



VET Qualification Reform

September 2022 to March 2023 Consultations: An example VET Architecture Model

- Between September 2022 and March 2023, significant national consultation was undertaken to test and refine an example VET qualification model (the model) with a broad range of VET stakeholders, including:
 - over 80 meetings and workshops with industry and training peaks, unions, registered training organisations, licensing bodies, regulators, Skills Services Organisations and State and Training Authorities across all states and territories,
 - an online national public survey with 246 total completed responses from individuals and organisations, and
 - 2 public webinars with a total of 825 attendees.
- The model was developed to demonstrate and drive substantial qualification reform through architectural change, through the development of new training product building blocks:
 - **Skills Standards** designed to describe the skills required for a particular job,
 - **Training and Assessment Requirements** that provided guidance to training providers on training delivery and assessment,
 - **Completion Rules** detailing the required packaging of Skill Standards and Training and Assessment Requirements into recognised qualifications and skill sets.
- The model focused on using these products to develop qualifications with broader vocational outcomes and to provide learners with skills and knowledge that are common across a range of job roles, with specialisations to provide job role specific training.
- To support the demonstration and testing of the model with the various industry and VET stakeholders, several example products were developed under a range of differing qualifications and skills sets, including for trade occupations, professional occupations, high risk activities and foundation skills.

Stakeholder feedback

- Overall many stakeholders were supportive of the shift to representing skills and knowledge at the job function level, having a distinction between base and industry-specific requirements, and supporting broader vocational outcomes through the training package.

- Stakeholders noted that the model represented a fundamental shift in the way the VET sector would operate, and significant capability building would be required to support a transition. Stakeholders were concerned about ownership (particularly for cross-sector and foundation skill training products), the process for creating new Skill Standards and Training and Assessment Requirements and understanding how proliferation could be prevented. In addition, some stakeholders identified the potential impact on licensing, industrial awards and the extent of change required throughout the VET system.
- Throughout consultations, feedback demonstrated strong agreement for improvements to VET qualifications – but differing views on how improvements could best be made. Some stakeholders were strongly supportive of the proposed model, some others felt it did not go far enough to enable flexibility in training and assessment, while others argued that improvements would best be made within the current architecture based on units of competency in order to mitigate unintended consequences from reform.
- Summary of key points from stakeholder feedback is shown in the table below. Survey outcomes are at **Attachment A**.

Areas of broad support	Areas of concern
<ul style="list-style-type: none"> • Describing more holistically how skills are performed in real jobs. • Presenting a clearer link between knowledge and skills, and the job outcome. • Qualifications and skill sets with the right mix of foundational, general, and specialist skills. • More enduring skills and better access to recognition of prior learning. • Standardising how literacy, numeracy, and digital literacy are described. • A simpler and more consistent way of capturing whether a training product has a licencing/regulatory requirement. • Greater speed to market of training products and less churn so that training products are more resilient to changes in technologies, tools, and techniques by removing overly prescriptive detail. 	<ul style="list-style-type: none"> • Unit of competencies have been a central feature of Australia’s VET system for decades, and the case for significant change was insufficient. • Concerns about the potential impact on industrial awards, safety and licencing. • Questions about how to strike a balance between transferrable skills and industry specialist skills, and how important context is in the performance of a particular skill. • Questions about implementation, possible timeframes, costs, and the transition approach. • Concerned the model may replace a proliferation of Units of Competency with a proliferation of training and assessment requirements focussed on industry specifics. • Concerns replacing a unit of competency with two training products would increase the complexity of the system.

Next steps

- In response to feedback from these national consultations, qualification reform will retain units of competency as the building block for VET qualifications, but also recognises that VET serves a diverse range of industries, and that a one-size-fits-all approach is not in the best interest of learners and industry.

- Skills Ministers have agreed to establish a time-limited tripartite Qualifications Reform Design Group to draft new rules for the development of units of competency and qualifications that recognise the differing needs of industry by the end of 2023. This will be the first step of a multi-year program of work to deliver on the Skills Ministers' reform ambition.
- The Qualifications Reform Design Group will be comprised of members with strong VET sector experience and representation from unions, employers, a State/Territory government, and education experts. The group will be supported by advice from a wide representation of industry stakeholders including Jobs and Skills Councils, TAFEs and RTOs, and students. Jobs and Skills Councils will be integral to the reform process, providing expert advice and leading the transition.
- The department's website remains the best source of information relating to activities and updates on Qualifications Reform at <https://www.dewr.gov.au/skills-reform/qualifications-reforms>

Attachment A: Qualification Model Survey and Webinars outcome summary

- An online national public survey was available via the department's website between 24 November 2022 to 31 March 2023, to seek further feedback on the model. This was to ensure VET stakeholders who had not been captured in the one-on-one meetings and workshops were given opportunity to comment.
- The survey received 246 completed responses from individuals and organisations, with respondent representation broken down by:

Respondent location within Australia	Number of respondents*	Percentage of respondents
Victoria	73	24%
NSW	63	21%
QLD	42	14%
WA	27	9%
ACT	18	6%
SA	16	5%
TAS	15	5%
NT	7	2%
National	45	14%
Total	306	100%

* The survey allowed for multiple locations to be selected for stakeholders operating across multiple jurisdictions

Respondent role in VET system	Number *
Industry Expert	38
Employer/Business Owner	32
Industry Peak Body	28
Employee Representative/Union	9
Regulator	5
Trainer/Assessor	105
Registered Training Organisation	76
RTO/VET Expert	54
Learner	26
Parent/Carer	10
School/School Teacher/Careers Advisor	6
Trainee/Apprentice	5
VET Peak Body	5
Government (State and Territory)	23
Industry Reference Committee/Skills Service Organisation	5
Other	22
Total	449

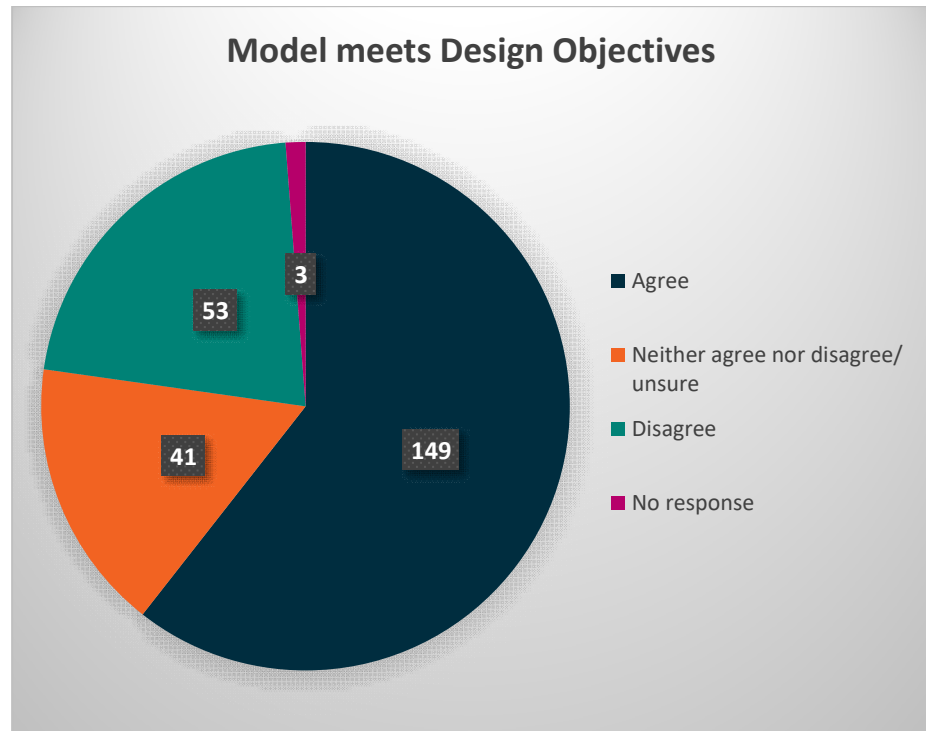
* The survey allowed for multiple roles to be selected

Survey responses

Responses to core survey questions relating to the example model are summarised below.

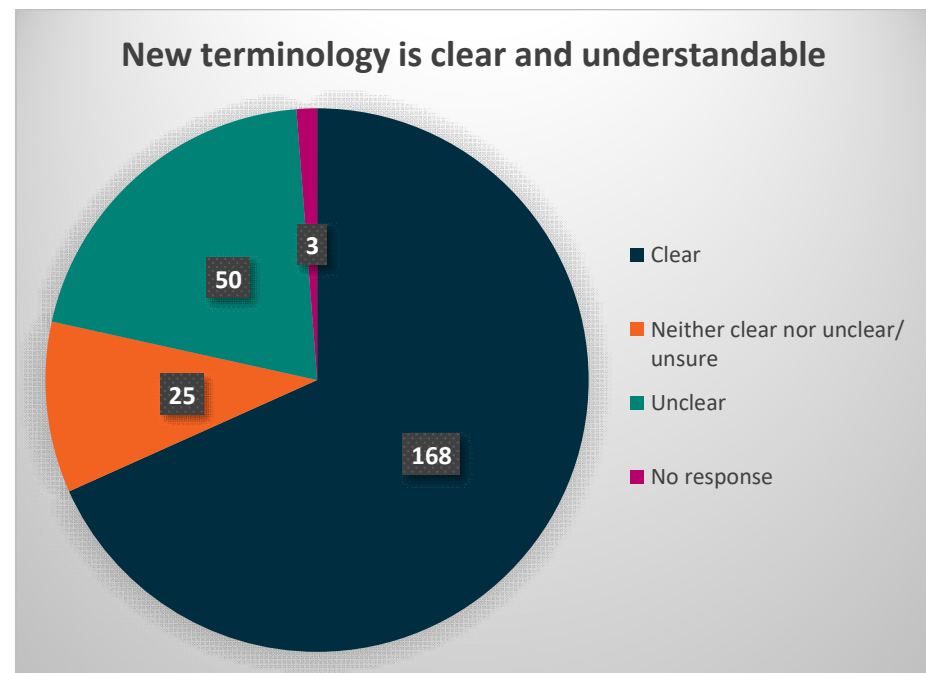
Question: Design Objectives

Do you agree that the model meets the four design objectives of training products being clear and relevant, accessible, flexible, and transferable?



Question: New Terminology

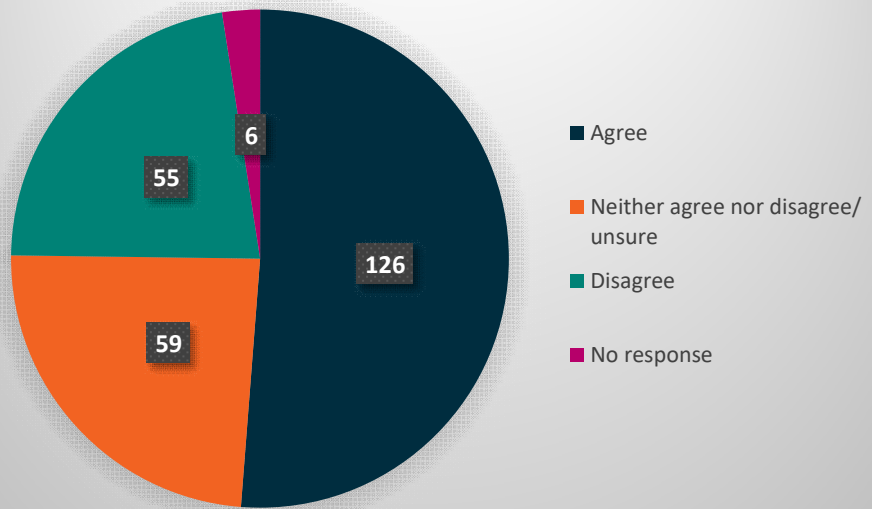
The model uses new terminology, such as Job Profiles, Skill Standards, Training and Assessment Requirements and Completion Rules. Do you think this terminology is clear and understandable?



Question: Training Product Templates

Do you agree that the templates for Skill Standards, Training and Assessment Requirements and Completion Rules contain appropriate fields and level of detail to ensure they are fit for their intended purpose?

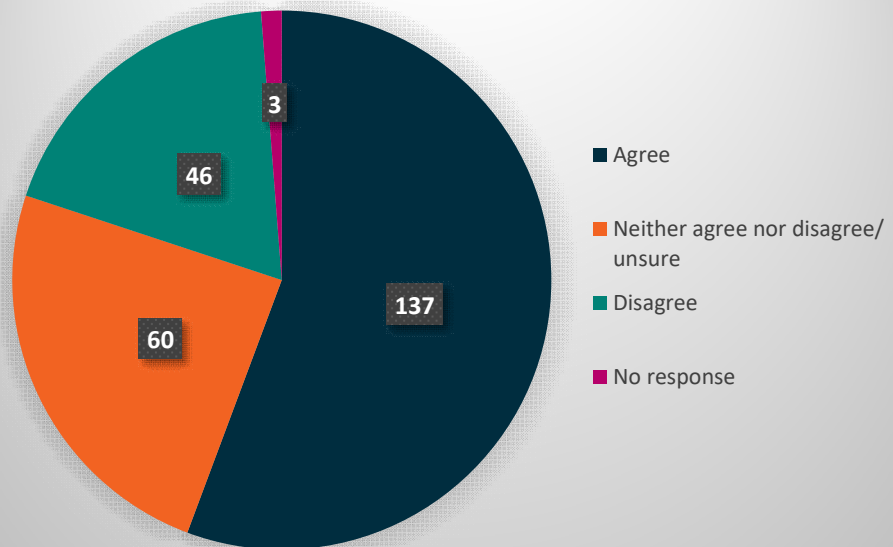
Training product templates contain appropriate fields



Question: Flexibility in Training delivery

Do you agree that the model enables flexibility in training delivery to meet the needs of all users including a range of learner groups and learners requiring additional support, local industry and employers, apprentices and trainees and senior secondary students undertaking VET?

Model enables flexibility in training delivery



Question: Level of Information

Does the model provide trainers and assessors with the right level of information to consistently deliver training and assessment that meets the needs of industry?

