# Quality Report Template

# Section 1 – Cover page

| Information required | Detail |
| --- | --- |
| Training Package title and code |  |
| Number of new qualifications and their titles[[1]](#footnote-1) |  |
| Number of revised qualifications and their titles |  |
| Number of new units of competency and their titles |  |
| Number of revised units of competency and their titles |  |
| Confirmation that the panel member is independent of:* the Training Package or Training Package components review (‘Yes’ or ‘No’)
* development and/or validation activities associated with the Case for Endorsement

(‘Yes’ or ‘No’)* undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (‘Yes’ or ‘No’)
 |  |
| Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012* |  |
| Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy* |  |
| Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy* |  |
| Panel member’s view about whether:* the evidence of consultation and validation process being fit for purpose and commensurate with the scope
* estimated impact of the proposed changes is sufficient and convincing
 |  |
| Name of panel member completing Quality Report |  |
| Date of completion of the Quality Report |  |

# Section 2 – Compliance with the Standards for Training Packages 2012

| Standards for Training Packages | Standard met‘yes’ or ‘no’ | Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports) |
| --- | --- | --- |
| Standard 1Training Packages consist of the following:1. AISC endorsed components:
* qualifications
* units of competency
* assessment requirements (associated with each unit of competency)
* credit arrangements
1. One or more quality assured companion volumes
 |  |  |
| Standard 2 Training Package developers comply with the *Training Package Products Policy* |  |  |
| Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy* |  |  |
| Standard 4 Units of competency specify the standards of performance required in the workplace |  |  |
| Standard 5 The structure of units of competency complies with the unit of competency template |  |  |
| Standard 6 Assessment requirements specify the evidence and required conditions for assessment |  |  |
| Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template |  |  |
| Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type |  |  |
| Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template |  |  |
| Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template |  |  |
| Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template. |  |  |
| Standard 12Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required. |  |  |

# Section 3 – Compliance with the training package quality principles

Note: *not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.*

**Quality principle 1. Reflect identified workforce outcomes**

|  |  |  |
| --- | --- | --- |
| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| Driven by industry’s needs |  |  |
| Compliant and responds to government policy initiativesTraining package componentresponds to the COAG Industry and Skills Council’s (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:* ensure obsolete and superfluous qualifications are removed from the system
* ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices
* ensure that the training system better supports individuals to move easily from one related occupation to another
* improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors
* foster greater recognition of skill sets
 |  |  |
| Reflect contemporary work organisation and job profiles incorporating a future orientation |  |  |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Support movement of skills within and across organisations and sectors |  |  |
| Promote national and international portability |  |  |
| Reflect regulatory requirements and licensing |  |  |

**Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry**

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Reflect national consensus  |  |  |
| Recognise convergence and connectivity of skills |  |  |

**Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces**

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Meet the diversity of individual and employer needs |  |  |
| Support equitable access and progression of learners |  |  |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Support learner transition between education sectors  |  |  |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Support implementation across a range of settings |  |  |
| Support sound assessment practice |  |  |
| Support implementation |  |  |

1. When the number of training products is high the t*itles can be presented as an attached list.* [↑](#footnote-ref-1)