



Australian Government  
Department of Employment  
and Workplace Relations

# Qualifications Reform

A proposed model for VET qualifications

# Introduction: Qualifications Reform

Commonwealth, state  
and territory  
governments

Recognise the importance of simplifying,  
streamlining and rationalising VET qualifications  
and micro-credentials

Aims for qualifications  
reform

To better meet the needs of employers and learners  
now and in the future

Purpose of  
consultation

To test the proposed model with key stakeholders for  
further refinement before any decisions are made  
in relation to the qualification model

# The VET system is cluttered and difficult to navigate

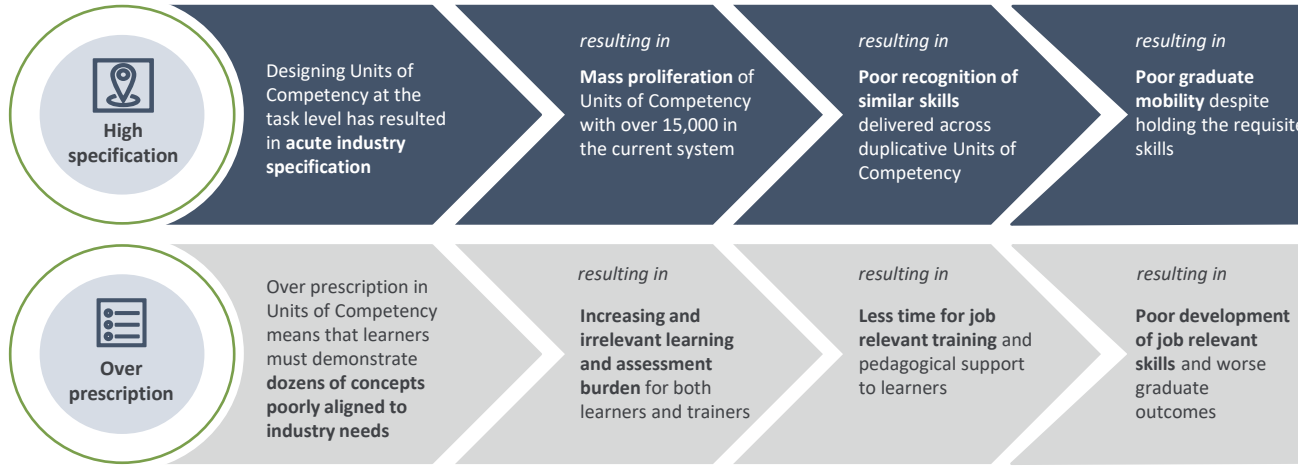
The system currently has 54 nationally endorsed training packages, over 1,100 qualifications, 1,600 skill sets, 15,200 Units of Competency, 600 accredited short courses and qualifications, and 9,000 accredited course units and modules.

**There is significant duplication** with over 2,000 Units of Competency have more than 90% overlap with at least one other unit, and over 5,000 units have more than 70% overlap

**Over-prescriptive requirements** with an estimated average of 210 pages per VET qualification with frequent and disruptive updates resulting in poor training and learner outcomes

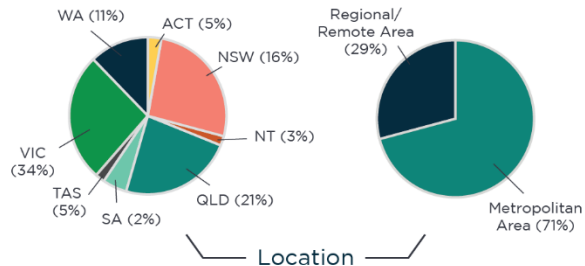
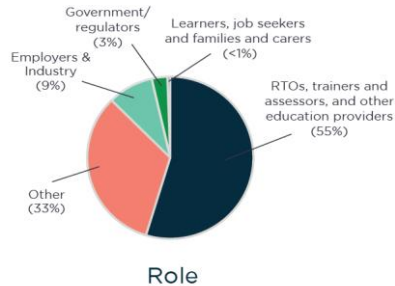
**Learner enrolments indicate the system is no longer fit for purpose** with 82% of all enrolments in the top 200 qualifications

- 21% of all qualifications have fewer than 10 enrolments
- Over 200 qualifications were not delivered by any training providers between 2016 and 2020, despite remaining 'current' in the system



# Consultations on qualifications reform

## Participation overview



Two phases of consultations were undertaken from December 2020 to October 2021

The consultations identified **benefits and opportunities to reform concepts** which will more accurately reflect future skills and industry needs

- Learners will have more transferable skills with improved access to recognition of prior learning supporting lifelong learning and career progression
- Better recognition of micro-credentials and shorter forms of training
- Reduction of duplication and complexity will allow a more navigable system

Whilst supportive of the reform concepts, stakeholders called for further detail.

This phase of consultation aims to provide additional detail of the proposed approach using draft templates and worked examples

# Key principles for VET skill standards and credentials

## Clear and relevant

Linked to skills needs and job standards defined by industry

Improved consistency and less frequency of updates required

## Accessible

Information is usable, navigable, and meets needs of all users

Products clearly identify skills, knowledge and application

## Flexible

Boosts labour market resilience

Less prescriptive, enabling innovation to address current and emerging skills needs

## Transferable

Facilitates mobility between occupations, industries, and education pathways

Offers specialist and broader skills to align with workforce needs

# Training product development process

Jobs and Skills Councils are responsible for the training product development process, working with industry, unions, training providers and relevant experts on the development of training products

## Development process

### Workforce needs

Jobs and Skills Councils will **identify skills needs**, now and into the future, based on workforce planning using Jobs Skills Australia analysis

### Job profiles

Jobs and Skills Councils will **develop job profiles outlining functions** required to perform various job roles in the relevant industry

### Careers and pathways

Jobs and Skills Councils will **map how people could move into and between roles and industries** to support clear education, training and career pathways

### Skill Standards

*micro-credentials*

Jobs and Skills Councils will **develop a suite of Skill Standards to cover job functions outlined in the job profiles**, with the broadest possible description of a job function in the workplace, covering key skills, knowledge and application

### Training and Assessment Requirements

Collaboratively developed with educators, training providers and Jobs and Skills Councils the **Training and Assessment Requirements to describe the mandatory performance, skills and knowledge requirements** for delivery of Skill Standards

### Completion Rules

Jobs and Skills Councils will **combine Skill Standards into industry recognised Qualifications or Skill Sets/micro-credentials** in Completion Rules for delivery by training providers

Qualifications



Skill Sets

*micro-credentials*

The model will **retain features from the current system that are working well**, such as qualifications underpinned by the Australian Qualifications Framework and nationally recognised micro-credentials in the delivery of Skill Sets

However, key structural elements will change—

- Units of Competency will be replaced by Skill Standards as the new building block of training,
- Training and Assessment Requirements will be separated from Skill Standards

# Proposed training products

*At the core of the proposed framework is the recognition that the articulation of a job function is inherently different to the practices of training and assessment*

## Skill Standards will replace Units of Competency

- Developed by Jobs and Skills Councils, Skill Standards describe the skills and knowledge required to perform a job function in the workplace
- Lifts the building block of training from a specific job task to a broader job function level
- Will be industry-sector agnostic, supporting mobility of skills across multiple industries and job roles
- Will have clear and consistent information, including a clear description of foundation skills

## Separate Training and Assessment Requirements

- Developed collaboratively by Jobs and Skills Councils, training providers and educational experts
- Provides training providers with the information they need to deliver and assess competence against a Skill Standard in a specific industry context
- Identifies the mandatory performance and assessment requirements and provides guidance for training provision

## Completion Rules will package Skill Standards to qualifications or skill sets

- Sets out the packaging rules for qualifications and skill sets
- Provides the Australian Qualification Framework (AQF) level for qualifications
- Provides information on entry requirements and training pathways for qualifications or skill sets

# Skill Standards

*Under the proposed VET model, Skill Standards will focus on the skills and knowledge needed by industry, promoting greater transferability where functions are shared by different Job Profiles.*

## Overview of Skill Standards

Skill Standards will be used to describe the skills and knowledge that are required by industry at a job function level. Cross-Sectoral Skill Standards will support automatic credit transfer where a job function is shared across industries.

The foundation skills and knowledge required to achieve competency will be consistently articulated within each Skill Standard.

Foundational Skill Standards will be clearly identified and will include assessor requirements similar to the current FSK Training Package.





# Key elements of the proposed Skill Standards and Training and Assessment Requirements

Skill Standards	
<b>Description</b>	<i>Purpose:</i> Provides a brief summary of the SS and how the skills described apply to the competent performance of the job function.
<b>Applicable industries</b>	<i>Purpose:</i> Indicates key industries in which this job function is performed, and the Skills Standard is relevant to.
<b>Classifications</b>	<i>Purpose:</i> A concise table outlining the scheme and classification value that links the completion rules to the applicable ASC Skill Cluster Family and Skill Cluster.
<b>Qualifications and Skill Sets that use this Skill Standard</b>	<i>Purpose:</i> Automatically integrated into TGA functionality to indicate which qualifications and skill sets use the Skill Standard.
<b>Skills and knowledge summary</b>	<p><i>Purpose:</i> Describes the essential job performance outcomes, in terms of the demonstration of skills and application of relevant knowledge.</p> <p><i>Note:</i> Industry specific context is provided in the related Training and Assessment Requirements and should not be included here.</p> <p><i>Format:</i> A combined list of essential skills and underpinning knowledge written in a way that explicitly demonstrates how the knowledge links to the application of skills. Dotpoints are numbered to promote clear line of sight to requirements as listed in the TAR.</p>
<b>Foundation skills</b>	<p><i>Purpose:</i> Describes the foundational skills and knowledge that facilitate successful performance outcomes of the Skill Standard. The capabilities should align to the principles of the Australian Core Skills Framework (ACSF).</p> <p>Also describes the digital literacy skills that facilitate the successful performance outcomes of the Skill Standard. The capabilities should align to the principles of the Digital Literacy Skills Framework (DLSF) and use indicators and performance features to describe the level of performance that is expected across each required capability.</p> <p><i>Format:</i> Table format</p>
<b>Mapping information</b>	<i>Purpose:</i> Indicates where previous versions of the same Skill Standard exist and how they map to the Skill Standard

Training and Assessment Requirements	
<b>Description</b>	<i>Purpose:</i> A brief statement specifying the title and code of the skill standard that this TAR relates to.
<b>Industry specific context</b>	<i>Purpose:</i> Describes the mandatory delivery modes and requirements for how the skills and knowledge described in the Skill Standard should be applied or performed in the specific context or applicable industry of the training and assessment requirement.
<b>Prerequisite Skill Standards</b>	<i>Purpose:</i> Specifies any Skill Standards learners must be deemed competent in prior to being assessed under this TAR.
<b>Licensing or regulatory requirements</b>	<i>Purpose:</i> Articulates when either a. a Skill Standard represents part or all of the requirements of a state or national based licensing requirement OR b. the work function described within the relevant Skill Standard requires attainment of a license or certification.
<b>Mandatory performance and assessment requirements</b>	<p><i>Purpose:</i> Specifies the required performance and knowledge evidence that must be demonstrated by learners in order to be assessed as competent in the SS, mapped directly to all skills and knowledge outlined in the SS.</p> <p><i>Format:</i> Table of dotpoints mapped to each numbered skills and knowledge point in the Skill Standard field <i>Skills and knowledge summary</i>.</p>
<b>Guidance for training provision</b>	<i>Purpose:</i> Provides specific but non-mandatory information about industry's expectations of training delivery including specific references to tools and technology that may be required for performance. Where applicable, example learning resources should be included.
<b>Suitable delivery modes</b>	<i>Purpose:</i> Describes expected delivery modes of training such as apprenticeships and any workplace requirements. Should also include guidance on parameters for online delivery.

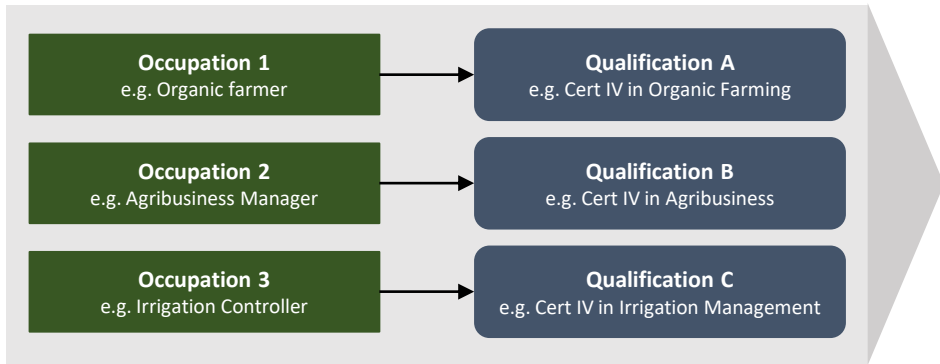
# Key elements of the proposed Completion Rules

Completion Rules	
<b><u>Mandatory, endorsable component</u></b>	
<b>Description</b>	<i>Purpose:</i> A brief statement that indicates the name of the training outcome; either a full qualification or skill set. Followed by a short paragraph outlining the job function(s) the qualification relates to.
<b>Classifications</b>	<i>Purpose:</i> A concise table outlining the scheme and classification value that links the completion rules to applicable classification schemes.
<b>Packaging Rules</b>	<i>Purpose:</i> Describes which Skill Standards and their related Training and Assessment Requirements are included in this completion rules document. At a qualification level this field should clearly specify the Skill Standards and their related Training and Assessment Requirements that must be completed (core) and clearly articulate elective requirements and how specialisations can be obtained. Any prerequisite Skill Standards should also be listed here. Where the completion rules for a specialisation are being outlined, the language used to describe the packaging rules will reflect this.
<b>Licensing or regulatory requirements</b>	<i>Purpose:</i> Articulates when either a TAR / completion rules represents part or all of the requirements of a state or national based licensing requirement OR b. the work function described within the relevant TAR / completion rules requires attainment of a license or certification.  <i>Format:</i> First sentence states that licensing requirements either do or do not apply to the TAR/completion rules. If required, further information describing the licensing requirements is included in the following sentences.
<b>Entry Requirements</b>	<i>Purpose:</i> Specifies any mandatory entry requirements for a skill set/qualification.
<b>Mapping information</b>	<i>Purpose:</i> Indicates where superseded versions of the same qualification or skill set exist and their equivalence status.
<b><u>Non-mandatory, non-endorsable component</u></b>	
<b>Pathways information</b>	<i>Purpose:</i> Indicates pathways across VET and relevant industries that stem from the qualification or skill set.
<b>Guidance for training provision</b>	<i>Purpose:</i> Provides specific but non-mandatory information about industry's expectations of training delivery including how specific references to tools and technology should be interpreted. Where applicable, example learning resources should be included. Information about sequencing of training, co-delivery of Ss or other industry specific information designed to improve transparency of industry expectations for training should be included here.
<b>Suitable delivery modes</b>	<i>Purpose:</i> Describes possible delivery models of training such as apprenticeships, and any workplace requirements.

# Broader vocational qualifications for related occupations

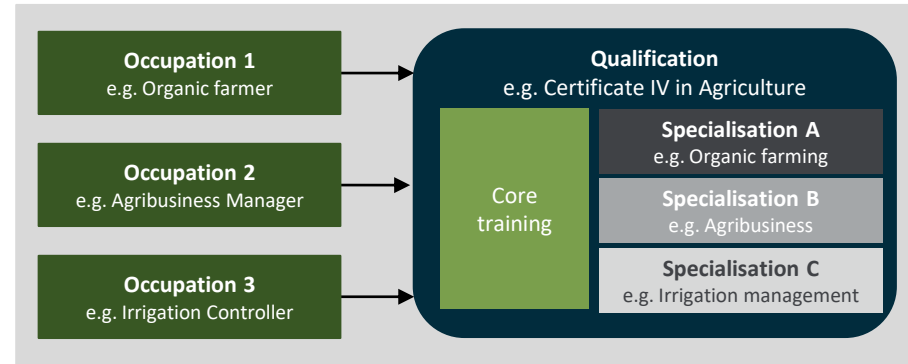
- In the current system, the majority of qualifications meet the needs of a single job role
- In the new system, qualification design will recognise where skills and knowledge are common across related job roles
- This will result in fewer discrete qualifications and will support greater learner transferability between job roles and industries
- Specialised qualifications would be maintained where needed

## Current occupation to qualification mapping



- Learners will achieve both broader vocational learner outcomes and job role specificity by combining:
  - **core training** applicable to a group of related occupations
  - **specialisations** aligned to a single job role within that group
- Delivery of **specialisations would be flexible** to support inclusion in full qualifications, and standalone delivery as a skill set or micro-credential

## Proposed occupation to qualification mapping

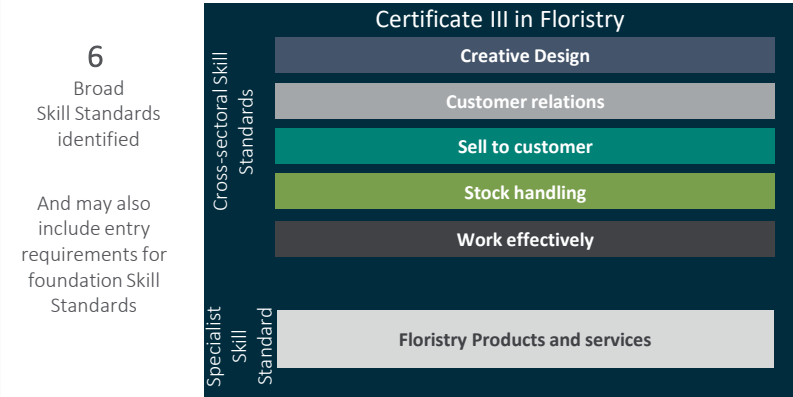


# Example of the proposed model applied in Certificate III in Floristry

## Current State

Certificate III in Floristry	
CUAACD201 - Develop drawing skills to communicate ideas BSBDES301 - Explore the use of colour	40 Units of Competency
SFLSOP008 - Provide quality service to floristry customers	
SFLSOP009 - Sell floristry products SFLSOP010 - Prepare quotations for floristry products SFLSOP006 - Display and merchandise floristry products SIRXMER202 - Plan, create and maintain displays	16 Core Units of Competency
SFLSOP004 - Receive and store floristry stock SFLSOP005 - Prepare and care for floristry stock	
SFLSOP002 - Work effectively in floristry environment BSBWOR202 - Organise and complete daily work activities SFLWHS001 - Participate in safe work practices	
SFLSOP003 - Recognise flower and plant materials SFLDEC005 - Assemble floristry products SFLDEC006 - Construct hand tied floristry products SFLDEC008 - Construct floristry products with a base medium SFLDEC007 - Construct wired floristry products SFLDEC002 - Design floristry products SFLDEC001 - Maintain floristry tools and equipment SFLDEC012 - Interpret floristry design briefs SFLSOP001 - Source information on floristry products and services	

## Proposed State

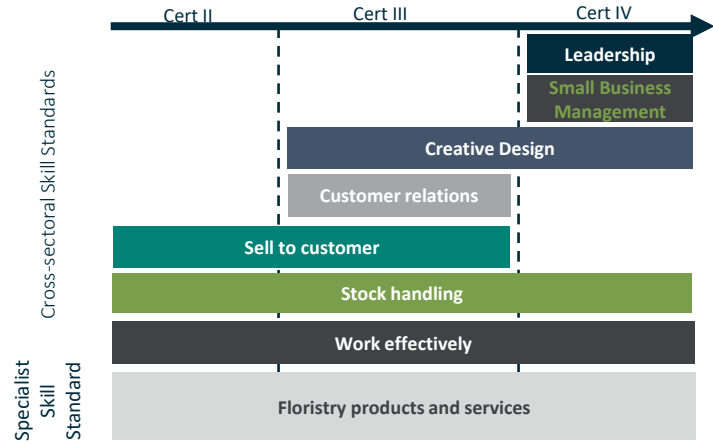


Skill Standards at the job-function level promote labour market resilience and flexibility by recognising learners' transferrable skills

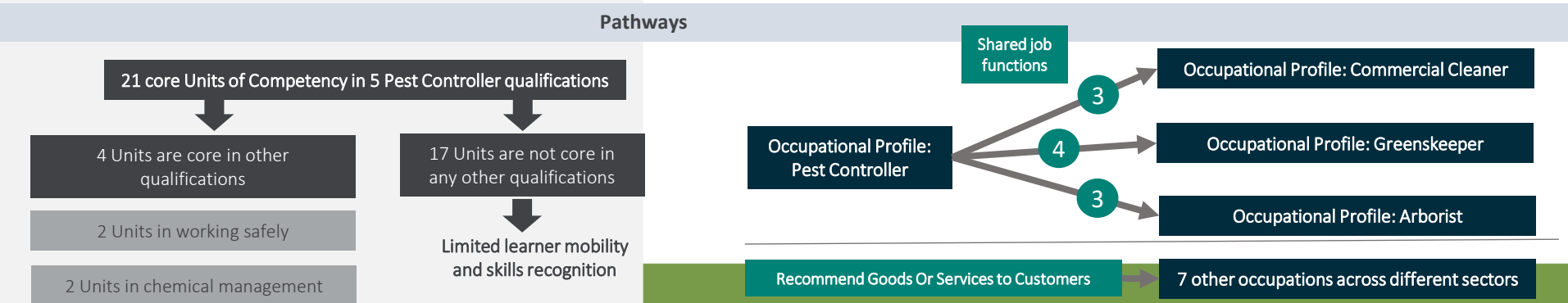
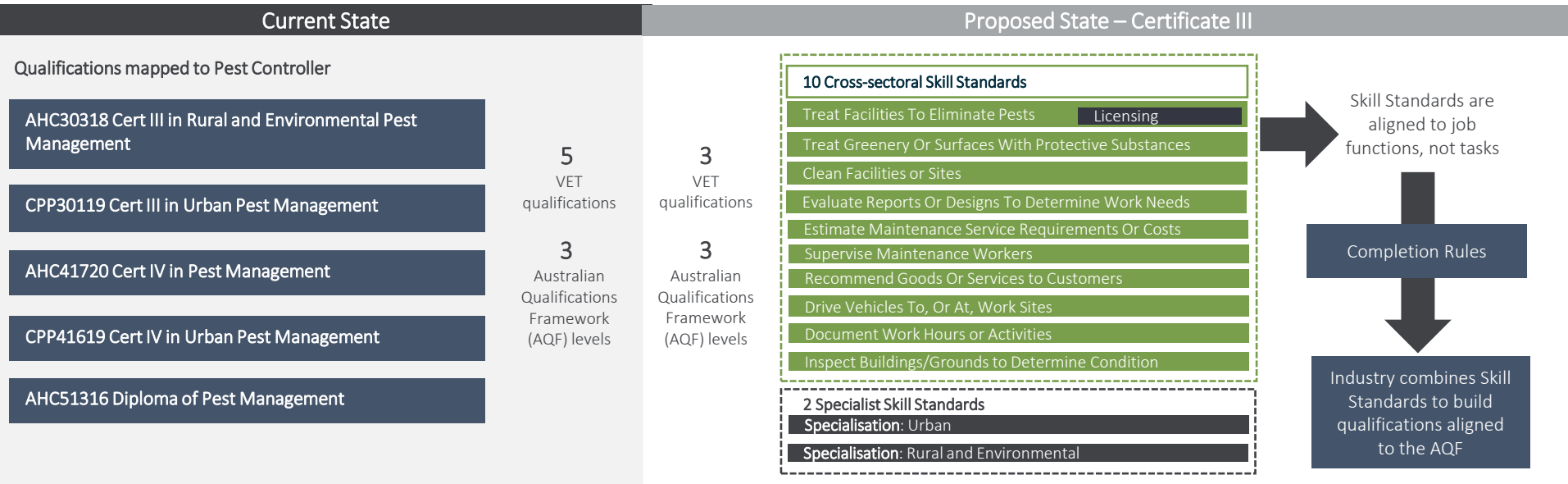


Task-level recognition of competency is a barrier to recognising the transferable skills of learners, and their pathways to new occupations

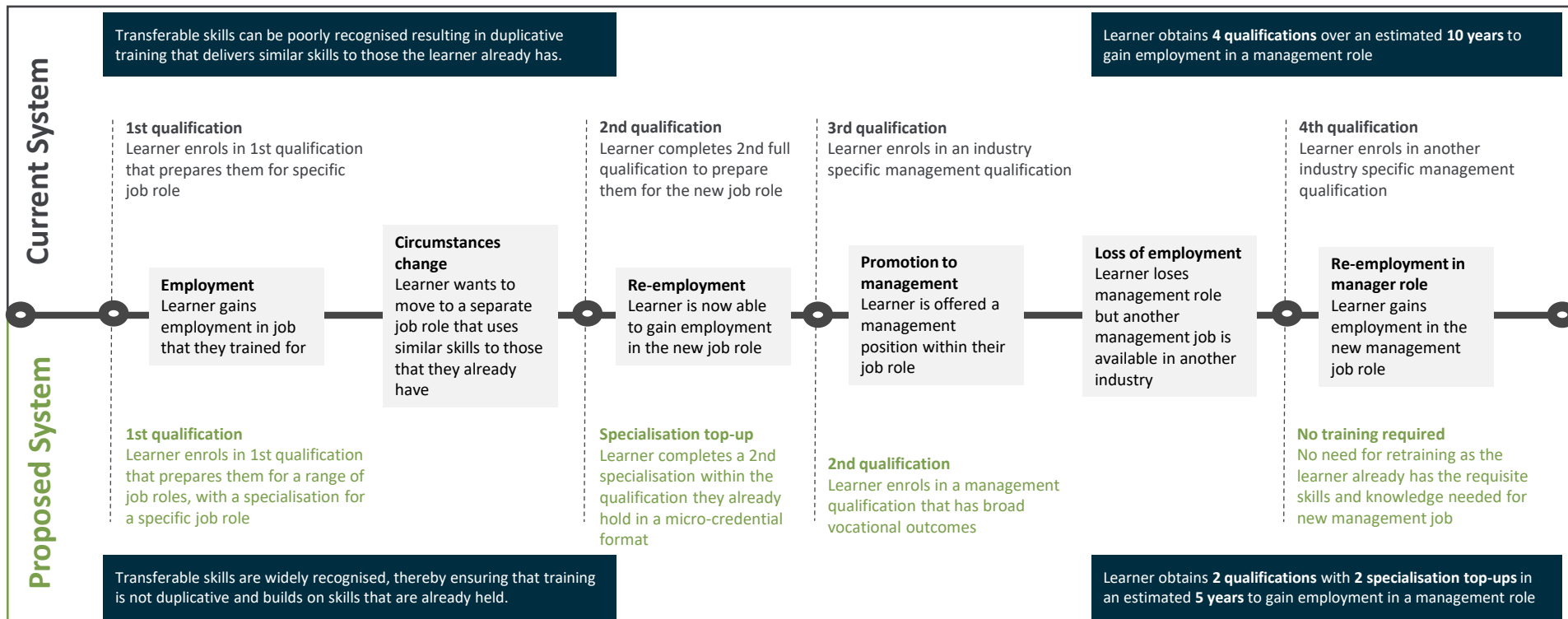
VET Qualifications in Floristry



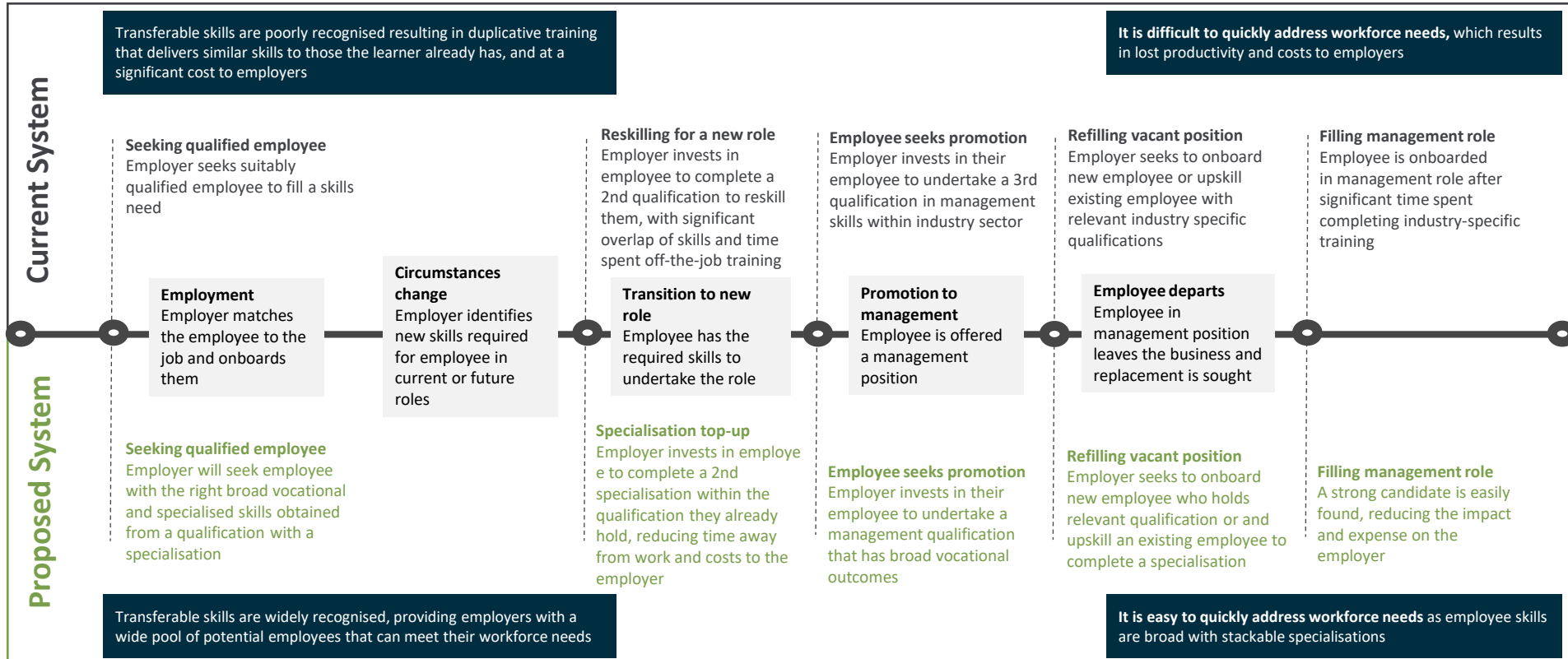
# Example of the proposed model applied to the Pest Controller occupation



# Learner journey through VET system



# Employer journey through VET system



To submit a response to the Qualification Reform survey, go to:

[https://submit.dese.gov.au/jfe/form/SV\\_es9Ki5cpdkaDCsK](https://submit.dese.gov.au/jfe/form/SV_es9Ki5cpdkaDCsK)

Thank you