding

Funding mechanisms will also need to adapt to support the new qualification models, recognising that governments, employers, and individuals all play a critical role as purchasers of VET outputs.

The QRDG acknowledges the extent of disruption to funding arrangements, systems, accountabilities and reporting. The recommended advisory group should start considering implications of changes to qualifications, noting that there is sufficient lead-time before major adjustments in these areas are required.

A key consideration in whether a qualification should be developed is the prospect of its delivery. Better signals of demand for delivery need to be developed. Analysis of current activity is a good starting point and funding bodies, principally states and territories, can play a key role in giving guidance on likelihood of delivery. Support is needed to enable JSCs to provide advice on delivery prospects and therefore the need for the qualification to be developed.

Skills Taxonomy

A well-defined skills taxonomy can support the development of qualifications, particularly in identifying transferable and common skills. An agreed national taxonomy would also enable greater consistency in how skills are described and recognised across industries.

New qualifications can pick up the agreed skills and develop knowledge and assessment guidance to support delivery and assessment.

Strong alignment needs to be made between the recommendations from this report and the work underway by Jobs and Skills Australia on a National Skills Taxonomy. The taxonomy should focus on core skills, adaptable across multiple roles and industries, ensuring learners develop capabilities that are not limited to specific job tasks but are useful in a variety of professional contexts.

5. Building Capability and Capacity Across the VET System

Key Points

- **Stakeholder Engagement by JSCs:** Jobs and Skills Councils (JSCs) need to engage extensively with educators, students, and other stakeholders to shape inclusive, future-focused qualifications. This will require professional development to accommodate diverse perspectives and adapt to new qualification models.
- **Adaptation to New Qualification Models:** VET teachers need to transition from task-specific teaching to delivering qualifications aligned with broader, industry-wide skills. This shift will involve updating course content and teaching methods to prepare students for multiple roles and industries.
- **Strengthening JSC and Developer Workforce:** Expanding and upskilling the qualification developer workforce within JSCs is essential for creating adaptive qualifications. Professional development in flexible design will align qualifications to purpose and principles, as part of improving the stock of VET qualifications.
- **Role of Oversight group:** The oversight group will support capacity building by promoting best practices, building networks, and fostering collaboration within the VET sector, ensuring alignment with reform objectives.
- **Enhancing RTO Workforce Capability:** The capacity of RTOs to deliver new qualification models is likely to involve new professional development and may need renewal of VET workforce qualifications.

Achieving meaningful reform will require strengthening the overall capability and capacity of the VET system. This includes supporting the JSCs in their critical role of shaping qualifications and ensuring that the broader workforce—including the education workforce—has the skills and resources to deliver on reform ambitions.

The contracted expectations on JSCs, as qualification developers, require extensive engagement across all stakeholders of the system in reviewing and developing qualifications, including taking on broad educator and student views. The capacity to accommodate those views and to build inclusive units, especially in new qualification models, will need new guidance and professional development across the sector.

While many VET teachers already engage in excellent practices around flexible learning and adaptability, the reform introduces new qualification structures, an emphasis on broader knowledge, skills, and use of the Application of Skill and Knowledge principles. This creates a new authorising environment for teaching,

learning and course development which will require a structured education and change program.

Strengthening the Jobs and Skills Councils (JSCs) and Developer Workforce

The JSCs are instrumental in understanding the knowledge and skills needs of the industries they work with. New models of qualifications represent a new way for developing qualifications based on new expectations on formulating knowledge and skills that supports quality applied learning.

JSCs, although still in their establishment phase, have been open and enthusiastic in exploring new models for qualifications. At the same time, the extent of new approaches and the need for cross-collaboration dictates that well developed professional development will be required for the qualification development workforce.

A targeted professional development program is required. Apart from the technical aspects of new forms of qualifications, guidance and support for how developers work with educators and each other for cross-industry units and qualifications is pivotal to support the outcomes expected from qualification reform.

The proposed oversight group should consider the scope and process of this capability building, especially working with JSCs and others to assess the need, methods and promoting these new approaches. The extent current systems of professional development, such as communities of practice or the proposed National TAFE Network (as outlined in the National Skills Agreement), can be enhanced should also factor into planning.

Emphasis on Knowledge and Adaptability

The shift towards ASK principles for qualification development and delivery highlights the need for all VET teachers to integrate knowledge-based learning alongside the practical skills expected from VET. Teachers who already emphasise digital literacy and employability skills will find this transition familiar, but the broader application of these skills will require rethinking curriculum design to ensure it meets the new standards. Adapting materials and teaching methods to reflect these broader capabilities will be essential for all educators.

Building the Registered Training Organisation (RTO) Workforce

The capability of the Registered Training Organisation (RTO) workforce is equally critical to the success of new qualifications.

According to the VET Workforce Blueprint the VET sector faces challenges in ensuring its workforce is adequately skilled to meet the demands of a changing vocational education and training environment. The blueprint highlights the sector is dealing with an ageing workforce, making it imperative to attract new talent and invest in upskilling existing staff.

New approaches to qualifications, especially those delivering broader industry outcomes, or cross sectoral skills and innovation vocational learning models, provide avenues for new ways of responding to teacher shortages. Cross-cutting capabilities, such as supporting digital skills, building course design flexibility and new approaches to delivery, can be accommodated when over-prescription is removed.

A comprehensive workforce development strategy will be required at some point. This can be focused at a state and territory level, or through existing communities of practice, but will require strong input and guidance once new models of qualifications are closer to settling.

6. A structured program of change is needed

Key Points

- **Government as stewards and priority setters:** Australian and state and territory governments are stewards of the VET system and the qualifications reform.
- **Priorities for implementation:** The National Skills Agreement outlines the direction agreed by governments and should inform qualification reforms. Certificate IIs should be considered as early candidates for reform.
- **Clear Tripartite Governance:** JSCs are well placed to make qualification design recommendations, and a tripartite oversight group comprising employers, unions, and government is essential to guide and monitor reform.
- **Monitoring and Adjustment:** Regular reporting on reform progress, demonstration projects, and the effectiveness of new qualification models will inform adjustments and ensure the reform objectives are being met.
- **Performance Indicators:** Key indicators, such as graduate career success, enrolment trends, and VET's reputation, are recommended for tracking the reform's impact.
- **Engagement and Communication:** A strategic communications plan will need to be developed to raise awareness, engage stakeholders, and clarify reform benefits. Clear communication with the public, industries, and educators will support sector-wide behaviour change.
- **Long-term, Phased Implementation:** Reforming VET qualifications will be gradual, with an initial phase (2025-2026) focused on introducing new qualification models, establishing oversight, and setting priorities. Phase two (2026+) will expand reform implementation and reduce frequent updates by stabilising qualifications.

The changes proposed to Australia's system of VET qualifications will require a long-term approach to changing qualifications. The proposed reforms offer significant opportunities – but will need careful governance and implementation, with reform moving at different speeds for different industries.

Successful reform will require alignment on priorities across the system, and a shared national endeavour from governments, JSCs and RTOs.

It has taken three decades to get to where we are today – and reform will not happen overnight. The current process for qualification development takes between 6-18 months, depending on the complexity of the change to the qualification. This is important context when considering how quickly reform activities will translate to students graduating from improved qualifications.

Clear tripartite governance is critical for success

Governments as stewards of the system

Australian, state and territory government steward the VET system overall and will continue to play an active role to ensure the change rolls through the qualifications system – particularly to communicate their expectations of new qualifications and ensure appropriate oversight by the Skills and Workforce Ministerial Council of reform.

This includes clearly setting out respective priorities to inform training product development plans of JSCs and ensuring these priorities have been appropriately considered by Jobs and Skills Councils in developing their respective training product development plans.

In addition, governments will need to work together and individually to align their policy and purchasing levers to support new qualification models. This includes the purchasing of training product development activity by the Australian Government, funding and accountability for the delivering of training by states and territories, changing the measures of VET activity and other key government initiatives – such as apprenticeship or traineeship employer incentives (see chapter 4).

Priorities for implementation

The qualification reform fits within the context of the National Skills Agreement and could potentially be a significant contributor to the Agreement's aims. Therefore, in constructing qualifications, JSCs should consider the aims outlined in the National Skills Agreement (see chapter 1).

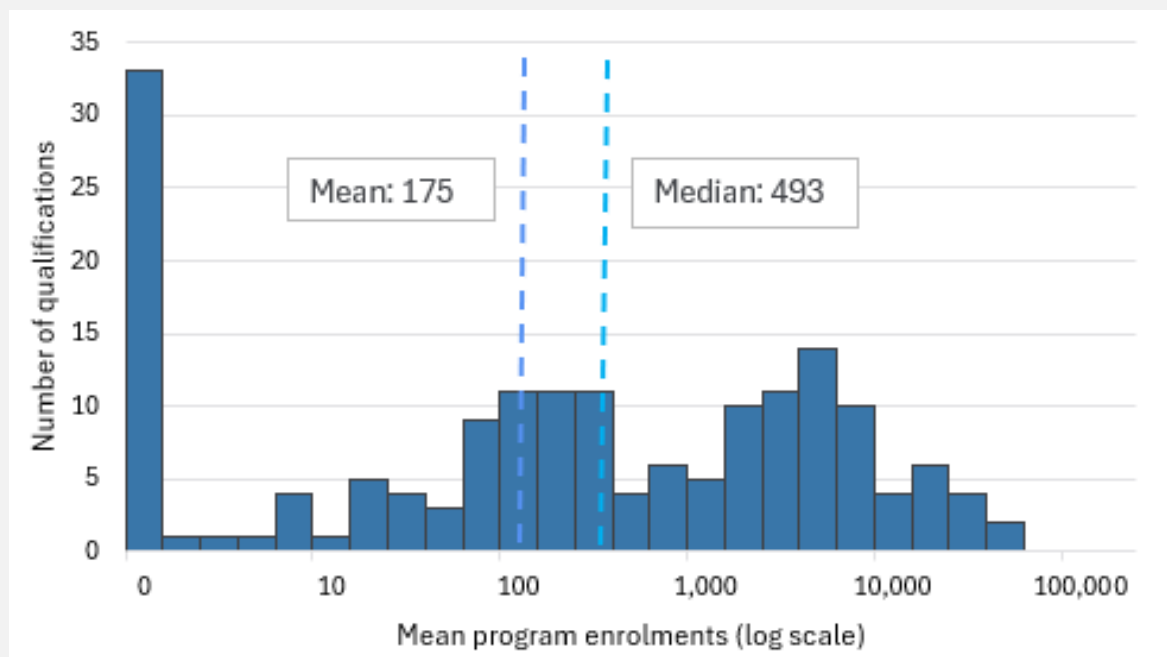
There are also significant opportunities to improve pathway qualifications – particularly Certificate II level qualifications, in order to deliver broader capabilities that offer more pathways for individuals and that support increased skills for firms (refer Box 3).

Box 3: Opportunities to improve Certificate II qualifications

The current system contains 171 Certificate IIs, with many not used and with highly similar content.

Although Certificate IIs had on average 493 enrolments in 2023, half of all Certificate II qualifications had less than 175 enrolments each (Figure 5). The top ten most popular Certificate IIs account for more than half of all enrolments at this level; while one in five have no enrolments and the bottom half of Certificate IIs account for less than one percent of enrolments.

Figure 5: Distribution of 2023 program enrolments in current qualifications at Certificate II level



Source: DEWR internal analysis of *Total VET students and courses 2023*, NCVET, Adelaide

About two-thirds of enrolments in Certificate IIs are people aged 15 to 19, with the vast majority of these being school students.

Many of the Certificate IIs in the current VET system are in similar areas. Seven training packages contain 5 or more Certificate IIs. Collectively, these 7 training packages contain 76 of the 171 Certificate IIs (44%). Among the seven training packages with at least 5 Certificate IIs, 76 per cent of qualifications share at least half the units with at least one other Certificate II in the same training package.

At the most extreme, some Certificate IIs are subsets of longer Certificate IIs in the same training package – every unit can also be completed as part of the other course.

Table 5: Top 10 Certificate IIs by percent of common units

Qualification A	Qualification B	% of A's units in B
Certificate II in Rural Operations	Certificate II in Shearing	100%
Certificate II in Sports Turf Management	Certificate II in Landscaping	100%
Certificate II in Visual Arts	Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts	98%
Certificate II in Electrotechnology (Career Start)	Certificate II in Sustainable Energy (Career Start)	92%
Certificate II in Data and Voice Communications	Certificate II in Antennae Equipment	89%
Certificate II in Security Assembly and Set-up	Certificate II in Electronics	89%
Certificate II in Computer Assembly and Repair	Certificate II in Electronics	88%
Certificate II in Electronic Assembly	Certificate II in Electronics	88%
Certificate II in Automotive Air Conditioning Technology	Certificate II in Automotive Electrical Technology	87%
Certificate II in Data and Voice Communications	Certificate II in Electronic Assembly	84%

Source: Victorian Skills Authority internal analysis for the QRDG

As part of the JSCs' categorisation activity (**Appendix E**), JSCs considered 92 Certificate II level qualifications, with roughly 42% of these offering opportunities for improvement and reform - although these reform opportunities are still subject to further consultation.

Given all these factors, many Certificate IIs present good potential for reform to offer a broader pathway into an industry (noting some JSCs have already commenced this process).

JSCs as facilitators of qualification reform

JSCs have a key role in facilitating and guiding industry and the VET sector to new models of VET qualifications, particularly given their established role in national industry advisory arrangements and the management of national industry qualifications as part of their contracted functions.

The QRDG acknowledges the key role JSCs play in representing the workforce needs of their industry but this needs to be reconciled with the broader purposes of VET and the critical need to streamline the qualification system as outlined in this report.

JSCs need to work together to support the new qualifications system for VET. Each JSC needs to represent the skills needs of the industries they represent but work on qualifications for the common good. This need for system-level perspectives was a

key driver in the move away from 67 individual Industry Reference Committees to the establishment of 10 Jobs and Skills Councils.

A one-size fits all reform is not appropriate, but each JSC should be clear about their plans to contribute to improving the qualifications system.

The QRDG recommends that the regular priority setting and work planning with the Australian Government Department of Employment and Workplace Relations (DEWR) as the contract manager now include regular articulation of JSC qualification reform strategies (see below). These would also be informed by an oversight group proposed as next steps and together work to overall coherence and impact.

JSCs should continue their work on demonstration projects where they show potential for improved learning

JSC demonstration projects have laid a solid foundation for reform by exploring alternative approaches to VET qualification design. Several of these projects are still in train and are testing new models that aim to tackle current problems; for example, where a task-focused qualification and unit structure is not suitable, and an alternative design could be used to build a broader range of skills and knowledge that would better suit industry needs (refer Skills Insight demonstration project).

Early findings have been positive, suggesting that these new approaches can enhance learning outcomes and improve alignment with industry needs.

Entry level pathways in rural operations – a demonstration project by Skills Insight

Skills Insight has designed a flexible and buildable qualification framework that supports entry level pathways that enhance sector knowledge and open broader career and learning options across multiple sectors, including rural operations.

The current qualifications framework remains largely tied to specific job roles and outcomes, limiting recognition of transferable skills and restricting learner mobility. This rigidity poses challenges in diverse and dynamic work environments, particularly in rural, regional, and remote areas where workers often take on varied responsibilities due to seasonal impacts and fluctuating job availability.

In response, Skills Insight identified the need for more flexible qualification outcomes that empower learners to apply their skills and knowledge across multiple tasks, contexts, and workplaces.



The project aimed to design a new approach to structuring qualifications that supports learner pathways, maximises cross-industry skill application, and enhances the visibility, transferability, and buildability of skills.

This design equips graduates with foundational employment skills and necessary technical expertise, enabling them to build and adapt their capabilities for entry-level roles in the agriculture, horticulture, and conservation and ecosystem management (AHC) industries, and beyond.

Central to this approach is a shift away from focused, task-based learning, towards a model that reduces duplication of learning and prioritises the application of common, transferable skills across multiple diverse contexts. By fostering adaptability, the design aims to better meet the needs of both individuals and industries in an ever-changing workforce landscape.

The project also explored how changes to the qualification and unit of competency architecture can support this concept through a holistic, system-wide approach. Ongoing testing and evaluation will be critical to assessing the model's applicability and scalability within and across other JSCs and their industries.

Work will continue to deepen the sector's understanding of beneficial alternative designs and to foster their widespread adoption. Continued effort on demonstration projects, alongside piloting and evaluating these models, will be crucial for building confidence in their effectiveness. As reforms progress, it will be important to provide clear evidence of how these new qualification models can deliver both better learner outcomes and increased industry relevance.

Oversight of the change process – connecting the work

A tightly targeted oversight group to guide the work

The current system of qualifications development is focused along industry and sectoral lines and there are transaction costs and barriers to sharing innovations and learning. No single JSC currently has a role to look over the range of innovations and approaches that have been or might be tested as part of the reform implementation.

A tightly targeted oversight group will be required to guide next steps, facilitate collaboration across JSCs and states and territories and to finalise the details of the VET Qualifications System.

The Australian Government, through DEWR as the manager of the national industry arrangements, will need to assign resources for this work. QRDG members are available to provide guidance, as required.

The key role of the proposed oversight group would be to advance new qualifications in new models in a way that is coherent across JSCs. It should be set up to support, yet challenge, JSCs. It would provide support in terms of hosting discussions, drawing together and sharing insights, connecting back to DEWR and to the Skills and Workforce Ministerial Council. It would provide challenge in terms of ways to advance reform (e.g. drawn from across the JSC network) and data that may provide insight on rigorous design or performance.

The oversight group should have access to expertise in vocational education design, system design and change management, data and analytics, and facilitation, or be able to draw in this expertise as required.

While the decision on the mechanism for this oversight group is a matter for Skills Ministers, the QRDG recommends it should have a connection to existing tripartite structures and committees. The recommended option is for representatives from senior officials join with representatives from DEWR's skills-related industry advisory

committee¹⁰ to form a working group with Jobs and Skills Australia and draw in educator expertise to guide the next stage of work.

Other options which could be considered include establishing a new body, or potentially a new group within Jobs and Skills Australia's Ministerial Advisory Board and sub-committee structures.

The group should be charged with advancing reform through its initial stages and would need appropriate resourcing. It is expected this group would operate from early 2025 through to the end of 2026, when further advice to Skills Ministers on any subsequent changes to qualifications could also include advice on enduring governance approaches.

Measuring progress of reforms

In June 2023 when Skills Ministers committed to qualifications reform, they stated that the aim is to have a VET qualifications system which:

- is high-performing, easy to navigate, and meets the needs of employers and learners now and into the future
- supports innovation and excellence in training delivery and assessment
- supports safety and quality in training outcomes
- delivers an adaptable skilled workforce resilient to structural changes. and
- supports more employers to use nationally recognised training.

These high-level indicators are useful to understand and measure the health of the VET qualifications system and to report on the implementation of reforms.

The implementation plan includes the development of key performance indicators of the progress of qualification reform and in the longer term, in conjunction with JSA and NCVER, economic measures of the effectiveness of the Qualifications system.

The suggested indicators are linked to key aims of the reform.

- **Enhancing graduates' career and education pathways**, including job success, career progression, adaptability to change, and rates of further education completion.
- **Tracking enrolments and popularity of new qualifications** as an immediate measure of success.

¹⁰ The Australian Government Department of Employment and Workplace Relations utilises a Strategic Industry Advisory Committee to provide advice on the implementation of reform to industry engagement arrangements.

- **Building the reputation of VET** to prevent it from being viewed solely as a second option, reducing mismatches and improving individual well-being and economic efficiency.

Communicating the benefits to support change

The reform calls for a range of behaviour change across the sector. Communications and engagement will be vital to raise awareness of the changes needed and support that change. In consultations throughout the report drafting process JSCs consistently raised the issue of communication about the reform, for example, with industries and education providers.

There are several objectives of communications that will aid reform implementation. These include (but are not limited to):

- Communicating to the general public in a transparent way about the agreed reform directions and how people could find out more
- Communicating to affected industries, education providers, regulators and other stakeholders about what the reform means for them
- Communicating throughout the reform about intent and progress as impediments and/or barriers come to light, as adaptations are made, and as successes are achieved.

For these communications to occur there needs to be clear roles for the relevant parties, and clear points of entry for those hoping to find out more about the reform.

Staged implementation to support early adoption and to make progress

The initial stages of reform should focus on adopting the differentiated purposes model and new Qualification Development Quality Principles. Implementation will be supported by additional guidance that will help to facilitate transition and with a communication strategy that will help to raise awareness about the implications and benefits of the reform.

Jobs and Skills Councils will need to identify qualification development activities as part of their annual planning requirements, which will be an important signal to the sector of the proposed changes and scheduling. During the early stages of reform, JSCs are encouraged to consider opportunities to integrate the Application of Skills and Knowledge principles into qualification development and showcase innovative qualification design projects that support improved education and training.

While it is expected that reform will move at different speeds for different industries, it will be critical to ensure ongoing coherence across Australia's system of qualifications. This also includes collaboration to identify and manage stakeholder

and system capacity pressures that may arising from their respective Jobs and Skills Council work schedules.

Work to progress qualification reform should progress across two broad phases, with further detail on the proposed implementation timeline at **Appendix H**.

Phase 1 (2025)

In phase 1, the set-up elements of the reform need to be put in place.

DEWR, working with agencies from states and territories, will help to increase awareness of benefits and opportunities. Key tools, including the training product organising framework and associated templates for qualification development – will be refined over the next six months and finalised for a 1 July 2024 commencement.

JSCs are empowered to make decisions about reforms to their qualifications, and these decisions will be encapsulated in their reform plans. JSCs, as part of their Annual Training Product Development Plan and update cycle, will need to identify which qualifications, skills sets and units of competency are to be developed, and which should incorporate the new approaches to qualification design. JSCs should consider the national skills agreement outcomes and certificate IIs in their construction of reform plans.

The work undertaken by JSCs through the development of their strategic workforce plans and the work undertaken during 2024 to review a range of their qualifications to identify opportunities for reform (**Appendix E**) provides a good basis for initial Training Product Development Plans. The innovative demonstration projects undertaken by Jobs and Skills Councils (**Appendix F**) also offer potential to be transitioned into nationally recognised qualifications under the proposed framework, subject to further development.

The overall schedule for reform (to be finalised in June 2025) will be a signal to the sector about the extent of changes proposed, and demonstrate the extent to which reform priorities are being implemented.

A new tripartite oversight group should be set up early in 2025 to guide reform and collaboration, and support Jobs and Skills Councils during this critical early period. This includes development of appropriate progress reporting to the Skills and Workforce Ministerial Council that will be necessary to provide confidence that reform is on-track.

A report on progress should be provided to Ministers in December 2025. The oversight group is expected to provide the key inputs to this report, drawing on educational expertise as well as JSA.

Phase 2 (2026+)

Following the initial establishment of approaches and building awareness and understanding of the reform opportunities, it is anticipated that these new approaches would then be rolled out as part of the regular update cycle of qualifications by Jobs and Skills Councils.

Over time, more of the system will be reformed, and the frequency of administrative updates to qualifications will reduce as products are more stable, with more flexibility at the RTO level to respond to changing needs of local industry and learners.

In addition, the initial period of establishment will provide an indication to Skills Ministers about the appropriate mechanisms that need to be put in place to ensure ongoing focus on improved qualifications that deliver better outcomes.

Recommendations:

That the Skills and Workforce Ministerial Council:

13. **Agree** to establish a tripartite oversight group consisting of representatives of government, employers, and unions with the aim to advance the reform. The oversight group will receive input from JSA and education experts. The functions of the group will be to:
 - a. Provide guidance and support to develop and adapt the national schedule for reform, taking account of sector-capacity to absorb change
 - b. Monitor and report on collective impact to the Skills and Workforce Ministerial Council (using indicators and other approaches) against the agreed objectives of the reform
 - c. Analyse reasons for progress and/or identify barriers, and generate potential solutions for consideration by DEWR, skills senior officials, and Skills and Workforce Ministers
 - d. Facilitate sharing of best practice, innovative qualification designs and cross-industry collaboration across the sector
 - e. Collaboratively evaluate demonstration projects to determine opportunities for systemic improvement and process or template changes
 - f. Work with Jobs and Skills Councils to continue to refine and evaluate their demonstration projects
 - g. Develop additional indicators of success using an action research methodology.
14. **Agree** that a strategic communications and engagement plan will be developed with the aim of raising awareness about and supporting change towards agreed reform directions.

15. **Agree** that the qualifications reform will take a phased approach to implementation that facilitates new approaches, builds stakeholder understanding and support, considers the capacity of the sector to prepare for and absorb change.

Phase 1: 2025

- Communications and engagement strategy and tripartite stewardship established in March
- Individual JSC reform plans submitted by May
- New TPOF and templates commencing 1 July
- First annual National Schedule for reform provided to Ministers, based on input from the JSCs and advice from the oversight group in July
- Report on reform progress to Ministers in December.

Phase 2: 2026+

- First new qualifications available for delivery 2026, especially qualifications for broader industry outcomes or vocational learning models
- Annual reform progress report to Ministers Dec 2026
- Units and qualifications no longer needed as a result of new qualifications will be marked as superseded and discontinued in the national register.

The qualification reform process represents a significant opportunity to reshape Australia's VET system for the future. By focusing on well-prepared, adaptable graduates and more coherent qualification design, the reforms will position VET as a critical driver of economic and social progress.

The opportunity presented through new forms of qualifications needs all agents and stakeholders of VET to come together to implement the changes. Engagement to date across the sector indicates a strong support for a purpose-driven approach, and the existing capability across the sector provides a strong platform upon which to develop an improved system of VET qualifications.

Appendix A: Terms of Reference and membership of the Qualification Reform Design Group

Vision Statement

Skills Ministers have committed to substantial reform of VET qualification that delivers a high-performing, easy to navigate VET qualification system, that meets the needs of employers and learners now and into the future; supports innovation and excellence in training delivery and assessment; delivers an adaptable skilled workforce; and supports more employers to use nationally recognised training.

Purpose and Scope

The purpose of the Qualification Reform Design Group is to make recommendations to the Skills and Workforce Ministerial Council on how to improve the relevance and transferability of VET credentials for groups of jobs/occupations and industries.

Specifically, the role of the Qualification Reform Design Group is to:

1. Provide technical advice to the Skills and Workforce Ministerial Council on:
 1. Grouping jobs and skills into vocational segments based on similar characteristics (e.g. licensing of levels of specialist technical skill required) and the strength of flows of VET graduates between qualification and jobs
 2. The different purpose of qualification and the application of Training Package Organising Framework ('TPOF') rules for each vocational segment
2. Providing strategic oversight of the application of these rules to the design of existing qualification and units of competency by Jobs and Skills Councils and providing strategic advice to the Skills and Workforce Ministerial Council on:
 1. Master plans to modify existing qualification and units of competency (e.g. to broaden qualification, combine unit of competency and/or remove unnecessary prescription in describing skills or training and assessment requirements)
 2. Enduring oversight or other confidence mechanisms to support Jobs and Skills Councils to apply new rules consistently
3. Provide guidance and support for Jobs and Skills Councils including through straw person guidance on:
 1. Vocational segments, including descriptions of the characteristic of each segment and reform expectations

2. Changes to TPOF rules on qualification packaging and unit of competency duplication, consolidation and prescription and how these rules should be applied within each vocational segment
3. Vocational clusters, including core occupations within the cluster with the clearest skills similarity and real-world occupational flows, and potential additional occupations that share some similar characteristics
4. An 80 per cent master plan for modifying existing qualification and units of competency
5. A roll out approach to building modified qualification and units of competency and releasing them to RTOs

4. Facilitating broader stakeholder feedback on the descriptions and design details for vocational segments through state and territory local workshops, RTO workshops and engagement to obtain learner perspectives.

5. Facilitating problem-solving through:

1. Guidance and direction to workshops as necessary
2. Facilitating expert input from a range of sources as necessary
3. Escalating issues that cannot be resolved to the Skills and Workforce Ministerial Council for additional guidance.

Governance

The Qualification Reform Design Group will report to the Skills and Workforce Ministerial Council through the Chair and the Australian Government Minister for Skills and Training. The Qualification Reform Design Group is an advisory body only.

The Skills and Workforce Ministerial Council will provide guidance to the Qualification Reform Design Group on their objectives and policy parameters for qualification reform.

The Australian Government Department of Employment and Workforce Relations will provide the secretariat for the Qualification Reform Design Group and the broader tripartite process. The secretariat will also obtain internal and external expert data analysis as appropriate, and will engage the support of an independent expert facilitator to assist the Chair and members throughout this process.

Confidentiality

Members are subject to the terms of a confidentiality agreement which will be provided by the Department of Employment and Workplace Relations. The work of the Qualification Reform Design Group requires that Members engage with stakeholders they deem relevant to the issues raised in order to provide advice to the Skills and Workforce Ministerial Council.

Members agree to abide by the decision of the Chair and department regarding material and concepts to be shared with stakeholders, and the timing around sharing them. Formal public communication on behalf of the design group will be conducted by the Chair.

Personal Interest and Conflict of Interest Declarations

Members will declare all personal interests and conflicts of interest, both real and perceived, relevant to the work of the Qualification Reform Design Group to the Department of Employment and Workplace Relations using the forms provided.

Composition/Membership

The Qualification Reform Design Group will be chaired by an eminent person. The Qualification Reform Design Group will comprise two employer representatives, two representatives from unions, an educational expert and a state/territory government representative, which collectively provide an appropriate balance of labour market segments, gender and geographic diversity to the group.

Members participation in the work of the group is on unpaid voluntary basis. Reasonable travel costs will be reimbursed by the Department of Employment and Workplace Relations.

Timeframes

The Qualification Reform Design Group will provide an initial report to the Skills and Workforce Ministerial Council by the end of 2023. The initial report should include advice on the revised qualification design rules and segmentation of jobs and industries.

The Qualification Reform Design Group will provide further reports to the Skills and Workforce Ministerial Council by:

- Mid-July 2024 on preliminary Jobs and Skills Council Qualification Reform master plans to modify existing qualification and units of competency including potential demonstration projects.
- 30 November 2024 on a Jobs and Skills Councils' led change program detailing changes required to existing qualification and units of competency and a sequence and timeframe for starting and completing the reforms.

Qualification Reform Design Group members

Members of the QRDG, appointed by the Hon Brendan O'Connor, Minister for Skills and Training, are:

- Mr Craig Robertson, Chief Executive Officer, Victorian Skills Authority (Chair)
- Ms Sarah Brunton, National Technical Officer, Electrical Trades Union
- Ms Helen Cooney, Principal Policy Officer, Shop, Distributive and Allied Employees' Association
- Ms Megan Lilly, Executive Director, Australian Industry Group
- Mr Geoff Gwilym, Chief Executive Officer, Victorian Automotive Chamber of Commerce
- Dr Margot McNeill, Chief Product and Quality Officer TAFE NSW, Education expert
- Mr Mathew Pearson, Director – National Skills Reform, NSW Department of Education, State and Territory nominated representative.

Appendix B: Purposes and Principles

Element	March advice	December advice
Purposes	<ul style="list-style-type: none"> • Purpose 1 – qualifications leading to a specific occupation (for example a licensed trade). • Purpose 2 – qualifications that prepare learners for multiple occupations within an industry. • Purpose 3 – qualifications that develop cross-sectoral or foundation skills and knowledge which may be applied across industries, or lead to tertiary education and training pathways. 	<ul style="list-style-type: none"> • Purpose 1 - Occupation maintains a level of specificity within Qualifications and Units of Competency and qualifications, for example necessary for safety or licencing requirements, particularly the integrity of the trades, and is unlikely to change substantially from the current approach. • Purpose 2 - Industry focuses on the development of Qualifications and Units of Competency that prepare learners for multiple, related occupations while retaining industry relevance. • Purpose 3 – Vocational Learning and Cross-sectoral provides additional opportunities for innovation in areas such as cross-industry skills, foundation skills and for models beyond Units of Competency, which deliver stronger educational outcomes for learners.
Principles	<ol style="list-style-type: none"> 1. Ensure learners’ needs and aspirations inform qualification design, including transferability, transitioning occupations and industries, and mobility across industries; 2. Place equal importance on skill, knowledge, and application; 	<ol style="list-style-type: none"> 1. Qualifications and Units of Competency are informed by learners’ needs and aspirations, enabling individuals to adapt to changing job roles and workplaces and transition across occupations and industries; 2. Qualifications and Units of Competency are informed by industry needs, and describe industry-relevant

	<ol style="list-style-type: none"> 3. Allow flexible training and assessment in high-quality training environments; 4. Avoid duplication with other training products where industry context does not require it; 5. Reduce specificity except where a higher level of detail is required for licencing, high-risk, safety, regulatory or graduate quality reasons; and 6. Consider and integrate foundation skills, general capabilities, and knowledge progression. 	<p>and future-oriented knowledge and skills that are adaptable to structural change;</p> <ol style="list-style-type: none"> 3. Knowledge, Skills and their Application are considered in the design of Qualifications and Units of Competency, providing coherent knowledge progression within qualifications, facilitating mobility within and across industries, and between educational organisations and systems, as appropriate; 4. Qualifications include an appropriate mix of technical and broader skills, including foundation, cognitive, interpersonal and intrapersonal skills; 5. Data and evidence underpin decisions relating to Qualification and Unit of Competency development, update or maintenance; 6. New or amended Qualifications and Units of Competency do not substantially duplicate other existing training products, except where a higher level of detail is required for licencing, high-risk, safety or regulatory reasons; and 7. Qualifications and Units of Competency are designed with an appropriate level of specificity that allows for flexible training and assessment, and minimises the need for frequent updates, except where a higher level of detail is required for licencing, high-risk, safety or regulatory reasons.
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Appendix C: Context and current state

The QRDG and the interim report

The QRDG has been tasked with providing advice on the reform of VET qualifications to better prepare the sector to meet current and future challenges.

Initial Advice on VET Qualifications Reform

The QRDG provided advice on reforming VET qualifications to skills ministers in March 2024 and provided key insights into the reform of Australia's VET qualifications system. The QRDG recommended that VET qualifications move away from a "one-size-fits-all" approach to a more differentiated, purpose-driven models of qualifications. This would improve the effectiveness of VET by recognising the different learning outcomes expected of vocational education in Australia and to improve the overall efficiency of the qualifications in operation in VET.

Key Points from the March 2024 Update:

- 1. Move to a purpose-led qualification model:** The update emphasised three distinct purposes for VET qualifications:
 - Purpose 1:** Qualifications leading to a specific occupation, such as licensed trades, which maintain specificity where safety or legal requirements are involved.
 - Purpose 2:** Qualifications preparing learners for multiple related occupations within an industry, designed to improve workforce mobility and reduce overlap by consolidating similar qualifications within sectors.
 - Purpose 3:** Qualifications that focus on cross-sectoral or foundational skills, applicable across industries or serving as pathways to higher education. These qualifications promote broad, transferable skills like digital literacy and problem-solving.
- 2. Address over-prescription:** One of the reform's key objectives is to reduce the over-specification of inputs to education and training activity within units of competency, particularly in assessment requirements. This has led to compliance-focused activity, which detracts from effective teaching and learning and engagement of students.
- 3. Improve workforce adaptability:** By categorising qualifications according to their purposes, the reform seeks to enhance workforce adaptability, particularly in industries undergoing rapid technological change where workers need to continuously update their skills.

4. **Testing and Demonstration Projects:** Jobs and Skills Councils (JSCs) were tasked with categorising existing qualifications into the three purpose categories. Several conducted pilot projects to test some aspects of the new models of qualifications.
5. **Foundational and Employability Skills:** The reform also prioritises the integration of foundational skills, such as literacy and digital literacy, and employability skills like critical thinking and problem-solving, which are critical for workforce participation and career progression across all industries.

Key refinements to the initial advice and issues exploration during 2024

Since the March advice, the QRDG has been working with Jobs and Skills Councils through a collaborative co-design process to test and refine the proposed approach to reform, and has consulted with employers, unions and RTOs to draw on the collective expertise across the sector.

Jobs and Skills Councils have contributed significantly to refining the approach to reform. This includes road-testing the purposes and principles proposed in the March advice, which involved considering 605 VET qualifications to review the purpose of those qualifications and identify potential opportunities for reform. This work provided important refinements to the definitions and operation of the purposes model, including the challenges that arise from attempting to place a qualification in a single purpose 'box' – and the complications resulting from the interaction between full qualifications and individual units of competency.

This helped shift away from individual 'boxes', to purposes existing along a continuum, where decisions can be informed by a range of different characteristics. This work to review roughly half of the current stock of national training package qualifications also provides a strong basis for further work by Jobs and Skills Councils to implement the reform opportunities as part of their forward work plans. A summary of the categorisation findings, and a list of the qualifications considered is provided at **Appendix E**.

In addition, most Jobs and Skills Councils have undertaken projects to apply the reform purposes and principles to develop new approaches to qualification design, and demonstrate the associated opportunities and challenges. These demonstration projects (outlined in **Appendix F**) have proposed a range of different models – reflecting the different needs of different industries – but are at varying levels of maturity. Where possible, the proposed reform model has incorporated the findings from the demonstration projects – including flexibility for new templates and approaches within the Training Package Organising Framework. There are also demonstration project models which will need further refinement and evaluation to inform potential subsequent changes to the Training Package Organising

Framework. This work should continue, given the potential for transformative models that may emerge.

While the advice and input from Jobs and Skills Councils has been critical to refine the proposed model, it should also be noted that reform appetite varies across the different industries represented by Jobs and Skills Councils. Some stakeholders are crying out for change, while others feel current arrangements suit their circumstances. This has been reflected in the proposed approach to implementing reform – but also presents challenges in ensuring system inertia does not stymie reform.

VET qualifications need to operate in a way that meets economic and social priorities

The Australian economy is undergoing significant changes driven by technological advancements, globalisation, and shifting industry needs. VET plays a critical role in equipping learners with the skills needed to adapt to these changes and ensuring businesses can access a skilled workforce. VET qualifications must, therefore, evolve to remain relevant and support both individual and economic growth.

The Australian Economy in Transition: technology, services and the need for adaptability

Australia's economy is undergoing profound structural changes, driven by key factors including technological advancements, globalisation, and evolving industry demands. As a result, traditional industries are being reshaped, new industries are emerging, and the nature of work is shifting towards roles that demand new skills and adaptability. These changes present significant opportunities for growth but also pose challenges in ensuring that Australia's workforce is equipped with the necessary skills to remain competitive in a global marketplace.

Today's workers overwhelmingly work in services industries – around four in five workers, compared to around half in 1950 (Reserve Bank of Australia, 2016; Treasury, 2023). The share of workers in agriculture has been declining since the early 1900s, while the share in manufacturing since the 1970s (Productivity Commission, 2021).

Technological advancements such as automation, artificial intelligence (AI), and digitalisation are projected to affect nearly every industry by streamlining operations, increasing productivity, and reducing labour-intensive tasks. However, they also have the potential to displace jobs, particularly in low-skilled sectors. According to McKinsey & Company, up to 46% of current work activities in Australia could be automated by 2030, leading to significant shifts in the demand for skills across the economy (McKinsey, 2020). Most new jobs are now cognitive, non-routine jobs, with routine and manual work increasingly displaced by technology (Reserve Bank of Australia, 2018) (Figure D2, **Appendix D**).

Globalisation has heightened the need for an adaptable workforce. Many Australian businesses must now compete not only domestically but also within a global context where supply chains, markets, and labour are increasingly interconnected. This has intensified the demand for a workforce equipped with advanced technical and digital skills, alongside the ability to navigate complex international business environments.

The shift towards a low-carbon economy is also reshaping the labour market. Australia's commitment to achieving net-zero emissions by 2050 necessitates a rapid expansion of the green economy, with significant growth forecast in industries such as renewable energy, energy efficiency, and sustainable agriculture. The Clean Energy Council estimates that up to 45,000 new jobs could be created in the renewable energy sector by 2025, further highlighting the critical role of skills training and retraining in this transition (Clean Energy Council, 2022).

A productivity challenge

The Australian economy is currently grappling with low productivity growth, with the Productivity Commission reporting that “labour productivity growth in Australia has fallen to its lowest rate in six decades”¹¹. Productivity growth is vital because it can facilitate improvement in wages and standards of living, especially if it occurs in the context of appropriate policy settings.

Productivity growth is created by improving the output and/or value that can be produced from a given set of inputs. The application of new knowledge in products, processes and services underpins productivity growth and skilled workforce contributes to realising this potential in several ways. For example, by helping to create new ways of doing things, adopting and applying knowledge from elsewhere and applying it in a local context, or managing changes with and through organisations so that new approaches can be adopted and embedded successfully.

Economic and Labour Market Conditions in Australia: skills shortages

Australia's labour market reflects these shifts. While the overall employment rate has recovered post-pandemic, certain sectors continue to face acute skill shortages, particularly in high-demand industries such as healthcare, construction, engineering, and information technology.

Jobs and Skills Australia (2023) identified 36% of assessed occupations in national shortage in 2023, up from 31% in 2022 and 19% in 2021 (Figure D5, **Appendix D**). Shortages are particularly acute in Technicians and Trades Workers, and Professionals occupations, where around half of occupations are in shortage. While more recent data shows signs of easing shortages (JSA, 2024), pressure remains

¹¹ Productivity Commission (Commonwealth of Australia), PC Productivity Insights: Recent Developments 2021

significant, especially for Technicians and Trades Workers where almost half of advertised vacancies are unable to be filled (Figure D5, **Appendix D**).

JSA has identified that future employment growth will be concentrated in jobs requiring post-school qualifications, and that over the next 10 years, more than 9 out of 10 new jobs (around 92%) expected to be created will require post-secondary qualification¹². Australia's ageing population and the increasing demand for healthcare services are expected to further drive demand for workers in health and social assistance, projected to grow by 14.2% between 2023 and 2028 (ABS, 2023).

The critical role of Vocational Education and Training (VET)

The VET system has historically played a vital role in building Australia's workforce. Today, with an estimated one in four working-age Australians engaged in some form of vocational training, including short courses and skill sets, it continues to be a significant contributor to the nation's economy and social fabric. According to the National Centre for Vocational Education Research (NCVER), "in 2022, approximately 4.3 million Australians participated in VET, underscoring its critical role in upskilling the workforce".

The system, largely shaped by reforms from the 1990s that introduced competency-based training, has been pivotal in developing a workforce capable of meeting the demands of various industries. The Productivity Commission highlights that "competency-based training has allowed the VET sector to align closely with industry needs, although it now faces challenges in adapting to emerging economic realities". Core qualifications in trades, paraprofessionals, and sectors such as healthcare have provided millions of Australians with successful career pathways, particularly in fields like nursing, where VET graduates make up a significant portion of the workforce.

In the context of rapid economic and technological change, the Vocational Education and Training (VET) sector is essential in equipping Australians with the practical skills and knowledge they need to adapt to the evolving labour market. VET provides training across a wide range of industries, from traditional trades to emerging sectors such as cybersecurity, advanced manufacturing, and renewable energy. Its distinctive focus on practical, work-based learning gives it the potential advantage of providing graduates that are work-ready and that can meet the needs of employers.

The value of VET extends beyond simply meeting industry demand for technical skills. By offering qualifications that are highly flexible and adaptable, the VET system allows workers to upskill or reskill throughout their careers. This is especially important in an economy where the nature of jobs is rapidly changing, and lifelong learning is becoming a necessity.

¹² Jobs and Skills Australia, 2023, *Towards a National Jobs and Skills Roadmap*

VET can contribute to productivity and wages growth. Workers that have skills valued in the labour market can improve their individual wages via progression; and employers have access to workers that can drive improvements in their organisations. If VET graduates have broad capabilities, they will be more mobile across job roles, organisations and industries, and can therefore contribute to economic dynamism and productivity growth.

In addition to supporting workforce participation, VET also plays a key role in promoting social and economic inclusion. By providing accessible pathways to education and training, VET enables individuals from diverse backgrounds, including those who may not have completed secondary school or are entering the workforce later in life, to develop the skills necessary for meaningful employment.

However, the economic, social, and environmental landscape in which these reforms were conceived has changed dramatically over the past three decades. Key trends with the VET system overall show broadly the need for the system to respond.

Key trends associated with the VET system: participation, student success and reputation

VET potentially has a vital role in helping to address these national issues. However, there are some macro-level data that indicate it is not adding value to its full potential.

Participation in VET

Vocational education and training (VET) is a popular pathway for Australians as they navigate their way from school to work, or seek to reskill in a rapidly changing work environment. In 2023, Australia's VET system served 5.1 million students, which is a 10.8% increase compared to 2022 and constitutes 27% of the Australian population aged 15-64¹³ (Figure D6, **Appendix D**). Most students, however, only do standalone units/subjects, with only about 40% of students enrolling in a full qualification. Just under 2 million students enrolled in a training package qualification in 2023, compared with 1.6 million students enrolling in a higher education program.

The share of employed persons with a bachelor degree or higher as their highest educational attainment increased from 25% in 2010 to 39% in 2024, while the share with a VET qualification remained steady at about 30% (ABS, Education and Work 2024, Table 31). At the same time, more students – especially women – are choosing bachelor degrees over certificate or diploma level qualifications (Figure D8, **Appendix D**). Higher education is increasingly the path chosen by younger Australians, with about 45% of 25 to 34 year olds having a bachelor degree or higher in 2023, up from 30% in 2006 (Figure D9, **Appendix D**).

¹³ NCVET 2024, *Total VET Students and Courses 2023*, NCVET, Adelaide

While VET enrolments have stagnated over recent years, higher education enrolments continue to grow. Government funded VET enrolments, while up from a low of 1.3 million in 2013, remain below 2012 levels, and below the levels of the late 1990s and early 2000s, despite population growth of around 40 per cent since the peak of VET enrolments in 2000. By comparison, domestic enrolments in higher education have grown by 50 per cent since 2003.

Employers who do use the VET system are also expressing decreased satisfaction (Figure D10, **Appendix D**). Sixty six per cent (66%) of employers engaged in the VET system expressed satisfaction with the system in 2023, which is down from 68% in 2021 and 73% in 2015¹⁴.

Success of VET graduates

About four in five qualification completers were employed after training in 2023, with about two-thirds reporting improved employment status. Although ostensibly aligned to an occupation outcome, in practice, most qualifications are not strongly linked to their intended occupation.

While some qualifications, such as for the trades, are closely linked, graduates from most courses are spread across the labour market. In the 2023 Student Outcomes Survey, only around 30 per cent of qualification completers were employed in the same occupation as their course; almost as many (29 per cent) students are employed in a different occupation but still report the training as relevant.

Table C1: Student outcomes from VET

	% of graduates in same ANZSCO2 as course	% of graduates in different occupation reporting training relevant	% of graduates employed	% of graduates not employed	% of graduates satisfied overall
2015 Student Outcomes Survey (government-funded only)	29.1%	31.4%	76.1%	23.9%	86.7%
2023 Student Outcomes Survey (government-funded only)	31.6%	26.6%	77.6%	22.4%	89.3%
2023 Student Outcomes Survey (all students)	29.8%	28.9%	79.5%	20.5%	89.0%

Summary of the results from the 2015 and 2023 Student Outcomes Survey:

Note: All data is of 'graduates' (qualification completers), does not include part-completers or subject-only students

¹⁴ Vocational education and training – Report on Government Services 2024, Productivity Commission

While most qualification completers report improved employment status, less than half of students complete their qualification. Most students are nonetheless satisfied with their training, with about 9 in 10 qualification completers and three quarters of qualification part completers reporting satisfaction overall.

Reputation of VET

While valued for practical, applied learning, multiple reports have found VET to be held in less esteem than higher education. The Australian Parliament inquiry into perceptions and status of Vocational Education and Training found VET is perceived as less intellectual and leading to lower paid jobs and careers. University education is associated with high status, highly paid occupations such as doctors and lawyers, while VET is often associated with lower paid, manual work.

Short term outcomes for VET and university graduates are similar, with median full-time salaries for VET graduates around \$65,000 compared to \$71,000 for university graduates. Significant variation exists within each sector by field, with trades graduates generally higher paid among VET graduates.

Within the same occupation, salaries are generally similar regardless of tertiary education pathway, but higher education graduates tend to perform better in the longer term. The median employee with a bachelor degree earns about 18% more than the median employee with only a Certificate III or IV, with a higher wage premium for workers with post-graduate qualifications¹⁵.

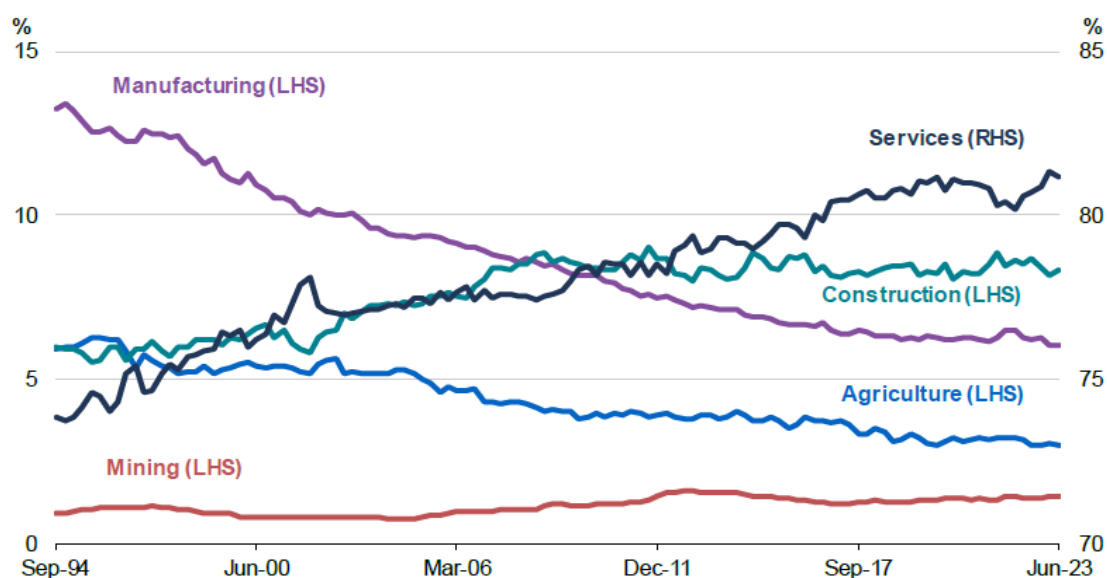
¹⁵ ABS, Employee Earnings, 2023

Appendix D: Supplementary data

The VET sector needs to change to reflect a changing economy

Australia's economy is undergoing profound structural changes, driven by key factors including technological advancements, globalisation, and evolving industry demands. Services have grown continuously since the early 1990s and now four in five workers works in services compared to around half in the 1950s and three in four two decades ago (Figure D1).

Figure D1: Share of total employment by industry



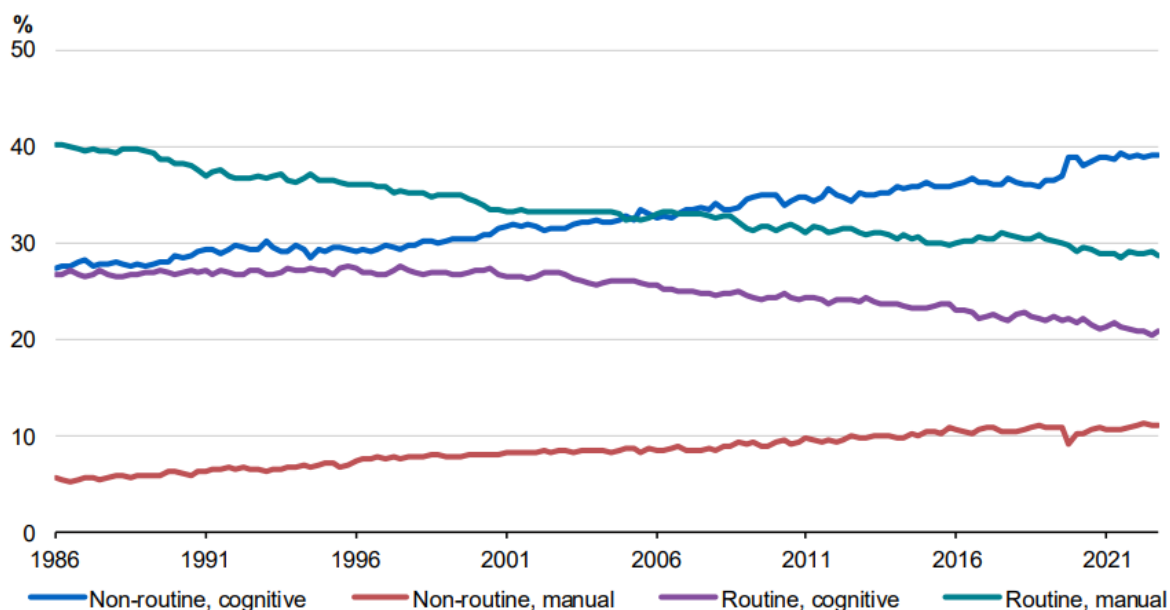
Source: The Australian Government, September 2023, [Working Future](#), White Paper on Jobs and Opportunities

Notes: Left axis is for manufacturing, agriculture, mining and construction; right axis is for services.

The nature of work is shifting towards roles that demand new skills and adaptability. Over the past 40 years, jobs with a high share of non-routine tasks have increased due to technological advancements like automation, AI, and digitalisation (Figure D2).

This shift is not limited to knowledge-intensive roles; employment in non-routine manual jobs, such as bus drivers, cabinet makers, and plumbers, has also risen.

Figure D2: Share of employment, by skill type



Source: The Australian Government Treasury, September 2023, [Working Future](#), White Paper on Jobs and Opportunities

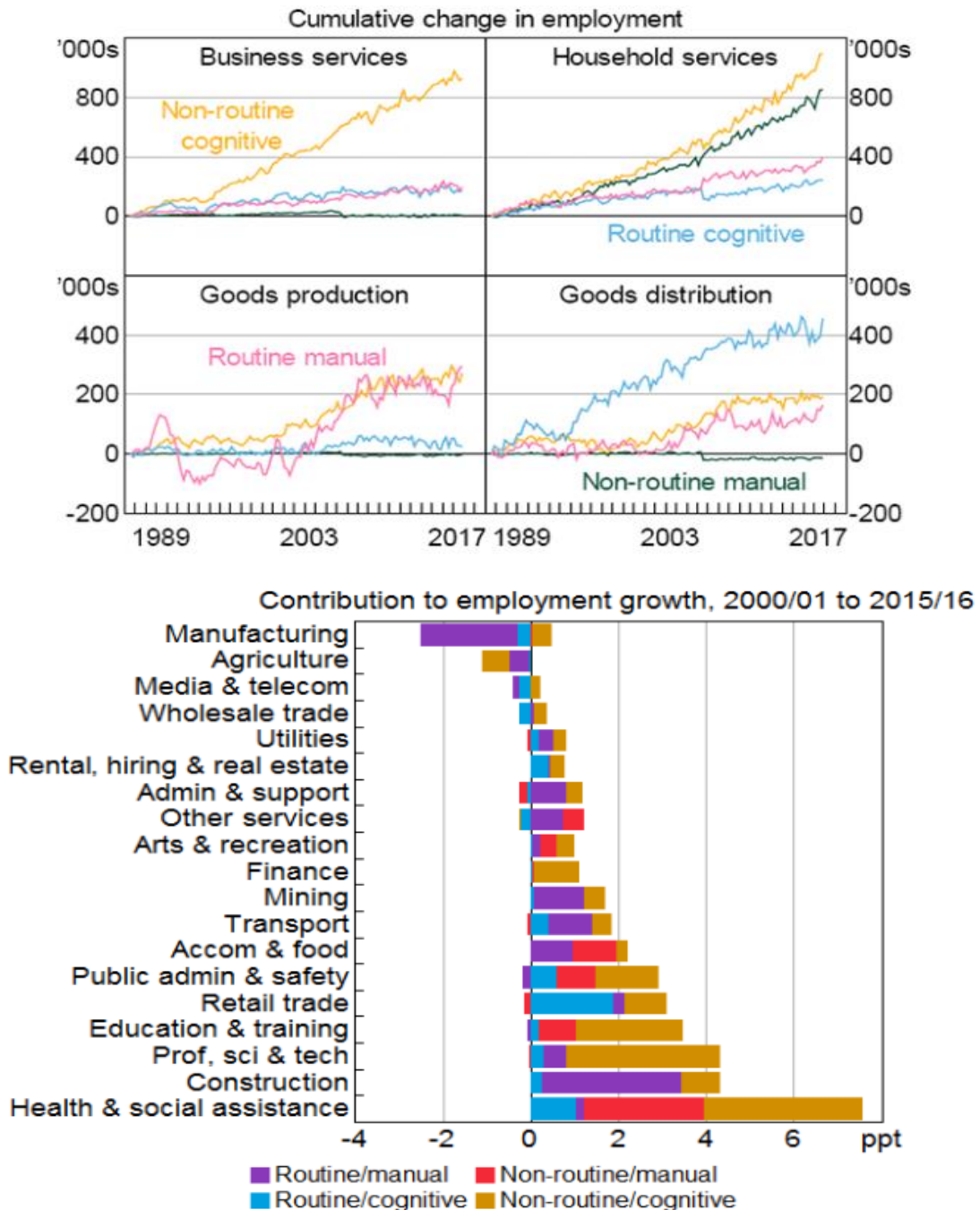
Non-routine, especially cognitive skills, have increased across all industries and have driven the employment growth in the economy (Figure D3).

The service sectors, particularly business services and household services, which have grown significantly as a share of the economy, has seen very strong growth in non-routine cognitive employment. In particular, the health care and social assistance industry has made the largest contribution to employment growth over the past 15 years and most of this has been in non-routine work, both manual and cognitive.

Professional, scientific and technical services increased from around 6 per cent of Australian economy in the late 1990s to more than 8 per cent by the mid-2010s, driven by non-routine cognitive jobs.

The shift towards non-routine and knowledge-driven skills and work means the VET system needs to change as well. Graduates will need greater underpinning understanding and adaptability, as routine tasks are increasingly automated.

Figure D3: Growth of non-routine skills in industries

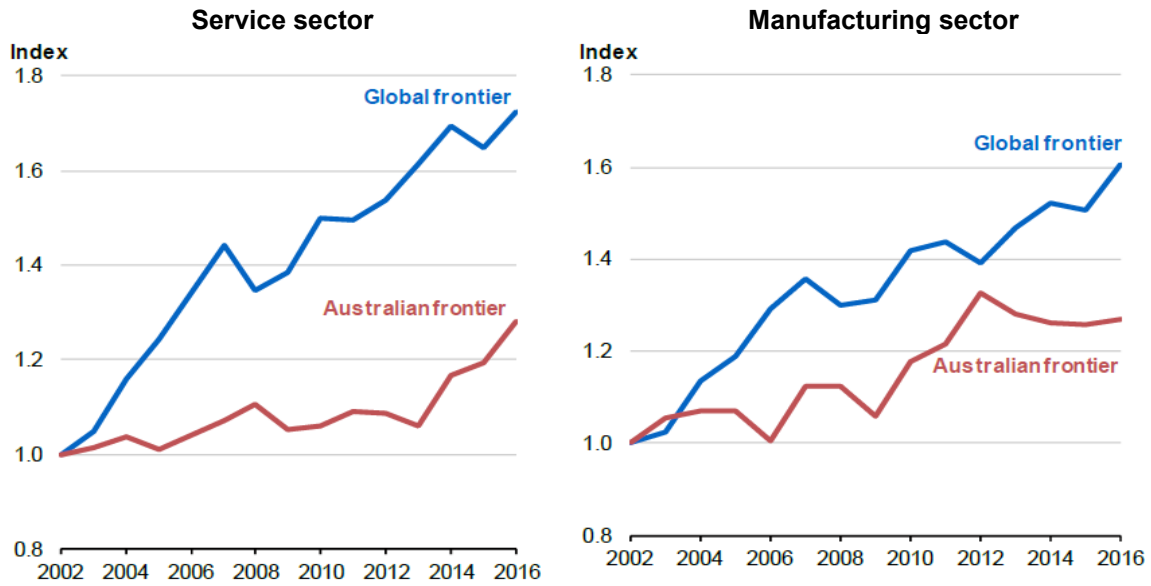


Sources: Reserve Bank of Australia, March 2018 [Structural Change in the Australian Economy](#), (above chart) & Reserve Bank of Australia, September 2016 [The Changing Nature of the Australian Workforce](#), (below chart)

Productivity growth has slowed in Australia since the mid-2000s, and currently is at its lowest rate in 60 years.

The widening productivity gap with the global frontier, both profound but more in the services sector than in the manufacturing sector, suggests that Australian firms have been slower to adopt cutting-edge technologies and processes (Figure D4).

Figure D4: Labour productivity dispersion in Australia

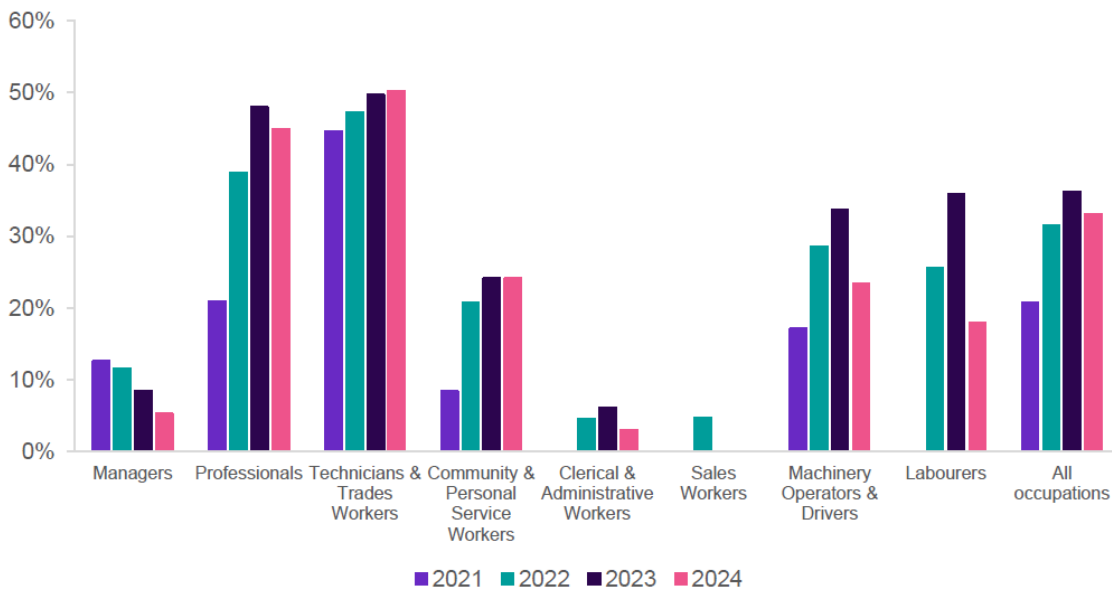


Source: The Australian Government, September 2023, [Working Future](#), White Paper on Jobs and Opportunities

Skills shortages have become acute post-COVID19 pandemic, with over 30 per cent of employers reporting difficulties in filling vacancies in 2023, particularly in trades, digital technologies and health care sectors (JSA, 2023).

While more recent data shows signs of easing shortages, shortage has still increased for Technicians and Trade Workers and Community & Personal Services Workers (Figure D5) (JSA, 2024).

Figure D5: Percentage of occupations in shortage (%), by ANZSCO major group



Source: Jobs and Skills Australia, October 2024, [2024 Occupation Shortage List](#)

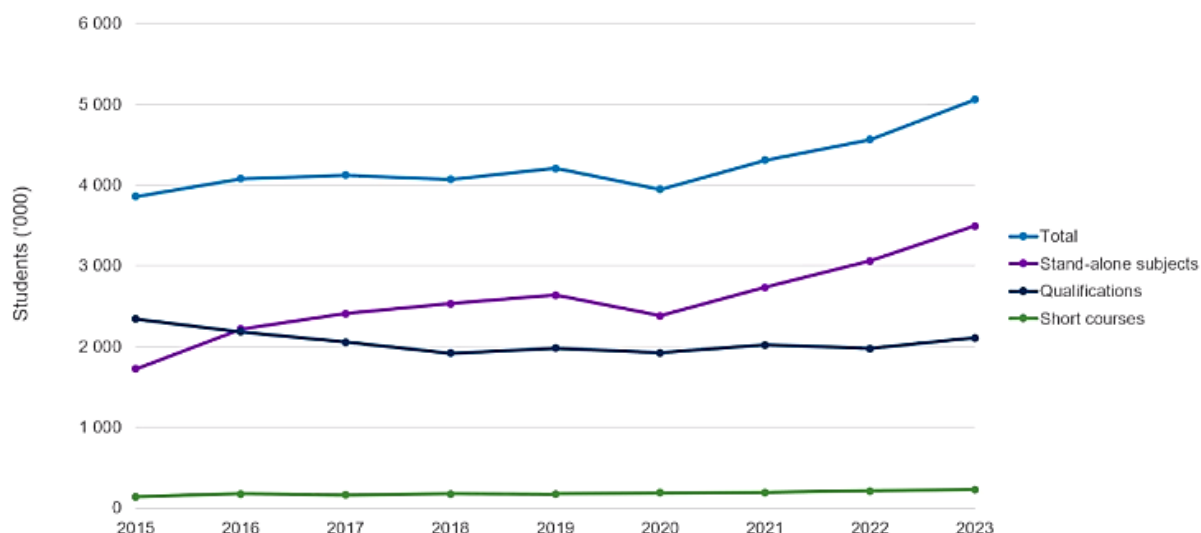
The VET sector needs to continue to evolve to keep pace with changes in the economy, and evolving skills needs. VET has an important role to play in filling these skill shortages and driving productivity growth, but needs to adapt to the structural changes in the economy and evolving technology.

Students are choosing HE over VET

In the context of rapid economic and technological change, the VET sector is essential in equipping Australian with the practical skills and knowledge they need to adapt to the evolving labour market. However, the number of enrolments in nationally recognised VET fluctuated around 4 million between 2015-2020 and have only recently increased to reach 5.1 million in 2023 (Figure D6).

This growth has been driven by the increase in the enrolments in stand-alone subjects rather than in qualifications, including training packages qualifications and accredited qualifications. Enrolments in stand-alone subjects increased from nearly 2.4 million in 2020 to around 3.5 million in 2023. During this period, the enrolments in training package qualifications fluctuated between 1.8 million and 2 million.

Figure D6: Students enrolments by type of training, 2015-2023



Source: NCVER, September 2024, *Total VET students and courses 2023*

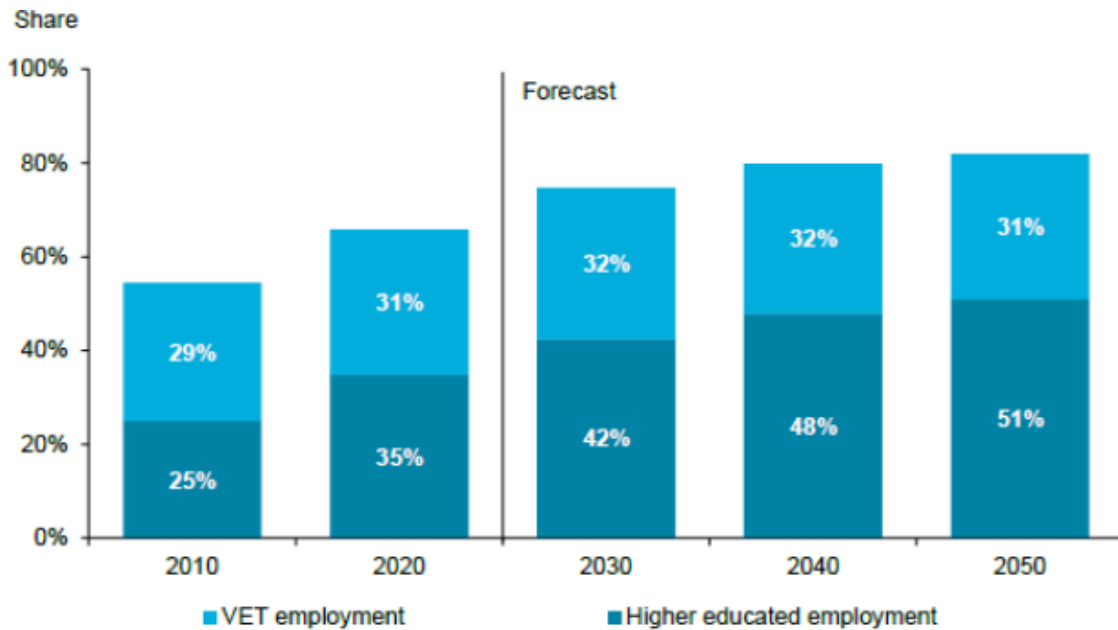
Notes: Qualifications include training package qualifications and accredited qualifications

Over recent decades, the workforce has become significantly better educated, primarily due to higher university attainment, while VET attainment has remained steady.

From 2010 to 2020, employment for higher education graduates grew at more than twice the rate of VET graduates, with the share of the workforce holding a higher education qualification surpassing those with VET qualifications (Figure D7).

This is projected to continue with Higher Education growing its share while the proportion of the workforce with a VET qualification remains steady.

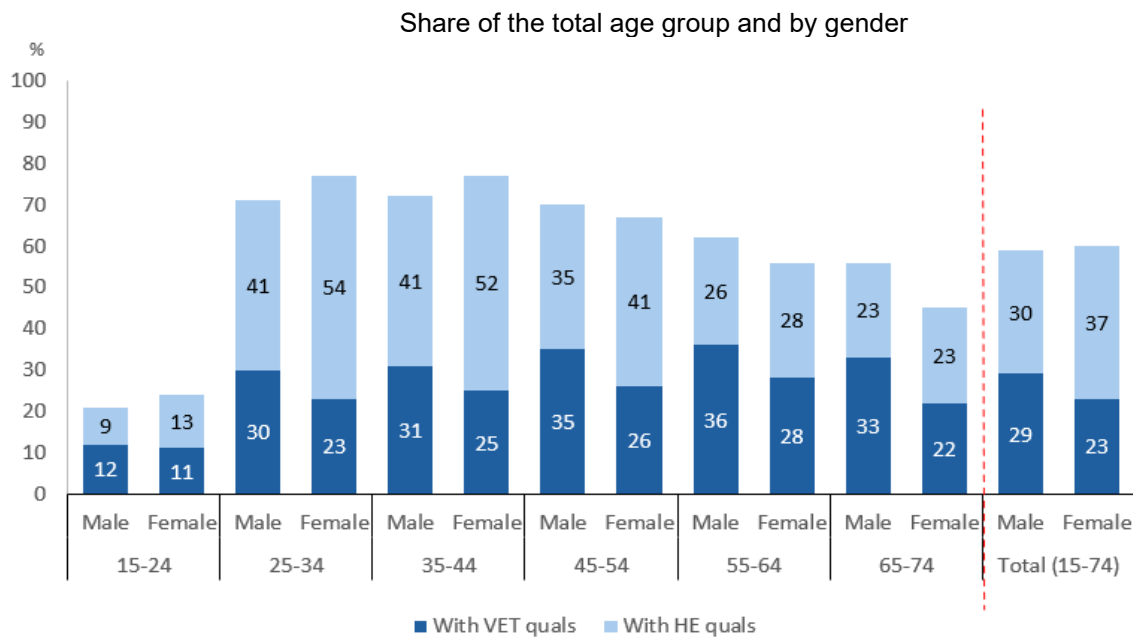
Figure D7: HE and VET employment as a share of total employment, 2010 to 2050



Source: Oxford Economics Australia, November 2023, *Tertiary Education Qualification Demand: Preliminary Report*, produced for the Department of Education for Australian Universities Accord [unpublished report], OE, Sydney.

Given this trend, older Australians (45 years and older) are more likely to hold a VET qualification while younger Australians, particularly females, are choosing bachelor degrees and above compared to VET qualifications (Figure D8 and Figure D9).

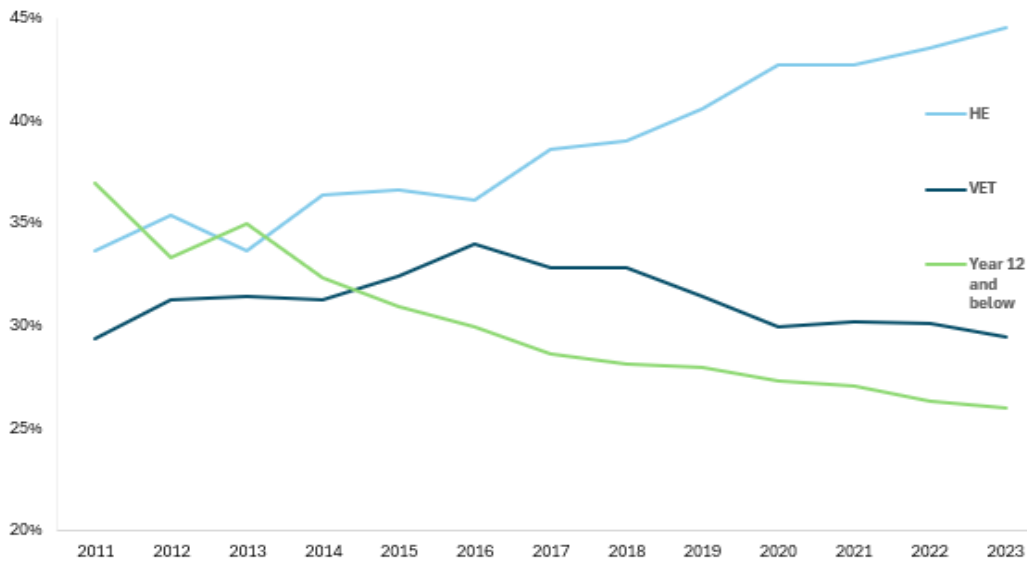
Figure D8: Higher Education versus VET choice by age and gender, 2023



Source: Australian Bureau of Statistics, *Education and Work*, 2024

Note: Highest educational attainment: VET qualifications include Cert I to Advanced Diploma and Cert n.f.d; HE qualifications include Postgraduate, Graduate Diploma and Certificate, and Bachelor degrees.

Figure D9: 25-34 year old Australians by their highest level of qualification

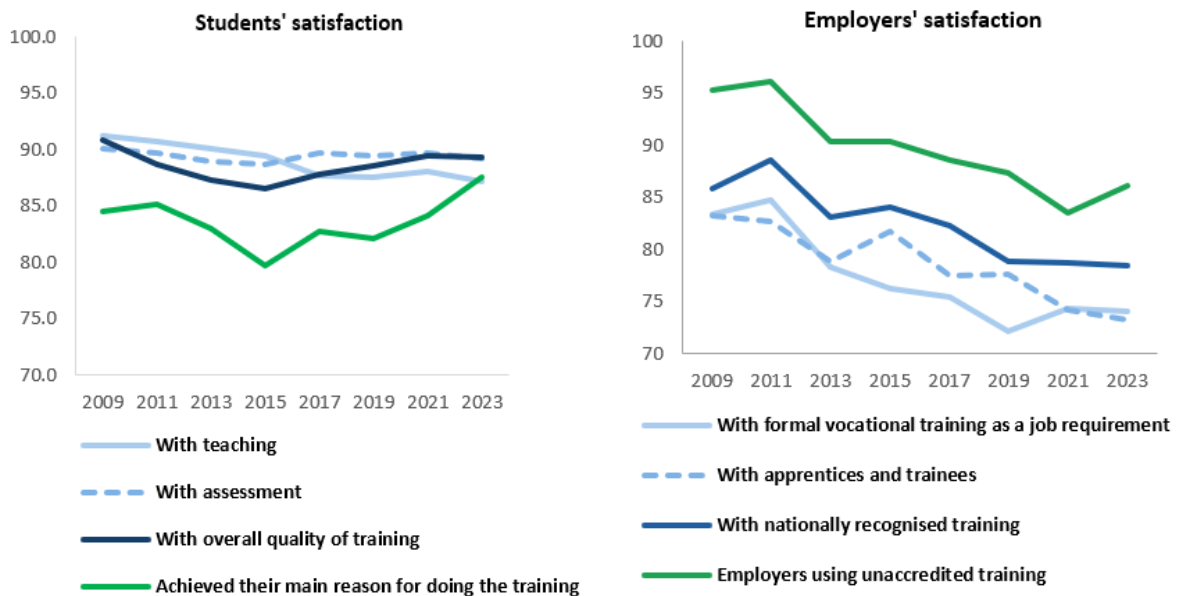


Source: Australian Bureau of Statistics, *Education and Work, 2010-2024*

Without reform, the VET system risks further losing market share to the higher education sector, which is increasingly the choice of prospective students.

Meanwhile, employer satisfaction levels with VET steadily declined over the same period although satisfaction levels for students who do undertake VET remained steady for a decade (Figure D10).

Figure D10: VET Satisfaction rates: a tale of two users



Source: NCVET, *VET student outcomes, 2009-2023* (left chart), & *Employers' use and views of the VET system, 2009-2023* (right chart)

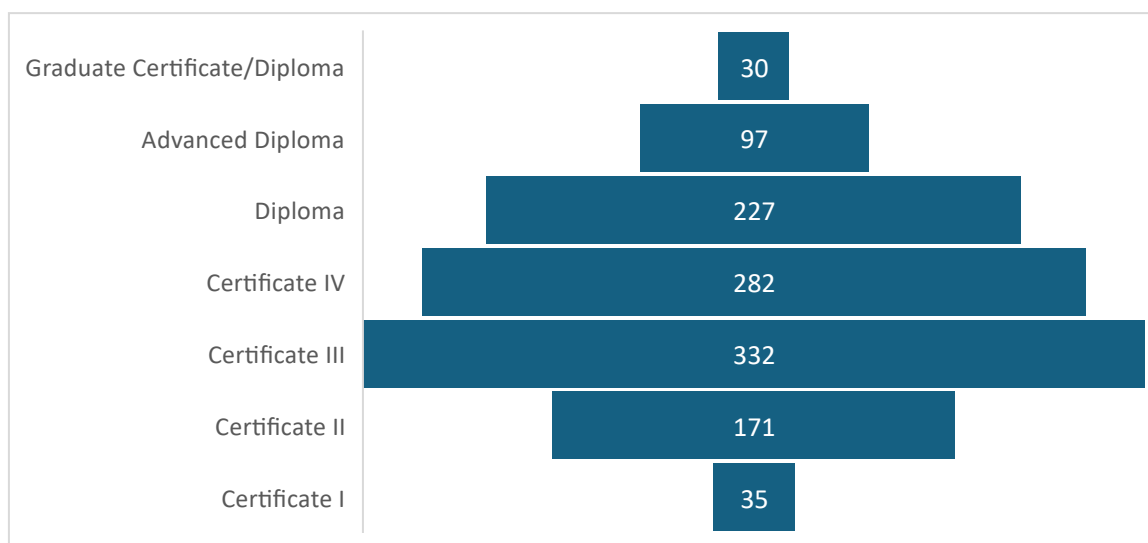
Notes: Students outcomes of the Government-funded VET only. Student satisfaction years refer to the year the survey was undertaken, which relates to training from the previous year. There were changes in the wording of questions relating to teaching, assessment, and overall quality of training in 2019.

Concentrated utilisation of VET

Australia's VET system contains an excess of overly specific and under-utilised training products.

The current VET qualifications system comprises 54 industry training packages, 1174 qualifications, and 15,222 units of competency. Although VET qualifications range from Certificate I to Graduate Certificate and Graduate Diploma, Certificate III and Certificate IV comprise the largest number of qualifications (Figure D11 and Table D1).

Figure D11: Distribution of training package qualifications by AQF Level



Source: [Training.gov.au](https://www.training.gov.au), 2024.

Table D1: Mean and median 2023 qualification enrolments for qualifications current in 2023, by level of education.

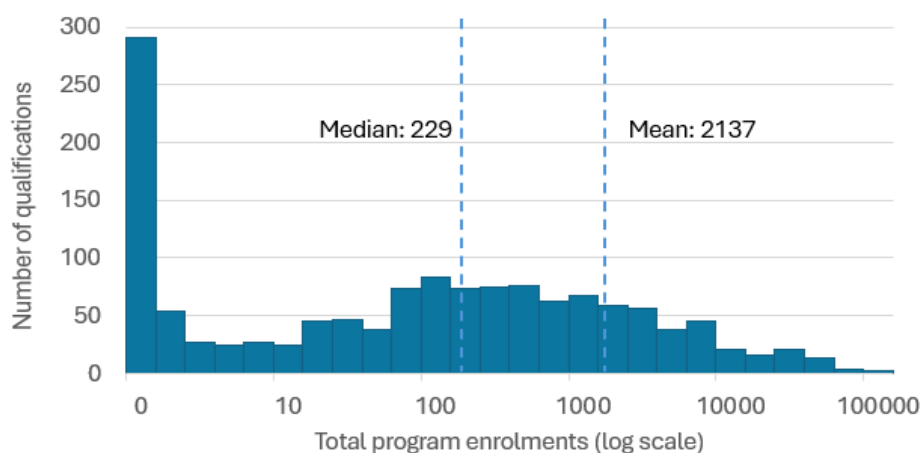
Level of education	Mean enrolments	Median enrolments	Total Enrolments
Graduate Certificate	768	48	11,518
Graduate Diploma	43	90	646
Advanced Diploma	536	85	52,536
Diploma	1,444	212	327,691
Certificate IV	1,854	234	522,960
Certificate III	3,130	418	1,045,354
Certificate II	2,375	493	406,082
Certificate I	1,602	593	56,053

Source: *DEWR internal analysis of NCVET 2024, Total VET Students and Courses 2023, NCVET, Adelaide.*

Note: Enrolments are limited to onshore (domestic and international) enrolments. Mean enrolments include qualifications with 0 enrolments in a year, while median enrolments exclude qualifications with 0 enrolments in a year.

Despite the reasonably high enrolments in VET qualifications, they are concentrated in a limited number of qualifications and units of competency (Figures D12 and D13). While the average enrolment in qualifications between 2019 and 2023 was 2,137 individuals per year, half of all qualifications had less than 229 enrolments nationally (Figure D12). Around 290 qualifications (21.1 per cent of all qualifications) had no enrolment and nearly 450 qualifications (32.7 per cent) had fewer than 10 enrolments per year in this period.

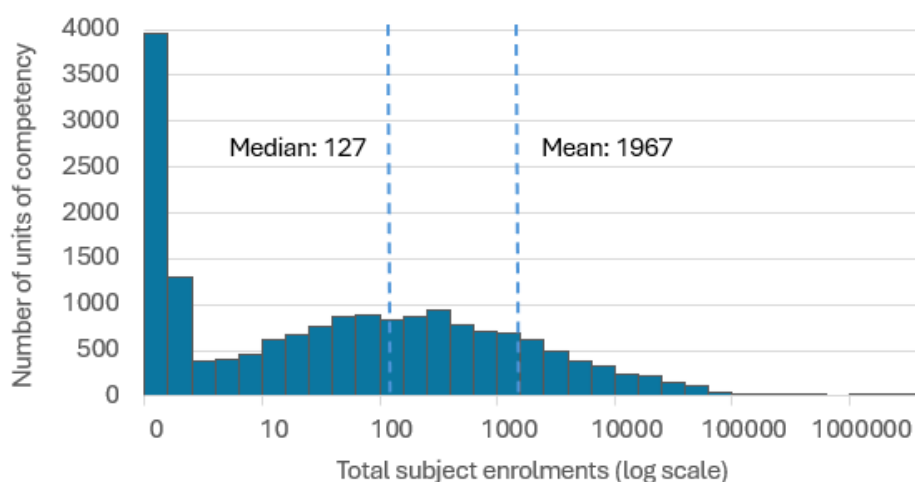
Figure D12: Distribution of mean program enrolments between 2019 and 2023 in current qualifications



Source: DEWR internal analysis of *Total VET Students and Courses 2023*, NCVET, Adelaide.

Similarly, while the average enrolment in units of competency between 2019 and 2023 was 1,967 individuals per year, half of all qualifications had less than 127 enrolments nationally (Figure D13). More than 3,960 units of competency (22.2 per cent of all units) had no enrolments, and more than 7,100 units of competency (40.1 per cent) had fewer than 10 enrolments per annum during this period.

Figure D13: Distribution of mean subject enrolments between 2019 and 2023 in current units of competency



Source: DEWR internal analysis of *Total VET students and courses 2023*, NCVET, Adelaide

There are a number of factors impacting the delivery of VET qualifications, including supply factors like funding availability, RTOs offering the course, high capital and equipment costs; as well as demand factors including thin markets, limited student and employer interest or awareness.

A VET system with fewer, but broader and more flexible, training products can help address the challenges that limit the delivery and help to reduce the number of qualifications and units of competency that have low or zero enrolments.

Advice from JSCs (and SSOs and IRCs before them) indicates that VET qualifications and units of competency are used for a range of non-VET purposes, including providing benchmarks for workforce development in firms, work-valuing under industrial awards, or workplace assessment of individuals within a workplace.

Highly prescriptive assessment requirements

Attempts to codify all functions in the labour market into units of competency, and to address quality concerns, has led to overspecification that makes training products costly and time-consuming to update, deliver, and study, and contributes to the abundance of underutilised units.

Many units have become excessively specific, with long lists of assessable requirements. Across the elements and performance criteria and assessment requirements, units have dozens of assessable items.

Each unit of competency on average has 15-20 performance criteria, with more than 260,000 across the system (Table D2).

Table D2. Performance Criteria: mean, median and total

	Mean per unit	Median per unit	Sector total (current units)
Performance Criteria	17.4	16	263,457

Source: Victorian Skills Authority internal analysis for the QRDG

Across all their units, qualifications typically have hundreds of performance criteria. The top qualifications, shown in Table D3, require students to meet over 600 performance criteria across their units of competency.

Table D3. Top 10 qualifications by number of performance criteria

Qualification Title	Performance Criteria (#) per unit	Number of units	Expected total Performance Criteria
Certificate III in Plumbing	14.2	58	822.3
Advanced Diploma of Interior Design	18.8	39	734.4
Diploma of Beauty Therapy	24.4	29	706.7

Certificate III in ESI - Rail Traction	24.0	28	672.7
Certificate IV in Maritime Operations (Chief Integrated Rating)	21.5	31	667.0
Advanced Diploma of Marine Engineering (Class 1)	47.1	14	659.4
Diploma of Aviation (Commercial Pilot Licence - Aeroplane)	22.3	29	646.6
Certificate IV in Kitchen Management	18.8	33	621.3
Certificate III in Carpentry	18.2	34	617.7
Advanced Diploma of Maritime Operations (Master Unlimited)	23.7	26	616.1

Source: Victorian Skills Authority internal analysis for the QRDG

In addition, further requirements exist in the assessment requirements in the form of performance evidence, knowledge evidence and assessment conditions. The total number of assessable items was calculated for a sample of units across ten qualifications, shown in Table D4 below.

Table D4. Estimated total criteria for selected qualifications

Qual code	Qualification title	Release year	Estimated avg criteria	Minimum number of units	Estimated criteria per qualification
BSB30120	Certificate III in Business	2020	24.9	13	323
ICT20120	Certificate II in Applied Digital Technologies	2021	30.5	12	366
NWP30222	Certificate III in Water Industry Operations	2022	40.4	11	444
TAE40122	Certificate IV in Training and Assessment	2022	59.3	12	712
FBP40321	Certificate IV in Food Processing	2021	55.6	20	1112
CHC30121	Certificate III in Early Childhood Education and Care	2021	76.5	17	130
CHC52021	Diploma of Community Services	2022	65.2	20	1304
CPC50220	Diploma of Building and Construction (Building)	2020	48.9	27	1322
HLT54121	Diploma of Nursing	2021	63.5	25	1589
SIT20421	Certificate II in Cookery	2022	135.4	13	1760

Source: Victorian Skills Authority internal analysis for the QRDG

The narrowness of many units of competency means students are likely to repeat identical or near-identical assessments across qualifications.

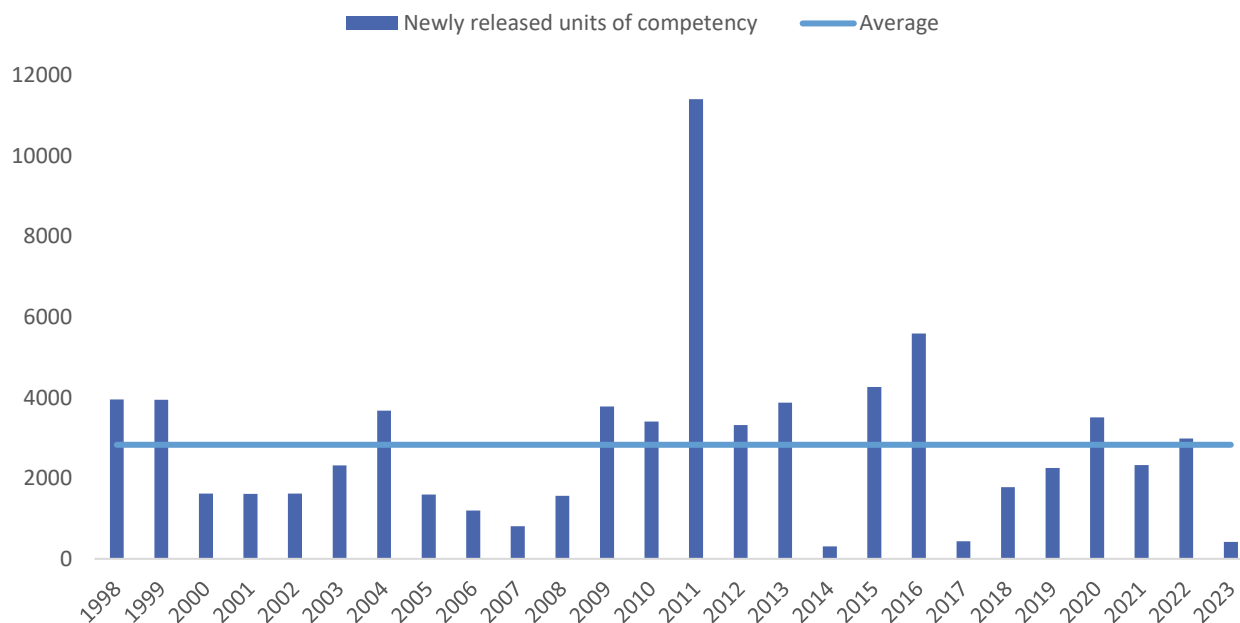
Some units of competency have identical or nearly identical elements and performance criteria or assessment requirements. For example, three units of competency¹⁶ within the Certificate III in Water Industry Operations have identical elements and performance criteria. Other units have only very minor wording changes compared to other units in the same qualification, and this duplication can extend to the assessment requirements as well.

High turnover of units and qualifications

The narrowness and specificity of units and qualifications leads to a constant need to update and replace training products in an attempt to keep pace with changes in the economy.

Since the late 1990s, almost three thousand new units of competency have been released each year on average, overwhelmingly to replace existing units. Units of competency tend to last less than five years before they are replaced.

Figure D14. Number of units of competency released by year, 1998-2023



Source: Victorian Skills Authority internal analysis of the National Training Register, undertaken for the QRDG

More than half of the current units of competency, and three quarters of the current qualifications have been released in the past 5 years. Three in five current units of competency were released in 2020 or later, and 72% of qualifications. Less than three in ten units, and less than one in five qualifications are older than 2019.

Table D6. Percent of current units and qualifications released after 2019

Released since...	% of units	% of qualifications
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¹⁶ NWPTRT040 Operate and control digestion processes, NWPTRT037 Operate and control nutrient removal processes, and NWPTRT017 Operate and control activated carbon processes

2019	71%	81%
2020	60%	72%
2021	37%	48%
2022	23%	29%
2023	3%	5%
2024	0%	1%

Source: Victorian Skills Authority internal analysis of the National Training Register, undertaken for the QRDG

The frequent updates to units and qualifications imposes costs on all users of the sector; JSCs must dedicate resources to constantly making small updates to training products, RTOs and trainers incur costs in updating course materials each time a unit is changed, and learners and employers risk their training becoming rapidly out-of-date.

Reduced specificity, and a greater focus on underpinning knowledge and concepts, can reduce the need to constantly update training products, and allow a more efficient use of sector resources.

Appendix E: Jobs and Skills Council Categorisation Project Findings

JSCs have tested the principle-led and purpose-driven approach through a categorisation activity that considered the purpose of qualifications and reform opportunities, together with a series of demonstration projects which applied the purpose-driven model within different industry sectors. These projects have been critical to the refinement of the purpose-driven model.

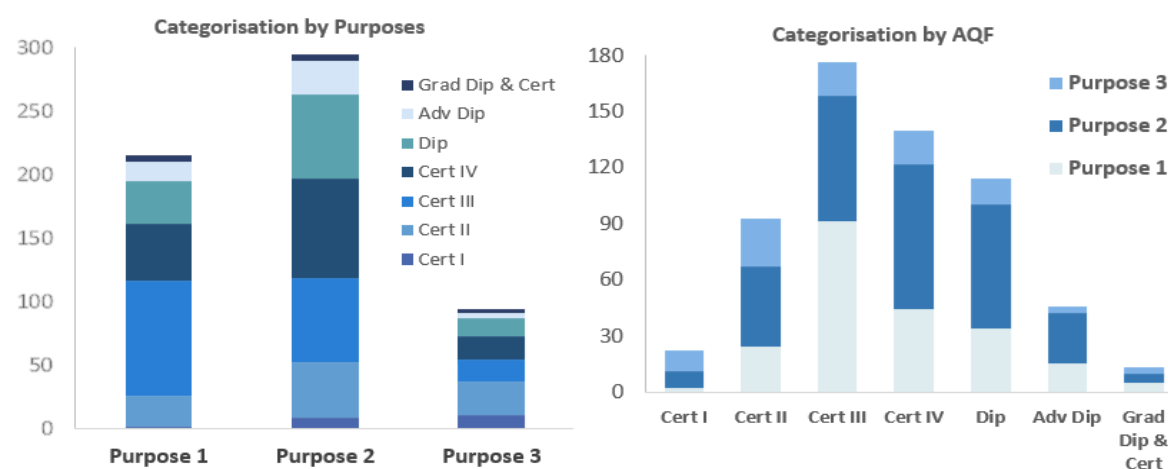
Through their categorisation projects, JSCs have considered over 600 qualifications, or around 50 per cent of all Training Package qualifications, at all levels of the AQF from Certificate I to Graduate Diploma and Graduate Certificate (Table E1).

Table E1: Overview of JSCs categorisation activity

	Cert I	Cert II	Cert III	Cert IV	Dip	Adv Dip	Grad Dip & Grad Cert	Total	%
Purpose 1	2	24	91	44	34	15	5	215	36%
Purpose 2	9	43	67	78	66	27	5	295	49%
Purpose 3	11	26	18	18	14	4	3	94	15%
Total	22	92	177	140	116	45	13	604	
%	4%	15%	29%	23%	19%	8%	2%	100%	

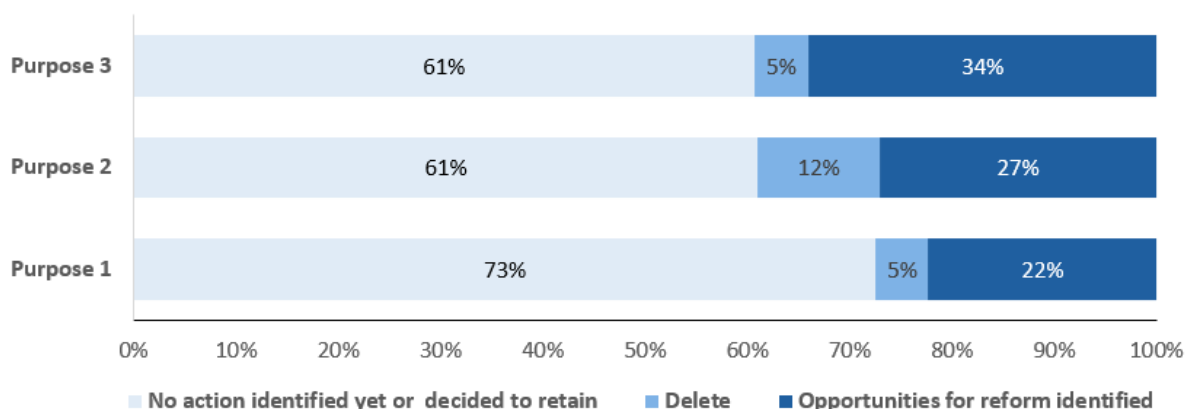
JSCs determined that around one third of these qualifications had a specific occupational purpose, requiring a higher degree of specificity for safety, licensing, or trade integrity (Table E1 and Figure E1). The remaining two thirds were considered to serve broader industry needs or to support vocational or cross-sectoral learning. All three purposes included qualifications at all AQF levels, demonstrating the diversity of need within the VET system.

Figure E1: JSCs Categorisation by Purposes and by AQF



JSCs have identified reform opportunities for around 35 per cent of these qualifications, across all purposes, demonstrating opportunities for reform (Figure E2). Reform opportunities include removal of obsolete qualifications, creation of broader entry-level qualifications to produce more adaptable graduates, and streamlining of product offerings to create clearer career pathways for learners. It is expected that JSCs will test their findings with industry stakeholders and progress reform opportunities through their usual training product development processes.

Box E2: Opportunities for reform identified



Jobs and Skills Councils have identified potential opportunities for reforming qualifications in all three purposes, including:

- Replacing a group of related qualifications with a broad-based qualification, supported by a range of specialised skill sets.
- Streamlining cert IIs and IIIs with an emphasis on elective streams or creating a broader based qualification for entry level or with focus on clearer and more diverse career pathways, reducing specificity.
- Reviewing qualifications with low enrolments to see if they would be better delivered as targeted skill sets.
- Reviewing to amend or redesign the qualifications to better meet industry needs or targeted learners' needs.
- Consolidating or amalgamating qualifications with no or low use or duplication at the same or lower or higher AQF levels.
- Deleting the qualifications with no use or obsolete while retaining the units still in use in these qualifications and incorporate them into the relevant qualifications, including those in the other training packages.
- Merging qualifications with similar broad transferability and flexibility.

Table E2: Qualifications included in JSC categorisation projects**BuildSkills**

Code	Qualification Title
CPC10120	Certificate I in Construction
CPC20120	Certificate II in Construction
CPC20220	Certificate II in Construction Pathways
CPC20720	Certificate II in Drainage
CPC20822	Certificate II in Prefabricated Concrete Element Installation
CPC30120	Certificate III in Shopfitting
CPC30216	Certificate III in Signs and Graphics
CPC30220	Certificate III in Carpentry
CPC30320	Certificate III in Concreting
CPC30420	Certificate III in Demolition
CPC30620	Certificate III in Painting and Decorating
CPC30720	Certificate III in Rigging
CPC30820	Certificate III in Roof Tiling
CPC30920	Certificate III in Scaffolding
CPC31020	Certificate III in Solid Plastering
CPC31120	Certificate III in Steelfixing
CPC31220	Certificate III in Wall and Ceiling Lining
CPC31320	Certificate III in Wall and Floor Tiling
CPC31420	Certificate III in Construction Waterproofing
CPC31920	Certificate III in Joinery
CPC32320	Certificate III in Stonemasonry
CPC32420	Certificate III in Plumbing
CPC32620	Certificate III in Roof Plumbing
CPC32720	Certificate III in Gas Fitting
CPC32820	Certificate III in Fire Protection
CPC32920	Certificate III in Construction Crane Operations
CPC33020	Certificate III in Bricklaying and Blocklaying
CPC40120	Certificate IV in Building and Construction
CPC40320	Certificate IV in Building Project Support
CPC40820	Certificate IV in Swimming Pool and Spa Building
CPC40920	Certificate IV in Plumbing and Services
CPC41020	Certificate IV in Demolition
CPC50220	Diploma of Building and Construction (Building)
CPC50320	Diploma of Building and Construction (Management)
CPC50520	Diploma of Fire Systems Design
CPC50620	Diploma of Hydraulic Services Design
CPC50722	Diploma of Construction Waterproofing Design and Survey
CPC60121	Advanced Diploma of Building Surveying
CPC60220	Advanced Diploma of Building and Construction (Management)
CPP20121	Certificate II in Surveying and Spatial Information Services
CPP20218	Certificate II in Security Operations
CPP20319	Certificate II in Technical Security

Code	Qualification Title
CPP20521	Certificate II in Fire Protection Inspection and Testing
CPP30119	Certificate III in Urban Pest Management
CPP30221	Certificate III in Surveying and Spatial Information Services
CPP30321	Certificate III in Cleaning Operations
CPP30519	Certificate III in Technical Security
CPP30619	Certificate III in Investigative Services
CPP30719	Certificate III in Waste Management
CPP30821	Certificate III in Fire Protection Inspection and Testing
CPP31218	Certificate III in Swimming Pool and Spa Service
CPP31318	Certificate III in Security Operations
CPP31418	Certificate III in Close Protection Operations
CPP31519	Certificate III in Real Estate Practice
CPP40121	Certificate IV in Residential Drafting
CPP40421	Certificate IV in Cleaning
CPP40521	Certificate IV in Strata Community Management
CPP40719	Certificate IV in Security Management
CPP40821	Certificate IV in Access Consulting
CPP40919	Certificate IV in Waste Management
CPP41119	Certificate IV in Home Energy Efficiency and Sustainability
CPP41319	Certificate IV in Swimming Pool and Spa Service
CPP41419	Certificate IV in Real Estate Practice
CPP41519	Certificate IV in Security Risk Analysis
CPP41619	Certificate IV in Urban Pest Management
CPP41721	Certificate IV in Surveying and Spatial Information Services
CPP50121	Diploma of Surveying
CPP50221	Diploma of Spatial Information Services
CPP50619	Diploma of Security Risk Management
CPP50721	Diploma of Access Consulting
CPP50921	Diploma of Building Design
CPP51122	Diploma of Property (Agency Management)
CPP51222	Diploma of Bushfire Protection Assessment
CPP60121	Advanced Diploma of Surveying
CPP60421	Advanced Diploma of Building Design
CPP80221	Graduate Diploma of Building Design
NWP20122	Certificate II in Water Industry Operations
NWP30222	Certificate III in Water Industry Operations
NWP40120	Certificate IV in Water Industry Operations
NWP50118	Diploma of Water Industry Operations
RII10115	Certificate I in Resources and Infrastructure Operations
RII20120	Certificate II in Resources and Infrastructure Work Preparation
RII20720	Certificate II in Civil Construction
RII20819	Certificate II in Bituminous Surfacing
RII30820	Certificate III in Civil Construction Plant Operations
RII30920	Certificate III in Civil Construction
RII31220	Certificate III in Civil Foundations

Code	Qualification Title
RII31619	Certificate III in Trenchless Technology
RII40720	Certificate IV in Civil Construction
RII40820	Certificate IV in Civil Construction Design
RII41421	Certificate IV in Civil Infrastructure Asset Management
RII50420	Diploma of Civil Construction Management
RII50520	Diploma of Civil Construction Design
RII60520	Advanced Diploma of Civil Construction Design
RII60620	Advanced Diploma of Civil Construction

Future Skills Organisation

Code	Qualification Title
BSB10120	Certificate I in Workplace Skills
BSB20120	Certificate II in Workplace Skills
BSB30120	Certificate III in Business
BSB30220	Certificate III in Entrepreneurship and New Business
BSB30320	Certificate III in Legal Services
BSB30420	Certificate III in Library and Information Services
BSB30719	Certificate III in Work Health and Safety
BSB40120	Certificate IV in Business
BSB40320	Certificate IV in Entrepreneurship and New Business
BSB40420	Certificate IV in Human Resource Management
BSB40520	Certificate IV in Leadership and Management
BSB40620	Certificate IV in Legal Services
BSB40720	Certificate IV in Library and Information Services
BSB40820	Certificate IV in Marketing and Communication
BSB40920	Certificate IV in Project Management Practice
BSB41021	Certificate IV in Aboriginal and Torres Strait Islander Governance
BSB41419	Certificate IV in Work Health and Safety
BSB50120	Diploma of Business
BSB50320	Diploma of Human Resource Management
BSB50420	Diploma of Leadership and Management
BSB50520	Diploma of Library and Information Services
BSB50620	Diploma of Marketing and Communication
BSB50720	Diploma of Paralegal Services
BSB50820	Diploma of Project Management
BSB50920	Diploma of Quality Auditing
BSB51319	Diploma of Work Health and Safety
BSB60120	Advanced Diploma of Business
BSB60220	Advanced Diploma of Conveyancing
BSB60320	Advanced Diploma of Human Resource Management
BSB60420	Advanced Diploma of Leadership and Management
BSB60520	Advanced Diploma of Marketing and Communication
BSB60619	Advanced Diploma of Work Health and Safety
BSB60720	Advanced Diploma of Program Management
BSB80120	Graduate Diploma of Management (Learning)
BSB80220	Graduate Diploma of Portfolio Management
BSB80320	Graduate Diploma of Strategic Leadership
FNS10120	Certificate I in Basic Financial Literacy
FNS20120	Certificate II in Financial Services
FNS30122	Certificate III in Financial Services
FNS30220	Certificate III in Personal Injury Management
FNS30322	Certificate III in Accounts Administration
FNS30420	Certificate III in Mercantile Agents
FNS40122	Certificate IV in Credit Management

Code	Qualification Title
FNS40222	Certificate IV in Accounting and Bookkeeping
FNS40821	Certificate IV in Finance and Mortgage Broking
FNS40920	Certificate IV in Superannuation
FNS41422	Certificate IV in General Insurance
FNS41521	Certificate IV in Life Insurance
FNS41720	Certificate IV in Insurance Broking
FNS41820	Certificate IV in Financial Services
FNS42022	Certificate IV in Banking Services
FNS42120	Certificate IV in Personal Injury Management
FNS42222	Certificate IV in Personal Trust Administration
FNS50222	Diploma of Accounting
FNS50322	Diploma of Finance and Mortgage Broking Management
FNS50422	Diploma of Payroll Services
FNS50722	Diploma of Superannuation
FNS50922	Diploma of Banking Services Management
FNS51022	Diploma of Financial Markets
FNS51120	Diploma of General Insurance
FNS51220	Diploma of Insurance Broking
FNS51420	Diploma of Loss Adjusting
FNS51522	Diploma of Credit Management
FNS51822	Diploma of Financial Services
FNS51920	Diploma of Personal Injury and Disability Insurance Management
FNS52022	Diploma of Personal Trusts
FNS60222	Advanced Diploma of Accounting
FNS60622	Advanced Diploma of Banking Services Management
FNS60722	Advanced Diploma of Financial Licensing Management
FNS60822	Advanced Diploma of Integrated Risk Management
FNS60920	Advanced Diploma of Paraplanning
FNS80020	Graduate Certificate in Anti-Money Laundering and Counter Terrorism Financing
FNS80120	Graduate Diploma of Management (Learning)
ICT20120	Certificate II in Applied Digital Technologies
ICT20219	Certificate II in Telecommunications Network Build and Operation
ICT20319	Certificate II in Telecommunications Technology
ICT30120	Certificate III in Information Technology
ICT30419	Certificate III in Telecommunications Network Build and Operation
ICT30519	Certificate III in Telecommunications Technology
ICT40120	Certificate IV in Information Technology
ICT41119	Certificate IV in Telecommunications Network Design
ICT41219	Certificate IV in Telecommunications Engineering Technology
ICT50220	Diploma of Information Technology
ICT60220	Advanced Diploma of Information Technology

HumanAbility

Code	Qualification Title
CHC14015	Certificate I in Active Volunteering
CHC24015	Certificate II in Active Volunteering
CHC22015	Certificate II in Community Services
CHC34015	Certificate III in Active Volunteering
CHC35021	Certificate III in Community Safety Services
CHC32015	Certificate III in Community Services
CHC30121	Certificate III in Early Childhood Education and Care
CHC33021	Certificate III in Individual Support
CHC30221	Certificate III in School Based Education Support
CHC43015	Certificate IV in Ageing Support
CHC43215	Certificate IV in Alcohol and Other Drugs
CHC41215	Certificate IV in Career Development
CHC41015	Certificate IV in Celebrancy
CHC42315	Certificate IV in Chaplaincy and Pastoral Care
CHC40321	Certificate IV in Child, Youth and Family Intervention
CHC42121	Certificate IV in Community Development
CHC42021	Certificate IV in Community Services
CHC44015	Certificate IV in Coordination of volunteer programs
CHC43121	Certificate IV in Disability Support
CHC41115	Certificate IV in Employment Services
CHC42221	Certificate IV in Housing
CHC43415	Certificate IV in Leisure and Health
CHC43315	Certificate IV in Mental Health
CHC43515	Certificate IV in Mental Health Peer Work
CHC40221	Certificate IV in School Based Education Support
CHC40521	Certificate IV in Youth Justice
CHC40421	Certificate IV in Youth Work
CHC53215	Diploma of Alcohol and Other Drugs
CHC50321	Diploma of Child, Youth and Family Intervention
CHC52121	Diploma of Community Development
CHC52021	Diploma of Community Services
CHC51015	Diploma of Counselling
CHC50121	Diploma of Early Childhood Education and Care
CHC51122	Diploma of Financial Counselling
CHC53415	Diploma of Leisure and Health
CHC53315	Diploma of Mental Health
CHC50221	Diploma of School Age Education and Care
CHC50521	Diploma of Youth Justice
CHC50421	Diploma of Youth Work
CHC62015	Advanced Diploma of Community Sector Management
CHC81315	Graduate Certificate in Career Development Practice
CHC82015	Graduate Certificate in Client Assessment and Case Management
CHC81215	Graduate Certificate in Statutory Child Protection
CHC81115	Graduate Diploma of Family Dispute Resolution
CHC81015	Graduate Diploma of Relationship Counselling

Industry Skills Australia

Code	Qualification Title
AVI10119	Certificate I in Aviation (Foundation Skills)
AVI20118	Certificate II in Transport Security Protection
AVI20119	Certificate II in Aviation (Flight Operations-Cargo Services)
AVI20219	Certificate II in Aviation (Ground Operations and Service)
AVI30119	Certificate III in Aviation (Aerodrome Operations)
AVI30219	Certificate III in Aviation (Cabin Crew)
AVI30319	Certificate III in Aviation (Ground Operations and Service)
AVI30419	Certificate III in Aviation (Remote Pilot)
AVI30519	Certificate III in Aviation (Rescue Crew Officer)
AVI40119	Certificate IV in Aviation (Air Crew Officer)
AVI40122	Certificate IV in Aviation (Supervision)
AVI40422	Certificate IV in Aviation (Remote Pilot Beyond Visual Line of Sight)
AVI50115	Diploma of Aviation (Air Traffic Control)
AVI50119	Diploma of Aviation (Aviation Management)
AVI50222	Diploma of Aviation (Commercial Pilot Licence -Aeroplane)
AVI50322	Diploma of Aviation (Commercial Pilot Licence -Helicopter)
AVI50419	Diploma of Aviation (Flight Instructor)
AVI50519	Diploma of Aviation (Instrument Rating)
AVI59922	Diploma of Aviation (Chief Remote Pilot)
AVI60219	Advanced Diploma of Aviation (Pilot in Command)
MAR10220	Certificate I in Maritime Operations (General Purpose Hand Near Coastal)
MAR10418	Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)
MAR20121	Certificate II in Maritime Operations (Linesperson)
MAR20321	Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)
MAR20421	Certificate II in Maritime Operations (Marine Engine Driver Grade 3 Near Coastal)
MAR30022	Certificate III in Vessel Traffic Services
MAR30122	Certificate III in Marina Operations
MAR30220	Certificate III in Maritime Operations (Integrated Rating)
MAR30320	Certificate III in Maritime Operations (Marine Cookery)
MAR30821	Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal)
MAR30921	Certificate III in Maritime Operations (Master up to 24 metres Near Coastal)
MAR31021	Certificate III in Maritime Operations (Master Inland Waters)
MAR31222	Certificate III in Autonomous Maritime Systems
MAR40121	Certificate IV in Maritime Operations (Chief Integrated Rating)
MAR40220	Certificate IV in Maritime Operations (Marine Engine Driver Grade 1 Near Coastal)
MAR40320	Certificate IV in Maritime Operations (Master up to 45 metres Near Coastal)
MAR50120	Diploma of Marine Engineering
MAR50320	Diploma of Maritime Operations
MAR60120	Advanced Diploma of Marine Engineering (Class 1)
MAR60220	Advanced Diploma of Maritime Operations (Master Unlimited)
TLI11321	Certificate I in Supply Chain Operations

Code	Qualification Title
TLI20221	Certificate II in Road Transport Terminal Operations
TLI20321	Certificate II in Stevedoring
TLI20421	Certificate II in Supply Chain Operations
TLI21221	Certificate II in Driving Operations
TLI21921	Certificate II in Track Protection
TLI22321	Certificate II in Rail Customer Service
TLI22421	Certificate II in Furniture Removal
TLI23221	Certificate II in Shunting
TLI27121	Certificate II in Rail Infrastructure
TLI27221	Certificate II in Rail Track Vehicle Driving
TLI29921	Certificate II in Rolling Stock Maintenance
TLI30122	Certificate III in Mobile Crane Operations
TLI30219	Certificate III in Stevedoring
TLI30321	Certificate III in Supply Chain Operations
TLI30521	Certificate III in Passenger Train Guard
TLI31222	Certificate III in Driving Operations
TLI31321	Certificate III in International Freight Forwarding (Operator)
TLI31421	Certificate III in Light Rail Driving
TLI31921	Certificate III in Mechanical Rail Signalling
TLI32121	Certificate III in Rail Structures
TLI32721	Certificate III in Track Protection
TLI32821	Certificate III in Rail Operations
TLI33021	Certificate III in Heritage Locomotive Assistant or Steam Locomotive Fireman
TLI33122	Certificate III in Rail Customer Service
TLI33221	Certificate III in Terminal Train Driving
TLI33321	Certificate III in Furniture Removal
TLI37122	Certificate III in Rail Infrastructure
TLI40122	Certificate IV in Specialist Driving Operations
TLI40221	Certificate IV in International Freight Forwarding (Senior Operator)
TLI40321	Certificate IV in Supply Chain Operations
TLI40421	Certificate IV in Stevedoring Operations
TLI40521	Certificate IV in Traffic Control Room Operations
TLI40722	Certificate IV in Mobile Crane Operations
TLI40822	Certificate IV in Rail Safety Investigation
TLI40921	Certificate IV in Rail Network Control
TLI41222	Certificate IV in Motor Vehicle Driver Training
TLI41522	Certificate IV in Materiel Logistics
TLI42422	Certificate IV in Rail Safety Management
TLI42622	Certificate IV in Train Driving
TLI47121	Certificate IV in Rail Infrastructure
TLI50119	Diploma of International Freight Forwarding
TLI50221	Diploma of Logistics
TLI50422	Diploma of Materiel Logistics
TLI50621	Diploma of Rail Operations Management
TLI50716	Diploma of Bus and Coach Operations

Code	Qualification Title
TLI50822	Diploma of Customs Broking
TLI60122	Advanced Diploma of Materiel Logistics
TLI60222	Advanced Diploma of Supply Chain Management

Manufacturing Industry Skills Alliance

Code	Qualification Title
FBP20418	Certificate II in Pharmaceutical Manufacturing
FBP30721	Certificate III in Rice Processing
FBP30822	Certificate III in Pharmaceutical Manufacturing
FBP40522	Certificate IV in Pharmaceutical Manufacturing
FBP40621	Certificate IV in Artisan Fermented Products
FBP50221	Diploma of Food Safety Auditing
FBP50321	Diploma of Artisan Cheesemaking
MEM30522	Certificate III in Engineering – Technical
MEM40119	Certificate IV in Engineering
MEM40422	Certificate IV in Engineering Drafting
MEM50222	Diploma of Engineering – Technical
MEM60122	Advanced Diploma of Engineering
MSA30208	Certificate III in Manufacturing Technology
MSA40108	Certificate IV in Manufacturing Technology
MSA50108	Diploma of Manufacturing Technology
MSA60108	Advanced Diploma of Manufacturing Technology
MSL20122	Certificate II in Sampling and Measurement
MSL30122	Certificate III in Laboratory Skills
MSL40122	Certificate IV in Laboratory Techniques
MSL50122	Diploma of Laboratory Technology
MSL60122	Advanced Diploma of Laboratory Management
MSM10116	Certificate I in Process Manufacturing
MSM10216	Certificate I in Manufacturing (Pathways)
MSM20116	Certificate II in Process Manufacturing
MSM20216	Certificate II in Manufacturing Technology
MSM21122	Certificate II in Recreational Vehicle Trade Pathways
MSM30116	Certificate III in Process Manufacturing
MSM30216	Certificate III in Surface Preparation and Coating Application
MSM30318	Certificate III in Manufactured Mineral Products
MSM30418	Certificate III in Fenestration
MSM31022	Certificate III in Recreational Vehicle Service and Repair
MSM31122	Certificate III in Recreational Vehicle Manufacturing
MSM40116	Certificate IV in Process Manufacturing
MSM41122	Certificate IV in Recreational Vehicles
MSM50316	Diploma of Production Management
MSS40122	Certificate IV in Sustainable Operations
MSS40222	Certificate IV in Environmental Monitoring and Technology
MSS50122	Diploma of Sustainable Operations
MSS50222	Diploma of Environmental Monitoring and Technology
PMB20121	Certificate II in Polymer Processing
PMB30121	Certificate III in Polymer Processing
PMB40121	Certificate IV in Polymer Processing
PMB50121	Diploma of Polymer Technology

Mining and Automotive Skills Alliance

Code	Qualification Title
AUM20118	Certificate II in Automotive Manufacturing Production - Passenger Motor Vehicle
AUM20218	Certificate II in Automotive Manufacturing Production - Bus, Truck and Trailer
AUM30113	Certificate III in Automotive Manufacturing Technical Operations - Passenger Motor Vehicle
AUM30218	Certificate III in Automotive Manufacturing Technical Operations - Bus, Truck and Trailer
AUM40113	Certificate IV in Automotive Manufacturing
AUM50113	Diploma of Automotive Manufacturing
AUR10120	Certificate I in Automotive Vocational Preparation
AUR20220	Certificate II in Automotive Air Conditioning Technology
AUR20520	Certificate II in Automotive Servicing Technology
AUR21920	Certificate II in Automotive Tyre Servicing Technology
AUR30116	Certificate III in Automotive Administration
AUR30220	Certificate III in Bicycle Workshop Operations
AUR30320	Certificate III in Automotive Electrical Technology
AUR30420	Certificate III in Agricultural Mechanical Technology
AUR30520	Certificate III in Marine Mechanical Technology
AUR30620	Certificate III in Light Vehicle Mechanical Technology
AUR30720	Certificate III in Outdoor Power Equipment Technology
AUR30820	Certificate III in Motorcycle Mechanical Technology
AUR30920	Certificate III in Motor Sport Technology
AUR31020	Certificate III in Automotive Sales
AUR31120	Certificate III in Heavy Commercial Vehicle Mechanical Technology
AUR31220	Certificate III in Mobile Plant Technology
AUR31316	Certificate III in Automotive Engine Reconditioning
AUR31420	Certificate III in Automotive Diesel Fuel Technology
AUR31520	Certificate III in Automotive Diesel Engine Technology
AUR31820	Certificate III in Heavy Commercial Trailer Technology
AUR32120	Certificate III in Automotive Body Repair Technology
AUR32220	Certificate III in Automotive Glazing Technology
AUR32320	Certificate III in Automotive and Marine Trimming Technology
AUR32420	Certificate III in Automotive Refinishing Technology
AUR32518	Certificate III in Automotive Underbody Technology
AUR32721	Certificate III in Automotive Electric Vehicle Technology
AUR40116	Certificate IV in Automotive Management
AUR40216	Certificate IV in Automotive Mechanical Diagnosis
AUR40320	Certificate IV in Motor Sport Technology
AUR40520	Certificate IV in Vehicle Loss Assessing
AUR40620	Certificate IV in Automotive Electrical Technology
AUR40720	Certificate IV in Automotive Body Repair Technology
AUR40820	Certificate IV in Automotive Mechanical Overhauling
AUR50116	Diploma of Automotive Management
AUR50216	Diploma of Automotive Technology

Powering Skills Organisation

Code	Qualification Title
UEE10120	Certificate I ElectroComms Skills
UEE21220	Certificate II in Antennae Equipment
UEE20520	Certificate II in Computer Assembly and Repair
UEE20720	Certificate II in Data and Voice Communications
UEE20920	Certificate II in Electronic Assembly
UEE21920	Certificate II in Electronics
UEE22020	Certificate II in Electrotechnology (Career Start)
UET20621	Certificate II in ESI - Asset Inspection and Testing
UEP20122	Certificate II in ESI Generation - Operations Support
UEE21020	Certificate II in Fire Alarms Servicing
UET20321	Certificate II in Fire Alarms Servicing
UEG20122	Certificate II in Gas Supply Industry Operations
UEP20222	Certificate II in Remote Area Essential Service
UEE21420	Certificate II in Remote Area Power Supply Maintenance
UEE21620	Certificate II in Security Assembly and Set-up
UEE20120	Certificate II in Split Air Conditioning and Heat Pump Systems
UEE22120	Certificate II in Sustainable Energy
UEE21720	Certificate II in Technical Support
UET20422	Certificate II in Transmission Line Construction
UEE32220	Certificate III in Air Conditioning and Refrigeration
UEE32120	Certificate III in Appliance Service
UEE33020	Certificate III in Electrical Fitting
UEE30620	Certificate III in Electrical Machine Repair
UEE30820	Certificate III in Electrotechnology Electrician
UET30621	Certificate III in ESI - Distribution Overhead
UET30821	Certificate III in ESI - Distribution Underground
UET30721	Certificate III in ESI - Rail Traction
UET30921	Certificate III in ESI - Very Remote Community Utilities
UEP30322	Certificate III in ESI Generation
UEG30122	Certificate III in Gas Supply Industry Operations
UEE30720	Certificate III in Switchgear and Control gear
UET40422	Certificate IV in ESI - Network Systems
UET40522	Certificate IV in ESI – Substations
UEP40122	Certificate IV in ESI Generation
UEP40322	Certificate IV in ESI Generation Maintenance - Electrical Electronics
UEP40422	Certificate IV in ESI Generation Maintenance (Fabrication)
UEP40522	Certificate IV in ESI Generation Maintenance (Mechanical)
UEG40222	Certificate IV in Gas Supply Industry Operations
UEE42220	Certificate IV in Instrumentation and Control
UEP40622	Certificate IV in Wind Power Generation
UEE51120	Diploma of Engineering Technology - Refrigeration and Air Conditioning
UEP50122	Diploma of ESI Generation
UEG50122	Diploma of Gas Supply Industry Operations
UEE62022	Advanced Diploma of Engineering Technology - Renewable Energy
UET60222	Advanced Diploma of ESI - Power Systems

Public Skills Australia

Code	Qualification Title
CSC20122	Certificate II in Justice Services
CSC30122	Certificate III in Correctional Practice
CSC30222	Certificate III in Immigration Detention Operations
CSC40122	Certificate IV in Correctional Practice
CSC50122	Diploma of Correctional Administration
CSC60120	Advanced Diploma of Correctional Management
LGA20120	Certificate II in Local Government
LGA30120	Certificate III in Local Government
LGA40120	Certificate IV in Local Government
LGA50120	Diploma of Local Government
LGA50220	Diploma of Local Government - Elected Member
PSP20122	Certificate II in Government
PSP20218	Certificate II in Auslan
PSP30122	Certificate III in Government
PSP30218	Certificate III in Auslan
PSP40122	Certificate IV in Government
PSP40216	Certificate IV in Court Operations
PSP40316	Certificate IV in Government Security
PSP40416	Certificate IV in Government Investigations
PSP40522	Certificate IV in Trade Measurement
PSP40616	Certificate IV in Procurement and Contracting
PSP40716	Certificate IV in Heavy Vehicle Road Compliance
PSP40818	Certificate IV in Auslan
PSP50122	Diploma of Government
PSP50216	Diploma of Court Operations
PSP50316	Diploma of Government Security
PSP50416	Diploma of Government Investigations
PSP50522	Diploma of Trade Measurement
PSP50616	Diploma of Procurement and Contracting
PSP50716	Diploma of Fraud Control
PSP50822	Diploma of Translating
PSP50922	Diploma of Interpreting
PSP51018	Diploma of Auslan
PSP60122	Advanced Diploma of Government
PSP60616	Advanced Diploma of Procurement and Contracting
PSP60822	Advanced Diploma of Translating
PSP60922	Advanced Diploma of Interpreting
PSP80116	Graduate Certificate in Strategic Procurement

Service and Creative Skills Australia

Code	Qualification Title
CUA10120	Certificate I in Dance
CUA10320	Certificate I in Visual Arts
CUA20220	Certificate II in Creative Industries
CUA20320	Certificate II in Aboriginal and/or Torres Strait Islander Cultural Arts Industry Work
CUA20520	Certificate II in Information and Cultural Services
CUA30320	Certificate III in Assistant Dance Teaching
CUA30620	Certificate III in Arts and Cultural Administration
CUA40118	Certificate IV in Professional Writing and Editing
CUA40220	Certificate IV in Community Culture
CUA50118	Diploma of Professional Writing and Editing
CUA50320	Diploma of Dance Teaching and Management
CUA50620	Diploma of Aboriginal and/or Torres Strait Islander Cultural Arts Industry Work
CUA51320	Diploma of Arts and Health
CUA51420	Diploma of Arts and Cultural Management
CUA60220	Advanced Diploma of Live Production and Management Services
CUA60420	Advanced Diploma of Creative Product Development
CUA60520	Advanced Diploma of Music
SFL20115	Certificate II in Floristry (Assistant)
SFL30115	Certificate III in Floristry
SFL40115	Certificate IV in Floristry
SFL50115	Diploma of Floristry Design
SHB30121	Certificate II in Retail Cosmetics
SHB30416	Certificate III in Hairdressing
SHB30516	Certificate III in Barbering
SHB40216	Certificate IV in Hairdressing
SHB50216	Diploma of Salon Management
SHB60221	Advanced Diploma of Skin Therapy
SIF20113	Certificate II in Funeral Operations
SIF30113	Certificate III in Cemetery and Crematorium Operations
SIF30213	Certificate III in Gravedigging, Grounds and Maintenance
SIF30313	Certificate III in Funeral Operations
SIF40113	Certificate IV in Funeral Services
SIF40213	Certificate IV in Embalming
SIR10116	Certificate I in Retail Services
SIR20116	Certificate II in Community Pharmacy
SIR20216	Certificate II in Retail Services
SIR30216	Certificate III in Retail
SIR40316	Certificate IV in Retail Management
SIR50116	Diploma of Retail Leadership
SIR50217	Diploma of Visual Merchandising
SIR50317	Diploma of Retail Merchandise Management
SIR60221	Advanced Diploma of Visual Merchandising
SIT10122	Certificate I in Tourism (Australian Indigenous Culture)

Code	Qualification Title
SIT10222	Certificate I in Hospitality
SIT20122	Certificate II in Tourism
SIT30222	Certificate III in Travel
SIT30322	Certificate III in Guiding
SIT30722	Certificate III in Hospitality (Restaurant Front of House)
SIT30821	Certificate III in Commercial Cookery
SIT31121	Certificate III in Asian Cookery
SIT40621	Certificate IV in Catering Management
SIT40821	Certificate IV in Asian Cookery
SIT60122	Advanced Diploma of Travel and Tourism Management
SIT60222	Advanced Diploma of Event Management

Skills Insight

Code	Qualification Title
AHC21824	Certificate II in Protected Horticulture
AHC42021	Certificate IV in Landscape Construction Management
AHC10222	Certificate I in Agriculture
AHC10120	Certificate I in Conservation and Ecosystem Management
AHC10322	Certificate I in Horticulture
AHC10422	Certificate I in Permaculture
AHC20422	Certificate II in Agriculture
AHC20520	Certificate II in Arboriculture
AHC21024	Certificate II in Conservation and Ecosystem Management
AHC20422	Certificate II in Horticulture
AHC21124	Certificate II in Irrigation
AHC21624	Certificate II in Landscaping
AHC20724	Certificate II in Nursery Operations
AHC20624	Certificate II in Parks and Gardens
AHC21722	Certificate II in Permaculture
AHC20324	Certificate II in Production Horticulture
AHC21216	Certificate II in Rural Operations
AHC21316	Certificate II in Shearing
AHC20919	Certificate II in Sports Turf Management
AHC21416	Certificate II in Wool Handling
AHC32522	Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work
AHC33116	Certificate III in Advanced Wool Handling
AHC30122	Certificate III in Agriculture
AHC30824	Certificate III in Arboriculture
AHC31824	Certificate III in Beekeeping
AHC31424	Certificate III in Conservation and Ecosystem Management
AHC30224	Certificate III in Dairy Production
AHC33316	Certificate III in Feedlot Operations
AHC30722	Certificate III in Horticulture
AHC32424	Certificate III in Irrigation Technology
AHC30921	Certificate III in Landscape Construction
AHC33924	Certificate III in Medicinal Cannabis Cultivation and Production
AHC31124	Certificate III in Nursery Operations
AHC31522	Certificate III in On Country Management
AHC31024	Certificate III in Parks and Gardens
AHC33822	Certificate III in Permaculture
AHC30422	Certificate III in Pork Production
AHC30522	Certificate III in Poultry Production
AHC30624	Certificate III in Production Horticulture
AHC33316	Certificate III in Protected Horticulture
AHC30324	Certificate III in Rural and Environmental Pest Management
AHC32724	Certificate III in Rural Merchandising
AHC32822	Certificate III in Rural Operations
AHC32916	Certificate III in Shearing
AHC31324	Certificate III in Sports Turf Management
AHC33016	Certificate III in Wool Clip Preparation
AHC40124	Certificate IV in Agribusiness
AHC40122	Certificate IV in Agriculture
AHC40924	Certificate IV in Conservation and Ecosystem Management
AHC40422	Certificate IV in Horticulture

Code	Qualification Title
AHC41124	Certificate IV in Irrigation Management
AHC42421	Certificate IV in Landscape Design
AHC42324	Certificate IV in Medicinal Cannabis Cultivation and Production
AHC40624	Certificate IV in Nursery Operations
AHC42122	Certificate IV in Permaculture
AHC41724	Certificate IV in Pest Management
AHC40324	Certificate IV in Production Horticulture
AHC40224	Certificate IV in Protected Horticulture
AHC41316	Certificate IV in Wool Classing
AHC51422	Diploma of Agribusiness Management
AHC50122	Diploma of Agriculture
AHC51920	Diploma of Applied Agronomy
AHC50524	Diploma of Arboriculture
AHC51222	Diploma of Community Group Coordination and Facilitation
AHC51120	Diploma of Conservation and Ecosystem Management
AHC50422	Diploma of Horticulture Management
AHC51624	Diploma of Irrigation Design
AHC52021	Diploma of Landscape Construction Management
AHC50621	Diploma of Landscape Design
AHC50820	Diploma of Nursery Management
AHC52122	Diploma of Permaculture
AHC51324	Diploma of Pest Management
AHC50324	Diploma of Production Horticulture
AHC51024	Diploma of Sports Turf Management
AHC51524	Diploma of Viticulture
AHC60319	Advanced Diploma of Agribusiness Management
AHC60524	Advanced Diploma of Arboriculture
AHC60422	Advanced Diploma of Conservation and Ecosystem Management
AHC80120	Graduate Diploma of Arboriculture

Appendix F: Jobs and Skills Council Demonstration Projects

Jobs and Skills Council	Purpose being tested and project description
<p>AUSMASA – The Mining and Automotive Skills Alliance</p>	<p>The project sought to improve entry level pathways into the automotive industry to increase the skilled workforce available.</p> <p>AUSMASA considered 15 existing Certificate II AUR qualifications to identify opportunities to reform these into fewer, broader qualifications that provide pathways into the automotive sector.</p> <p>The project proposed a new qualification model that focuses on developing broader knowledge and skills, moving away from entry-level qualifications tied to a single occupation, and instead focusing on the underpinning knowledge and skills an individual needs for a range of entry level roles in the automotive sector.</p> <p>The project has identified exciting potential changes to qualification design to better foreground knowledge outcomes in the qualification. AUMASA also note that further detailed work is required to work through any unintended impacts on industrial relations and funding models.</p> <p>For further information, please visit https://ausmasa.org.au/</p>
<p>Future Skills Organisation (FSO)</p>	<p>The project sought to develop new approaches for units of competency to describe the digital skills needed by people across different jobs and industries.</p> <p>The initiative used the Australian Digital Capability Framework (ADCF) to define the digital skills needed and to underpin a more generic and flexible design for broader cross-sectoral units of competency, which could then be tailored to meet specific industry skills needs and overall improve the relevance of training.</p> <p>These innovative new units of competency were then mapped to existing units of competency in the BSB, ICT and FNS training packages to identify opportunities to streamline, enhance adaptability, and reduce duplication to improve outcomes for learners and industry.</p> <p>Key findings from the project demonstrates value in prioritising adaptable and transferable skills over rigid, job-specific training, using the model’s agile approach to design. To continue exploring the possibilities of this model approach for the broader VET</p>

sector, FSO has identified further work is required to develop and test the approach with key stakeholders, and a pilot phase to trial in real-world settings.

For further information, please visit <https://www.futureskillsorganisation.com.au/>

HumanAbility

The project examined volunteering qualifications within the CHC Training Package for the potential of broader vocational learning across a range of sectors, such as health, welfare, emergency services, environment, animal welfare, sport and recreation, and community services.

The project proposed a new flexible learning architecture with a focus to support workforce development, skill transferability and portability across various industries and sectors, and to enhance the ability of RTOs in offering improved learning outcomes for students. The project demonstrates its specific application against volunteering qualifications and credentials.

This approach, designed at a conceptual level, requires further testing and refinement with key stakeholders to ensure it meets diverse learning needs.

For further information, please visit <https://humanability.com.au/>

Industry Skills Australia

The project tested different approaches to training product design to create a Supply Chain Qualification at the Certificate III level to support worker mobility and transferability of skills across different occupations and contexts within the Transport and Logistics areas. This included road transport, logistics, ports, aviation, maritime, and rail.

The model delivered conceptual training product templates, designed with common skills and knowledge that could be transferrable across four job roles: forklift driver, baggage handler, deck hand, and track worker, with the ability to contextualise with specific skills required for each industry.

ISA reported stakeholders sought to maintain existing training products, indicating current TPOF provides for good training product design and RTO flexibility to innovate. However, ISA found that Companion Volume Implementation Guides and professional development and resources for training product developers could result in better consistency of training products.

For further information, please visit <https://www.industryskillsaustralia.org.au/>

<p>Manufacturing Industry Skills Alliance</p>	<p>The project considered how to best align the future skill needs of non-trade, technology-based training for manufacturing. Currently, training in these technical skills and knowledge is available through several training packages.</p> <p>Using mapping, data analysis, and consultations, the project identified areas of potential duplication and opportunities to rationalise training products, including the potential removal of the MSA07 Manufacturing Training Package.</p> <p>Initial findings from the project are subject to further validation and refinement with industry to inform decisions on any further work to review implications and enable more efficient pathways to these occupations in the manufacturing industry.</p> <p>For further information, please visit https://manufacturingalliance.org.au/</p>
<p>Public Skills Australia</p>	<p>The project analysed alternative templates and models of units of competency and qualifications from six countries: Finland, India, Ireland, New Zealand, Scotland and South Africa, to assess the potential application for different purposes within the Australian setting.</p> <p>While the project acknowledged template themes that may have potential merit and usefulness within the Australian context, Public Skills Australia’s network of industry stakeholders identified the current qualification and unit of competency templates as fit-for-purpose, and with alternative avenues other than template design to better support the delivery of quality training in the Public Safety and Government industry, including:</p> <ul style="list-style-type: none"> • Improving consistency in the drafting of qualifications and units of competency • Providing additional support for ERTOS and RTOs to design and implement quality training and assessment materials • Improving Companion Volume Implementation Guides (CVIG) to support implementation <p>For further information, please visit https://publicskillsaustralia.org.au/</p>

<p>Service and Creative Skills Australia (SaCSA)</p>	<p>The project proposed the development of a new framework for service sector skills pathways within and between the services industries supported by SACSA. These pathways are intended to deliver both vertical and horizontal pathways, allowing learners to obtain underpinning knowledge and skills relevant to a range of industries, providing broad entry pathways into a range industry sectors, which can then be deepened with increasing levels of specialisation within specific sectors.</p> <p>Focused initially on the commercial cookery pathway, stakeholder feedback indicated strong enthusiasm for the alignment with industry practices. Training and education stakeholders also recognised the frameworks' potential to benefit learners, while reducing the administrative burden on training organisations.</p> <p>Broader testing and refinement of the framework is needed, with next steps to include a pilot program in line with the Training Product Operating Framework and Quality Assurance processes.</p> <p>For further information, please visit https://sacsa.org.au/</p>
<p>Skills Insight</p>	<p>The project sought to redesign entry level pathways into rural operations to deliver greater sector knowledge and enable broader career and study opportunities across the agriculture, horticulture, and conservation and ecosystem management (AHC) industries.</p> <p>The project approach took an exciting new direction, shifting from task-based identification of skills and learning to a broader approach, that focused on common learning outcomes, with context specific application. Through innovative template design, the approach has potential to reduce duplication by consolidating shared knowledge and skills, offering flexibility to adapt to emerging needs and unifying learning across a broad range of work activities.</p> <p>The project is considering how changes to the qualification and unit of competency architecture may support this concept, noting further testing and evaluation is needed to assess the project's application within and across industries.</p> <p>For further information, please visit https://skillsinsight.com.au/</p>

Appendix G: Stakeholder engagement

Throughout 2024, the Qualification Reform Design Group (QRDG) consulted with key stakeholders over two phases of scheduled consultations and ongoing co-design work to test and refine the approach.

This included engagement with:

- Australian Chamber of Commerce and Industry (ACCI)
- Australian Council of Trade Unions (ACTU) and its affiliates
- Australian Education Union (AEU) and members
- Australian Industry Group (Ai Group)
- Business Council Australia (BCA)
- Independent Tertiary Education Council Australia (ITECA) and members
- Jobs and Skills Councils (JSCs)
- States and Territories
- TAFE Directors Australia (TDA) and members
- VET system regulators (ASQA, VRQA, WA-TAC).

A final round of targeted stakeholder engagement was conducted between September to November 2024 to prepare the advice for finalisation, with key peaks receiving a summary of insights from Jobs and Skills Council Action Learning projects, and the opportunity to review and provide comment on the key elements of the approach, including optional templates and anticipated implementation timelines.

Overall, stakeholders expressed comfort in the proposed approach, highlighting the need to focus on its shift away from one-size-fits-all to a purpose-led model that can preserve the qualifications that are working well, whilst providing opportunity for more flexible design that can deliver the outcomes needed by industry and learners.

Stakeholders also demonstrated support for Jobs and Skills Councils (JSCs) to lead the reform through responsibility for identifying and prioritising opportunities indicated by workforce planning, and training product development processes, acknowledging some industries will move faster to the new approach than others.

To support the success of reforms, stakeholders expressed the need for a tripartite oversight group to provide guidance and advice to ensure national system-level coherence and JSC cross industry collaboration.

Key areas highlighted for ongoing monitoring of the new approach's impact on the system include the capacity of smaller registered training organisations (RTOs) to navigate new compliance requirements, the impact on awards using varying products and models (relativity), and whether the provision for both learning outcomes and Knowledge, Skills, Application type models will increase the number of products in the system.

Along with the 2024 consultations, the QRDG was provided with key feedback on issues and opportunities obtained through consultations on the previous reform model undertaken between late 2020 and early 2023.

Feedback, while supportive of the need for change and of recognising the different purposes of training when designing qualifications, also identified differing priorities from different stakeholders – and reflected some of the existing pressure points in the system. A table of deidentified stakeholder key feedback and issues arising from consultation activity is provided below.

Issue	Stakeholder Feedback
Purposes	<ul style="list-style-type: none"> • Purposes model recognises some of the non-VET factors that influence qualifications – such as industrial relations – and these factors could lead to increased numbers of units and assessment requirements. • Qualifications that are specific to an occupation (e.g. licensing) can also have changing industry needs – don't want the model to lock them out from reform options. • The third purpose specifically mentions tertiary pathways – improved tertiary pathways should not just be limited to one type of qualification, but also whether tertiary pathway type qualifications must be designed around Units of Competency, or if other models may be considered. • JSCs as organisations with deep industry networks are well placed to make decisions on qualification design and work through implications from these decisions. • Any model needs to be clear on how qualifications from different purposes offer articulation or credit (particularly those 'purpose three' type qualifications). • Purposes of qualifications is a good starting point, but qualifications and units of competency need to be considered together, and how units fit together into a coherent qualification through packaging rules.

Issue	Stakeholder Feedback
<p>Principles</p>	<ul style="list-style-type: none"> • Useability of qualifications (how easy they are to navigate and deliver) should be added to principles. • Frameworks need to align with industry needs. Principles need to build in recognition for ‘on the job’ training and skills already acquired to help limit the need for unnecessary training and to better meet learner/ employer needs. • Qualifications need to retain a future focus to keep pace with changing skill needs of industry/learners, and reform needs to focus on reducing the level of input-controls in qualifications, which would support better alignment with the new self-assurance approach and new RTO standards. • There currently appears to be little consideration for how units of competency fit together when qualifications are being designed to deliver outcomes. Further attention on the coherence of a qualification is needed during the design stage. • Innovation needs to be guided by industry discretion to ensure creativity doesn’t compromise standards for specific occupations. • Design must factor the outcome being sought i.e. apprentice/ trainee vs skilling – to avoid limiting genuine training and employment opportunities. • An overarching principle for reform should be identifying/ensuring articulation arrangements, as appropriate, for qualifications across different purposes. • Having only one design option limits opportunities for different thinking – employability skills are just as important as technical. Compliance is a big contributor to limiting creativity in training delivery. • Defining competencies should happen as a key element of designing qualifications. Industry needs to provide more guidance on what core should be and what should be elective – and avoid lengthy elective streams which cannot be delivered. • There is a need to balance the reduction of regulatory burden contained within qualifications vs what is required to provide confidence in graduate outcomes.

Issue	Stakeholder Feedback
	<ul style="list-style-type: none"> • Increasing specificity in units of competency and assessment requirements have caused difficulty in delivery and compliance for RTOs. However, there is a need to balance removal of context with employers knowing an individual can do the job. • Needs to be clarity on the mandatory requirements vs additional guidance and advice to support implementation. • By removing unnecessary specificity, skills transferability may be easier to identify and provide formal recognition. • Need to be clear on how the principles may impact template choice, and need to be clear on what is required when designing qualifications and how to comply with any revised qualification principles to assist JSCs. • In relation to the issue of ‘duplication’, there must also be acknowledgment for times when it is necessary i.e. managing a team in sales will be different to managing a team in emergency services.
Knowledge, Skills and Application	<ul style="list-style-type: none"> • Current qualifications are good at teaching the skill, however, don't include the grounding knowledge for why. • The need to ensure a broader understanding of why something is performed in a certain way, not just the how, to assist with skills that can be more easily transferable. • Lower-level qualifications are designed to lead into/ spark learner interest. Need to ensure recognition for the learner to accommodate industrial connections where relevant – and avoid highly theoretical courses with no tangible application or practical elements. • The role of knowledge, and how described may offer new approaches to VET qualifications which support stronger tertiary pathways – as set out in the university accord discussions. • Moving to a curriculum- based approach must consider ways to reduce teacher workload, and how to accommodate through teaching plans. Suggest online lesson plans that can be contextualised as required.

Issue	Stakeholder Feedback
	<ul style="list-style-type: none"> • Providing for curriculum based and competency-standards based training could increase the number of qualifications in the system, and the complexity of the system. Will need careful governance to manage this potential risk. • Application of Knowledge and Skills needs to acknowledge that whilst work placements may be a suitable assessment approach, it is not always the only option. • Need to emphasize the value of educator expertise and ensure the right people are at the table when developing. • The development of VET qualifications, in particular the Application of Knowledge and Skills will need to be mindful of work being undertaken by Jobs and Skills Australia toward a national skills taxonomy. This may have impacts on the definition of ‘skills’, and could also offer opportunities for new approaches to thinking about qualification design.
Assessment	<ul style="list-style-type: none"> • Providers need the permission and flexibility to come up with design and assessment reflective of good education practice - requiring a minimum standard of input controls and evidence for their inclusion. • One approach could be that developers use evidence to set assessment requirements, and provide justification for their inclusion, at the moment there is no justification for why assessment requirements are in the form they’re in. • The system has a molecular approach – lots of task-specific units, long lists of electives which aren’t picked up – and more could be done to describe a package of coherent learning that delivers skills employers need. • Units of competency are restrictive, from an educational perspective, and may not be serving learners well. In addition, assessment requirements can be extensive, driving a compliance burden and limiting flexibility for delivery and assessment, which devalues the professional judgement of trainers and educators. • Emphasis has only been on qualifications and continues to miss other mechanisms to assess. How to recognise work experience? RPL? Future work will be needed to look at other ways to assess competency.

Issue	Stakeholder Feedback
	<ul style="list-style-type: none"> • There is a need for skill frameworks to align with industry needs. RPL principles need to recognise ‘on the job’ training and skills already acquired – reducing the need for unnecessary training. • There is a need to be clear on what is mandatory and what is optional (black and white), guidance towards what is assessed and how/when will be of value – no ambiguity.
Foundation Skills	<ul style="list-style-type: none"> • It is not appropriate to describe Foundation Skills within a competency or as a standalone competency – performance in the workplace is not an appropriate way to describe these, and the resulting assessment requires specialist skills. • There is a real gap in foundation skill levels that need to be addressed – critical thinking is as important as technical skills, understanding why something is being undertaken not just how, and adaptability in the workplace is critical. • Concern for increased assessment requirements, however, important not to lose the foundation skills altogether, as they can assist to identify short falls of learners. • Foundation Skills were originally designed to be delivered alongside an industry training package – however funding settings have largely inhibited this. While there are good examples of co-delivery and in-classroom support (for example USIC and CAVs in Western Australia), this is not consistently undertaken across Australia. • Do not support foundation skills within a competency and driving additional assessment, or defined as a unit of competency – very different approach required.
Quality	<ul style="list-style-type: none"> • Training Packages, and requirements within units of competency and assessment requirements have been used to manage the quality of RTOs. New RTO standards and self-assurance model take a different approach, and it will be important to ensure qualifications do not continue to be used as RTO quality lever. • Detailed delivery and assessment requirements have limited flexibility in training delivery innovation, and impacted outcomes for learners.

Issue	Stakeholder Feedback
	<ul style="list-style-type: none"> • RTOs need to be able to deliver what's required by industry, noting changes come quickly and local needs may differ. Must support agility and innovation to futureproof qualification design. • Quality and innovation should not be considered as mutually exclusive when designing qualifications – often 'innovation' can be perceived as a shortcut or cost-reduction approach. • Often delivery of training is more the issue than design of a qualification. There needs to be a tool to compare RTOs to assist learners/employers identify the more suitable operators. • Need to ensure the capability and capacity of the sector to deliver training required. TAE is not fit for purpose, and the system should move away from training package and consider curriculum.
Implementation	<ul style="list-style-type: none"> • Important to enable reform for parts of the system through a coordinated approach – and not disrupt the entire system at once. • Design won't solve everything, need to highlight where implementation can support outcomes through guidance and worked examples – need to demonstrate what good looks like. • Must consider the capabilities of RTOs, training product developers and change management to improve qualification design and delivery over time. • There is a need to recognise the National Skills Taxonomy review and the fact this work will take several years to complete. Implementation planning will need to factor this in. • RTOs need clarity to ensure they will be compliant with regulators; smaller RTOs can't afford the investment to navigate different regulator interpretations. • Need to acknowledge the disparity in abilities between JSCs, as is the need for JSCs to engage with RTO and education experts to ensure quality in TP development. This engagement appears to vary considerably between JSCs. Guidance to JSCs will be paramount to implementation. • There is a need to ensure RTO consistency in application and outcomes, and regulator assurance – mandating Companion Volumes would assist.

Issue	Stakeholder Feedback
	<ul style="list-style-type: none"> • Need to understand the impact on Articulation when using old and old templates, or a combination of both. • Need to understand how auditors will interpret KSA and foundation skill requirements, and therefore how to demonstrate compliance. • Oversight body must be tripartite and ensure learners and educators have a voice. • Tripartite body must have a facilitative role in guiding reforms/reporting, not command/control as reform is JSC led. • Need to factor professional development of teachers to deliver new models. • Overall implementation must be staggered, system cannot undertake huge change all at once. • JSCs are all at different levels of maturity and have inherited varying levels of complexity. Comforted knowing implementation can be staggered. • There is a need to strongly promote the positives of job mobility as opportunities.
Funding	<ul style="list-style-type: none"> • Funding decisions and models will be critical in supporting reform – ensuring funding is aligned to training delivery (not just assessment), and that considers varying costs will be important. • Need to ensure state and territory funding support for new models developed. • Need to ensure impact of implementation of new templates on all the various levers is understood i.e. funding and minimal disruption. • Funding is a difficult and much debated problem – change has flow on impacts to the broader sector.

Appendix H: Timeline for reform



Appendix I: Proposed new templates

Unit of Competency – Application, Elements & Performance Criteria template

Unit code <i>Mandatory field</i>	<p>The unit code contains the three alpha characters identifying the Training Package, followed by alpha and/or numeric characters. It must comply with the length specified in the AVETMIS Standard (no more than 12 characters).</p>
Unit title <i>Mandatory field</i>	<p>The title concisely describes the unit outcome.</p> <p>It must comply with the length specified in the AVETMIS Standard (no more than 100 characters)</p>
Application <i>Mandatory field</i>	<p>The application section briefly describes how the unit is practically applied in the industry and in what context(s) the unit may be applied and includes:</p> <ul style="list-style-type: none"> ▪ a summary statement of unit content ▪ focused, useful information on how and where the unit of competency could be practically applied and who might use it and ▪ the unit of competency’s relationship to any licensing, legislative, regulatory or certification requirements. Where no requirements exist, insert: <i>No licensing, legislative or certification requirements apply to this unit at the time of publication.</i>
Pre-requisite unit <i>Optional field</i>	<p>List any unit(s) in which the candidate must be deemed competent prior to the determination of competency in this unit.</p>
Competency field <i>Optional field</i>	<p>Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work.</p>
Unit sector <i>Optional field</i>	<p>Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector.</p>
Elements <i>Mandatory field</i>	Performance criteria <i>Mandatory field</i>

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element. Required knowledge, skills and application should be considered and clearly articulated.
1. Elements describe actions or outcomes that are demonstrable and assessable.	<p>1.1 Performance criteria clearly relate to the element.</p> <p>1.2 They are expressed as a standard.</p> <p>1.3 They specify the required performance in relevant tasks, roles, and skills.</p> <p>1.4 They reflect the applied knowledge that enables competent performance.</p>
<p>Foundation skills</p> <p><i>Optional field</i></p> <p>Where a unit of competency is a standalone unit or has high delivery as a single unit (e.g. First Aid), Jobs and Skills Councils may use this field to describe foundation skills that are essential to performance.</p>	
<p>Range of conditions</p> <p><i>Optional field</i></p> <p>Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.</p>	
Assessment Requirements	
<p>Performance evidence</p> <p><i>Mandatory field</i></p>	<ul style="list-style-type: none"> ▪ specifies the required product and process evidence. ▪ specifies the relationship between the product and process evidence and the performance criteria.
<p>Knowledge evidence</p> <p><i>Mandatory field</i></p>	<ul style="list-style-type: none"> ▪ specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency. ▪ relates directly to the performance criteria and/or range of conditions. ▪ indicates the type and depth of knowledge required to meet the demands of the unit of competency.

<p>Assessment conditions <i>Mandatory field</i></p>	<ul style="list-style-type: none"> ▪ stipulates any mandatory conditions for assessment. ▪ specifies the conditions under which evidence for assessment must be gathered. ▪ specifies assessor requirements, including any details related to qualifications, experience and industry currency ▪ stipulates any mandatory workplace requirements. Where no requirements exist, insert: <i>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</i>
<p>Unit mapping information <i>Mandatory field</i></p>	<p>Specifies code and title of any equivalent unit of competency.</p> <p>If no equivalent insert: No equivalent unit.</p>
<p>Links <i>Mandatory field</i></p>	<p>Link to Companion Volume Implementation Guide.</p>

Unit of Competency – Application of Skills and Knowledge template

<p>Unit code <i>Mandatory field</i></p>	<p>The unit code contains the three alpha characters identifying the Training Package, followed by alpha and/or numeric characters. It must comply with the length specified in the AVETMIS Standard (no more than 12 characters).</p>
<p>Unit title <i>Mandatory field</i></p>	<p>The title concisely describes the unit outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters)</p>
<p>Unit outcomes <i>Mandatory field</i></p>	<p>A high-level statement of the knowledge, skills and application of the knowledge and skills a learner will be able to demonstrate on completion of training.</p> <p>This section also briefly describes how the unit is practically applied in the industry or industries and in what context(s) the unit may be applied. Where the unit is primarily knowledge-based and/or focused on building foundation and employability skills to support a learner to undertake further vocational training OR on preparing a learner for articulation to tertiary education, this must be clearly stated.</p> <p>The unit’s relationship to any licensing, legislative, regulatory or certification requirements must be specified. Where no requirements exist, insert:</p> <p style="text-align: center;"><i>No licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p>
<p>Knowledge <i>Mandatory field</i></p>	<p>Describes what a learner knows and understands upon successful completion and can be described in terms of depth, breadth, kinds of knowledge and complexity.</p> <p>Knowledge must:</p> <ul style="list-style-type: none"> • Clearly relate to the unit outcome statement and required skills • Identify the depth, breadth and complexity of knowledge required • Be demonstrable and assessable • Be expressed as a standard
<p>Skills <i>Mandatory field</i></p>	<p>Describes what a learner can do upon successful completion and can be described in terms of kinds and complexity, and</p>

	<p>may include cognitive skills, technical skills, communication skills, creative skills, interpersonal skills and generic skills.</p> <p>Skills must:</p> <ul style="list-style-type: none"> • Clearly relate to the unit outcome statement and required knowledge • Identify the kinds and complexity of skills required • Be demonstrable and assessable • Be expressed as a standard
<p>Application of Knowledge & Skills</p> <p><i>Mandatory field</i></p>	<p>Describes how a learner applies knowledge and skill in context and in terms of autonomy, responsibility and accountability.</p> <p>Application of knowledge and skills must</p> <ul style="list-style-type: none"> • Clearly relate to the unit outcome statement • Identify necessary context • Be demonstrable and assessable • Be expressed as a standard
<p>Pre-requisite unit</p> <p><i>Optional field</i></p>	<p>List any unit(s) in which the candidate must be deemed competent prior to the determination of competency in this unit.</p>
<p>Competency field</p> <p><i>Optional field</i></p>	<p>Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work.</p>
<p>Unit sector</p> <p><i>Optional field</i></p>	<p>Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector.</p>
<p>Foundation skills</p> <p><i>Optional field</i></p> <p>Where a unit of competency is a standalone unit or has high delivery as a single unit (e.g. First Aid) or as part of a training package skill set, Jobs and Skills Councils may use this field to describe foundation skills that are essential to performance.</p>	
<p>Range of conditions</p> <p><i>Optional field</i></p> <p>Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.</p>	

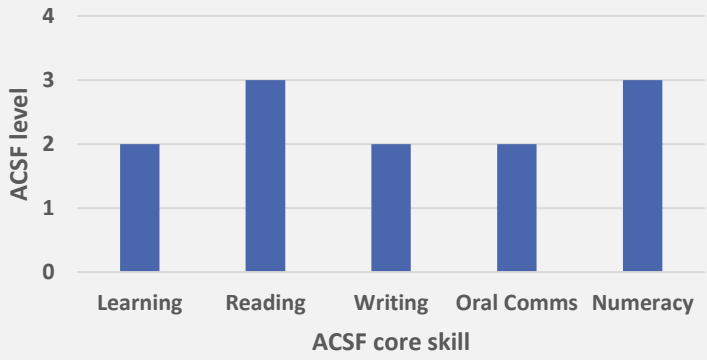
Range is restricted to essential operating conditions and any other variables essential to the work environment.	
Assessment Requirements	
Performance evidence <i>Mandatory field</i>	<ul style="list-style-type: none"> ▪ specifies the evidence required for an individual to demonstrate they can competently apply what they have learnt in different contexts. ▪ specifies the relationship between the performance evidence and the application of knowledge and skill.
Knowledge evidence <i>Mandatory field</i>	<ul style="list-style-type: none"> ▪ specifies what the individual must know to competently meet the unit outcomes. ▪ relates directly to the knowledge criteria and/or range of conditions. ▪ indicates the breadth, depth and complexity of knowledge required to meet the demands of the unit of competency. ▪ JSCs may provide mandatory information on grading/proficiency or non-mandatory guidance in the CVIG.
Assessment conditions <i>Mandatory field</i>	<ul style="list-style-type: none"> ▪ stipulates any mandatory conditions for assessment. ▪ specifies the conditions under which evidence for assessment must be gathered. ▪ specifies if assessment should be undertaken in a real or simulated work environment. ▪ specifies assessor requirements, including any details related to qualifications, experience and industry currency ▪ stipulates any mandatory workplace requirements. Where no requirements exist, insert: <i>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.</i>
Unit mapping information <i>Mandatory field</i>	Specifies code and title of any equivalent unit of competency. If no equivalent insert: <p style="text-align: center;"><i>No equivalent unit.</i></p>
Links	Link to Companion Volume Implementation Guide.

<i>Mandatory field</i>	
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Mandatory fields are highlighted

Qualification template

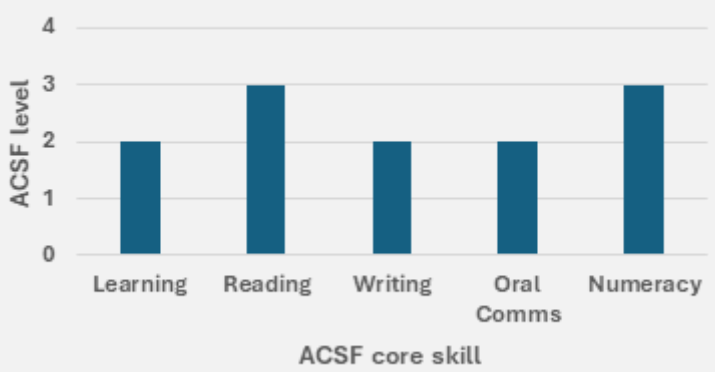
<p>Qualification code <i>Mandatory field</i></p>	<p>The qualification code contains the three alpha characters identifying the Training Package, a numeric character identifying the AQF level, a two numeric character sequence identifier, and two numeric characters identifying the year the qualification was endorsed. It must comply with the length specified in the AVETMIS Standard.</p>
<p>Qualification title <i>Mandatory field</i></p>	<p>A unique title that reflects the qualification outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters).</p>
<p>Qualification description <i>Mandatory field</i></p>	<p>A high-level statement on qualification purpose and knowledge and skills outcomes relevant to the AQF level criteria of the qualification.</p> <p>The statement should identify the knowledge and skills outcomes of the qualification and what a learner will be able to do and know in the workplace on successful completion of the qualification.</p> <p>Any licensing, legislative, regulatory or certification considerations. Where none exist insert:</p> <p style="text-align: center;"><i>No licensing, legislative or certification requirements apply to this qualification at the time of publication.</i></p>
<p>Foundation skills outcomes <i>Mandatory field</i></p>	<p>Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the qualification. Separate assessment of foundation skills is not required.</p> <p>It should be reflected as a bar chart and include each of the five Australian Core Skills Framework skills (learning, reading, writing, oral communication, numeracy).</p> <p>Digital literacy outcomes are optional and can be specified as a descriptive statement below the foundation skills outcomes.</p> <p><i>Example:</i> <i>The foundation skills outcomes implicit in this qualification are outlined in the below bar chart.</i></p>

	 <p><i>Digital literacy outcomes may be included in the Companion Volume Implementation Guide as appropriate.</i></p>
Entry requirements <i>Optional field</i>	Specifies any mandatory entry requirements.
Packaging Rules <i>Mandatory field</i>	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 pre-requisite units where they apply. Lists electives groups and specialisations. Where a core or elective unit has a mandatory workplace requirement, the unit and its requirement must be clearly identified in the packaging rules.
Qualification mapping information <i>Mandatory field</i>	Specifies code and title of any equivalent qualification. If no equivalent insert: <i>No equivalent qualification.</i>
Links <i>Mandatory field</i>	Link to Companion Volume Implementation Guide.

Mandatory fields are highlighted

Training Package Skill Set template

<p>Skill set code <i>Mandatory field</i></p>	<p>The skill set code contains the three alpha characters identifying the Training Package, a skill set identifier – two alpha characters of ‘SS’; and a sequence identifier – five numeric characters applied sequentially to skill sets in the training package.</p>
<p>Skill set title <i>Mandatory field</i></p>	<p>Each skill set must include a title for the statement of attainment.</p>
<p>Skill set description <i>Mandatory field</i></p>	<p>Provides a description of the skill set outcome.</p> <p>Any licensing or regulatory considerations must be specified. Where none exist insert:</p> <p style="text-align: center;"><i>No licensing or regulatory requirements apply to this skill set.</i></p>
<p>Pathways Information <i>Mandatory field</i></p>	<p>Provides information about the skill set’s relationship with a qualification(s). This must clarify how the skill set outcome relates to a qualification outcome.</p>
<p>Entry requirements <i>Optional field</i></p>	<p>Specifies any mandatory entry requirements that must be achieved prior to commencing the skill set. Entry requirement must be expressed in terms of competency or licensing.</p>
<p>Foundation skills outcomes <i>Mandatory field</i></p>	<p>Indicates the foundation skill outcomes a competent learner is expected to have upon completion of the skill set. Separate assessment of foundation skills is not required.</p> <p>It should be reflected as a bar chart and include each of the five Australian Core Skills Framework skills (learning, reading, writing, oral communication, numeracy).</p> <p>Digital literacy outcomes are optional and can be specified as a descriptive statement below the foundation skills outcomes.</p> <p><i>Example:</i> <i>The foundation skills outcomes implicit in this skill set are outlined in the below bar chart.</i></p>

	 <p style="text-align: center;">ACSF level</p> <p style="text-align: center;">ACSF core skill</p> <p><i>Digital literacy outcomes may be included in the Companion Volume Implementation Guide as appropriate.</i></p>
<p>Skill set requirements <i>Mandatory field</i></p>	<p>Lists all the unit(s) in the skill set that must be completed to receive the skill set statement of attainment.</p> <p>Where any units that form part of the skill set include pre-requisite units, those pre-requisite units must be clearly identified.</p>
<p>Skill set mapping information <i>Mandatory field</i></p>	<p>Specifies code and title of any equivalent skill set.</p> <p>If no equivalent insert: <i>No equivalent skill set.</i></p>
<p>Links <i>Mandatory field</i></p>	<p>Link to Companion Volume Implementation Guide.</p>