Service and Creative Skills Australia

SHAPING SERVICE SKILLS: A Skills Pathways and Qualifications Reform Project

FINAL REPORT

SEPTEMBER | 2024

Acknowledgements

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Executive Summary

The purpose of this document, in alignment with the Qualification Reform Guidance for Jobs and Skills Council (Guidance), is to highlight opportunities for reform within the scope of Service and Creative Skills Australia (SaCSA).

SaCSA developed and tested a new Qualifications Framework that would enable individuals to reimagine lifelong education and training while offering flexible pathways to support career progression.

Building on the six Quality Design Principles, SaCSA developed the high-level *Shaping Service Skills Pathway Framework* (Framework*)* empowering individuals to shape their own educational pathways to achieve their professional career goals and aspirations. To see an overview of the approach to Qualification Reform, the video can be viewed here.

Through this Activity Project, SaCSA tested the Framework against both Purpose 2 *(qualifications to prepare learners for multiple occupations within an industry)* and Purpose 3 *(qualifications that develop cross-sectoral or foundational skills and knowledge that may be applied across industries or lead to tertiary education and training pathways).* Additionally, the project identified that one level could align to Purpose 1 *(qualifications leading to a specific occupation).*

The Framework design enables learners to build their knowledge and skills by progressing through the following levels:

- **Employability Skills** – aligned to Purpose 3
- **Industry Fundamentals** – aligned to Purpose 3
- **Core Skills** – aligned to Purpose 2
- **Technical Focus** – aligned to Purpose 2
- **Specialisation** – aligned to Purpose 1

For the purpose of this Activity, SaCSA focused on the culinary pathway, engaging a wide range of stakeholders to assess whether the hospitality industry, along with training and education providers, peak bodies, associations, and unions could adopt the Framework. By consulting with over 150 stakeholders throughout the Activity Project, SaCSA identified areas for improvement and made ongoing refinements to the Framework design.

Overall, stakeholder feedback was positive, with strong enthusiasm for the clear alignment with industry practices. Additionally, training and education stakeholders recognised the Frameworks potential to benefit learners while reducing the administrative burden on training organisations.

SaCSA conducted a comprehensive audit and review of the duplication of skills, knowledge and application (including elements, performance criteria, foundation skills and assessment conditions) across units of competency (UoC), focusing on three service industry training packages:

- Tourism, Travel and Hospitality (SIT)
- Hairdressing and Beauty Services (SHB)
- Retail Services (SIR)

Additionally, the audit extended to:

- Business Services Training Package (BSB)
- Financial Services Training Package (FNS)

- Information and Communications Technology Training Package (ICT)
- Sustainability Training Package (MSS).

These findings confirmed the urgent need for reform across the VET sector, regardless of whether the Framework is implemented sector wide. Jobs and Skills Councils (JSCs) have a critical opportunity to address duplication, not only within their own remits but also though collaboration with other JSCs, enabling the consolidation UoCs where overlaps are identified.

During the development of the Framework, SaCSA engaged with a diverse range of stakeholders, who agreed that the disconnect between Foundation Skills and the ACSF as a key issue. Stakeholders agreed that streamlining the ACSF within qualifications would simplify mapping for internal compliance practices and help learners better connect their education to ACSF outcomes. They also supported separating non-ACSF skills, such as problem-solving and teamwork, into Industry Competencies, as this would enhance industry engagement and more clearly define industry standards.

In reviewing the Training Product Organising Framework (TPOF) and associated documents, SaCSA identified the need for a revision of the supporting documentation (detailed further in this report). To streamline the process of creating and updating the qualifications, SaCSA developed a Vocational Stream template that consolidates multiple TPOF documents, providing a more efficient approach and a clearer understanding of key template elements.

Additionally, SaCSA created a Contextualisation and Mapping Guide, offering specific examples of how competencies can be demonstrated by learners, industry and training providers.

SaCSA is excited to submit this report to the Qualification Reform Design Group, the Department of Employment and Workplace Relations (DEWR), and the Skills Minister for Education and Training as part of its ongoing work on Qualification Reform.

Supporting Documentation

Document ID	Documentation Title
001	QRDP Duplication of UoC Report
002	SHB Qual level Info spreadsheet.xlsx
003	SIR Qual level Info spreadsheet.xlsx
004	SIT Qual level Info spreadsheet.xlsx
005	UoC Audit Raw Data Workings.xlsx
006	Cross Collaboration JSC Infographic.pdf
007	QRDP Broadcast PPTX
008	QRDP Stakeholder Consultation PPTX
009	QRDP Participants v0.1.xlsx
010	QRDP TC Meeting Summary – August 2024
011	QRDP TC Meeting Summary July 2024
012	QRDP TC Meeting Summary June 2024
013	Technical Committee – Agenda 050924
014	Contextualisation and Mapping Guide Culinary Core
015	Contextualisation and Mapping Guide Hospitality Fundamentals
016	Vocational Stream Employability FINAL
017	Vocational Stream Fundamentals FINAL
018	Vocational Stream Culinary FINAL
019	Vocational Stream Technical Focus – Asian Cookery FINAL
020	QRDP Project Consultation Strategy

Qualifications Reform

Qualifications Reform: Overview

On 8 March 2024, the Qualification Reform Design Group (Design Group) delivered initial advice to the Skills Ministers with an agreement for the Jobs and Skills Councils (JSCs) to road-test a proposed new vocational education and training (VET) qualification system that improves on the current 'one size fits all' approach to designing qualifications based on their purposes.

The Purpose-driven Approach

The Design Group proposed a new system of qualification design that takes a differentiated approach, allowing for different frameworks based on the purpose of the qualification. The new system proposes the following categories:

> Purpose 1 – *qualifications leading to a specific occupation (for example, a licensed trade). These qualifications are more likely to be directly linked with licensing/regulatory requirements. These qualifications may be built around specific tasks, with a high level of prescription to support safety or technical requirements. For example, Motor mechanic – Certificate III in Light Vehicle Mechanical Technology.*
>
> Purpose 2 – *qualifications to prepare learners for multiple occupations within an industry. These qualifications are more likely to prepare learners for multiple related occupations in sectors where industry context is still very relevant. These qualifications may be built around a common core of skills and knowledge for the industry, with optional specialisations. For example, Certificate III in Individual Support or a broad qualification that delivers a range of transferable skills.*
>
> Purpose 3 – *qualifications that develop cross-sectoral or foundation skills and knowledge that may be applied across industries or lead to tertiary education and training pathways. These qualifications may provide a range of vocational and learning outcomes not necessarily linked to a specific job role. These qualifications may be built around general skills and knowledge or specific skills and knowledge with cross-sectoral applicability. For example, Diploma of Leadership and Management.*

Quality Design Principles

The Design Group agreed on the Qualification Development Quality Principles (Principles; Design Principles) below to underpin qualification design and development for all qualifications, with these Principles to be applied according to the Purpose of the qualification to:

1. Ensure learners' needs and aspirations inform qualification design, including occupations, transferability, transitioning occupations and industries, and mobility across industries,
2. Place equal importance on skills, knowledge, and application,
3. Allow flexible training and assessment in high-quality training environments,
4. Avoid duplication with other training products where industry context does not require such duplication,
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.

Testing the Proposed Approach

Using an action learning methodology, Service and Creative Skills Australia (SaCSA) has undertaken critical work to road-test the proposed approach through two main Activity Projects:

- a Purpose Categorisation Activity Project (PCA), and
- a Demonstration Project, '*Shaping Service Skills: A Skills Pathways and Qualifications Reform Project*.'

While these two Activity Projects are being undertaken and delivered separately, there are intersections between Activity Projects, enabling SaCSA to integrate elements across both. Additionally, these Activity Projects will provide essential insights into applying the Purposes in a real-world context and test whether the Principles can be applied effectively within the Purpose Framework.

Purpose Categorisation Activity Project

In undertaking the Purpose Categorisation Activity Project, SaCSA completed a stocktake of 54 qualifications within the service and creative sectors, categorising them into one of the three Purposes and applying the Design Group's Principles with a view to simplify and rationalise qualifications where possible.

This work identified that across the six Training Packages[1] under SaCSA's custodianship, there were 122 qualifications, 116 skill sets and 1,316 units of competency. Of these:

- 10 qualifications had no enrolments over the past five years,
- 13 qualifications had low enrolments (100 learners or fewer) over the past five years,
- 61 qualifications had a decline in enrolments over the past five years,
- 33 qualifications had an increase in enrolments over the past five years, and
- 5 qualifications remained relatively stable in terms of enrolment numbers.

Although outside of the scope of the Purpose Categorisation Activity Project, SaCSA also identified that of the 116 skill sets:

- 85 had no enrolments over the past five years,
- 20 had low enrolments (100 learners or fewer) over the past five years,
- 5 had a decline in enrolments over the past five years,
- 5 had an increase in enrolments over the past five years,
- 1 had remained relatively stable in terms of enrolments.

As a result of the desktop audit and guided by the Qualification Selection criteria (as outlined in the *Qualification Reform Guidance for Jobs and Skills Councils (Guidance))*, SaCSA identified 54 qualifications that were eligible for further analysis as part of the Purpose Categorisation Activity Project.

[1] CUA Creative Arts and Culture, SHB Hairdressing and Beauty, SIF Funeral Services, SFL Floristry, SIR Retail Services, SIT Tourism, Travel and Hospitality.

Training Package	Qualifications reviewed within each Training Product
CUA Creative Arts and Culture Training Package	17/54 qualifications (31%)
SHB Hairdressing and Beauty Training Package	6/12 qualifications (50%)
SIF Funeral Services Training Package	6/6 qualifications (100%)
SFL Floristry Training Package	4/4 qualifications (100%)
SIR Retail Services Training Package	9/13 qualifications (69%)
SIT Tourism, Travel and Hospitality Training Package	12/28 qualifications (43%)

The audit and review identified the following Purpose allocations to the qualifications selected:

Purpose	Qualification allocation
Purpose 1 *Qualifications leading to a specific occupation*	14
Purpose 2 *Qualification to prepare learners for multiple occupations within an industry*	27
Purpose 3 *Qualifications that develop cross-sectoral or foundation skills and knowledge that may be applied across industries or lead to tertiary education and training pathways*	13

The completed audit and review identified the following reform opportunities:

Reform opportunities	CUA	SFL	SHB	SIF	SIR	SIT	TPP DEPP Timeframes
Major Change – creating new units of competency and qualifications	2	1	2	-	2	4	Complex
Major Change – removing units of competency from the electives within a qualification	1	-	-	-	-	-	Routine
Major change – Deleting units of competency and qualifications from the national training package	2	-	-	-	-	3	Complex
Major change – creating a new specialisation	1	-	-	-	-	-	Routine
Major change – removing an existing specialisation	1	-	-	-	-	1	Complex
Minor change – deleting training products that have had no enrolments over the previous three years	3	-	-	5	-	1	Routine
Major or Minor – developing skill sets	2	3	4	1	7	-	Routine
Not applicable for reform opportunities	5	-	-	-	-	3	N/A
Total	17	4	6	6	9	12	

Demonstration Project *'Shaping Service Skills – A Skills Pathways and Qualifications Reform Project'*

In the Demonstration Project *'Shaping Service Skills – A Skills Pathways and Qualifications Reform Project'* (*Shaping Service Skills Pathway*), SaCSA commenced developing a purpose-led redesign of qualifications using the action-learning methodology proposed by the tripartite Design Group.

The *Shaping Service Skills Pathway* Activity Project is testing a new approach to VET qualification design, which may also include recommending changes to the Training Package Organising Framework (TPOF).

Drawing from skills and workforce needs identified in SaCSA's *'Shaping Tomorrow'* Workforce Planning Reports 2024, SaCSA has developed new training products as exemplars to demonstrate how new qualification design can improve learner outcomes.

To ensure that the *Shaping Service Skills Pathway* will facilitate meaningful qualification reform, the project has been divided into two initial work streams:

- Work Stream 1 – a new approach to Vocational Education and Training; and
- Work Stream 2 – audit and review of duplication in skills, knowledge and application across units of competency (UoC).

Scope

Work Stream 1

SaCSA developed and tested a new Qualifications Framework that would enable individuals to think differently about lifelong education and training and provide flexible pathways to support career progression.

Working within the six Quality Design Principles, SaCSA developed a high-level *Shaping Service Skills Pathway Framework (*Framework*)* that empowers individuals to determine their own educational pathways to achieve their professional career goals and aspirations.

In this Activity Project, SaCSA tested the Framework against both Purpose 2 *(qualifications to prepare learners for multiple occupations within an industry)* and Purpose 3 *(qualifications that develop cross-sectoral or foundational skills and knowledge that may be applied across industries or lead to tertiary education and training pathways).*

In this work stream, SaCSA delivered:

- A new qualification framework, including example training products with clearly specified qualification purpose, packaging rules (including core and elective units) and mapping current qualifications against the proposed new qualification
- Examples of new UoCs, training products and an approach to demonstrate how the Framework would work in practice
- Any subsequent findings for qualification reform.

In Scope

The following deliverables for Work Stream 1 are in scope:

- Reviewing and utilising the *SIT Travel, Tourism and Hospitality Training Package* to develop and test the new qualification Framework
- Developing the proposed Framework with subject matter experts within the hospitality and educational sectors
- Designing and testing the TPOF against the proposed Framework
- Designing, developing and testing the UoC Framework against the proposed Framework
- Developing and testing the proposed Framework against the Design Principles.

Out of Scope

The following are out of scope for Work Stream 1:

- Designing and developing exemplar products and documents for the Framework outside of the *SIT Travel, Tourism and Hospitality Training Package*
- Designing and developing compliance documentation to support the Framework
- Designing and developing learning materials aligned with the Framework.

Work Stream 2

SaCSA conducted a comprehensive audit and review of the duplication of skills, knowledge and application (including elements, performance criteria, foundation skills and assessment conditions) across the units of competency within the three service industry training packages:

- Tourism, Travel and Hospitality (SIT)
- Hairdressing and Beauty Services (SHB)
- Retail Services (SIR).

In addition, during the pre-Activity Project analysis, SaCSA identified notable duplication of elements, performance criteria and assessment requirements from both the service industry's training packages and other training packages outside of SaCSA's remit. It was noted that there is duplication across other training packages, including but not limited to:

- Business Services Training Package (BSB)
- Financial Services Training Package (FNS)
- Information and Communications Technology Training Package (ICT)
- Sustainability Training Package (MSS).

Work Stream 2 will be used to determine opportunities for reform that could be applied to minimise duplication, with a focus on *Employability Skills* and *Industry Fundamentals* (as outlined in further detail below).

In Scope

The following deliverables for Work Stream 2 are in scope:

- An audit and review of 609 UoC across the service industries training packages (SIT, SHB & SIR)
- An audit and review of UoC from training packages outside of SaCSA's remit that have similarities and/or direct crossover to UoC within SaCSA's remit

Out of Scope

The following are out of scope for Work Stream 2:

- Reviewing training products across the CUA Creative Arts and Culture Training Package
- Reviewing qualifications, skill sets or units of competency (UoC) across the SIF Funeral Services Training Package
- Reviewing qualifications, skill sets or UoC across the SFL Floristry Services Training Package
- Updating UoC.

Deliverables

As part of this Activity Project, SaCSA has delivered the following:

Item	Description
Project Plan	Project Plan outlining milestones and tasks to be undertaken
Desktop Audit	A desktop audit of SIT Travel, Tourism and Hospitality, SHB Hairdressing & Beauty and SIR Retail Services training packages, identifying duplication of skills, knowledge and application. In addition, a further review of skills knowledge and application from other training packages outside SaCSA's remit.
Mapping Document	As a result of the desktop audit, this document will include a: • UoC code and title and whether there is duplication across other units of competency within SaCSA's remit of training packages • List of duplicated skills, knowledge and application (including elements, performance criteria, foundation skills and assessment conditions).

Interim Report	The report will outline:
	• Progress, to date, on initial outcomes of the research and consultation
	• Initial testing of the TPOF and associated templates against both Work Stream 1 and Work Stream 2 to identify areas where there is an opportunity to cluster skills and knowledge
	• Commence addressing the key policy questions that are outlined in the *Guidance* for Jobs and Skills Councils, including:
	  ○ Do the three Purposes enable greater flexibility in training product design?
	  ○ Do the Principles effectively guide the development of training products that meet industry and student needs?
	  ○ Are changes required to the product templates (Qualification, UoC) or certifications to facilitate the new approach?
	  ○ What support would be needed to enable the expansion of this approach across JSCs?
	• Initial examples at each level of the Framework and proposed units of competency and qualifications that are designed, developed and tested against the TPOF
	• Consultation log (conducted up to the point of the interim report).

Consultation Log	A consultation log of all stakeholders that includes a high-level summary of all feedback received.
Final Report	The report will include: • Further research, analysis and consultation on the proposed training and education Framework, including recommendations for consideration • Addressing the policy questions (outlined above and in the Qualification Reform guidance for Jobs and Skills Councils) that will be used to inform final advice to Skills Ministers in November 2024 • The Framework's pathways with examples of units of competency and qualification levels that test the TPOF and supporting documents, including examples of practical application of the Framework • Consultation strategy that identifies all stakeholder engagement throughout the duration of the Activity Project.

Methodology

Step One – Identify an opportunity

As part of Step One, SaCSA collated and reviewed the skills and workforce needs identified through SaCSA's *'Shaping Tomorrow'* Workforce Planning Reports 2024, industry intelligence and data sets to verify industry and learner issues.

SaCSA identified the Qualification Reform project as an opportunity to address these longstanding issues and needs and proposed the *Shaping Service Skills Pathway* to the Department of Employment and Workplace Relations (DEWR), with input and support from the Design Group.

Step Two – Develop the solution

SaCSA tested a new approach to designing Purpose 2 and Purpose 3 qualifications by developing a new qualification Framework.

The Skills Pathways prototype Framework covers the following goals:

1. UoCs with similar skills outcomes to support the development of new qualification Frameworks that may replace or consolidate existing qualifications
2. A new qualification Framework and how it may replace or consolidate existing qualifications to streamline the training package overall
3. Benefits to learners and industry through the new Framework.

As part of the research and development of the Framework, SaCSA aligned the Framework to test the following Principles:

Principle 1: Ensure learners' needs and aspirations inform qualification design, including occupations, transferability, transitioning occupations and industries, and mobility across industries.

SaCSA ensured that the needs of learners informed the Activity Project by utilising:

- Industry insights
- Enrolment and completion data
- Occupation-qualification analysis, and
- Targeted engagement with learners to determine how the current structure of qualifications within the relevant training package meets their needs and to prioritise qualifications for redesign.

Based on this, SaCSA considered attributes that may encourage prospective learners to enrol in a new qualification (in addition to factors that influence delivery and, therefore, indirectly influence uptake and completion by students):

a. Criteria exercised by funding bodies that would warrant public subsidy
b. Criteria used by other entities to fund the training, such as by employers, individuals or government programs, for example, Workforce Australia.

In addition, SaCSA consulted with industrial relations groups and unions to understand the implications of any proposed changes to qualification and ensure that no learners are disadvantaged, for instance, in pay levels.

Principle 2: Place equal importance on skills, knowledge, and application

In developing the structure of the Framework, SaCSA prioritised the underpinning skills and knowledge within the service industries that are relevant across a range of job roles rather than developing qualifications to satisfy a list of job tasks (as per current qualifications). To facilitate this shift in priority, SaCSA conducted a review of the current UoC template, the Qualification template, Assessment Requirements template, Credit Transfer template and Companion Volume Implementation Guide to identify how these supporting documents can be redeveloped to best support learners, employers, industry, and training providers.

In line with Principle 2, SaCSA has identified and reported on the knowledge, skills and application required at each qualification level before considering the current unitisation of the qualification. As part of this review, SaCSA grouped and categorised common technical skills and knowledge that provided the basis for higher-level qualifications and ensured that these skills and knowledge groups were transferable across other industries.

As part of the Framework, SaCSA designed an approach to codify the application of skills and knowledge that supports the adaptability of graduates, which is an aspiration of VET Qualification Reform. In addition, the Activity Project reviewed the level of detail within the UoC and the balance between transferability and industry specification.

Finally, SaCSA considered any areas where retention of specific knowledge and skills was essential, with a focus on maximising aggregation to support transferability and minimising specialisations where possible.

Principle 3: Allow flexible training and assessment in high-quality training environments

In the development of the Framework, SaCSA considered the following assumptions:

- The Framework is aligned to the same AQF level as the current qualifications, with no constraints on open access to the qualification for school-based learners or post-school-based learners.
- Delivery by a Registered Training Organisation (RTO) with appropriate scope and appropriate assurance, although identify if the Framework requires different RTO and/or teaching capability.
- A standards-based approach, where the qualification describes learning outcomes, and RTOs retain the responsibility of developing contextualised delivery and assessment materials, although identify where common learning materials could be beneficial to the sector or if alternative Frameworks may support better graduate outcomes
- The Framework of delivery and assessment conditions based on current policy expectations, however, identify potential new approaches to improve qualification design.

Principle 4: Avoid duplication with other training products where industry context does not require it.

As outlined in Work Stream 2, SaCSA identified duplication across qualifications within SaCSA's remit of training packages to understand how clusters of skills and tasks can be grouped based on similarity, industry relevance and how they fit into the Purposes Framework. This work identified opportunities for developing fewer, broader and more transferrable qualifications to replace the existing qualification suite.

Principle 5: Reduce specificity except where a higher level of detail is required for licencing, high-risk, safety, regulatory or graduate quality reasons

SaCSA completed an analysis to identify how the Framework could reduce the specificity in which service skills are delivered, except where there is a viable reason for the specificity. For example, to meet licencing, high-risk, safety, regulatory or graduate quality reasons.

Principle 6: Consider and integrate foundation skills, general capabilities and knowledge progression

SaCSA considered how foundation skills could be developed as part of the Framework, including testing whether external Frameworks (such as the Australian Core Skills Framework) could assist in defining broad foundation outcomes that facilitate high transferability outside of the Skills Pathways Framework.

Through the development of the Framework, SaCSA looked towards developing appropriate assessment strategies that allowed for adaptability in validating and understanding skills, levels of literacy, numeracy, and digital skills. SaCSA considered how the modules within the Framework could be developed to provide clear and coherent knowledge progression pathways and how the Framework will link to other qualifications/Frameworks within the vocational education and training sector.

Finally, SaCSA identified credit and recognition arrangements and how they could be integrated into the Framework, including exploring the potential for new approaches to these systems without being constrained by current policies and approaches within the sector.

Step Three – Consultation and engagement

SaCSA drew on technical and educational expertise to develop the Framework by convening a Technical Committee comprising subject matter experts, educational experts and RTOs with expertise in innovative qualification design. SaCSA also engaged with a range of state and territory representatives and regulatory authorities throughout the Activity Project.

In addition to working with the Technical Committee, SaCSA ran a variety of stakeholder engagement sessions[2], including:

- Broadcast – a closed, invite-only webinar where SaCSA discussed the overarching Framework, qualification, UoCs and the opportunities for reform
- Focus Groups – a closed, invite-only focus group for each of the key stakeholder groups, including hospitality industry businesses, private training organisations, TAFE, peak bodies, associations and unions, as well as State Training Authority (STA) representatives
- Individual meetings – with key stakeholders, including members of the Design Group, industry experts and educational subject matter experts
- Hospitality Strategic Workforce Advisory Group (SWAG) – to provide updates on the Activity Project as well as vital insights from industry practices.

[2] This supporting document is 009 QRDP Participants v0.1.xlsx and provided as an attachment.

This targeted consultation focused on testing the proposed new Framework's alignment with Principles and was used to validate the proposed approach prior to broader public consultation, as required by the TPOF.

Finally, SaCSA engaged in regular check-ins with the Design Group (including attending Design Group meetings with other Jobs and Skills Councils) and DEWR throughout the entirety of this Activity Project.

The consultation log[3] outlines this engagement in greater detail.

Step Four – Report on project learning and respond to policy questions

Throughout the duration of the Activity Project, SaCSA tested the TPOF and associated templates against both Work Stream 1 and Work Stream 2 to identify areas where there was an opportunity to cluster skills and knowledge for a better alignment with industry outcomes.

In conjunction with the above, SaCSA has provided recommendations for successful implementation, including updates to the TPOF or development of resources and guidance and responses to key policy questions:

1. Do the three purposes enable greater flexibility in training product design?
2. Do the Qualification Development Quality Principles effectively guide the development of training products that meet industry and student needs?
3. Are changes required to the product templates or certifications to facilitate the new approach?
4. What support would be needed to enable the expansion of this approach across Jobs and Skills Councils?

These two Activity Projects enabled SaCSA to provide essential insights into applying the Purposes in a real-world context and tested whether the Principles could be effectively applied within the three-Purpose Framework. The learnings from these two projects will assist the Design Group's final advice to Skills Ministers, anticipated for November 2024.

[3] This supporting document is 009 QRDP Participants v0.1.xlsx and provided as an attachment.

Shaping Service Skills Pathway

Overview

As outlined in *Unlocking the Potential of VET,* the VET sector is at a critical juncture where there is a need to lift the capabilities of Australians as they move from school to work or as existing workers seek to move sectors and apply their skills in a new occupation.

Vocational or technical education has mainly been designed to enable learners to acquire the practical skills, knowledge and understanding necessary for employment in a particular occupation or trade[4]. There has always been a drive to ensure that the VET system places importance on being responsive to industry and providing the underpinning skills, knowledge and application for learners. However, over the past three decades, UoC development, design, and delivery (initially driven by industry and training demand) has grown to an unwieldy 15,221 UoCs. The VET system, weighed down by its own constraints, has continued to develop UoCs rather than taking stock and reviewing the ongoing need for each UoC.

Further to this, competency-based learning should contribute to the development of an individual's knowledge and skills, including problem-solving skills, work attitudes, general employability skills, technical skills and occupational-specific skills.

The continual review and updating of UoCs within the Australian VET system over the past few decades was meant to support industry change, meet the educational needs of learners and provide guidance for training providers. However, the unintended consequence has been the opposite. These reviews and updates have added complexity and confusion to the training products. The outcome of overly prescribed UoCs has been driven by a focus on compliance, auditing and assessment requirements instead of focusing on the initial reason for competency-based learning and education of individuals.

The feedback from stakeholders has been that the UoCs have become so 'bogged down in compliance, rather than enabling competency-based learning and assessment' and that many training providers and learners are disenfranchised with the VET system as a whole.

According to training.gov.au, as of 26 June 2024, across all status/usage UoCs, the current number of UoCs have been superseded or deleted:

Status/Usage	Number of units of competency
Current	15,221
Superseded – equivalent	29,239
Superseded – non-equivalent	9,320
Deleted	20,993

[4] Gavin Moodie (2002) Identifying vocational education and training, Journal of Vocational Education and Training, 54:2, 249-266, DOI: 10.1080/13636820200200197

While there have been periods where training.gov.au has been validated and updated, there is still much work that can be done to retain the value and simplicity of the UoC custodianship, including removing the duplication of units that have the same outcomes.

Qualifications should be designed in a way that aligns with the needs and aspirations of the learner for occupational transferability, whether that is continuing to develop their skills in one particular sector or having transferrable skills that develop adaptability across industries.

Through various stakeholder consultations, SaCSA identified multiple challenges within the VET training package design framework (qualifications, skill sets and units of competency). Stakeholders indicated dissatisfaction with VET graduates' breadth, depth and currency of knowledge and skills. In addition, RTOs and learners noted that qualifications, skill sets and units of competency were too prescriptive and did not allow for sufficient flexibility of delivery to meet the current and future needs of industry or provide tailored individual career pathway options.

Working within the six Principles, SaCSA has developed a high-level Framework that empowers individuals to curate their own educational pathways and enables them to achieve their personal and professional career goals and aspirations.

SaCSA has tested the Framework against both Purpose 2 *(qualifications to prepare learners for multiple occupations within an industry)* and Purpose 3 *(qualifications that develop cross-sectoral or foundational skills and knowledge that may be applied across industries or lead to tertiary education and training pathways).*

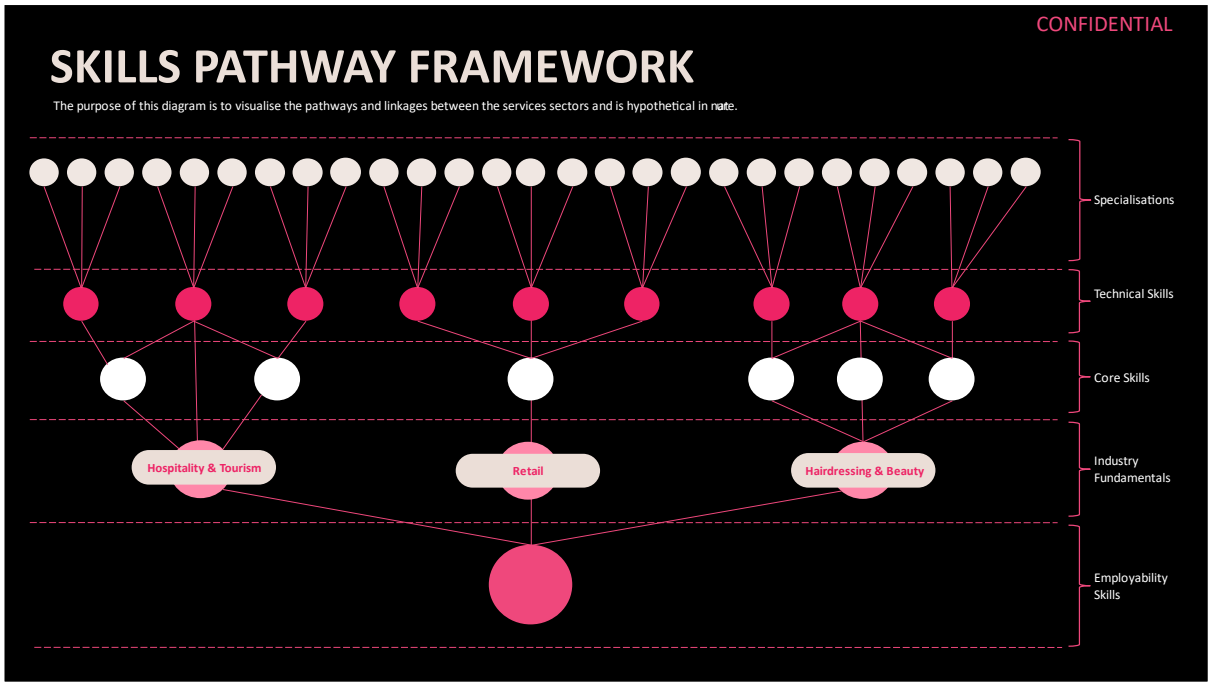
For this Activity Project, SaCSA focused on developing an example of a specific pathway within the SIT Tourism, Travel and Hospitality Training Package: the career journey of a chef/cook. Although SaCSA focused on this single pathway to test the Framework, the Framework has demonstrated intersecting points of skills and knowledge across other service industries. These links and intersections will be illustrated across a sample of three service sectors:

- Tourism, Travel and Hospitality (SIT)
- Hairdressing & Beauty (SHB)
- Retail Services (SIR)

The Activity Project has also enabled SaCSA to test the TPOF, including the templates, to develop a sample of units of competency, assessment requirements and qualification levels to deliver a Framework that supports life-long learning.

The Framework has been designed with five levels that align with qualifications:

- Employability Skills
- Industry Fundamentals
- Core
- Technical Focus, and
- Specialisations.



Each qualification provides a vertical pathway to the next level. This vertical pathway enables learners to continually develop their skills and knowledge in applications that become increasingly industry specific and focused as they progress 'up' through the Framework.

Additionally, the Framework facilitates lateral movement between qualifications. This movement enables learners to take the underpinning skills and knowledge they have gained and apply them in a different industry sector or to extend and hone skills and knowledge by adding specific contexts and applications.

Foundation Skills and the Australian Core Skills Framework

In the development of the Framework, SaCSA conducted research to understand the alignment of Foundation Skills that are listed within each UoC and to identify opportunities for reform.

It was identified in stakeholder consultation that training providers are often confused between Foundation Skills and their connection to the ACSF. Further investigation into the ACSF document could not find the term 'Foundation Skills' and could not verify how the ACSF and Foundation Skills interconnect.

The only connection that has been identified throughout this Activity Project is the definition of Foundations Skills on the DEWR website[5]: 'the competencies that underpin workforce participation, productivity, and social inclusion. They include English language, literacy, numeracy and digital (LLND) and employability skills. These are core 'learning to learn' skills necessary to provide people access to an education system from which follows opportunities to develop careers and engage in lifelong learning.' However, this statement does not specifically link to the ACSF.

In addition, it was often found that the Foundation Skills that are required in each UoC also listed skills that were not part of the ACSF, such as problem-solving, teamwork, self-management, and

[5] https://www.dewr.gov.au/foundation-skills

planning and organising. Foundation Skills also each include a description that has been given as a brief context statement. These are often general or nonspecific and do not align with the ACSF.

In the development of the Framework, SaCSA consulted with a range of stakeholders, who agreed that the disconnect between Foundation Skills and the ACSF is problematic and agreed that streamlining the ACSF into the qualifications would help with not only mapping for their own internal compliance practices but also would enable learners to connect their education to the outcomes of the ACSF. They also agreed that separating non-ACSF skills, such as problem-solving and teamwork, into Industry Competencies would allow better engagement with industry and support better defining of industry standards.

Based on this feedback, SaCSA developed the Vocational Stream template as a prototype for each level of the training and education pathway.[6]

Developing Training Products

In an article published by *the Journal of Vocational Education and Training* in the early 2000s[7], it was reported that while flexible delivery of training was encouraged through various publications (Australian National Training Authority's National Flexible Delivery Taskforce, Final Report and the Flexible Delivery Working Party Report), learners exhibited a low preference for independent learning and a high preference for learning in contexts that are led by a trainer/assessor, where there were well-organised programs of instruction and where the expectations of learners are made very clear by the trainer/assessor.

In addition, the article discusses whether flexible delivery without considerable support by a trainer/assessor can be successful and that strategies need to be developed to assist learners in achieving an independent and self-directed approach in a flexible learning context. The article provides an example of apprentices highly rating pathways to learning that involved structured training and education where an experienced person guides them.

As defined in the Standards for RTOs (2015) [8], high-quality training and assessment means that learners are equipped for employment or further study, their qualification is seen as credible when they enter the job market, and they are judged by employers as holding the skills and competencies specified in their qualification. This, in turn, means that employers can have confidence in the vocational education and training system and that employees will be able to be safe and productive in the workplace through the application of skills described in their qualification.

In a report by NCVER in November 2023, it was found that 56.8% of employers used the VET system to meet their training needs. However, 54.4% of employers used non-accredited training to train their employees, up 2.2% from 2021.

Employers who used non-accredited training to train their employees reported their reasoning being they could not find any comparable nationally recognised training available (58.9%); non-accredited training was more cost effective (40.2%); the non-accredited training course content was suitable

[6] These are supporting documents 015 – 018 and provided as attachments.
[7] : Peter J. Smith (2000) Flexible delivery and apprentice training: preferences, problems and challenges, Journal of Vocational Education and Training, 52:3, 483-503, DOI: 10.1080/13636820000200132
[8] Chapter 4—Training and assessment | Australian Skills Quality Authority (ASQA)

(37.7%); there was more convenient or flexible (36.4%) or because it was more tailored to their needs (35.5%)[9].

Currently, the VET system relies on qualifications developed around a set of core units of competency and a number of electives to form a qualification aligned to an occupation. Initially, this system was designed to give flexibility to the learner and to meet the needs of industry. However, training providers often choose which units of competency to deliver with little to no involvement with industry. Through consultation, industry has alluded to some training providers who 'tick and flick' the mandatory element of engagement with industry so that they can deliver units of competency that suit them, rather than industry demand or learner demand.

The ability of a training organisation to choose the electives results in learners who hold the same qualification having differing skills and knowledge outcomes. For example, one training organisation may deliver the **SIT30821 Certificate III in Commercial Cookery** with an elective in buffets, while another delivers an elective in pâtés and terrines instead. This creates potential disadvantages for the learners as they complete different elective units that may not align with their career pathways.

In addition, a high proportion of training organisations deliver qualifications in a unit-by-unit delivery sequence (rather than a highly clustered delivery approach). This is predominantly due to the lack of understanding by those auditing and compliance firms that focus on compliance and aligning training and assessment to elements, performance criteria and assessment requirements. This creates the unnecessary duplication of skills and tasks and, in turn, assessment requirements that learners must undertake for every individual UoC.

[9] Employers' use and views of the VET system 2023 (ncver.edu.au)

Example: Safe operational practices using essential functions and features of equipment used

Twenty-five units of competency make up the **SIT30821 Certificate III in Commercial Cookery** qualification. Of these units, 20 are core units and are 5 electives. These electives can be chosen from within the SIT Tourism, Travel and Hospitality Training Package.

RTOs are required to demonstrate and provide evidence that learners can complete each of the tasks outlined in the elements and performance criteria of each unit, as well as having the skills and knowledge outlined in the Performance Evidence and Knowledge Evidence.

The Knowledge Evidence requirement of '*safe operational practices using essential functions and features of equipment used to….*' appears in multiple units of competency within the **SIT30821 Certificate III in Commercial Cookery** qualification. This duplication requires training organisations to constantly assess the learner against the same criteria, even though they have been assessed in prior units of competency.

This repetition of demonstrating skills and knowledge is labour intensive for training organisations, which often assess these skills in the same manner across UoCs to avoid issues with proving compliance to their Regulator. It is also tedious for the learner, who has to repeatedly prove their skill in the same contexts and in the same way rather than learning to apply their skills and knowledge to different contexts and scenarios.

Additionally, within each UoC, there are skills required under the Assessment Conditions that must be demonstrated in an operational commercial kitchen. This highly prescribed list of assessment conditions that learners must have access to in order to meet the requirements is listed in every UoC, often duplicated throughout practical skills units (such as **SITHCCC028 Prepare appetisers and salads** and **SITHCCC027 Prepare dishes using basic methods of cookery**). The need for duplication negatively impacts learner opportunities to the prescribed conditions.

As outlined in the Joyce Report[10] and identified in consultation with stakeholders, successful competency-based training systems depend heavily on the assessment process; however, in many cases, assessment is the 'gatekeeper' of the competency-based system.

The Victorian Training Packages Purchasing Guide, also used widely by other states and territories for funding and reporting purposes, was developed to contain nominal hour allocations for UoCs and maximum hour allocations for qualifications within training packages[11]. The Joyce Report recommends that instead of nominal hours, which can impact competency-based training, benchmark hours should be set at the average amount of training required for a new learner with no experience in the industry to develop the required competency.

The Joyce Report acknowledges that industry has a strong role to play in determining the benchmark for the number of hours for each UoC. It is also vital, given their role, that relevant JSCs play a part in determining this benchmark, not only as the custodians of the Training Packages but also as industry-led, industry-owned organisations.

Research suggests that high-quality training and assessment requires a realignment of how that training and education is delivered. The current composition of qualifications with core and elective units of competency does not mimic current industry practices.

Consultation with stakeholders identified that units of competency are too complex and do not allow for flexibility in the delivery of training. It was noted that they are too prescriptive and limiting for

[10] Commonwealth of Australia, Department of the Prime Minister and Cabinet, Strengthening Skills
[11] https://www.vic.gov.au/victorian-training-package-purchasing-guides

training providers, do not allow for the rapid change of trends and techniques, and are not able to be updated fast enough to meet industry demands.

With this feedback in mind, the Vocational Stream template aims at reducing the complexity of the traditional UoC by containing overarching **Knowledge & Skills** that learners need to be able to deliver competently. Likewise, the Contextualisation and Mapping Guide will provide specific examples of how competency can be met for the learner, industry and training provider.

Duplication of Training Products

As outlined in the supporting report from *RTO Logic*[12], the sheer volume of duplication – across units of competency, as well as knowledge, skills and application – highlights the critical need for reform to streamline qualification pathways, reduce redundancy and ensure that the VET system remains responsive to the evolving needs of industry and learners. The report provides detailed evidence supporting the consolidation of high duplication of units into clustered units and mapping them to qualification levels, such as Employability, Industry Fundamentals, Core, Technical Focus and Specialisation. This will enhance both flexibility and efficiency as well as align the Framework with industry expectations while providing learners with direct and adaptable paths to obtain relevant qualifications.

During consultation relating to duplication of knowledge and skills across UoC, it was commented during the Focus Group with training organisations, *'[the Framework] is so simple and clear – reducing duplication would definitely enhance learner engagement.'*

Additionally, the *RTO Logic* report goes into further detail highlighting the reduction in units of competency and the 'clustering' together of knowledge and skills, which will provide the following positive impacts on various stakeholders, including training organisations, industry stakeholders and learners:

1. Impact on Training Organisations

- **Cost and Resource Efficiency:** By reducing the number of duplicated units and consolidating similar competencies into fewer, more comprehensive units, training organisations can streamline their course offerings. This consolidation reduces the need for developing and maintaining multiple units with overlapping content, reducing curriculum development costs, simplifying assessment processes and improving allocation of teaching resources.
- **Simplified Curriculum Management:** Streamlining units can reduce complexity in managing and delivering training programs. It enables training organisations to focus on core competencies and specialised skills that align more closely with industry needs. This reduction in duplicated content helps maintain consistency across different qualifications and reduces administrative burdens for training organisations and time and cost for learners.
- **Enhanced Program Flexibility:** With a modular approach and consolidated foundational units, training organisations can offer more flexible learning pathways. This flexibility allows for tailored training programs that can be adapted to the specific needs of students and industry partners, with the aim of increasing enrolment and retention rates.

[12] This supporting document is 001 QRDP Duplication of UoC Report and provided as an attachment.

2. Impact on Industry Stakeholders

- **Alignment with Industry Needs:** By minimising redundancy and focusing on the most relevant skills, the updated training packages will better align with the competencies required in the workplace. Industry stakeholders, such as employers and industry bodies, will benefit from graduates with clearer, more focused skill sets that directly meet the demands of their roles, enhancing overall workforce readiness.
- **Clarity in Competency Levels:** The differentiation of units by complexity and qualification level will help industry stakeholders better understand the competencies and proficiency levels of graduates. This clarity can improve recruitment processes, as employers will be able to assess the suitability of candidates more accurately for specific roles based on their qualifications.
- **Enhanced Workforce Planning:** Streamlined training pathways reduce ambiguity in graduate skills and qualifications and speed learner entry into the workforce, enabling industry stakeholders to better plan for workforce needs and skills gaps. This targeted approach can lead to more effective workforce development strategies, promoting the growth and competitiveness of the industry.

3. Impact on Students

- **Streamlined Learning Pathways:** Reducing the duplication of units and consolidating similar competencies will help create clearer, more efficient learning pathways. Students will spend less time on redundant content and can progress more quickly through their qualifications. This reduction in training durations will likely lower training costs and improve student satisfaction.
- **Increased Engagement and Motivation:** By eliminating redundant content and ensuring each unit offers distinct, valuable learning opportunities, student engagement and motivation are likely to increase. The focus on new skills and knowledge at each qualification level fosters a more dynamic learning environment, encouraging students to advance their education.
- **Greater Flexibility and Customisation:** With a modular approach and flexible qualification pathways, students have more control over their learning experience. They can select units that align with their personal career goals, interests, and industry needs, enabling a more customised education that is tailored to their future aspirations.

These recommendations are found in detail in the QRDP Duplication of UoC Report[13].

[13] These are supporting documents 001 – 005 and provided as attachments.

Employability Skills

Individuals who undertake vocational education and training are generally looking for a faster job-focused pathway to a career rather than going through a university study pathway.

According to a report published by The University of Queensland in June 2023[14], individuals will have approximately 16 jobs in their lifetime, which means they are likely to change jobs every two years and nine months. In addition, the research showed that people will change careers at least three to seven times in their working lives, and the upcoming generation may also have between five and seven career changes. The reasons behind changing jobs and careers are varied but include those younger workers wanting to explore a wider range of industries and career opportunities and not attaching themselves to one organisation to give more flexibility to working multiple roles, including 'side hustles' and seeking out higher-paid opportunities as quickly as they can.

Supporting the above research, the Australian Bureau of Statistics (ABS) reported that people were more likely to change their industry (58%) than occupation (44%) in the year ending in February 2023[15].

The Joyce Report[16] also outlined the importance of re-establishing the clear link between vocational education and employment with a recommendation to rebrand the VET sector to an alternative, such as 'Skills Education', and market the sector as a 'modern, fast-paced skills acquisition alternative to institution-based learning in a university environment'. SaCSA's Purpose Categorisation Activity, which is part of the larger Qualification Reform work, suggests that individuals do not necessarily move from one qualification to another to support their career aspirations.

The Core Skills for Work Developmental Framework[17], created in 2013, builds on early efforts to integrate employment-related skills into Australian education and training. In the 1990s, the Mayer Committee identified key competencies for entry-level jobs, leading to the Mayer Key Competencies for education. By 2002, the 'Employability Skills for the Future' report from Australian industries further defined the skills needed for job success, influencing the VET sector.

Concerns about the development and understanding of these skills prompted the creation of the Core Skills for Work Framework (CSfW) in the early 2000s. This framework aimed to provide a unified approach to addressing essential work skills across education, training, and employment services. It helped to articulate the knowledge and skills crucial for effective work performance and guided ongoing skill development. Similar to the Dreyfus and Dreyfus Framework[18] (mentioned below), CSfW suggests that skills are transferable across different contexts. However, individuals may need to adapt their skills to new situations, such as a chef adjusting to different kitchen environments while maintaining their core knife skills.

According to the World Economic Forum report *'Putting Skills First,'*[19] the skills-based redeployment of workers is predicted to play an increasing role in supporting industry transformation. The report identified the need for industry-wide mapping of skills and recognition of skills-based credentials for specific roles and in-demand professions. It noted that as well as assisting in reducing barriers to

[14] How many career changes in a lifetime? – The Uni of Qld (uq.edu.au)
[15] Job mobility still at 10-year high | Australian Bureau of Statistics (abs.gov.au)
[16] Commonwealth of Australia, Department of the Prime Minister and Cabinet, Strengthening Skills
[17] Ithaca Group Pty Ltd. *Core Skills for Work Developmental Framework*. Commonwealth of Australia, 2013.
[18] *Dreyfus, Stuart E.; Dreyfus, Hubert L. (February 1980). 'A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition' (PDF).*
[19] 2023 World Economic Forum

entry by adopting skills-first practices such as hiring for skills, it should allow for more individuals to participate in the labour market and encourage candidates from non-traditional backgrounds to consider applying for roles. The report supports the skills-first approach as an opportunity to benefit people who want to transition into roles that are a better match for their existing skills.

The Joyce Report discusses the importance of improving vocational pathways in schools by using straightforward tools to help contextualise the traditional school curriculum to make it more relevant to learners who are interested in a vocational career. It goes on to outline how learners can benefit from VET by forming a pathway into different broad vocational fields, which could prepare them for a range of related careers[20].

The Joyce Report recommends that there should be distinct streams of provision, including qualification-based training that leads to vocational careers (including courses and skillsets), short courses, foundation education (lower-level courses for language, literacy, numeracy, and digital literacy), and VET in schools system[21]. The Review argues that to be work-ready, graduates have always needed a combination of technical and general employability skills. Training should aim to equip students with the necessary skills for their first job, as well as the flexibility and adaptability to navigate future career transitions.

The Dreyfus and Dreyfus Framework[22] outlines a five-stage model for the acquisition of problem-solving skills: novice, advanced beginner, competency, proficiency, and expertise. Each stage builds on the knowledge and skills from the previous level, similar to the Framework.

In the novice stage, skills are obtained by following a set of learned rules. These rules are termed 'context-free' because they can be applied without reference to the surrounding context. Individuals at this level are monitored, either by self-observation or instructional feedback, to bring their knowledge and skills development into conformity with the rule. For example, manual handling skills are needed at the Employability Skills level. Regardless of the industry sector, there is a standard set of rules to follow for good practices in manual handling.

To gain meaningful employment within the service industry, there are base-level skills that support initial success for both individuals and employers.

As individuals start to acquire experience, they learn more sophisticated rules. The learner begins to understand the features of the context in which the rules are applied. Dreyfus and Dreyfus refer to these as 'situational' cues to differentiate them from 'context-free' cues used in the novice stage. For example, manual handling skills in the context of the hospitality industry will connect the novice stage of knowledge and skills and apply them to picking up boxes of frozen chips or lifting oil drums for deep fryers. In this example, the rule has been learnt and applied to the context.

The development of the Employability Skills level of learning and education has been aligned to Purpose 3 *(qualifications that develop cross-sectoral or foundation skills and knowledge that may be applied across industries or lead to tertiary education and training pathways.)*

[20] Commonwealth of Australia, Department of the Prime Minister and Cabinet, Strengthening Skills.
[21] Commonwealth of Australia, Department of the Prime Minister and Cabinet, Strengthening Skills.
[22] *Dreyfus, Stuart E.; Dreyfus, Hubert L. (February 1980). 'A Five-Stage Framework of the Mental Activities Involved in Directed Skill Acquisition' (PDF).*

Case Study 1: Certificate I in Hospitality – Employability Skills

In the initial research, it was identified that for the Purpose Categorisation Activity Project, **SIT10222 Certificate I in Hospitality** (or equivalent) is aligned to Purpose 3, as it is built around and promotes cross-sectoral or entry-level skills and knowledge, which could be applied and transferred to a variety of contexts across multiple industries.

A review of the occupation-qualification flow identified that learners who completed this qualification moved into 15 (or more) categories of work. While 40 per cent of these categories were in the Travel, Tourism and Hospitality industry (including but not limited to Chefs, Hospitality Workers, Waiters, and Fast-food Cooks), the majority of learners transferred their skills into occupations such as Carers and Aides, Checkout Operators and Officer Cashiers, Technicians and Trade Workers, and Factory Process Workers.

Industry engagement also verified this occupation-qualification flow, identifying that the majority of enrolments into the qualification are for pre-apprenticeship programs at high school or as a return to employment pathway.

NCVER data confirms the continually high percentage of high school learners enrolling in this qualification, with 81% of the 5,575 total enrolments being at the school level.

Further, the current structure of this qualification prioritises the delivery of units of competency that provide highly transferrable skills, such as *BSBTWK201 Work effectively with others, SITXCCS009 Provide customer information and assistance,* and *SITXWHS005 Participate in safe work practices.*

To further support this data, in 2022:

- *BSBTWK201 Work effectively with others* was used in 82 qualifications across 19 training packages and 5 accredited courses,
- *SITXCCS009 Provide customer information and assistance* (and its predecessor) was used in 18 qualifications across 5 training packages and 1 accredited course, and
- *SITXWHS005 Participate in safe work practices* (and its predecessor) was used in 33 qualifications across 3 training packages and 2 accredited courses.

This qualification also requires three elective units of competency. Aside from the mandatory choice of either *SITHIND005 Use hygienic practices for hospitality services* (293 enrolments in 2022), or *SITXFSA005 Use hygienic practices for food safety* (4,747 enrolments in 2022), the top five electives were:

- *SITHCCC003 Prepare and present sandwiches* (1,855 enrolments)
- *SITHCCC002 Prepare and present simple dishes* (1,775 enrolments)
- *SITHFAB005 Prepare and serve espresso coffee* (1,265 enrolments)
- *SITHCCC001 Use food preparation equipment* (1,195 enrolments)
- *TLIE1005 Carry out basic workplace calculations* (890 enrolments).

These UoCs impart highly transferrable knowledge and skills that are applied to hospitality-specific tasks, such as reading and interpreting product information and organisational procedures; selecting and using equipment safely and hygienically, preparing for service/work; taking orders and confirming requirements/requests; quality and stock rotation; storing stock; and cleaning equipment.

Each of these units develops entry-level skills that are utilised by learners as a first step into employment or re-employment and should be considered to contribute to the strong foundation of learning and capability that Employability Skills aims to develop.

Industry Fundamentals

Building on Employability Skills, individuals are able to select a pathway to undertake education and training within their chosen service sector of interest. The learning within the Industry Fundamentals level will develop the underpinning key skills and knowledge specific to the individuals' selected sector pathway, in addition to scaffolding Employability Skills into industry-specific applications.

Example: Hospitality Fundamentals

If a person chooses to undertake Hospitality Fundamentals, they will develop general hospitality skills that are transferable between front-of-house (service-based customer-facing roles) and back-of-house (chefs, cooks, kitchen hands). These may include, but are not limited to:

- Food, health, and safety
- Dietary requirements
- Receiving and storing stock
- Cleaning and maintaining equipment
- Food preparation skills
- Service-ready skills.

Individuals studying at this level will learn a variety of Fundamental hospitality skills that enhance their ability to add immediate value to multiple aspects of the chosen service sector.

The proposed delivery of these topics allows for skills to be developed in a clustered approach, mimicking industry practices and being able to meaningfully contribute to their workplace and be effectively utilised by their employer.

Many of these skills (for example, Workplace Health and Safety, Receiving and Storing Stock, Customer Service, Cleaning, and Maintaining Equipment) will be transferable and have cross-sector utility.

The Fundamental Skills also align to Purpose 3, as they can be relevant to multiple sectors, enabling learners to have mobility across industries, such as Hospitality, Tourism, Retail, Hairdressing, Barbering and Beauty. For example, **SIT20122 Certificate II in Tourism**, while specific to industries of Tourism and Beauty could be developed into the Fundamental level where skills are cross-sectoral.

Case Study 2: SIT20122 Certificate II in Tourism – Industry Fundamental Skills

In the initial categorisation of qualifications, it was identified that **SIT20122 Certificate II in Tourism** aligned with Purpose 3, as it develops cross-sectoral or foundation skills and knowledge which may be applied across industries or lead to tertiary education and training pathways.

A review of the occupation-qualification flow identified that learners who completed this qualification moved into 29 (or more) categories of work. Of these, 24% are in the Travel, Tourism and Hospitality industry (including but not limited to Hospitality, Retail and Service Managers, Bar Attendants and Baristas, Other Hospitality Workers, and Kitchenhands). There was significant mobility across other industries, including Retail, Health and Care Services, Education and Building and Construction.

NCVER data identified that the majority of enrolments in the qualification were people between the ages of 15 and 24 with no prior post-school education. The majority of learners are not pursuing this qualification as an apprenticeship or traineeship.

This qualification has been 'built' to prioritise transferrable knowledge and skills, and the majority of the UoC are cross-sectoral.

Core

Following the Industry Fundamentals level, an individual will begin to curate their career pathway by selecting a unique set of core skills. This task-based education and training will further develop their industry-specific skills for their chosen career pathway.

Example: Culinary Core

If the individual chose to become a chef, they would undertake the Culinary Core pathway. This Core will hone their skills that are specific to the hospitality (back of house) occupation. Examples may include but are not limited to:

- Methods of cookery (e.g. knife skills, culinary terms, cooking techniques)
- Short order service (e.g. menu-based service skills, such as cafes, bistros)
- Restaurant service (e.g. plating techniques required, finer culinary skills).

This type of advanced Framework enables learners to take a more tailored and focused approach that mimics industry practice rather than unit-by-unit or topic-by-topic delivery.

'Core' aligns with the Dreyfus and Dreyfus Framework level of Competency: when learners can organise rules into a hierarchical structure, such that different rule sets are applied depending on the situation, introducing the notion of 'perspective.' Competency comes after considerable experience with real situations where the learner connects components. In Competency, the acquired experience (knowledge and skills) assists the learner in viewing a problem from a variety of perspectives. For example, as the learner moves through from the Employability Skills and Industry Fundamentals into the Culinary Core, learners have built on the skills of manual handling techniques to apply them to context and then in an industry context of a busy kitchen environment.

Currently, individuals have the skills and knowledge to commence leadership and management education and training, should they choose. This may include pathways that lead to higher tertiary education.

In addition, if the learner completes the Culinary Core (in the example above) and decides that they want to move laterally to pursue the Front of House Core, they can do so through skills recognition that is aligned to the Core qualifications.

While the pathway has been prescriptive up until this point, the foundational blocks of learning have been developed in a way that industry connectedness remains at the forefront of the development of the Framework.

The Core Skills level enables individuals to commence their industry-specific career pathways by using the underpinning skills from the Employability Skills and Fundamentals. However, the Framework and focus on transferrable skills and knowledge does not restrict the learner to only one pathway. Rather, it leads them into multiple opportunities for lateral movement without having to recommence a full qualification, as occurs in the current qualification structure.

Case Study 3: SIT30222 Certificate III in Travel – Core Skills

The **SIT30222 Certificate III in Travel** was identified as a Purpose 2 qualification, as it was aligned to preparing learners for multiple, related occupations in sectors where industry context is still very relevant. These qualifications are categorised around a common core of knowledge and skills for the industry, with optional specialisations.

This qualification had the majority of enrolments among people between the ages of 20 and 29, with the peak being 15-19 years old at 1,055 in 2022.

This qualification is built to provide travel-specific skills that can be used across different sectors within the hospitality industry. The core electives in these qualifications include Sourcing, Accessing, Interpreting and Using Information; Providing Advice; Selling Products and Services; Providing Service; Social and Cultural Sensitivity; and Participating in Safe Work Practices.

Of the available electives, the top 5 highest enrolments are:

- *BSBPEF201 Support personal wellbeing in the workplace* (370 enrolments)
- *SITXCCS007 Enhance customer service experiences* (225 enrolments)
- *SITTTSL016 Provide specialist advice on cruises* (200 enrolments)
- *SITXEBS001 Use social media in a business* (110 enrolments)
- *SITTTSL011 Source airfares for domestic flights* (75 enrolments)

These skills are highly applicable to the Travel sector but can also transfer across multiple sectors, such as sourcing information, using formal and informal research; researching current and emerging trends; servicing diverse customer types; seeking feedback from colleagues and customers; and sharing information with colleagues.

Technical Focus

Upon completion of the Core Skills level, the individual can begin enhancing their proficiencies through technical development and application via Technical Focus levels. In the current VET Qualification Framework, technical skill development pathways require individuals to undertake another qualification or skill set, which can have significant time and cost implications and may not fully meet the immediate needs of industry or the learner.

It is noted in the Dreyfus and Dreyfus report that the training implications of this taxonomy are obvious. The development and design of training resources must take the learner's developmental stage into account at all times to ensure that it facilitates the learner's advancement to the next stage.

With the proposed Skills Pathway Framework, individuals are able to focus on the education and training components specific to their area of interest, which are required within their workplace or are most relevant to their career development. These can be delivered in shorter timeframes and in a more cost-effective manner than the current 'go back and start again' design.

'Technical Focus' aligns with the Dreyfus and Dreyfus 'proficiency': the transition between novice, competence and expertise. Individuals are now able to link the relevance to the job being undertaken. At this 'proficiency' level of expertise, learners are undertaking tasks without consciously using any rules and completing tasks based on the situation at hand.

The Framework enables individuals to pursue multiple Technical Focus modules at any stage in their career and, therefore, continue developing new skills.

Continuing with the chef example, when the person completes their Culinary Core, they may have an interest in Italian cuisine. Therefore, they can pursue specific industry learning in that focus area.

Example: Technical Focus

If a chef has completed the Culinary Core and gained all the essential skills to be in a kitchen, they can now choose the Technical Focus that they wish to undertake. For example, if the individual has completed the Culinary Core and now wants to undertake a Technical Focus on Italian cuisine, they are now able to do so. In addition, if they complete the Italian cuisine Technical Focus and want to move laterally into a Patisserie Technical Focus, they are able to do this in a matter of months and not have to undertake another qualification to learn those additional skills.

Specialisation

As outlined in the Anthology White Paper[23], micro-credentials represent part of a global shift towards the ways that we can equitably access life-long and life-wide learning, flexibly upskill and reskill, and choose our own learning journeys and pathways. We are able to shorten the time required to achieve specific learning goals.

Australia has a National Micro-credentials Framework[24] (NMF) that identifies that the educational landscape is changing, and the demand for shorter-form courses is increasing due to workers needing to rapidly upskill and look for life-long learning. The NMF defined micro-credentials as a certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an AQF award qualification, that is, additional, alternate, complementary to or a part of an AQF award qualification.

Currently, in Australia, there are no micro-credentials that are nationally endorsed and are part of the VET systems. These sit outside the 'traditional' VET system, creating a disconnect between bite-sized learning components that further refine the individual's skill development and interests.

At the Specialisation level of learning, it is anticipated that learners will want to undertake small, bite-sized components of learning that they need 'just in time.'

Specialisations are bite-sized learning components that further refine the individual's skill development and targeted interests and can be delivered in a variety of ways, not just through micro-credentials.

The design and development of key, single UoCs could be used at the Specialisation level. For example, the current *SITXFSA005 Use hygienic practices for food safety* could now be delivered as a Specialisation for individuals who need to update their licensing and/or regulatory requirements. In another example, *SITHFAB021 Provide responsible service of alcohol* (which needs to be updated between three and five years, depending on the state/territory legislation) now can be undertaken as a Specialisation when the learner needs to upskill.

[23] Steel, Dr Caroline . *A Global Perspective on the Potential and the Complexities of Micro-Credentials*. 2022.
[24] Clarke, Marcus. 'National Microcredentials Framework - Department of Education, Australian Government.' *Department of Education*, 2022, www.education.gov.au/higher-education-publications/resources/national-microcredentials-framework.

The opportunities for Specialisations can range from a single UoC to micro-credentials, product-specific training that is aligned to industry and small clusters of knowledge and skills.

Example: Specialisation

If a chef has completed the Italian cuisine Technical Focus and wants to move into 'Extruded Pasta' as a Specialisation, they may choose to complete an industry-endorsed micro-credential on this specific topic). This could be captured as a digital badge or certificate, which may then be aligned to the National Skills Passport.

Please refer to Appendix A for the Culinary Pathway diagrams.

Consultation

Throughout the development of the Framework, SaCSA engaged with a range of stakeholders to introduce the Framework, provide an overview of the qualification levels and gain insights and feedback that could be used to further refine the Framework and associated templates.

SaCSA held a 'Broadcast' on 22 August 2024[25]to provide all stakeholders with an initial overview of the Framework and to prepare them for the Focus Groups.

At the Broadcast, SaCSA discussed the following points:

- Removing duplication in elements, performance criteria, assessment requirements and the overlapping of knowledge and skills at the individual UoC level
- An overview of the Framework (Employability, Industry Fundamentals, Core, Technical Focus and Specialisations
- Potential UoC structures
- Benefits of the Framework.

Post-Broadcast, SaCSA conducted five Focus Groups during August 2024, with hospitality-specific industry businesses, peak bodies and associations, unions, State Training Authorities (STAs), TAFEs and private RTOs. In these Focus Groups, SaCSA consulted on the following points:

- Qualification levels
- AQF levels aligned to the Framework
- Vocational Stream Template:
    - Job roles/Outcomes
    - Duration of learning
    - Overarching knowledge and skills
    - Pre-requisite knowledge and skills
    - Foundation Skills and the ACSF

SaCSA received a range of constructive feedback and insights during these sessions, including the following.

Framework Feedback

- Both the Employability Skills level and Industry Fundamentals looked to have many theory units, leading to concerns that learners would become disinterested due to low amounts of hands-on experience.
- The Framework is highly regarded due to opportunities for Training Organisation and learner innovation.
- The removal of duplication was highly regarded.
- Clustering knowledge and skills to align them to industry practices is highly valued.
- Questions regarding implications for future subjects if students do not achieve certain competencies.
- Knowledge and skills 'topics' are felt to be essential to learners gaining their first job.
- Employability Skills would be great for a range of learners, including VET Delivered in Secondary Schools (VETDSS).

[25] These are supporting documents 007 – 013 and provided as attachments.

- Employability Skills should include basic Information Technology (IT) skills suitable for a professional context (such as professional emails, document creation, formal writing skills, etc.).
- Currently, due to the way qualifications are put together, students are not work-ready. This Framework looks like it will help.
- Employability skills have a real meaning to learners when they have already learned some fundamental and core skills because, at that point, they have a clear picture of how those skills are important for work (whereas doing those early on, some learners have not yet connected to the real work and being in a workplace).
- Industry Fundamentals should include interpersonal skills and how to receive feedback.
- The selection of Industry Fundamentals knowledge and skills was a good focus for the qualification level. It allowed individuals to learn both front-of-house and back-of-house skills that enabled them to move between both if they desired.
- At all levels, stakeholders were interested in seeing how this Framework would align to a cluster of UoCs, such as the SITSS00069 Food Safety Supervision Skill Set, where there are different regulatory requirements in each state and territory.
- There was an extremely positive response to the Framework and interest in participating in its development.
- There was general interest in what prerequisites would look like for an experienced learner entering at a Certificate IV level.

SaCSA learnings based on stakeholder feedback on the Framework:

- Further explanation is needed regarding how the UoC would mimic industry practices and not theory in the first two levels of the Framework.
- Further explanation is needed in the Contextualisation and Mapping Guide to support training organisations in understanding how the qualification levels work together and how to implement the streamlined assessment methods.
- Employability Skills needs to explain career pathways more clearly and where job opportunities can lead into industry.
- Inclusion of professional-context basic IT skills in Employability Skills.
- Employability Skills should also be defined as ‘transferrable skills’ when developing the Framework.
- Information should be included within the Framework content to assist learners in understanding the level of roles for which they might be work-ready and a competitive candidate at that level.
- Development of these qualification levels to clarify that learners need to have underpinning knowledge and skills to connect proficiencies.
- Further engagement with industry and training organisations will be valuable when developing the UoCs and content within each level.
- Better communication is needed to convey that knowledge and skills would be built upon at each level. The ongoing updating of the training and education could be within a Specialisation post-achievement of these knowledge and skills at the Employability Skills, Industry Fundamentals and Core level qualifications.
- More detail is needed regarding mapping between Core and Technical Focus to convey that learners would not duplicate their already gained knowledge and skills.
- Streamlining of recognition of prior learning (RPL) processes would be appreciated.

- Support for compliance processes will be appreciated.

Templates

- Stakeholders agreed that the inclusion of job roles should include 'outcomes' for better clarity for training organisations and individuals undertaking the qualification.
- SaCSA provided the template where one of the areas for discussion was about 'Duration of Learning and Assessment' and asked for feedback on this key area as it related heavily to the Victorian Purchasing Guide and how training organisations gain funding and allocation of delivery hours. There were different views on this key area, including stakeholders wanting a very specific number of allocated hours, while other stakeholders wanted more flexibility and felt that every cohort is different and that the hours need to be within a 'range'. It was agreed that a 'range of hours' would be more fitting for flexibility to cohort needs.
- Another RTO representative commented that they 'loved this approach to breaking down knowledge and skills. It is such an important shift to show knowledge (understanding the concepts) and then build on this to develop practical skills – culminating in demonstrating those skills – the approach is a really good fit with very good assessment writing. In addition, they noted that 'the approach is conducive to high-quality assessment – very exciting.'
- SaCSA discussed the removal of Foundation Skills and the introduction of the ACSF as well as the Industry Competencies, which received positive feedback, including 'really reflects the way we think about delivery and assessment (teaching and learning)' and 'really supports interpretation of these and best ways to provide experiences to learners as well as write contextualised assessment.'
- 'This is so simple and clear – reducing duplication would definitely enhance learner engagement.'

Feedback on Templates

- The inclusion of job roles should include 'outcomes' for better clarity for training organisations and individuals undertaking the qualification.
- 'Duration of Learning and Assessment' (heavily relating to the Victorian Purchasing Guide and how training organisations gain funding and allocation of delivery hours) drew mixed responses: some stakeholders preferred a very specific number of allocated hours, while other stakeholders wanted a range to allow for more flexibility and differences between cohorts. It was agreed that a 'range of hours' would be more fitting for flexibility to cohort needs.
- Valuable to show knowledge (understanding the concepts) and then build on this to develop practical skills, culminating in demonstrating those skills, is a good fit with very good assessment writing.
- The removal of Foundation Skills and the introduction of the ACSF and Industry Competencies were positively received.

SaCSA learnings based on stakeholder feedback on the Templates:

- 'Duration of Learning and Assessment' should be a range of hours to allow for flexibility to cohort needs
- Further engagement with industry and training organisations will be valuable when developing the final templates

Key Policy Questions

The Three Purposes

Do the three Purposes enable greater flexibility in training product design?

Based on consultation and research, SaCSA designed, developed and built the Framework, then referred to the Purposes to check alignment with the Framework. At the completion of this *Shaping Service Skills* Activity Project, SaCSA found that the Purposes aligned to all levels of the Framework and, in particular, Purposes 2 and 3. These Purposes aligned to the majority of levels (employability, industry fundamentals, core and technical focus), which demonstrated that the individuals undertaking this style of training and education had the flexibility to move laterally across service sectors.

A major goal of developing the Framework was to consider reducing specificity in the skills and tasks undertaken by learners and identifying common knowledge and skills to reduce duplication. Reducing specificity in UoCs, as outlined in the Framework, enables the learners to pursue training and education that adds value to their career pathway. It allows learners to undertake multiple pathways without having to 'relearn' knowledge and skills they have acquired in other sectors and industries. This skills recognition will be able to support their careers.

Aligning UoCs to the Framework and Purposes enabled SaCSA to clearly define the types of outcomes for the learner at each level and commence developing the details for each module.

Each level (Employability, Industry Fundamental, Core, Technical Focus and Specialisation) assists the learner in building a career pathway that is flexible and responsive to their needs. It enables them to have base-level skills without the specific industry context and limitations of learning and build up through continual development of skills.

As discussed above, SaCSA concurrently worked on a Purpose Categorisation Activity Project as part of the overarching Qualifications Reform work to:

1. Identify the flow of qualification-to-occupation
2. Understand if individuals continue to undertake qualifications specific to their career pathway, and
3. Determine if career-specific qualifications add value to their occupation.

SaCSA has identified limitations to aligning Purposes to qualifications where higher detail UoCs would be required; for example, *SITXFAB021 Provide responsible service of alcohol*, where licencing and regulatory requirements are embedded into qualifications.

Linking these findings to the proposed Framework, SaCSA identified that while there is an opportunity to reduce specificity within UoC and amalgamate knowledge and skills in certain circumstances, there will always be a need for individual UoCs, such as *SITXFSA005 Use hygienic practices for food safety* that will need to be considered in the development of a new Framework.

Are the descriptions/characteristics of the purposes sufficiently clear? Is clarification needed to assist with aligning products to each purpose?

As outlined in the concurrent Purpose Categorisation Activity Project (which was submitted to the Department and the Design Group), SaCSA identified several matters relevant to the three Purposes.

Purpose 1: qualifications leading to a specific occupation (for example, a licensed trade), likely linked to licensing/regulatory requirements, or built around specific tasks, with a high level of prescription to support safety or technical requirements.

In the Purpose Categorisation Activity Project, it was identified that this definition emphasises the relationship between qualifications and licensing/regulatory employment outcomes. For example, **SHB30821 Certificate III in Commercial Cookery** has a licensing or regulatory requirement and has a clear relationship between qualification and occupation. However, there was a challenge in categorising this qualification because there are a variety of UoCs within this qualification that suggest a Purpose 2. Therefore, due to a small selection of UoCs that have licensing and/or regulatory outcomes, it was defined as a Purpose 1.

As outlined in *Unlocking the Potential of VET*, Purpose 1 qualifications are likely to continue to be delivered using the existing competency-based training Framework and are likely to remain focused on discrete tasks associated with a specific occupation.

This focus may hinder the review and potential reform and improvement of qualifications (e.g. **SHB30821 Certificate III in Commercial Cookery**) with clear links to specific occupation requirements. This may impact the ability for these types of qualifications to be updated in a timely manner to reflect changes to best practice, emerging trends, or technological advancements in industry.

Therefore, linking it to this Framework, the Purpose 1 qualifications would align to a Technical Focus or Specialisation area. They would not be full qualifications but would be skill sets or heavily clustered knowledge and skills. This enables learners to move laterally to continue their learning pathway.

Purpose 2: qualifications that prepare learners for multiple occupations within an industry

Qualifications aligned to Purpose 2 are more likely to prepare learners for multiple, related occupations in sectors where industry context is still relevant.

In the development and design of the Framework, Purpose 2 qualifications would align to Industry Fundamentals or a Core area and would be full qualifications with heavily clustered knowledge and skills. At these qualification levels, learners would be following a clear pathway from Employability Skills through to Industry Fundamentals and Core.

Purpose 3: develop cross-sectoral or foundation skills and knowledge that may be applied across industries or lead to tertiary education and training pathways

Purpose 3 qualifications are able to provide a range of vocational and learning outcomes not necessarily linked to a specific job or role.

The Purpose Categorisation Activity Project and development of the Framework both found that Employability Skills would lead to a Purpose 3 categorisation because the qualification would be utilised for an entry-level role which could be across multiple service sectors. This could then lead to further education opportunities or requirements before becoming job specific.

Do the purposes enable enough flexibility to design the product as desired?

As mentioned above, the Purposes were secondary to the development of the Framework and were aligned after the initial development. Throughout the consultation and further development of the Framework, it was found that the Purposes, while supporting the consideration of each of the

qualification levels, did not, in fact, impede on the design of the Framework; they only supported the thought process when aligning the qualifications to outcomes for the learner.

It was found that the Purposes, if implemented, would not hinder the application of the Framework but would continue to be a guide when developing qualifications and associated units of competency.

Do the descriptions of the Purposes and characteristics of the subsequent qualifications assist when considering the design and intent of qualifications/units of competency?

As above.

Qualification Development Quality Principles

Do the Qualification Development Quality Principles effectively guide the development of training products that meet industry and student needs?

SaCSA used the Principles to guide the development of the Framework. The Principles were helpful and guided the development to meet industry and student needs effectively.

Were any of the Principles more difficult to achieve?

The Activity Project identified that the Principles did overlap in some instances. To ensure the Principles are more achievable, SaCSA recommends that the Principles be consolidated from six down to four as follows:

1. Ensure learner needs and aspirations inform qualification design, including occupations, transferability, transitioning occupations and industries, and mobility across industries.
2. Place equal importance on skills, knowledge and application through considering and integrating foundation skills, general capabilities and knowledge progression.
3. Allow flexible training and assessment in high-quality training environments.
4. Reduce specificity and avoid duplication with other training products where industry context does not require it except where a higher level of detail is required for licensing, high-risk, safety, regulatory or graduate quality reasons.

Did the Principles assist or inhibit stakeholder buy-in to the project?

The Principles did not inhibit stakeholder buy-in to the Activity Project. Instead, they confirmed the need to reform qualifications and align them with learner-centred outcomes. Through the consultation process, SaCSA referred to the Principles to outline the overarching alignment to the Framework. It assisted in the discussion on how SaCSA was meeting the needs of learners, placing importance on skills, knowledge and application, and supporting the rationale for Qualification Reform.

Product Templates

Are changes required to the product templates or certifications to facilitate the new approach?

SaCSA developed a 'Vocational Stream' template that consolidates current documents[26] into one standard template for all qualifications within the Framework. This Vocational Stream template is intended to reduce the compliance and administrative burden of training organisations keeping and maintaining multiple documents.

In the Vocational Stream template, the removal of Elements and Performance Criteria allows more flexibility in the development of contemporary educational practices and industry requirements while not removing the robustness of assessment practices.

Further to this, SaCSA removed Foundation Skills from the template and realigned these skills to the Australian Competency Skills Framework (ACSF). The addition of Industry Competencies also provides further connection to industry engagement.

SaCSA developed a Contextualisation and Mapping Guide to replace the current Companion Volume Implementation Guide also in order to support the implementation of the Vocational Stream template. This supporting document will not be subject to the Quality Assurance Body, but SaCSA will develop it to provide further support to training organisations in delivering training to their various cohorts across the country.

As part of the consultation during this Activity Project, SaCSA received very positive feedback relating to both the Vocational Stream template and the Contextualisation and Mapping Guide, which will be discussed further in this report.

What is the best way for a student's test amur/Statement of Attainment to reflect their knowledge and skills to promote recognition across sectors?

Under the proposed Framework, learners who undertake the Core qualification plus a Technical Focus will receive a 'trade level' qualification. For example, the learner's testamur would (in the current context) state **SIT30821 Certificate III in Commercial Cookery (Asian Cookery)** or **SIT30821 Certificate III Commercial Cookery (Italian Cuisine)**. If they were to pursue only a Core qualification, they would receive a qualification stating **SIT30821 Certificate III in Commercial Cookery (General)**, which would imply that they have not completed a Technical Focus and would be regarded by industry as a 'cook' and not a 'chef'. SaCSA consulted with industry members on this aspect of a qualification testamur and they were supportive of this clarification between a cook and chef qualification.

In addition, the learner would receive a Statement of Completion that would list all the top-line knowledge and skills that they have competently completed. This list of attained skills and knowledge would be under the headers of Employability Skills, Fundamentals, Core, Technical Focus and Specialisations.

The Unique Student Identifier (USI) platform and the Skills Passport would both then, in turn, list all the learner's completed qualifications and continue to add their additional levels throughout the individual's lifelong learning. Learners would then have mobility in their choice of training organisations and the training organisation would be able to provide a certificate that lists all the learner's knowledge and skills continuously in one document if required.

[26] Current UoC template, Qualification template, Assessment Requirements template and a training organisation's Training and Assessment Strategy

Expansion of the Framework to other Jobs and Skills Councils

What support would be needed to enable the expansion of this approach across Jobs and Skills Councils?

SaCSA believes that this Framework can be universally applied and can, therefore, be expanded across other Jobs and Skills Councils (JSCs) through a collaborative approach by reflecting knowledge and skills across each of the qualification levels and industries.

SaCSA has engaged with the **Mining and Automotive Skills Alliance (AUSMASA)** and **Skills Insights** to collaborate and consult on similarities between Activity Projects. The three JSCs intend to continue to collaborate to create synergy between the Activity Projects and further expand this to other JSCs.

If this Framework were deemed suitable for a further Activity Project, SaCSA would commence designing the Technical Focus level to remove duplication of knowledge and skills. For example, SaCSA would cluster units of competency within **SIT31121 Certificate III in Asian Cookery** that are unique to that Technical Focus qualification and remove the current qualification (in its current format) altogether because the majority of knowledge and skills would be covered in the Culinary Core (**SIT30821 Certificate III in Commercial Cookery**). Further to this, **SIT31021 Certificate III in Patisserie** and **SIT30921 Certificate III in Catering** would also go through the same process in the removal of the qualifications and be absorbed into the Culinary Core with the development of Technical Focuses in Patisserie and Catering.

There would then be the opportunity to collaborate and consult with other Jobs and Skills Councils that have knowledge and skills that align to each pathway within SaCSA's remit to understand how the Framework could add value to individuals who have a Core qualification, where duplication of knowledge and skills across these occupational outcomes is identified.

Are additional measures necessary to support/encourage cross-JSC collaboration to remove duplicative products from the system and replace them with transferable products?

SaCSA does not anticipate barriers in cross-JSC collaboration, given that JSCs have been very responsive to Qualifications Reform work to date.

SaCSA intends to collaborate with JSCs to identify UoC duplication and how a national Framework would benefit learners, industry, and training organisations.

Are there barriers to implementation not identified above? Do they require additional rule changes, or is education/engagement more appropriate?

Stakeholders across the hospitality industry identified that shorter, 'as needed' nationally recognised training is preferred to the current 'long-form' qualifications. This shift in training product structure and associated rule changes (e.g. funding for skill sets) would allow learners to enter the workforce more quickly and then return to upskill and/or develop a focus or technical specialisation across related service industries as their inclination determines and/or labour requirements fluctuate.

Further, key findings from this Activity Project, as well as the Purpose Categorisation Activity Project, identified that the duplication of skills and knowledge within current qualifications is exacerbated by training providers' preference for a 'lock step' delivery style and the current structure of UoCs, leading to inefficiency, learner dissatisfaction and contributing to non-completion of training products.

Consultation sessions with key stakeholders identified that skill sets are a suitable solution to meet these challenges. SaCSA's recommendation to minimise duplication of knowledge and skills across training products and support credit transfer, recognition of prior learning and mobility across industries includes restructuring qualifications into broad training products. These would prioritise foundation skills and general capabilities for an industry, as well as the development of application-specific training products (including current specialisations) into skill sets.

However, the lack of funding for skill sets is a current barrier to both training providers and employers already wishing to move towards this training structure. This will, therefore, be a potential barrier to SaCSA's efforts towards immediate training product reform, as outlined in the Framework, as there will need to be fundamental changes to funding mechanisms and encouragement from RTOs to deliver skill sets.

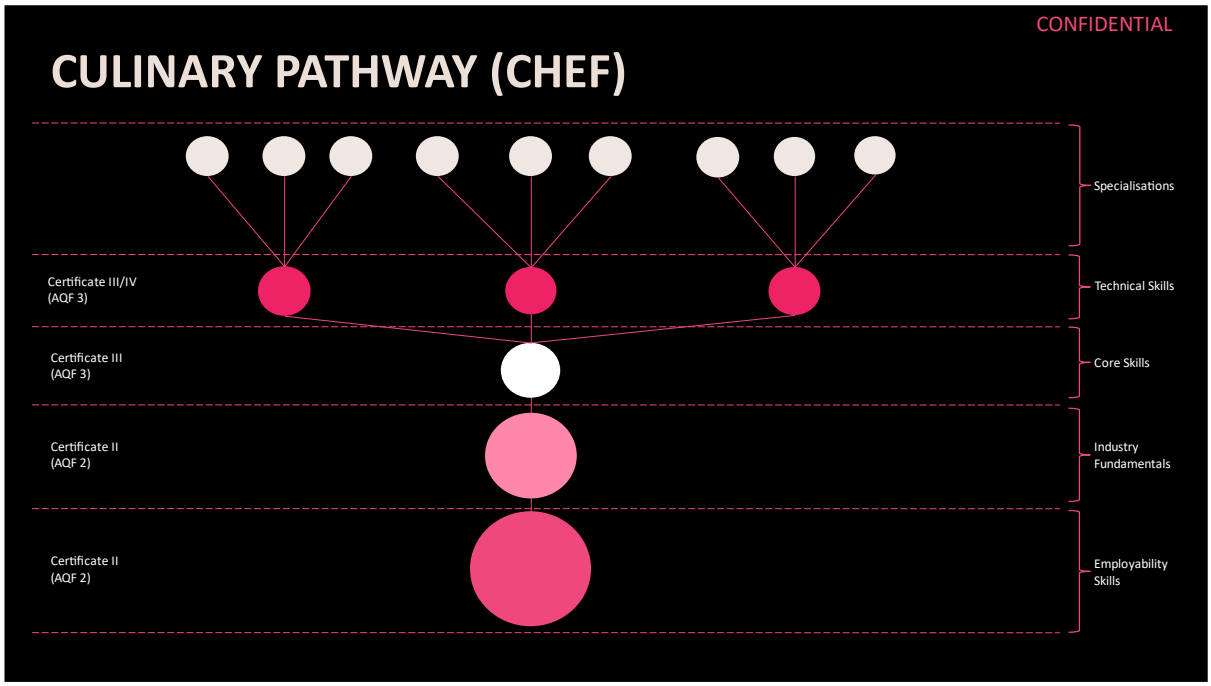
Further Work

Based on the above report, SaCSA intends to provide a further Activity Project submission to the Department to continue developing this Framework, with the intention of creating a pilot program with selected training organisations. This will be in line with the TPOF and Quality Assurance processes.

References

Topic	Information Source
Utilisation of the qualification	SACSA – Enrolment and Completion Data 2018-2022 spreadsheet (provided by DEWR)
RTO Delivery Partners	SACSA – Enrolment and Completion Data 2018-2022 spreadsheet (provided by DEWR)
Pathways for this qualification	https://www.ncver.edu.au/
Occupation-qualification flow	https://www.jobsandskills.gov.au/data/labour-market-insights
Key insights and industry validation	Insights provided by stakeholders to SaCSA and recorded in the consultation log
Key insights from the labour market	https://www.jobsandskills.gov.au/data/labour-market-insights https://www.jobsandskills.gov.au/data/skills-shortages-analysis/skills-priority-list
Use of units of competency	training.gov.au - Home page
Qualification relationship to other Jobs and Skills Councils	Jobs and Skills Councils - Department of Employment and Workplace Relations, Australian Government (dewr.gov.au)

Appendix A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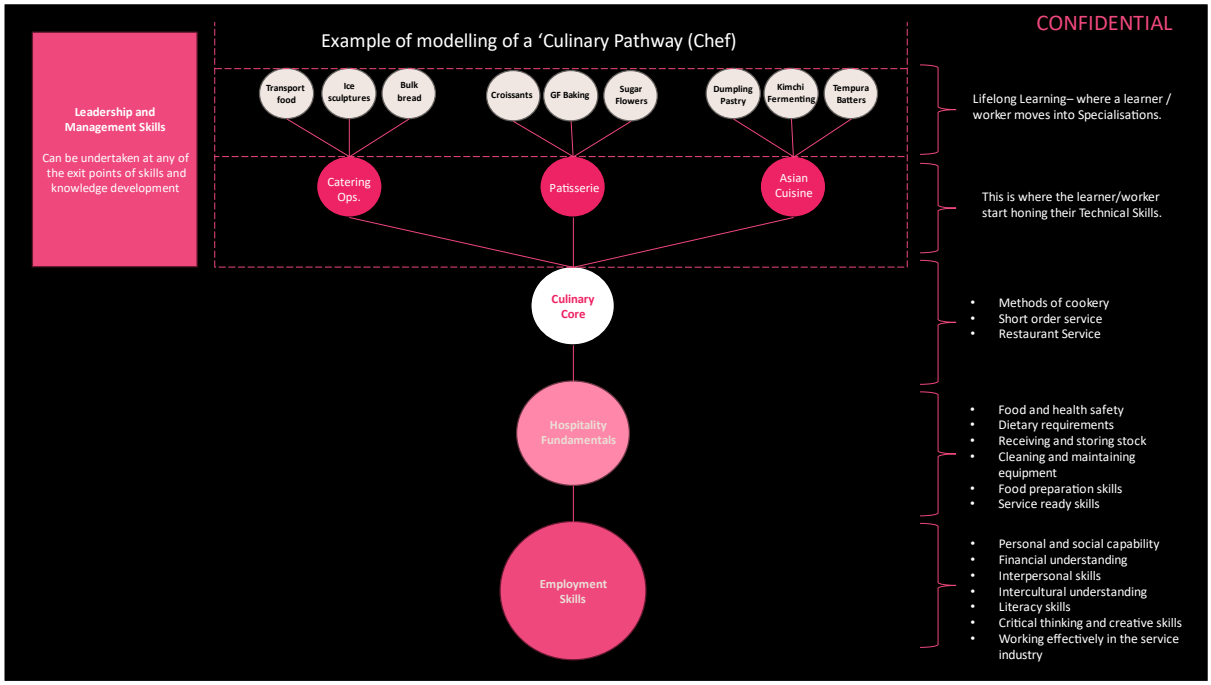
CULINARY PATHWAY (CHEF)
Certificate III/IV (AQF 3)
Certificate III (AQF 3)
Certificate II (AQF 2)
Certificate II (AQF 2)
Specialisations
Technical Skills
Core Skills
Industry Fundamentals
Employability Skills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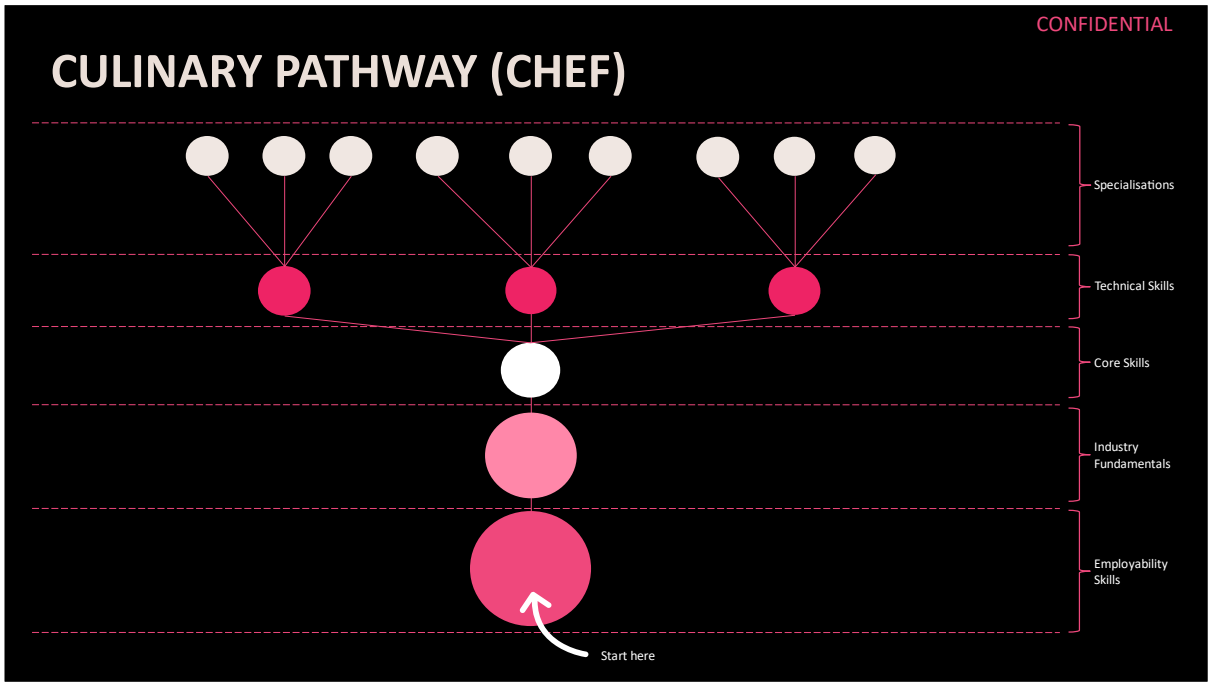
Example of modelling of a 'Culinary Pathway (Chef)
Leadership and Management Skills
Can be undertaken at any of the exit points of skills and knowledge development
Transport food
Ice sculptures
Bulk bread
Croissants
GF Baking
Sugar Flowers
Dumpling Pastry
Kimchi Fermenting
Tempura Batters
Catering Ops.
Patisserie
Asian Cuisine
Culinary Core
Hospitality Fundamentals
Employment Skills
Lifelong Learning– where a learner / worker moves into Specialisations.
This is where the learner/worker start honing their Technical Skills.
Methods of cookery
Short order service
Restaurant Service
Food and health safety
Dietary requirements
Receiving and storing stock
Cleaning and maintaining equipment
Food preparation skills
Service ready skills
Personal and social capability
Financial understanding
Interpersonal skills
Intercultural understanding
Literacy skills
Critical thinking and creative skills
Working effectively in the service industry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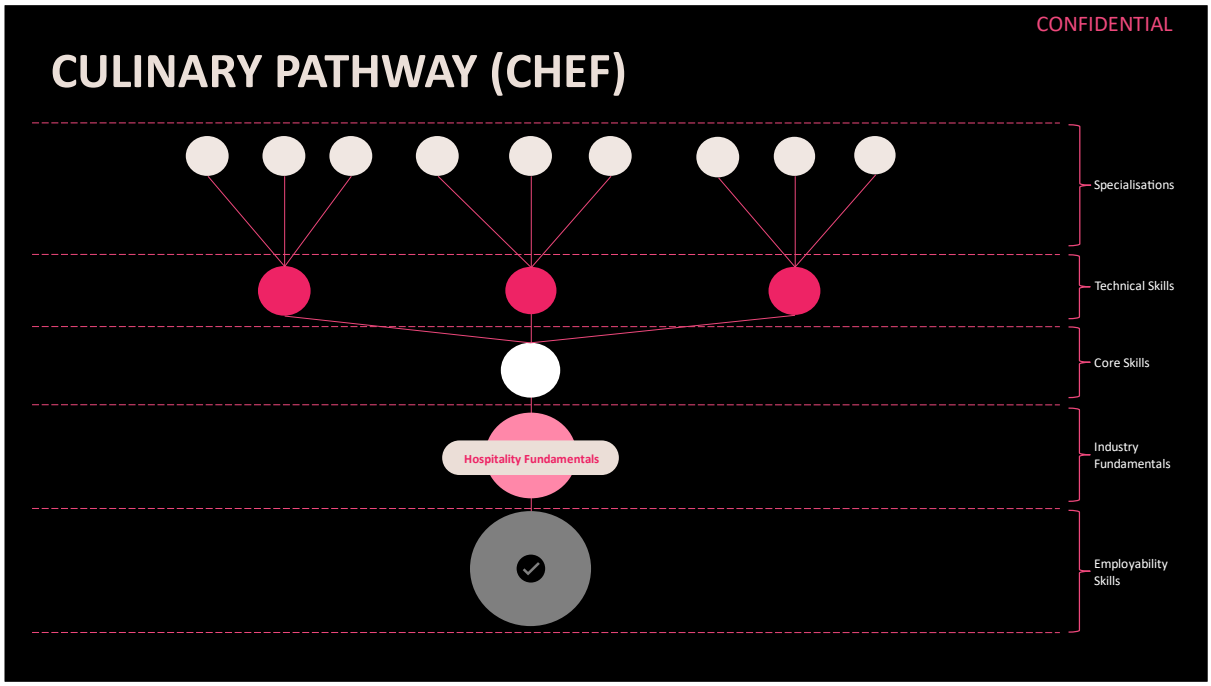
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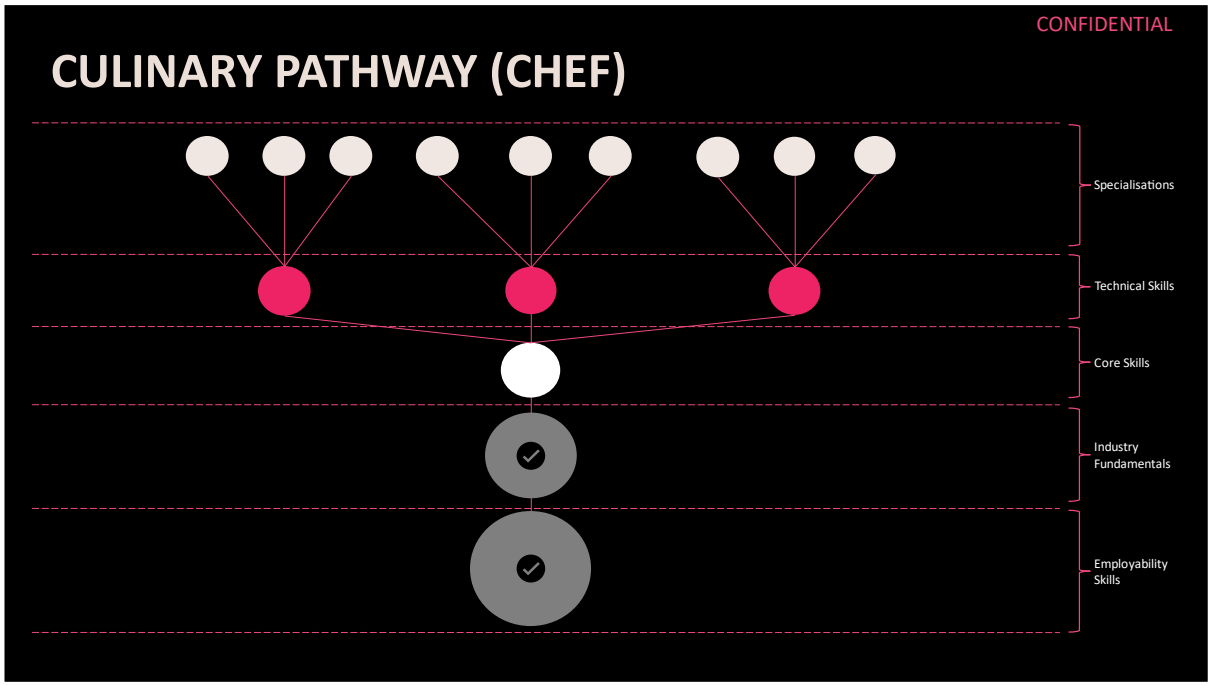
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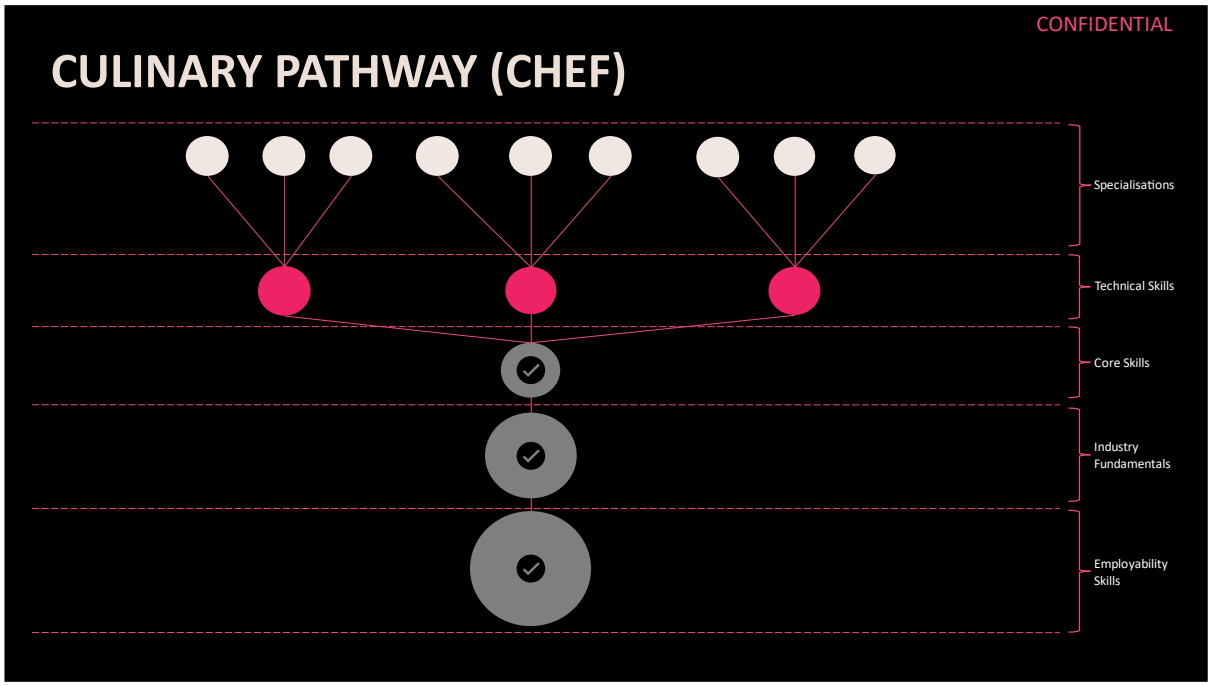
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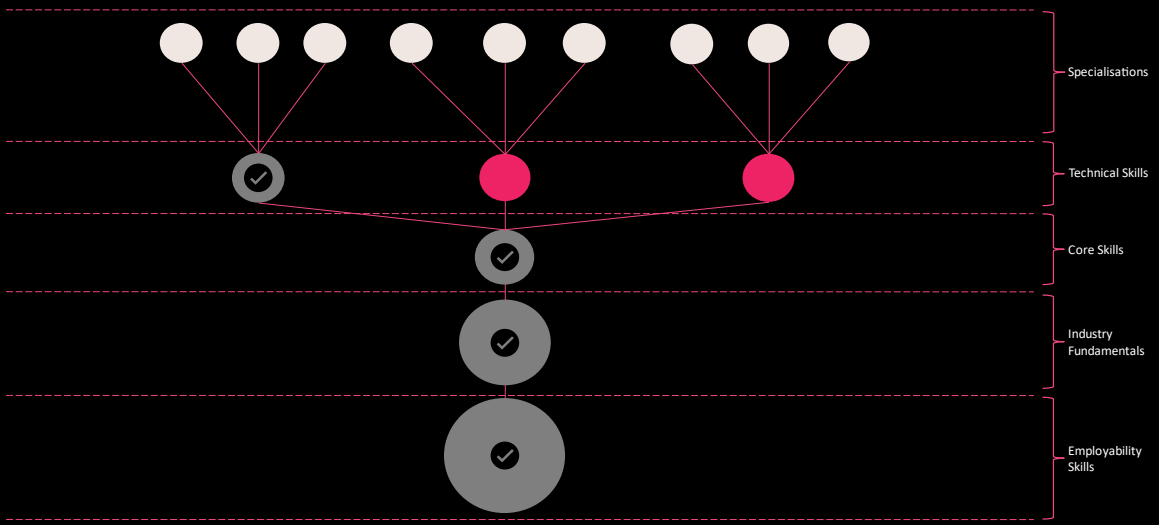
WITHOUT HAVING TO START AGAIN…



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