

## Training product architecture

1. What is the purpose of separating industry-specified standards and the training and assessments?

In the proposed model, units of competency could be replaced by [Skill Standards](#) as the building block of the system and would have associated [Training and Assessment Requirements](#) (TARs).

The potential separation into two new training products acknowledges the different uses and users of these training products and ensures they are fit for purpose.

Regardless of decisions relating to qualifications reform, through the leadership of Jobs and Skills Councils, industry will continue to drive identification of job roles and specify required skills and knowledge. This would include drawing on advice from industry and educators to develop training products that support quality delivery and assessment.

2. What makes the proposed model more flexible than the current one?

The proposed model would focus on developing qualifications with broader vocational outcomes that provide learners with skills and knowledge that are common across a range of job roles, with specialisations that will provide the job role specific training.

This flexibility would support greater learner transferability between job roles and support labour market resilience, benefiting both the learner and employers. Qualifications would have core training made up of [Skill Standards](#) shared across a range of related job roles. Learners can then choose a specialisation stream that has the specific Skill Standards needed for a specific job role.

3. Will there be a change to assessment requirements?

In most cases, in the proposed model there would be less prescriptive detail and content than currently exists in Units of Competency. Under the proposed model, [Training and Assessment Requirements](#) (TARs) provide guidance for training providers and identify the mandatory requirements necessary to consistently assess learner competence in the skills and knowledge specified in the linked [Skill Standard](#).

4. Where would training and career pathways be mapped in the proposed model?

As with the current model, qualifications and skill sets would continue to exist under the proposed model. [Completion Rules](#) would package [Skill Standards](#) and [Training and Assessment Requirements](#) into recognised qualifications and skill sets and outline entry requirements, licencing and regulatory requirements, mapping and pathways information and, for qualifications, the AQF (Australian Qualification Framework) level.

5. How will licensed occupations, or implications to industrial awards be impacted through the proposed model?

The proposed model would provide flexibility to accommodate specific industry requirements – particularly to ensure that current licencing links are retained and that there are no negative impacts on industrial awards. It is not envisaged that licencing/regulatory units would be combined or merged through the proposed changes.

## Endorsed Content vs. Guidance

6. What is the purpose of the guidance section in the Training and Assessment Requirements (TARs)?

A guidance section in the [Training and Assessment Requirements](#) would include non-mandatory information that is useful to training providers, such as the tools or technologies used by industry, which can be updated as required without needing to go through an often-lengthy endorsement process that slows down speed to market of training products.

7. Will the difference between mandatory requirements and guidance be clear? [Training and Assessment Requirements](#) (TARs) would detail the mandatory requirements to deliver and assess the skills and knowledge within the [Skill Standards](#). These mandatory requirements are endorsed content and would be audited by the relevant VET (Vocational Education and Training) regulator.

There would also be non-mandatory 'below the line' guidance for registered training organisations (RTOs) in the TARs that would include information that is useful to training providers, such as the tools or technologies used by industry, which can be updated as required.

These two sections would be clearly differentiated.

## Foundation Skills and Employability Skills

8. How will learners or training providers know the level of foundation skills needed for a particular job function?

An important objective of the proposed model is for foundation skills, such as reading, writing and numeracy, to be more clearly and consistently articulated in all [Skill Standards](#) through reference to recognised, national frameworks: the [Australian Core Skills Framework](#) and the [Digital Literacy Skills Framework](#).

9. In the proposed model, why are foundation skills in the mandatory endorsed section of the Skill Standard while employability skills are included as guidance in the Training and Assessment Requirements (TARs)?

We are keen to ensure employability skills are more explicit and transparent in training products. Like foundation skills, they are currently not clearly articulated in units of competency.

Placing employability skills in the guidance section of the [Training and Assessment Requirements](#) (TAR) reflects the importance of these skills, while acknowledging the difficulty of describing and measuring them consistently. This gives industry the flexibility to include employability skills that are relevant to the jobs and occupations in their industry.

## Addressing duplication and proliferation of the current system

10. How will the proposed model help to reduce duplication of training content and proliferation of training products in the VET system?

The proposed model seeks to replace Units of Competency as the building blocks of training with [Skill Standards](#). Jobs and Skills Councils (JSCs) would develop the Skill Standards, in consultation with stakeholders, and informed by workforce planning, skills analysis and mapping of education, training and career pathways.

Skill Standards provide the opportunity to remove unnecessary prescription and duplication through the elevation of skills and knowledge needed to perform a job.

A key benefit for learners would be the reduction in time spent retraining, with transferable skills that are widely recognised, thereby ensuring that training is not duplicative and requiring small specialisation top-ups to build new skills.

## Industry Engagement and Governance

11. Who would lead the development of training products under the proposed qualifications model?

New industry engagement arrangements are underway with the recently established [Jobs and Skills Councils](#) (JSCs). JSCs are industry owned and led organisations representing groups of aligned industries responsible for identifying, forecasting and responding to the current and emerging skills needs and workforce challenges of their industries.

JSCs will lead the development of training products under the current VET system, and this would continue with the implementation of any proposed qualification architecture model.

12. Who would be consulted in the development of training products?

[Jobs and Skills Councils](#) (JSCs) will work with relevant industries, employers and training providers to inform workforce planning before developing any training products.

Under the proposed model, where a skill is relevant to multiple industries, JSCs would collaborate to develop cross-sector [Skill Standards](#) to reduce duplication and maximise skills transferability.

JSCs would also develop [Training and Assessment Requirements](#) in collaboration with educators which will list the required performance and knowledge evidence a learner must demonstrate to be assessed as competent in a Skill Standard.

## Transferable Skills

### 13. What evidence or assurance do you have that industries will use cross-sectoral Skill Standards and that they will work in different industries?

Stakeholders have expressed support for maximising the outcomes for learners through broader based qualifications, that can support mobility between industries.

Stakeholders have also reiterated the critical importance of industry-specific skills – and the need for VET qualifications to strike the right balance.

As a national network of industry-owned and industry-led organisations, [Jobs and Skills Councils](#) will provide strategic leadership in addressing skills and workforce challenges, aligning effort across industries to improve system responsiveness, building stakeholder confidence and driving high-quality outcomes for the VET sector, learners and business.

While no decisions have been made about the design of VET qualifications, Jobs and Skills Councils will be actively collaborating to identify opportunities for cross-sectoral mobility, while ensuring training products support learners to develop the skills required by employers.

## Microcredentials

### 14. What are microcredentials in the proposed model and how would they be recognised?

Microcredentials are already a key feature of the current VET system, in the form of units of competency and skill sets. In the proposed model, microcredentials would continue to be a feature: skill sets would be retained and units of competency would be replaced by Skill Standards.

- [Skill Standards](#) would replace Units of Competency to become the new building block of VET qualifications, aligning to job functions rather than individual tasks to better reflect how jobs are performed in the workplace.
- **Skill sets** would be made up of Skill Standards instead of units of competency. They would continue to link to a licensing or regulatory requirement, or a defined industry need. Their outcomes would also continue to be mapped to the outcome of a qualification, like in the current system.

Completion of skill sets and [Skill Standards](#) would be recognised with a Statement of Attainment.

### 15. How do microcredentials in the proposed model support a more flexible training system?

The proposed model focuses on developing qualifications with broader vocational outcomes that provide learners with skills and knowledge that are common across a range of job roles, with specialisations that will provide the job-role specific training.

This flexibility would support greater learner transferability between job roles and build labour market resilience, benefiting both the learner and employers. Qualifications

would have core training made up of [Skill Standards](#) (microcredentials) shared across a range of related job roles. Learners can then choose a specialisation stream that has the specific Skill Standards needed for a specific job role.

[Jobs and Skills Councils](#) (JSCs) would also work together to map how learners could move into and between roles and industries to support clear education, training and career pathways.

## Recognition of Prior Learning (RPL)

### 16. Is Recognition of Prior Learning (RPL) improved by this model?

RPL is expected to be simpler under the proposed model because there would be fewer training products in the national VET system and training products would have higher-level, less prescriptive information that could be considered in multiple contexts. In particular:

- The [Skill Standards](#) template has a field for applicable industries. This section would include different industries the skills and knowledge may apply to.
- Clear mapping between the skills and knowledge in Skill Standards, and the performance and assessment requirements in the [Training and Assessment Requirements](#), would assist training providers in assessing RPL.

## Training Outcomes

### 17. Will the completion of specialisations be tracked and recorded? How will this be achieved?

As in the current VET system, it is proposed that specialisations would continue to be included on student testamurs, consistent with the Standards for Registered Training Organisations (RTOs). Work is underway to consider options to improve the tracking of specialisation completions through the [National Training Register Enhancement Project](#), including for analysis purposes.

## VET in Schools

### 18. How would the proposed model change the delivery of VET in schools?

Qualifications reform is not proposing to change the way VET in Schools is delivered. Moving towards [Skill Standards](#) as the new building block of the VET system, would improve transferability of skills across occupations and industries and is expected to create greater choice for school-leavers.

The impact on schools in the transition to the proposed model would be explored as part of any implementation considerations.

## Implementation

### 19. How would change like this be implemented?

We've heard from stakeholders throughout this process about the importance of a measured, well-informed and considered approach to implementation and transition.

Stakeholders have advised of the importance of supporting training product developers and trainers and assessors to support implementation – which could include guidance and resources, or other assistance to support capacity and capability within the sector.

We are interested to hear more from stakeholders on what would be required to support implementation, should a new model be agreed.

## Broader VET reform impacts

### 20. How does qualifications reform intersect with other reforms areas in skills and training?

Qualifications reform intersects with other reform areas in skills, such as the new Jobs and Skills Councils (JSC) program, reforms to Quality, and the reforms under the Review of the Australian Qualifications Framework (AQF).

#### Jobs and Skills Councils (JSCs)

- Under the Jobs and Skills Councils program, JSCs will identify skills and workforce needs for their sectors, map career pathways across education sectors, develop VET training products, support collaboration between industry and training providers to improve training and assessment practice and act as a source of intelligence on issues affecting their industries.
- If the proposed model is endorsed by Skills Ministers, Jobs and Skills Councils would be required to consult other industries and training providers in the development of training products, including [Skill Standards](#) and [Training and Assessment Requirements](#).

#### Quality reforms

- Alongside the Qualification Reforms and establishment of Jobs and Skills Councils, work is underway to support high-quality training in the VET system. This includes developing revised Standards for Registered Training Organisations (RTOs). Together, the revision of the Standards for RTOs and reform to the design of qualifications will help to strengthen the quality of the training system, and support better outcomes for learners.

#### AQF Review reform

- Work is underway to consider the wide-ranging recommendations from the Review into the Australian Qualifications Framework. If the AQF review recommendations are adopted, qualifications reform would align with relevant changes.