



Qualification Reform

Jobs and Skills Council Demonstration Project

Final report – due 27 September 2024

Jobs and Skills Council	HumanAbility
Contact information	
Demonstration project title	Purpose 3 Volunteering Qualification Design

Demonstration projects are a mechanism for Jobs and Skills Council to trial and refine the proposed purpose-led approach to develop new qualification models that will codify learning in a way that is best suited to their sectors. Outcomes and learnings from Demonstration Projects will be used to inform the Design Group thinking on what may be required to support a high performing qualifications system. For further details on the purpose-led model, *Qualification Development Quality Principles*, and demonstration projects - please refer to the *Qualification Reform guidance for Jobs and Skills Councils*.

The **final report** is expected to highlight an issue identified through recent Jobs and Skills Council workforce planning, industry intelligence and data, and the outline of a new qualification model to address through the application of the purpose-driven model and *Qualification Development Quality Principles* to the existing Training Package Organising Templates (for example the Unit of Competency template). The report should also indicate any considerations to amend the current system where it presents a limitation in developing the new model.

The final report is due to the department by **27 September 2024**, with developed examples of the new qualification to support.

Template

Part A – Final assessment of purpose and principles model

Part B – Outcomes from testing the purposes and principals' model, including agreed deliverables (to be attached to this report).

Final Report – Demonstration Projects

Part A

Final assessment

1. Refinements to the purpose led and principles-based model.

- a) Do the *three purposes* enable greater flexibility in training product design?
 - o Are the descriptions/characteristics of the purposes sufficiently clear? Is clarification needed to assist with aligning products to each purpose?
 - o Do the purposes enable enough flexibility to design the product as desired?
 - o Do the descriptions of the purposes, and characteristics of the subsequent qualifications assist when considering the design and intent of qualifications/units of competency?

This Demonstration Project by HumanAbility was created in response to the Qualification Reform Design Group's (Design Group's) proposal to introduce a new qualification design system, enabling the use of different models based on the specific purpose of each qualification. As part of the Categorisation Project, HumanAbility conducted an initial high-level assessment of qualifications within the *CHC Community Services Training Package*, utilising qualification-related information and a range of available data.

In this initial assessment, qualifications that currently meet the needs of Australia's volunteering ecosystem were designated as Purpose 3 qualifications. It was recommended that these qualifications be further examined to determine whether specialist skills should be offered as stand-alone qualifications or integrated into qualifications across various settings. This project evaluates the initial assessment of the active volunteering qualifications by applying a Purpose 3 qualification model to the existing products.

There is widespread demand and reliance on volunteers to support various sectors, including health, welfare, emergency services, environmental conservation, animal welfare, sport and recreation, and community services. This project aims to identify the core skills and knowledge required across these sectors, highlighting both commonalities and unique needs, while assessing how the national training system can most effectively support volunteer training.

The activity set out to focus on the current solution offered by the *CHC24015 Certificate II Active Volunteering* and the intersections with the Certificates I and III in Active Volunteering and *CHC44015 Certificate IV in Coordination of volunteer programs*.

This work now focuses on evaluating and proposing a model for re-design of the current solution provided by the *CHC24015 Certificate II in Active Volunteering*, along with its connections to the Certificates I and III in Active Volunteering. There was insufficient time available for considered review of the *CHC44015 Certificate IV in Coordination of volunteer programs*.

Two specific units, *CHCDIV001 Work with diverse people* and *CHCVOL001 Be an effective volunteer*, were evaluated in line with the *Qualification Development Quality Principles*.

These units are core components of the Certificates I, II, and III in Active Volunteering.

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

Further to an analysis of current volunteering qualifications through the categorisation project work, consideration of these products was conducted within this project and findings presented in the Interim Report.

In summary, the findings were:

- *CHC14015 Certificate I in Active Volunteering* and *CHC34015 Certificate II in Active Volunteering*: The Purpose 3 categorisation is clear and evident in relation to these 2 qualifications. Both offer foundational knowledge and skills and serve as pathways to employment or further education.
- *CHC34015 Certificate III in Active Volunteering*: The qualification description and overlap with Certificates I and II initially indicate a Purpose 3 categorisation. However, further analysis revealed similarities with other CHC qualifications, which may lead to broader employment opportunities across various roles in the sector, suggesting alignment with a Purpose 2 qualification. These factors may create challenges in assigning some qualifications to a single purpose.
- *CHC44015 Certificate IV in Coordination of volunteer programs*: The qualification has overlap with core and elective units to the *CHC34015 Certificate III in Active Volunteering*. However, this qualification has a specific employment role outcome that might be applied across multiple sectors or industries suggesting alignment to purpose 2.

Analysis of the four volunteering qualifications in relation to the purposes indicates that, while the characteristics and descriptions are generally clear from a high-level perspective, additional clarification would aid in aligning the qualifications more precisely as HumanAbility undertakes more in-depth evaluations.

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

The broad purpose definitions provide flexibility in the design and re-design of qualifications. For qualifications like active volunteering, the Purpose 3 classification presents an opportunity to re-design these qualifications to align with the needs of industry stakeholders.

When developing a model for active volunteering, the Demonstration Project Team encountered challenges in adhering strictly to Purpose 3, especially when considering the need for skill application within specific contexts or job roles.

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

The Purpose 3 description and its potential applications, as outlined by the Design Group, offer broad guidelines for the flexibility in designing qualifications and their components. The Active

Volunteering Demonstration Project applied a Purpose 3 qualification model to develop a framework that may support the needs of Australia's volunteering ecosystem.

Through consultation and co-design, the parameters of a purpose-led and principles-based design model were evaluated, focusing on opportunities to establish transferable skills and knowledge across various sectors of the volunteering ecosystem while also creating opportunities beyond this cluster of industry sectors.

The attributes and advantages of a Purpose 3 qualification allowed for the exploration of alternative approaches to address the training and skill development challenges faced by both volunteer involving organisations (VIOs) and volunteers across land and animal management, emergency response, sports and recreation, community-based services and other industries that rely on a volunteer workforce. The foundational learnings to support effective volunteering can be considered as a pathway to employment with transferrable skills from domains of work essentials, working with people, personal development. This builds to domains of technical, functional and specialist skills for skill and learning progression in contextual application.

Beginning with the Purpose 3 descriptor established a foundation for a flexible design approach. A key focus of the design process was developing a learning architecture that offers clear entry and exit points, along with a scaffolded approach to skill and knowledge development within the volunteering ecosystem.

However, as the design work progressed, it became increasingly difficult to remain focused and constrained solely by the Purpose 3 definition.

The skills identified by the VIOs, and volunteer learners encompassed a broad spectrum, including essential generic skills, general sector-specific skills, and specialised skills tailored to the diverse roles and development needs within the volunteer ecosystem.

Generic essential skills, primarily consisting of transferable abilities, clearly aligned with Purpose 3. General sector skills, while applicable across various industries, began to extend beyond the scope of Purpose 3 when applied specifically to the volunteering sector. Specialised sector skills further pushed these boundaries.

Although the model was designed with a specific use case for active volunteering, it has the potential for broader application across other industries and sectors. In practice, applying it to the use case revealed that the need for workplace skill application may lead to overlap with the other purposes. As a result, the model adopts a 'hybrid' approach, beginning with a clear Purpose 3 focus by developing transferable skills applicable across industries, but progressively incorporates characteristics of other purposes as sector-specific and specialised skills are introduced.

The challenge of designing or defining a 'single purpose' qualification beyond foundational levels, or one that provides a pathway to tertiary education, may become more apparent during the categorisation process, as previously noted.

- b) Do the *Qualification Development Quality Principles* effectively guide the development of training products to meet industry and student needs?
- Were any of the principles more difficult to achieve?
 - Did the principles assist or inhibit stakeholder buy-in to the project?

Were any of the principles more difficult to achieve?

Phase 2 – Co-design process

The qualification model design phase was informed by an analysis of the current qualifications and findings from stakeholder consultations. The Demonstration Project team collaborated with the Project Reference Group (PRG) and Co-design Group, utilising an action-learning co-design approach to examine the active volunteering qualifications.

The co-design approach evaluated Purpose 3 and the 6 design principles to develop a qualification framework that supports and promotes skill development within the volunteering ecosystem. This model aims to offer learners increased flexibility and recognition of their skills as they progress through various occupations or pursue further education.

The application of these principles at this stage established a solid framework that guided conceptual thinking and informed design decisions.

Principle 1

Feedback suggested current active volunteering qualifications do not fully align with this principle as they do not address learner aspirations for an ‘occupation’.

This raises the question of whether the reference to occupation is appropriate rather than occupational or vocational skills.

The co-design group proposed that the model framework introduce ‘stackable’ skill learning blocks which can serve as stepping stones toward future occupational goals or be applied within the volunteer sector, potentially supporting a Purpose 2 qualification.

Such a model of stackable skilling will require a shift from current funding and outcome measurement tied to qualification delivery. Traditionally funding for learning outside of qualifications has fallen to jurisdictional funding with development of accredited courses responding to on-demand need. Employment service providers driven by Federal funding models are not inclined to support short course skill development aside from licensing outcomes.

Principle 2

This principle challenged the co-design group in the context of designing for Purpose 3. To align with the principle with equal importance on ‘skill, knowledge, and application’, the group felt that ‘capacity to apply’ is more appropriate wording than ‘application’ at the pre-vocational (foundation) level of skill development.

The proposed model promotes skills development with embedded knowledge that is enhanced with progression. This scaffolding can avoid repetition and duplication of knowledge and application is a feature as fundamental skills and knowledge are progressed. Learning activities are to be embedded in learning blocks allowing for application.

Principle 3

"Flexibility" was a key focus in rethinking how training and assessment should be redesigned for Purpose 3 qualifications. This includes developing new courses and credentials that allow both horizontal and vertical progression, along with a revised assessment model to support this approach.

No barriers were identified to facilitate flexible training and assessment although an expansion of learning block modules is required to fully explore this principle. The evidence of experience to support flexible entry points will require further investigation and agreement that may need standardised valuations of time and/or past performance.

Principle 4

The existing qualifications exhibit considerable overlap and potential duplication, which could be addressed by a design for active volunteering that adopts a stackable and scaffolded approach to skill development.

Applying this principle to the model within the scope of the demonstration project resulted in a 'preparation' level course that can lead into multiple industries.

Focus on transferrable skills imparted with suitable 'what if' applications can support capacity to learn alongside specific skill and knowledge development.

Principle 5

The co-design group observed that, while the existing qualifications lack specificity and the units of competency are generally broad, the performance criteria and knowledge evidence within the units are highly detailed. Reducing or removing this level of specificity in future training product development using the proposed model allows for a more flexible approach.

Under traditional training package development there is an opportunity to remove unwarranted duplication which would be a consideration for future work proposed by HumanAbility to review these products.

Principle 6

While the current qualifications generally align with this principle, there is an opportunity to enhance the integration of foundational skills, general capabilities, and progression pathways, which ties back to the transferability and mobility highlighted in Principle 1.

In summary, the Co-design group found that some principles were easier to apply and achieve than others.

However, they served as valuable guiding principles during co-design, shaping design thinking and providing a broad framework for the learning architecture presented in this report.

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

Phase 2 – Co-design process

The Co-design Group consisted of industry and vocational education and training professionals who found the principles assisted when completing a desktop analysis on the existing qualifications and the 2 units selected. The analysis was more challenging for industry stakeholders when considering the existing qualifications as discussed in the Interim Report.

When reviewing the alignment of the proposed model and active volunteering use case to the purposes and principles, PRG members were able to respond clearly and succinctly to survey questions. A summary of PRG member responses is outlined below.

Purposes

Members surveyed felt that the model potentially aligned to both Purpose 2 and Purpose 3 and that 'it is not necessarily binary' and would depend on the implementation detail. One member felt that 'the concept that has been proposed is precisely what the training sector needs'.

Principles

Principle 1: While the model design broadly aligns with this principle relating to learners' needs and aspirations, further development may be needed for specific volunteering sectors to ensure that the application 'clearly articulates the value to the learner in the attainment and subsequent use of skills'.

Principle 2: Respondents believe that the model aligns with this principle by placing equal importance on skill, knowledge and application.

Principle 3: There was agreement that the model allowed for flexible training but were unclear about the flexibility for assessment without further detailed design, particularly in relation to recognition of skills. There was also a concern that RTOs will need financial support to enable the flexibility that the model provides.

Principle 4: The issue of duplication was not clear for respondents without detailed consideration of other training package products and their status following any future implementation.

Principle 5: There were mixed views on whether the model worked to reduce specificity at all levels. However, respondents generally agreed that this was achieved when applied to the Preparation level in active volunteering.

Principle 6: Respondents believe that the model aligns with this principle through integration of foundation skills, general capabilities and allowing for knowledge progression.

2. Requirements to successfully implement the proposed model within your industry.

- a) Any changes to product templates (Qualification, UoC) or certifications to facilitate the new approach? (including any possible updates to the *Training Package Organising Framework*)
 - o What is the best way for a student's testamur/statement of attainment to reflect their knowledge and skills to promote recognition across sectors?

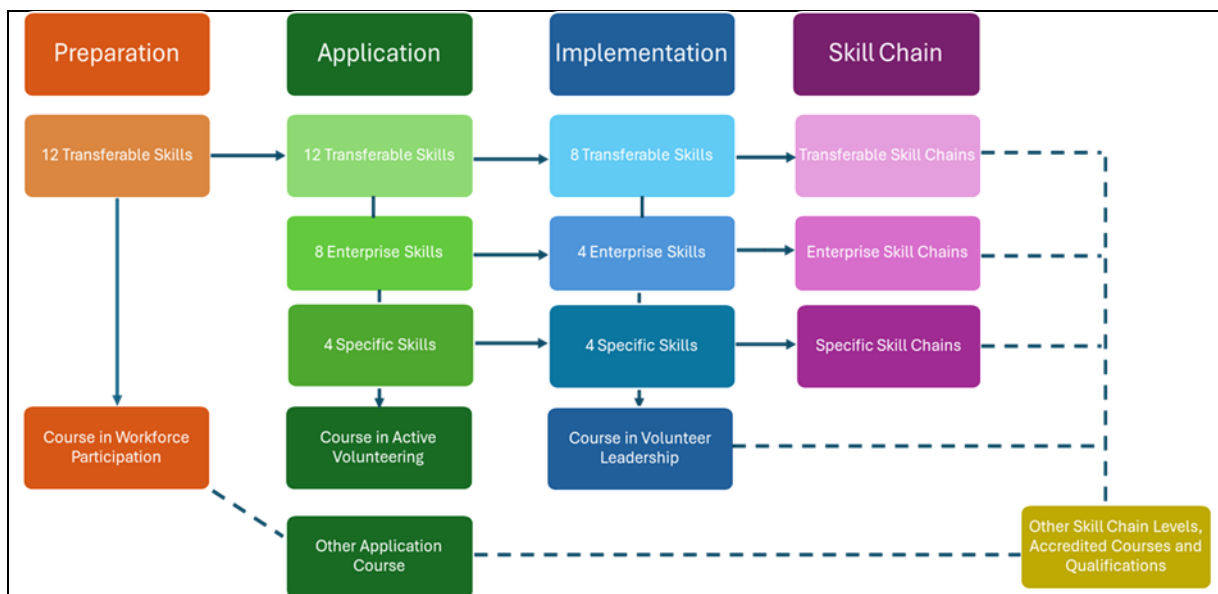
Modifications to product templates and certifications necessary to support a new design were explored during the co-design phase of this demonstration project.

The proposed model is detailed in the appendices of this report. It includes an architecture based on skill levels, groupings, domains, and learning blocks, with the potential to be applied to both Purpose 3 and Purpose 2 as a framework for developing training products in accordance with the *Qualification Development Quality Principles*. Additionally, certain elements of the model could be adapted to support Purpose 1.

It proposes development of transferable, enterprise and specific skills and knowledge across 3 levels – Preparation, Application and Implementation. Packaging rules can be applied to support achievement of an accredited course at these levels. The current system allows for the creation of 'Course in' accredited courses that do not align with a specific AQF level, and it is recommended that this flexibility be used to develop courses at each of these levels. The model would require the *Training Package Organising Framework* to be adapted to cater for similar type courses within the nationally endorsed training packages.

The following diagram presents an overview of the architecture, illustrating how skill levels and groups interconnect to support progression within the framework and create pathways to other accredited courses and nationally endorsed training products including qualifications and skill sets.

Further development could enhance pathways into Purpose 1 and Purpose 2 qualifications, with tools to facilitate the mapping of skill learning blocks to existing units of competency for more effective recognition of skills and knowledge held by learners through current vocational learning.



Appendix A and Appendix B provide overviews of the proposed model architecture and examples as it applies to the active volunteering use case. Further detail is provided in Appendix C.

The proposed model's learning architecture necessitates the following changes:

Legislation and Standards

Currently, provisions exist for 'Course in' accredited courses that do not correspond to an existing AQF level. For this model to be implemented, similar provisions are required within the *Standards for Training Packages and Training Package Products Policy* including the development of a new template design that accommodates 'skill learning blocks'.

This update would also necessitate subsequent revisions to the *Standards for VET Accredited Courses 2021* and *AQTF 2021 Standards for Accredited Courses template*, which is utilised by regulators in Victoria and Western Australia for VET accredited course development.

An arrangement to recognise a bank of learning blocks that contribute to a specified and industry endorsed body of learning will be an inherent requirement along with agreement on what is considered Essential, Functional and Specialist to respond to industry and employer expectations will also be required. Time did not allow for the exploration of these matters.

Qualification Template

Any changes made to the Standards would need to be reflected in the template used for the development of nationally endorsed training products and accredited courses.

Unit of Competency Template design

The current Unit of Competency (UoC) template could be re-designed or modified to accommodate for a learning outcome-based approach. For example:

- Add rows to specify skill level, grouping, and domain.
- Replace the Elements and Performance Criteria sections with Learning Outcomes.

- Substitute the Foundation Skills section with a dedicated area to map competencies to an updated Core Skills Framework.

The Assessment Requirements template would need to be revised to reduce prescriptive details and offer more robust guidance, as follows:

- Align evidence requirements with the learning outcomes and assessment context, making this a mandatory section.
- Provide support notes to offer guidance on resources, content, activities, and assessment approaches. This guidance can also specify the knowledge relevant to the evidence requirements to support learners, trainers, and assessors.

If redesigned, two versions of the Unit of Competency (UoC) template could be available for use. However, to fully leverage the opportunity for more flexible learning approaches, a distinct 'Skill Learning Block' template is regarded as the preferred option.

An example template has been provided in Appendix C.

Training Packages Organising Framework (TPOF)

The *Standards for Training Packages* will need to be revised to incorporate the relevant template. Policy related to 'skill learning blocks' would need to be included in the *Training Package Products Policy* along with an agreed treatment for qualifications that do not have an AQF level. An approach similar to Skill Sets and accredited courses could be applied. If the *Qualification Development Quality Principles* are adopted, the *Training Package Products Development and Endorsement Process Policy* will need to be altered to incorporate the 6 proposed principles, including further refinement of Principle 5.

Testamur

No modifications to the current Testamur requirements are necessary.

Statement of attainment

The template needs to be updated to incorporate 'skill learning blocks'.

Recognition

Mapping skills to an updated Core Skills Framework, along with utilising tech tools to efficiently align skill learning blocks with existing units of competency, can enhance the recognition of skills and knowledge across sectors while streamlining the development process.

An updated assessment model as outlined in this report and Appendix C can further enhance skills recognition.

- b) What supports would be needed to enable expansion of this approach across Jobs and Skills Councils? (development of resources and guidance etc)

- Are additional measures necessary to support/encourage cross-JSC collaboration to remove duplicative products from the system and replace them with transferable products?
- Are there barriers to implementation not identified above? Do they require additional rule changes or is education/engagement more appropriate?

The *CHC24015 Certificate II in Active Volunteering*, its intersections with the other active volunteering qualifications, and the two core units, *CHCVOL001 Be an effective volunteer* and *CHCDIV001 Work with diverse people*, have been the focus of this Demonstration Project.

Many of the training products including CHCVOL001 are located within the HumanAbility training packages oversight. CHCDIV001 appears in numerous training products in the oversight of other Jobs and Skills Councils.

The proposed qualification frame model design has consequences for other Jobs and Skills Councils and training products. Additional measures will be required to mitigate the impacts. For example, the development process for skill learning blocks will need to:

- provide a scaffolded learning approach to skill learning block development
- ensure that skill learning blocks developed do not duplicate existing UoCs, however, recognise where those UoCs may be better broken down and ‘chunked’ into micro skills to support transferable skill development, with mapping provided to create opportunities for skill chains
- where existing UoCs are better suited to re-design and have limited use in current qualifications, recommend deletion of those UoCs and replacement with the relevant skill learning blocks.
- whatever changes are taken forward to testing and/or implementation will require a collaboration across all JSCs and likely a team of cross JSC specialists – appropriately funded - to intentionally invest in the work. Road testing in isolation cannot the myriad of opportunities, enablers and barriers that are associated with qualification reform.

Additional measures

Mapping of skills and knowledge is a critical part of the process to ensure transferability and recognition. Recommendation is made in the detailed document provided in Appendix C for the establishment of a new assessment model including the creation of ‘Skills Assessment Hubs’ that can provide a range of support services to learners and training providers. These Skills Assessment Hubs can take a lead role to:

- provide skills recognition to learners through online skills assessment tools combined with validation
- support learners to ‘self-build’ a learning program to align with their learning needs and aspirations
- provide robust, flexible assessment of demonstrated skills and knowledge

- maintain learner credential records to support skill recognition across industries and establish a learner-centred 'life-long learning' approach to skill development.

Other measures that are required to support the work of JSCs includes:

- updates to governance measures to monitor and maintain training product development, packaging rules, skills mapping, assessment and skills recognition, and learner credentialling
- guidance on using the proposed model for training product development including use cases and exemplars, and opportunities for promoting its use
- support during training product development to ensure mapping of skills and knowledge to a new core transferable skills framework
- development and ongoing maintenance of a centralised AI tool that effectively maps skill learning blocks to existing units of competency to facilitate the development process and to encourage the use of the model to map skills to other qualifications.

3. Are there any potential blockers to implement the proposed model more broadly and what could be the potential solutions?

During the stakeholder consultation phase, feedback was gathered on the challenges and enablers for participation in structured training. This was outlined in detail in the interim report.

Stakeholders provided potential solutions to challenges and barriers identified. They can be summed up in three areas:

- Funding
- Flexibility
- Accessibility

Funding

Cost of training was stated as a significant factor for both volunteer organisations and volunteers themselves and was listed as one of the reasons that accredited training was not seen as a viable option.

Changes to the current training package model will require consideration of the national funding model and provision to subsidise shorter courses allowing for movement across levels and into other vocational streams. A different funding approach is required for implementation of the proposed model.

Flexibility

The use of skill learning blocks as the fundamental base of the proposed Purpose 3 model incorporates flexibility and allows learners to 'dip in and out' and explore different career options.

This flexibility reaches its true potential when it is integrated using skills recognition into other qualifications. Establishing an agreed process for this recognition is critical and can be achieved with a purpose-built tech/AI based solution.

Accessibility

Issues identified by stakeholders such as geographical location, volunteer age, time required to undertake training, access to IT and digital literacy, remain a factor. However, the ability to have skills recognised and undertake 'chunks' of learning and skill development that are meaningful for the individual and their organisation, mitigates some of these issues. Building digital literacy into the transferable skills and providing the ability to access online learning can provide support for learners to encourage further skill development.

In general, roadblocks in the form of governance and bureaucracy will need to be overcome through strong and clear policy settings at the national level with support for implementation at local levels.

Final Report – Demonstration Projects

Part B

Outcomes from testing the purpose and principles model.

Broad summary of project and outcome

- What did you do?
- Who did you consult with?
- What are your key findings?

STAKEHOLDER CONSULTATION PROCESS

The stakeholder consultation process was outlined in the Interim Report. In summary, the following stakeholder engagement methods were utilised:

- Project Reference Group (PRG) – 3 meetings and survey feedback by circulation
- In-person workshops – 3 workshops held in Perth (11 participants), Sydney (11 participants) and Brisbane (17 participants)
- Virtual workshops – 2 online workshops (13 participants)
- Survey – distributed to volunteers through VIOs.
- Design workshop – Co-design Group design thinking approach held in Melbourne
- Online portal – project information

Results of the stakeholder workshop consultations were provided in the Interim Report.

Since the Interim Report, the volunteer survey results have been collated and summarised and the design workshop has been conducted.

Volunteer survey

The views of volunteers were sought using a survey distributed by the Volunteer Involving Organisations consulted. Respondents represented the diversity of the volunteering ecosystem.

Almost half of respondents indicated that they seek skills in:

- using digital technology
- leading/working in teams
- conflict resolution

These results align with the feedback from volunteer organisations during the stakeholder consultation phase. Consequently, these skills have been incorporated into the design model.

Design workshop

The Co-Design Group were drawn from industry and vocational education and training stakeholders as shown in the table below.

Name	Organisation
Sandra Lunardi	AFAC Vic
Autumn Shea	Curriculum Maintenance Manager - Human Services, Swinburne University of Technology PAVE Division Vic
Christine Foard	CMM Project Officer - Human Services, Swinburne University of Technology PAVE Division Vic
Angela Williamson	Chorus WA
Pauline Aikman	Holmesglen Institute (unavailable on the day) Vic
Julie Fereday	Brightwater Care Group WA
Bron O'Callaghan	Foundation Learning Centre Vic

The attendance at the co-design workshop ideally would have included broader geographical representation; however, due to the overall short timeframe of the project, and the consultation workshops held in Perth, Brisbane and Sydney, the co-design workshop was held in Melbourne on a single day that was mutually convenient for all participants.

Prior to the meeting, a discussion paper was circulated to group members. Drawing on examples of local and international practice, the paper supported broader thinking on innovative design approaches to imparting skills and knowledge through the lens of learning outcomes over task competence, creating capacity to apply learning in varied contexts and situations.

Stakeholder consultation findings informed the design thinking approach adopted for the co-design session. A series of provocations were tested with the group, taking the thinking from models of least change through to more disruptive approaches that have the potential to meet the purpose and principles. Questions that were explored included:

How might we....

- achieve more learner-centred delivery and assessment?
- train workers for the future?
- provide skills or knowledge needs beyond specific competencies or occupations to support labour market participation and pathways to further study?
- integrate foundation skills, capabilities and knowledge to ensure transferability?
- achieve a focus on learning outcomes?

Potential framework design options were discussed including how the model might meet learner needs and align with the *Qualification Reform Design Principles*.

Design options

The following two options were discussed as requiring the least change:

- Streamlining – Combining the three existing active volunteering qualifications into a single qualification provides a simple solution to reduce duplication. The current qualifications could be re-packaged as skill sets to build capability. This solution would allow the use of the current qualification and unit of competency templates and trigger no changes to the broader system. However, this solution does not address the challenges identified by stakeholders, particularly the need for a more flexible arrangement for the structuring of nationally endorsed training.
- Embedding – Another option for the active volunteering qualifications is to embed the existing qualifications as streams leading to a skill set in a redesign of an existing qualification, such as the Certificate II in Community Services. This requires minimal change as the Certificate II mentioned shares many common electives and includes many units identified as high priority by stakeholders.

Either of these approaches could be combined with the development of a new assessment model that improves processes for recognition of prior learning and existing skills and knowledge as well as a system that records skills and knowledge as they are developed by the learner. A framework that incorporates this approach was seen as a must in whatever model was developed moving forward in order to align with the principles.

Further models requiring more significant change were then discussed. Options included:

- Volunteer Ready (Badge / Passport model) – A model to build transferable and foundation skills at different levels of volunteer involvement. It was recognised that some volunteer sectors are already building their own ‘passport’ model. This model could develop basic knowledge, organisation / sector knowledge and job role knowledge across three levels – base, intermediate and advanced. This option could be designed to use either existing templates or be developed using a new approach to create a more flexible approach.

- Microcredentials – A modular learning approach creating outcome-based ‘chunks’ of learning that are developed as building blocks leading towards macro credentials such as skill sets or qualifications. In this model, base blocks can lead to specialised skills. Learners could have an individual learning action plan and the framework could be packaged with an assessment re-design approach which includes elements of the Skills Assessment Framework discussed earlier.

This approach would require more significant change but there are already many microcredentials being developed, albeit in the private and higher education spaces, in alignment with the *National Microcredentials Framework*. In fact, the existing vocational education and training framework already provides for microcredentials in the form of Skill Sets and ‘Course in’ accredited training. However, there is a view in the sector that microcredentials are not adequately assessed and therefore may not have credibility as an alternative to a unit of competency.

- Scottish model – Another alternative considered was the Scottish model for the Volunteering Skills Award. This model provides pathways to other qualifications on the *Scottish Credit and Qualifications Framework (SCQF)* and consists of three award levels, each building on the previous. Each level consists of three units only – Preparing to Volunteer, Volunteering Experience and Investigative Project. The units contain embedded core foundation skills mapped and recognised in other qualifications with portfolio assessment.

Design thinking

With the features and characteristics of the various models discussed in mind, the group was led through a design thinking process. Assessing the ‘what, who, and why’ of active volunteering, a range of options for a single qualification that caters for a flexible volunteer workforce, a stackable skills model, and multiple cohorts were reviewed.

Following on from this discussion, provocations to include volunteering as a skill set in all qualifications and to include a volunteering course in senior secondary school led to some interesting ideas to drive a possible model.

The final provocation required the group to focus on an innovative approach to redesign the existing active volunteering qualifications. The resulting ideas brought together key features from many of the models reviewed. Key features of the proposed design included:

- vertical and horizontal learning development - dynamic, not linear
- stackable chunks of learning scaffolding to contribute to a qualification
- alternatives – accredited and/or ‘credentialled’
- base volunteering – call it work ready
- self-build qualifications – credentialling outcomes that build towards accreditation providing speed and fluidity
- more focus on outcomes rather than detailed focus on assessment
- more space for creative approaches to assessment
- evidence guidance that brings together all aspects of the evidence – less prescription and richer guidance
- focus on core skills and capabilities
- career exploration and lifelong learning
- leadership as behaviour.

The group saw value in the inclusion of work placement experiences and flexible timing. A new assessment model was seen as crucial to any proposed framework with a new agency or framework ready for flexible learner-centred skills recognition, assessment and credentialling.

Testing design thinking

Following the design thinking process, the group re-focussed on what it was trying to achieve, reflecting on the ideas produced. Questions posed included:

- Does it meet learner needs?
- Does it reflect industry needs?
- Does this reflect what the Qualification Reform Design Group want?
- Is it innovative?
- Can it scale?
- Can TAFE's and RTO's implement this?

These questions were not thrown up as barriers but for consideration of ways to move forward.

Design process and outcomes

Following the design workshop, the feedback from stakeholders was synthesised with the co-design group's model exploration and recommendations. Models in use both internationally and locally identified during desktop research were revisited and interrogated with the key design features in mind.

The resulting proposed model was designed to address the key consultation outcomes and the co-design features by developing the model as an exemplar on how skills and knowledge required for volunteers may be developed in a more flexible manner. The model was then further refined with consideration for scalability and use across different industries, and the integration of foundation skills development to enable transferability of skills and mobility of learners.

While the proposed model learning architecture has been designed with a specific use case example for volunteering qualifications and credentials, the framework has been designed to have potential for broader application across other industries and sectors and, with further design and a staged implementation approach, can provide pathways into other qualifications to support a flexible and mobile workforce.

The proposed model provides a flexible learning architecture to support workforce development, skill transferability and portability across various industries and sectors. Its flexible nature provides for the addition of new and emerging skill requirements with the addition of skill learning blocks and domains as needs emerge.

The model design provides flexibility allowing learners to develop skills and knowledge either vertically or horizontally, to meet an identified skills gap, to achieve a credential, or to pivot into other industries. It reflects both traditional educational structures and innovative, learner-centred approaches with a flexible, stackable approach that allows learners to complete skill learning blocks or skill chain credentials, lead to achievement of

a nationally endorsed qualification or course or provide credit towards another qualification. This dynamic structure will allow learners to pivot into new industries or build on specialisations over time.

Application of the model architecture can provide additional pathways and skilling opportunities supported by a governance body to monitor and maintain qualification development, packaging rules, skills mapping, assessment and skills recognition, and learner credentialling.

The model has been designed at a conceptual level to facilitate future detailed design in alignment with the *Qualification Development Quality Principles*.

Model Applied to Use Case

Appendix A and Appendix B provide brief introductions to the proposed model architecture as it applies to the active volunteering use case. Further detail to support the model, use case application, and implementation is provided in Appendix C.

The model has been applied to re-design the existing Certificate I, II and III in Active Volunteering into a foundational, vocational and advanced level, leading to three course outcomes. It has the potential to provide an alternative to, or pathway into, the existing Certificate IV in Coordination of volunteer programs.

Two existing core units of competency, *CHCVOL001 Be an effective volunteer* and *CHCDIV001 Work with diverse people*, were also re-designed based on feedback from the volunteer stakeholders on the current design of the units and their suitability for the volunteer workforce. The key feedback findings were used to test the model learning architecture and the main feature of the model, skill learning blocks.

Two example skill learning blocks were produced in a proposed template. They provide a sample of how stackable skill learning blocks can be used to facilitate the development of skills and knowledge in a scaffolded approach to building and applying skills and knowledge. The examples do not seek to replicate the existing units of competency – they draw on the existing units of competency in line with feedback provided and are designed to develop micro ‘chunks’ of knowledge and skills that can be applied to a volunteering context.

Further refined design is required to ensure that the template and any resulting skill learning blocks can meet a broad range of learning needs.

Project Deliverables (as per Activity Schedule)

- Appendix A - Active Volunteering Model Overview
- Appendix B - Active Volunteering Course Examples
- Appendix C – Active Volunteering Model and Use Case Detailed

A New Qualification Framework Model: Overview and Use Case

Overview

What

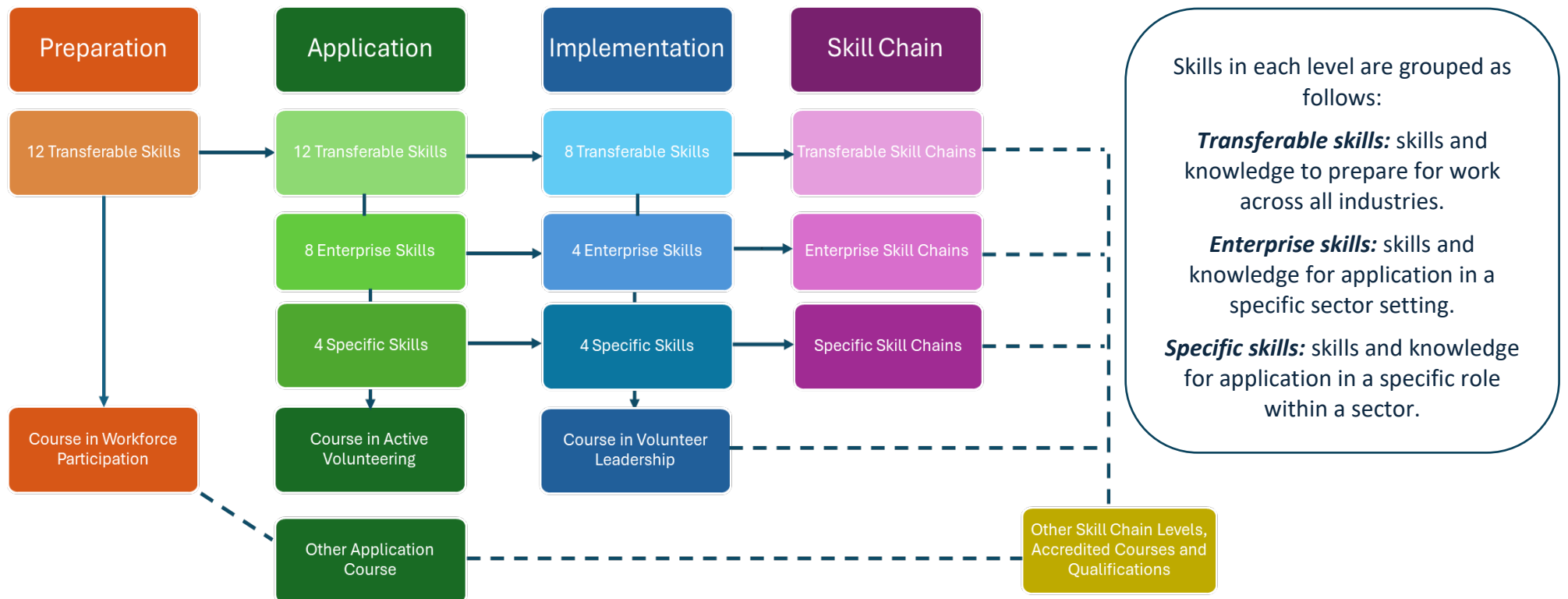
- A flexible and customisable model that can be deployed at scale and speed
 - Can be applied to multiple industries and sectors
 - 3 levels: Preparation, Application and Implementation
 - Develops transferable, enterprise and specific skills
 - Skills grouped and chunked into 'micro' skills learning blocks
 - Stackable vertically towards Accredited Courses
 - Stackable horizontally towards a Skill Chain
 - Multiple entry and exit points
 - Potential to replace existing Purpose 2 and 3 qualifications
- Provides pathways to other qualifications and new credentials based on the model

Why

- Provides an alternative for rapid upskilling
- Supports a flexible and mobile workforce with broader application
- Creates an opportunity to embed transferable skills in a cross-sectoral approach

An overview of the model as it applies to Active Volunteering follows.

Active Volunteering – Full model outline



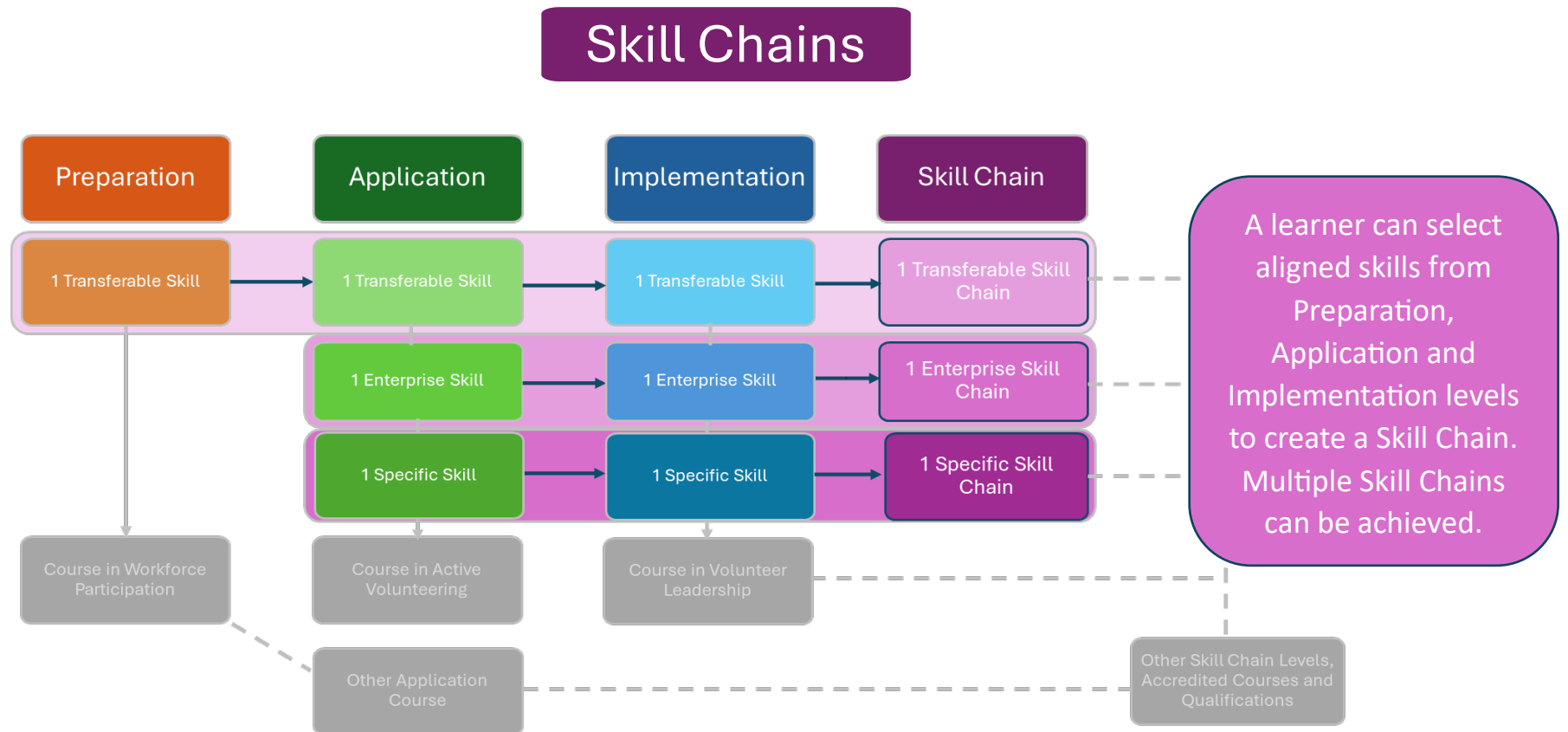
The diagram above shows a high-level view of progression within the learning architecture model as it applies to the Active Volunteering use case. It includes three levels of skill and knowledge development:

Preparation develops transferable skills that can be applied across all industries.

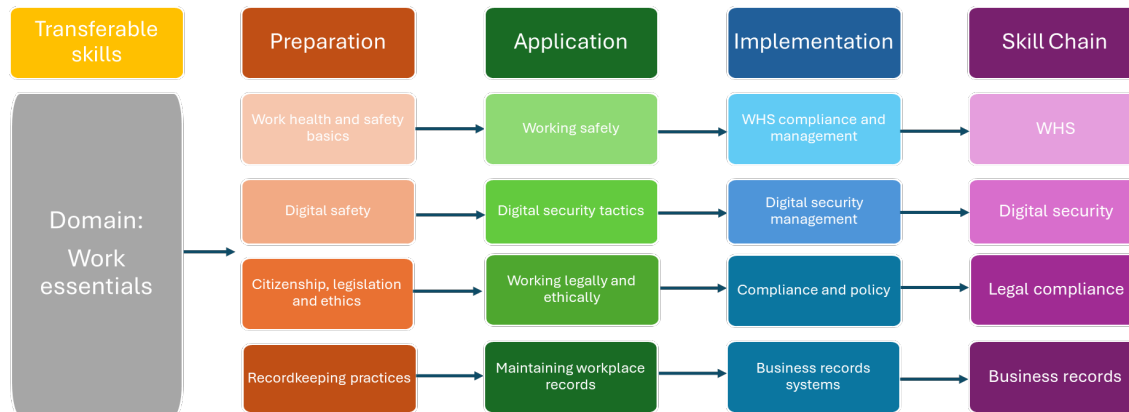
Application develops and applies skills and knowledge in a sector setting.

Implementation builds and further develops skills and knowledge in leadership, technical and specialised functional skills in the sector setting.

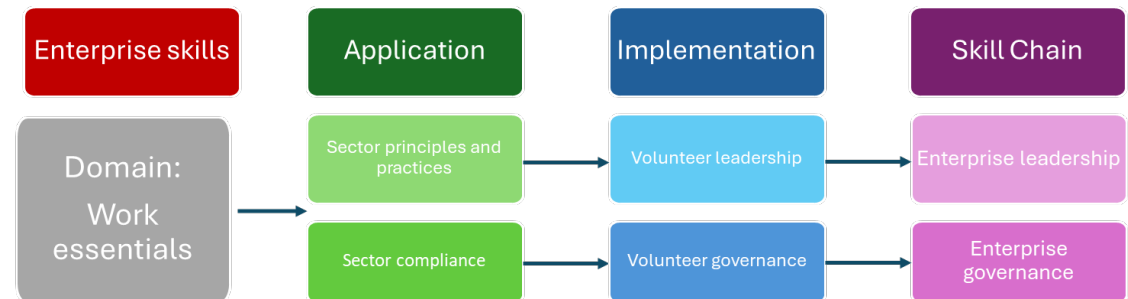
Horizontal progression applied to Active Volunteering



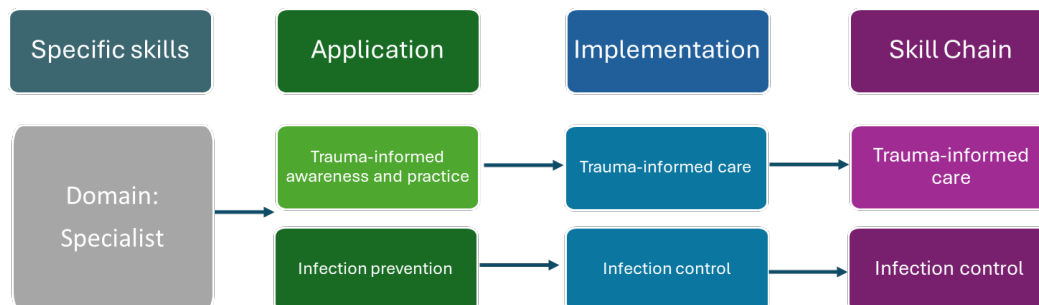
Skill Chains: Transferable Skill Examples



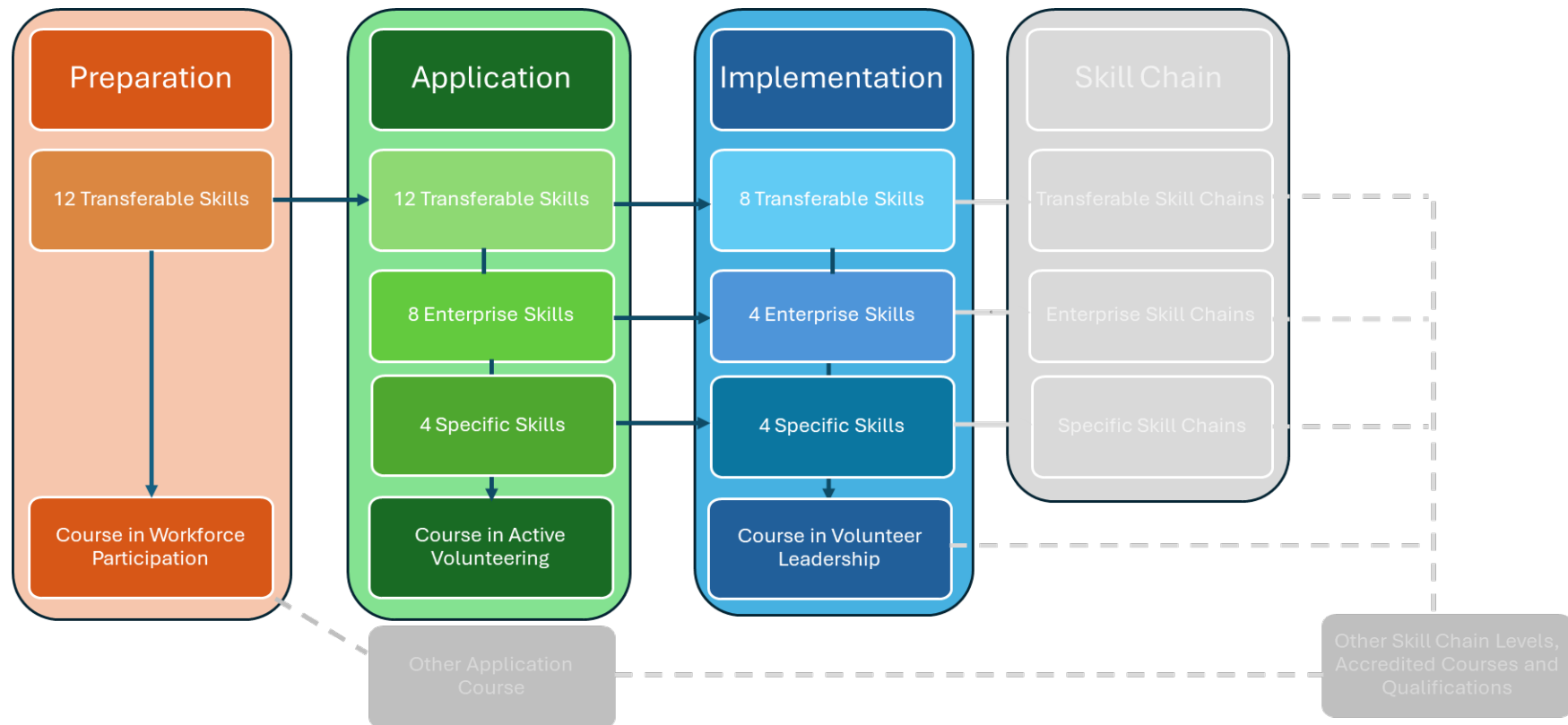
Skill Chains: Enterprise Skill Examples



Skill Chains: Specific Skill Examples



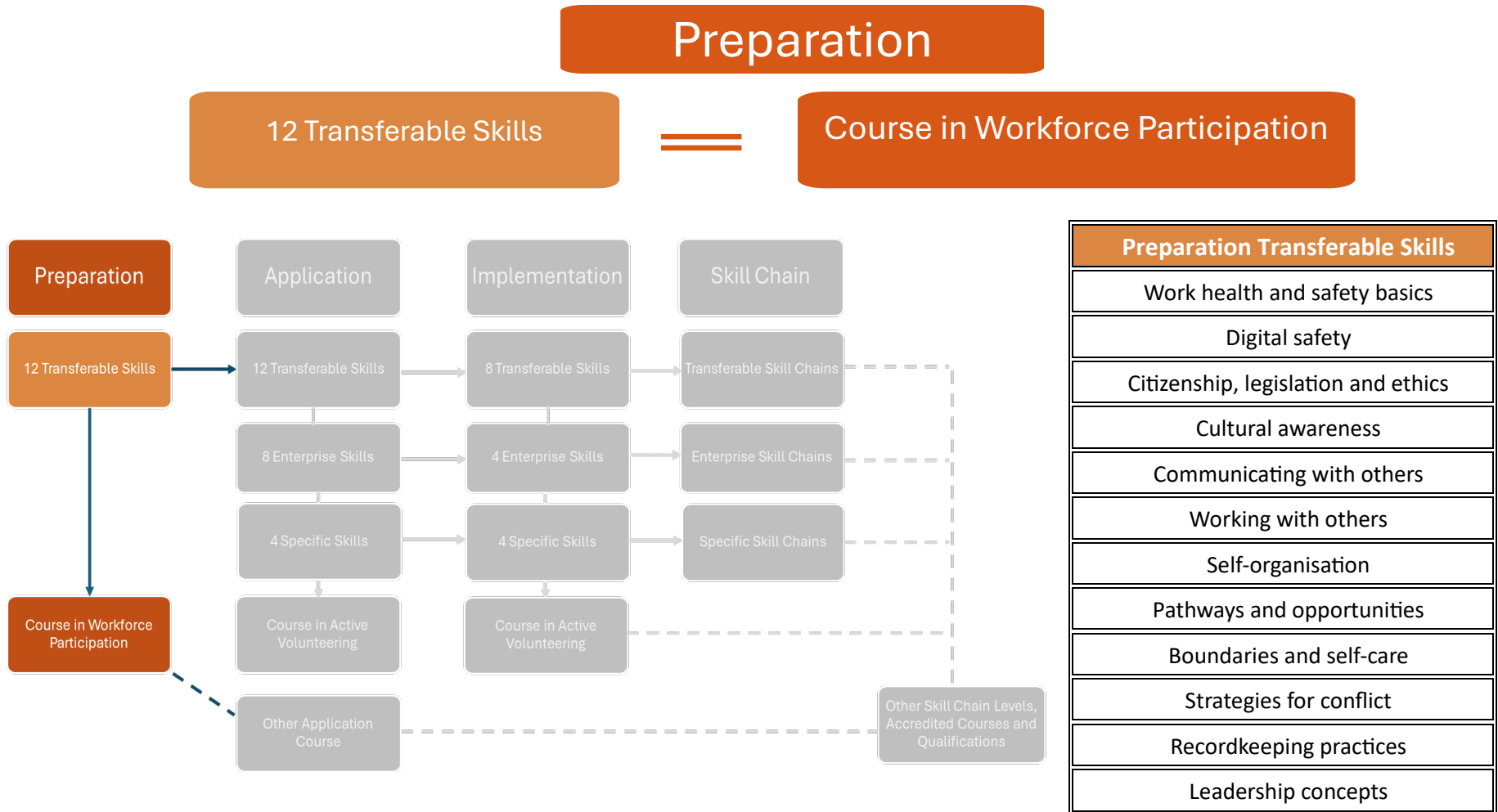
Vertical progression applied to Active Volunteering



The diagram above shows a high-level view of vertical progression within the learning architecture model as it applies to the Active Volunteering use case.

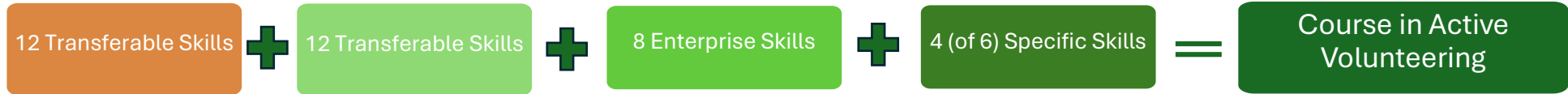
Active Volunteering Course Examples:

Course in Workforce Participation

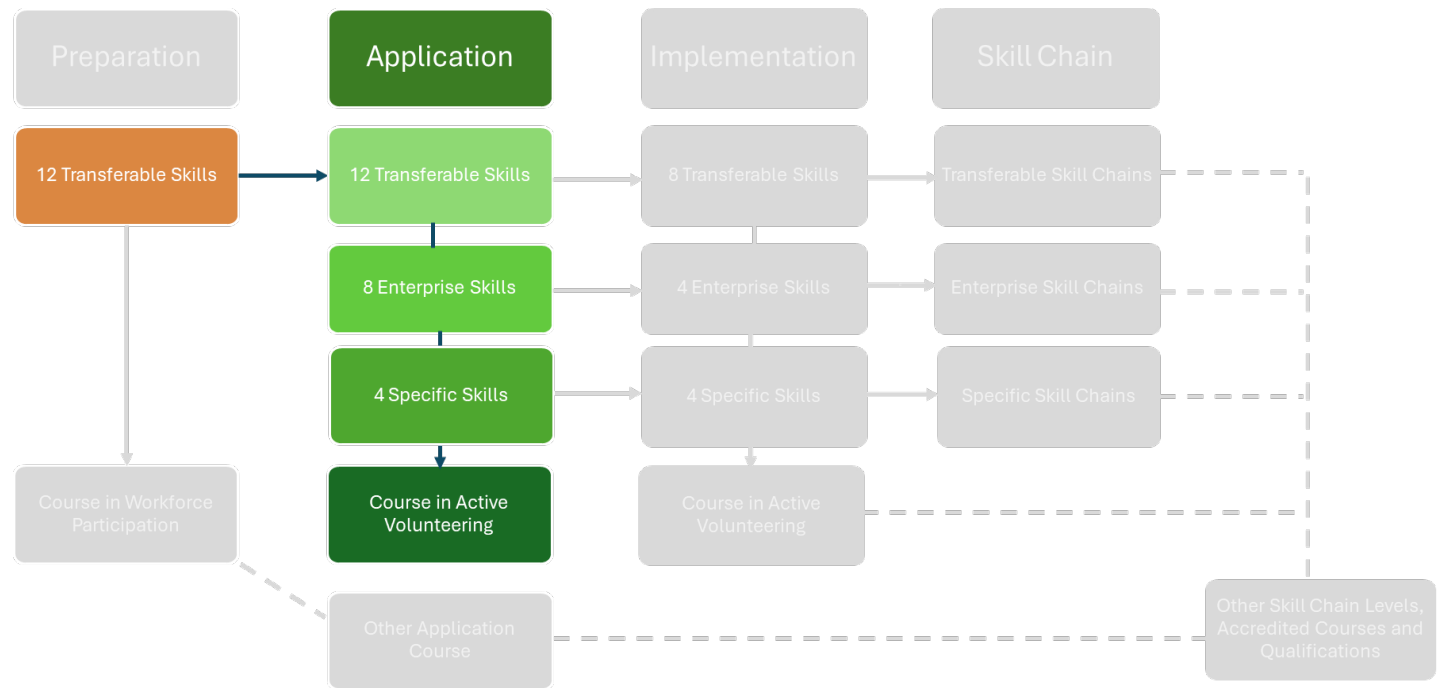


Course in Active Volunteering

Application



A learner has acquired Preparation Transferable Skills and now wishes to achieve the Course in Active Volunteering.



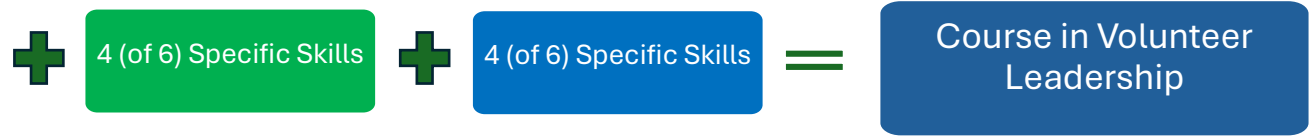
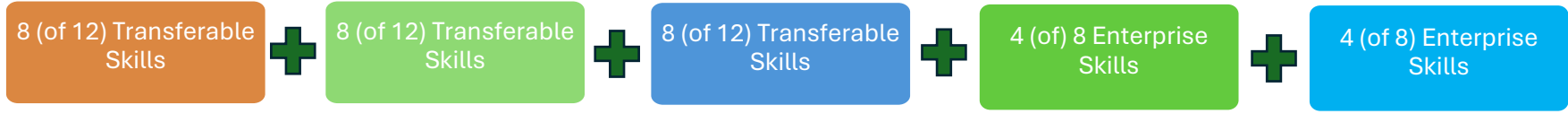
Application Level Example: Course in Active Volunteering

Preparation Transferable Skills	+	Application Transferable Skills	+	Application Enterprise Skills	+	Application Specific Skills
Work health and safety basics	+	Working safely		Sector principles and practices		Workforce coordination
Digital safety	+	Digital security tactics		Sector compliance		Project coordination
Citizenship, legislation and ethics	+	Working legally and ethically		Communicating with diverse people		Aged client care
Workplace recordkeeping	+	Maintaining workplace records		Team effectiveness		Disability client care
Cultural awareness	+	Cultural safety		Reflective practices		Trauma-informed awareness and practice
Communicating with others	+	Implementing communication strategies		Monitoring performance		Infection prevention
Working with others	+	Relationship building		Digital tools and their use		
Strategies for conflict	+	Managing conflict		Managing workplace records		
Self-organisation	+	Organise work tasks				
Pathways and opportunities	+	Professional development planning				
Boundaries and self-care	+	Managing own wellbeing				
Leadership concepts	+	Leadership as practice				

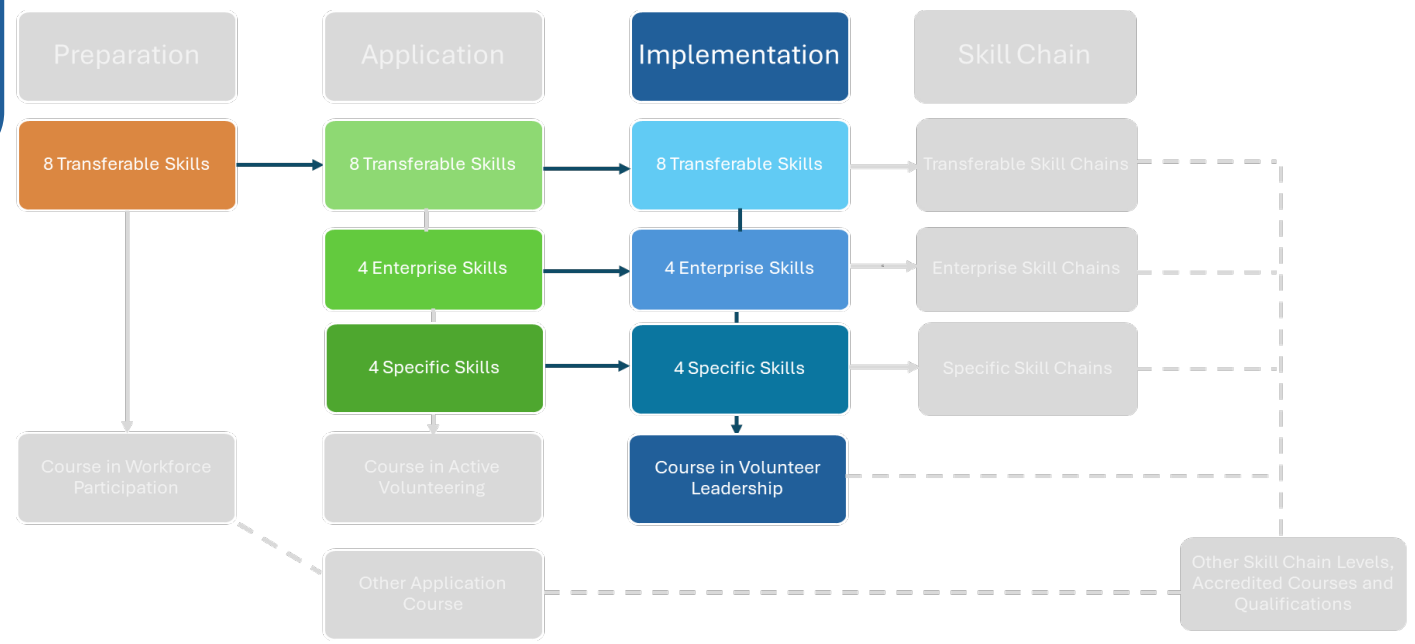
The learner selects skills from the options available in line with the packaging rules. This means they select 4 out of the 6 Specific Skills available as shown above.

To achieve the Course in award, the learner negotiates a workplace project with their volunteer involving organisation.

Implementation



A learner has acquired Preparation and Application Transferable, Enterprise and Specific Skills aligned to the Implementation Skills and designs a program to achieve the Course in Volunteer Leadership.



Implementation Level Example: Course in Volunteer Leadership

The learner selects skills from the options available in line with the packaging rules as follows:

- 8 out of the 12 Transferable Skills
- 4 out of the 8 Enterprise Skills and
- 4 out of the 6 Specific Skills available.

To achieve the Course in award, the learner negotiates a workplace project with their volunteer involving organisation.

Preparation Transferable Skills	+	Application Transferable Skills	+	Implementation Transferable Skills	+	Application Enterprise Skills	+	Implementation Enterprise Skills
Work health and safety basics	+	Working safely	+	WHS compliance and management	+	Sector principles and practices	+	Volunteer leadership
Digital safety	+	Digital security tactics	+	Digital security management	+	Sector compliance	+	Volunteer governance
Citizenship, legislation and ethics	+	Working legally and ethically	+	Compliance and policy	+	Communicating with diverse people	+	Managing diverse stakeholders
Recordkeeping practices	+	Maintaining workplace records	+	Business records systems	+	Team effectiveness	+	Leading collaborative volunteer teams
Cultural awareness	+	Cultural safety	+	Cultural competence	+	Reflective practices	+	Reflection and debriefing processes
Communicating with others	+	Implementing communication strategies	+	Communicating with influence	+	Monitoring performance	+	Coaching and mentoring
Working with others	+	Relationship building	+	Relationship management	+	Digital tools and their use	+	Digital systems and technologies
Strategies for conflict	+	Managing conflict	+	Critical thinking and problem resolution	+	Managing workplace records	+	Managing information systems
Self-organisation	+	Organise work tasks	+	Strategic organisation	+			
Pathways and opportunities	+	Professional development planning	+	Career planning	+			
Boundaries and self-care	+	Managing own wellbeing	+	Holistic wellbeing	+			
Leadership concepts	+	Leadership as practice	+	Leadership as stewardship	+			
						Application Specific Skills	+	Implementation Specific Skills
						Workforce coordination	+	Workforce management
						Project coordination	+	Project management
						Aged client care	+	Dementia support
						Disability client care	+	Empowerment support
						Trauma-informed awareness and practice	+	Trauma-informed care
						Infection prevention	+	Infection control

A New Qualification Frame Model: Detailed

Introduction

The Active Volunteering Demonstration Project employed a multi-faceted approach to examine the application of a new qualification model to existing training package qualifications, specifically addressing the needs of Australia's volunteering ecosystem.

The project assessed the essential skills and knowledge required by volunteers across various sectors—such as sports and recreation, health and welfare, emergency services, environmental/animal welfare, and community groups—to identify commonalities and unique sector-specific requirements. Key findings from stakeholder consultations were compiled and shared with the Department of Employment and Workplace Relations (DEWR), the Project Reference Group (PRG), and the Co-design Working Group.

The Co-design Working Group used the consultation findings to assess the parameters of a purpose-driven, principles-based design model, while exploring opportunities to establish transferable skills and knowledge across sectors within the volunteering ecosystem and beyond. Consultation and co-design outcomes were then considered in the context of existing framework use cases both internationally and locally, and with the Purpose 3 qualification description to ‘develop cross-sectoral or foundation skills and knowledge which may be applied across industries, or lead to tertiary education and training pathways’ front of mind.

The proposed model learning architecture has been designed with a specific use case example for active volunteering and the intention for broader use across other industries and sectors. This proposed design model establishes a common transferable skills base for workforce entry driven by Purpose 3 and the flexible application of skills within and across industry sectors aligned to Purpose 2. The framework could further dovetail with existing qualifications categorised as Purpose 1 or 2 to support a more flexible and mobile workforce.

Consideration of the purpose descriptions and the *Qualification Development Quality Principles* has informed the model design to provide flexibility through a chunked learning approach that allows learners to develop skills and knowledge vertically and horizontally, to meet an identified skills gap, to gain a credential or qualification, or to pivot into other industries. It provides an opportunity for rapid product development that meets the needs presented by current skills shortages and provides options for learners and industry.

Through a staged approach to implementation, the model allows for an initial response to the current training product development challenges. Detailed and considered mapping can facilitate further and deeper penetration as a potential replacement for existing qualifications that do not meet industry and learner needs.

New Qualification Framework Model

Providing flexible and dynamic learning

The proposed model is based on multiple layers of knowledge, skills, and behaviour, with an emphasis on flexibility, adaptability, and the holistic development of learners. It reflects some traditional vocational educational structures and learner-centred approaches with a flexible, stackable design that allows learners to develop their skills in smaller individual 'blocks' that can lead to the achievement of skill credentials or a "course". As the model is deployed more widely, skills may provide credit towards other credentials or a qualification. This dynamic structure will allow learners to pivot into new industries or build on specialisations.

The inclusion and naming of skill groupings, levels, domains and skills blocks is not definitive and is provided as guidance to support development of the use case. The model hierarchy provides for customisation of skill learning blocks to meet the needs of different industry sectors.

Benefits of the new model

Learners

The new model supports a learner-centred approach providing opportunities for development of skills and capabilities to meet the needs of a rapidly evolving work environment, development of transferable skills for transitioning across industries and sectors, as well as the ability to develop and apply skills required for an industry, job role or specific function allows learners to select a learning pathway that meets their individual needs.

Personalised learning pathways can be developed by a learner with provision of support to:

- build a learning program that can develop transferable, enterprise and specific skills
- select skill learning blocks that align with their skill development and/or career goals, including individual skill learning blocks, skill credentials in niche areas, or packaging of skill learning blocks towards a full nationally endorsed qualification or "course"
- achieve recognition of their prior learning and experience to facilitate progression between skill levels
- develop awareness of skill gaps and ability to transfer their skills between sectors.

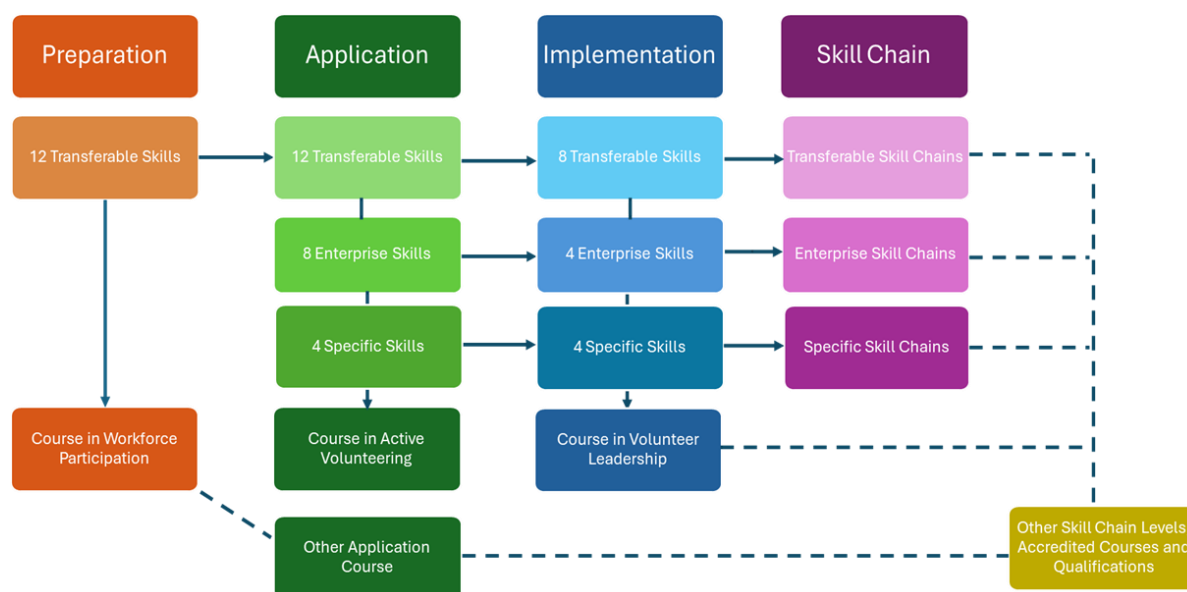
Industry and organisations

The new model supports the development of new training products to meet existing industry skills needs as well as cater for new and emerging workforce skills needs. Chunking of skills into smaller outcome-based micro skill learning blocks provides for 'faster to market' training products that allow for rapid upskilling of workers with a more targeted selection of skills development to meet identified gaps.

Model architecture

The model architecture consists of skill levels, groupings, domains and skill learning blocks leading to 'skill chain' credentials, skills sets, qualifications or courses, similar to accredited courses where an AQF level is not assigned. It can be applied to any Purpose 2 or 3 qualification to provide a framework for training product development.

The diagram below shows a high-level view of the overall architecture as it applies to the active volunteering use case.



Supporting structures

To support the proposed model, skill set and national designed course award packaging rules and supporting implementation features need further detailed consideration.

Courses and credentials

The model allows for nationally designed courses and qualifications to be awarded based on packaging requirements that can be customised to different use cases. While skill sets and accredited courses do not align to an existing AQF level, using skill sets and nationally designed courses to develop transferable skills provides some flexibility to establish stepping stones within and across levels and may allow replacement of existing qualifications that are not serving their purpose.

Skills can be developed horizontally and mapped to other qualifications. This can support the staged implementation approach to provide ease of skills recognition and facilitate portability.

An example of the packaging rules for awarding of nationally designed courses and credentials for the Active Volunteering Use Case is contained in Appendix A.

Project

To achieve an 'Application' or 'Implementation' Course in, an assessment project completed during at least 10 hours of paid or unpaid work must be undertaken in addition to the skill learning blocks stated in the packaging rules. This 'placement' enables completion of a workplace assessment project that enables holistic skills development and assessment and to meet the learning needs of both the learner and the organisation.

In the active volunteering use case, this provides a sector setting for the application of skills. When applied in industries other than active volunteering, learners may also elect to complete this project through volunteer work supporting a broader social goal to increase volunteer participation.

Flexible assessment model

More flexible assessment methodologies can be made possible during the training product design and development phase using the proposed new model framework.

The model achieves skills development and progression through 'chunking' in skill learning blocks that fill identified skills needs.

Skills recognition and assessment model

Skills recognition and progression enablers can be built into the training products through mapping of skill learning blocks during development.

- Transferable skills and knowledge to be mapped to an updated skills framework (combining current and draft frameworks such as ACSF, CSfW, DSLF/ADCF).
- Transferable, enterprise and specific skills aligned across levels and domains that lead to a Skills Chain credential to be mapped to existing Units of Competency where appropriate, to accommodate learner pathways into other courses and qualifications.

Skills and knowledge can be assessed through skills recognition or a combination of study, application and skills assessment processes. In the short term, this can be accommodated through the usual routes; however, to capitalise on the opportunity for more flexibility, further changes may be implemented in a staged implementation approach.

The model would require a shift from dependence on assessment for compliance and require the audit process to allow for greater respect for and in trainers and assessors to facilitate learning and assessment through application and reflection of learning.

To support broader implementation and the learner-centred approach, an assessment and skills recognition model may include the following features.

- ❖ Skills Hubs or Centres to provide skills recognition and robust, flexible assessments of demonstrated skills and knowledge. These could be located within the existing training provider network with a primary focus on assessment of skills before training.
- ❖ Skills recognition may occur through online skills assessment tools combined with validation to facilitate ease of learner progress through to Advanced level skills.
- ❖ Learner pathway developed to meet learner needs and identified skills gaps.
 - ❖ Skills assessment triggered on completion of skill learning blocks.
- ❖ Flexible assessment practices that allow learners to demonstrate skills and knowledge at their own pace, recognising competence as a journey.
 - ❖ Portfolio-based evidence showcasing cross-sectoral applications of skills.
- ❖ Workplace projects at Application and Implementation levels that cluster assessments across skill learning blocks to meet learner and organisational needs.
- ❖ Revision of audit processes to allow for a balanced and fair understanding of evidence of learning through application and experience supported by professional practice.

Model features

The proposed qualification frame model is composed of the following enabling features.

Skill learning blocks - Stackable skill learning blocks are the main feature of the model.

Skill learning blocks focus on generic and specific skills organised into skill levels, skill groupings and skill domains.

Skill learning blocks support flexibility and horizontal as well as vertical skill development.

Successful completion of learning blocks can stack vertically towards a national course/skill set outcome or horizontally towards a skill chain.

These basic building blocks may provide credit towards a different qualification when contextualised to another industry or sector.

Skill learning blocks can be selected individually. The model also contains the ability to align skill learning blocks horizontally across the Preparation, Application and Implementation levels of performance to create Skill Chains.

This alignment of skill learning blocks has the potential to meet the outcomes of and/or replace existing training package units of competency in a staged approach to implementation.

Skill levels - Skill learning blocks are developed at three skill levels: Preparation, Application and Implementation.

Skill groupings - Skill learning blocks are organised across three skill groupings: Transferable, Enterprise and Specific.

Skill domains: Skill groupings are further categorised into skill domains containing skill learning blocks across the three levels.

See Appendix B for further details on each of the skill levels, skill groupings and skill domains.

Skill learning block development template

A new template has been designed to ensure that skill learning block content is created consistently. The proposed template has some features in common with the existing Unit of Competency template. However, the modified model architecture design requires a differentiated response to promote flexibility, scaffolded learning across levels, and facilitate horizontal and vertical development.

In line with the model features identified through co-design, the proposed template needs to support a new assessment model approach, providing richer guidance and support to assessors and learners. A proposed blank template design is provided in Appendix C.

Staged implementation

It is recommended that a staged approach to implementation be adopted to allow testing and evaluation of the model concept across and within industry sectors.

Stage 1

Use the model to re-design selected qualifications categorised as Purpose 2 or Purpose 3. Design to include mapping to existing frameworks and training products to facilitate skills recognition. Take a phased approach to this stage by:

- Starting with Active Volunteering, fully develop the course outcomes using the applied model as the basis for design.
- Apply the model to another qualification within the *CHC Community Services Training Package* to test the portability of the structure within the industry sector.
- Re-design one or more qualifications from other Training Package areas to test the portability, validity and robustness of the structure when applied in other industries.

Stage 2

- Establish the mechanisms to support the implementation of a flexible assessment model, including skills recognition for trial using selected course/s.
- Identify uses in other training packages and methods for mapping to Purpose 1 and 2 qualifications more broadly.
- Apply and test the model with further qualifications, making recommendations for replacement where appropriate.

Stage 3

- Identify opportunities for incorporating the model into Purpose 1 and 2 qualifications where specificity is required, providing opportunities for embedding of transferable skills more broadly across qualifications.
- Identify opportunities to extend the model to higher AQF levels through the addition of a new level such as 'Evaluation'.

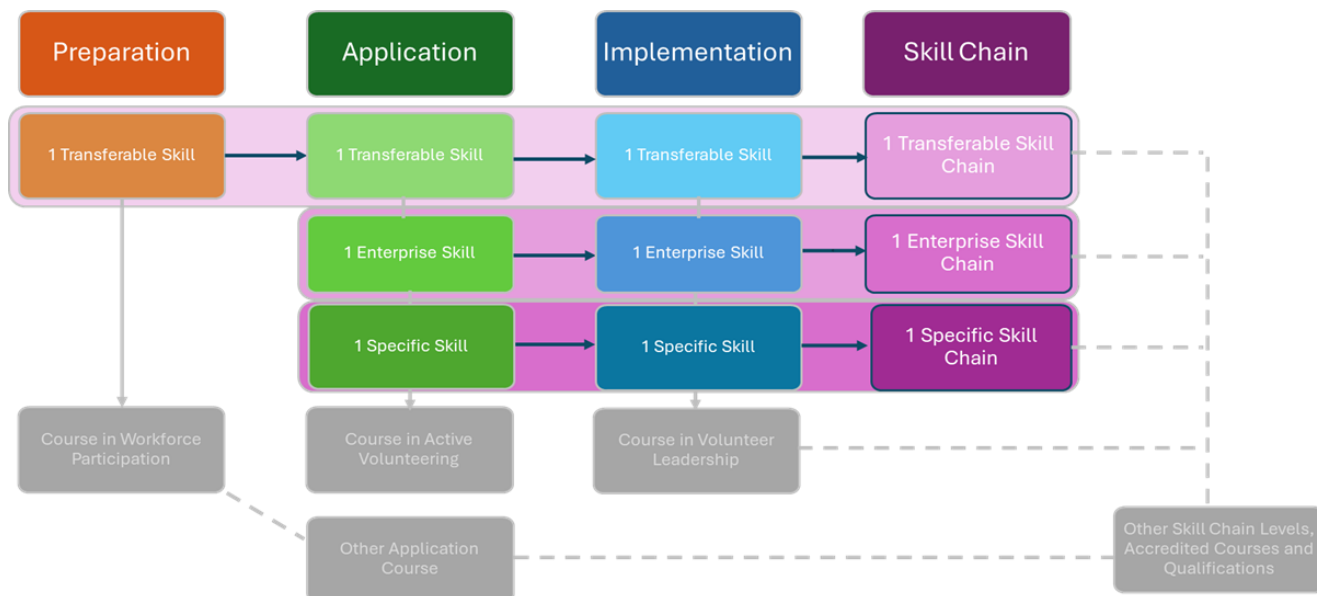
Qualification frame model applied: Active Volunteering

The proposed model has been applied to structure a series of skill learning blocks and scaffolded credentials in active volunteering to meet the skills needs identified through volunteer stakeholder consultations.

The national course/skill set outcomes are outlined below, and a full list of skill learning blocks available for active volunteering is provided in Appendix D.

Skill Chains

- ❖ Can be achieved by progression through aligned skills from Preparation through to Implementation
- ❖ Can be used towards other qualifications, national courses, skill sets or accredited courses
 - ❖ Provides multiple exit points
 - ❖ Multiple Skill Chains can be achieved



Target cohorts include people who wish to build and further develop their skills and knowledge in leadership, technical, specialised and job role specific skills in a volunteer workplace setting.

Skill learning blocks can be combined to achieve a Transferable, Enterprise or Specific Skill Chain credential. A Skill Chain includes skill learning blocks aligned within a skill grouping and domain. Skill Chains are detailed in Appendix E.

Course in Workforce Participation

- ❖ Replacement for Certificate I and II in Active Volunteering
 - ❖ Preparation for entry to volunteer workforce
 - ❖ Provides an exit point
 - ❖ Can be used as entry into other courses



Target cohorts include senior school students and people requiring development of core transferable skills to enter or re-enter the workforce.

This 'Preparation' course is awarded on successful completion of 12 Transferable Skill learning blocks. It provides entry level skills and knowledge and is a pathway for workforce entry across multiple industries.

It is required for entry to the Course in Active Volunteering. Individual skill learning blocks can be selected to progress towards a Skills Chain credential.

It is also an exit point and can form the foundational course applicable to all qualifications due to the concentration on transferable skill development.

Skills may be assessed using a traditional study and assessment mode or through skills recognition processes.

Course in Active Volunteering

- ❖ To replace Certificate III in Active Volunteering
- ❖ Can enter via Course in Workforce Participation or through skills recognition
 - ❖ Provides an exit point
 - ❖ Skills blocks can be selected to align towards a Skill Chain credential



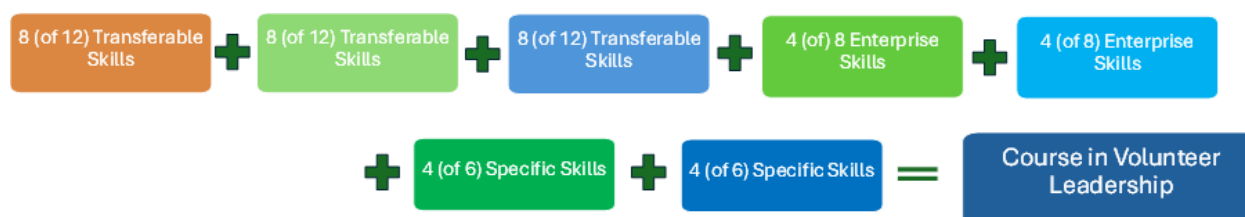
Target cohorts include people wishing to apply their transferable skills and knowledge in a volunteer workplace setting.

This 'Application' course is awarded by successfully completing 36 skill learning blocks and an assessment project completed during at least 10 hours of volunteer work placement. This must include:

- 24 Transferable Skill learning blocks (12 Preparation + 12 Application)
- 8 Enterprise Skill learning blocks
- 4 Specific Skill learning blocks

Course in Volunteer Leadership

- ❖ To replace or pathway to Certificate IV in Coordination of volunteer programs
- ❖ Can enter via Course in Active Volunteering or through skills recognition
 - ❖ Provides an exit point
 - ❖ Contains embedded Skill Chain credentials



Target cohorts include people wishing to apply skills and knowledge in a specific volunteer workplace setting and role.

This 'Implementation' course is awarded by successfully completing 40 skill learning blocks and an assessment project completed during at least 20 hours of paid or unpaid volunteer work. This must include:

- 24 aligned Transferable Skill learning blocks (8 Preparation + 8 Application + 8 Implementation)
- 8 aligned Enterprise Skill learning blocks (4 Application + 4 Implementation)
- 8 aligned Specific Skill learning blocks (4 Application + 4 Implementation)

Sample courses

Examples of course pathways and sample skill learning block selections for each skills level are provided in Appendix E.

Skill learning block design applied: Use case examples

The Demonstration Project proposed to re-design 2 existing units of competency that are core in the existing Certificate I, II and III in Active Volunteering. These core units are *CHCVOL001 Be an effective volunteer* and *CHCDIV001 Work with diverse people*.

Feedback was sought from the volunteer stakeholders on the current design of the units and their suitability for the volunteer workforce. The key findings of this consultation feedback were used to test the qualification frame model learning architecture and design principles in the proposed Skill Learning Block Template. This has resulted in the production of the 2 Skill Learning Blocks provided in Appendix F.

The examples do not seek to replicate the existing units of competency – they draw on the existing units of competency in line with feedback provided. The skill learning block examples are micro 'chunks' of learning that can provide a scaffolded approach to building and applying skills and knowledge. They allow for a rapid development approach.

These examples show how the skill learning block approach can be used to facilitate the development of skills and knowledge.

Further refined design is required to ensure that the template and any resulting skill learning blocks can meet a broad range of learning needs.

Summary

The proposed model provides a flexible learning architecture to support workforce development, skill transferability and portability across various industries and sectors. Its adaptable nature provides for the addition of new and emerging skill requirements with the addition of skill learning blocks and domains as needs emerge.

Application of the model architecture across the vocational education and training system using a staged approach to implementation can provide additional pathways and skilling opportunities, supported by appropriate governance to monitor and maintain qualification, skill set, course and credential development, packaging rules, skills mapping, assessment and skills recognition, and learner credentialling.

Appendix A: Awards and Packaging Rules

When applied to the active volunteering use case, the following table outlines the Award structure. This may be modified for different use cases to meet industry needs.

Award	Awarded on	Packaging rules
Transferable Skill Chain	3 skill learning blocks	3 aligned* Transferable Skill learning blocks (1 Preparation, 1 Application and 1 Implementation)
Enterprise Skill Chain	2 skill learning blocks	2 aligned* Enterprise Skill learning blocks (1 Application and 1 Implementation)
Specific Skill Chain	2 skill learning blocks	2 aligned* Specific Skill learning blocks (1 Application and 1 Implementation)
Course in Workforce Participation	12 skill learning blocks	12 Preparation Transferable Skill learning blocks
Course in Active Volunteering	36 skill learning blocks AND Successful completion of learning and application project completed during at least 10 hours of paid or unpaid work.	24 Transferable Skill learning blocks (consisting of 12 Preparation and 12 Application) AND 8 Enterprise Skill learning blocks AND 4 Enterprise Skill learning blocks
Course in Volunteer Leadership	40 skill learning blocks AND Successful completion of learning and application project completed during at least 20 hours of paid or unpaid work.	24 aligned* Transferable Skill learning blocks (consisting of 8 Preparation, 8 Application and 8 Implementation – at least two drawn from each domain) AND 8 aligned* Enterprise Skill learning blocks (4 Application and 4 Implementation) AND 8 aligned* Specific Skill learning blocks (4 Application and 4 Implementation)

*Skills aligned by skill grouping, domain and content to create Skill Chain. Refer to Appendix E for examples.

Appendix B: Skill levels, groupings and domains

Skill levels

Skill learning blocks are developed at a Preparation, Application and Implementation skill level.

	Preparation	Application	Implementation
Skill learning block focus	Transferable skills required to enter the workforce.	Build upon the skills and knowledge covered at the Preparation level with a focus on application of skills in the sector.	Build and further develop skills and knowledge and provide specialisation in the sector.
Skill learning block domains	Selected from 3 domains – Work essentials, Work with people and Personal development.	Selected from 4 domains – Work essentials, Work with people, Personal development and Technical.	Selected from 2 domains – Specialist and Functional.
Horizontal progression	Skill learning blocks can be selected individually to fill a skills and knowledge gap or stacked horizontally to align with learning blocks across the levels to create a Skills Chain.		
Vertical progression	Achievement of Preparation level skill learning blocks leads to a course, e.g. Course in Workforce Participation.	Achievement of Application level skill learning blocks leads to a course as outlined in the packaging rules, e.g. Course in Active Volunteering.	Achievement of Implementation level skill learning blocks leads to a Course as outlined in the packaging rules, e.g. Course in Volunteer Leadership.
Achieving credit	Skill learning blocks can be achieved through a traditional study and assessment mode or through a formal skills recognition assessment.	Learners must have previously achieved a credit through skills recognition or assessment at the Preparation level for any aligned skill learning blocks selected.	Learners must have previously achieved a credit through skills recognition or assessment at the Preparation and/or Application level for any aligned skill learning blocks selected.
Workplace project	Not applicable	The course is awarded on successful completion of a project to be completed during at least 10 hours of paid or unpaid work.	The course is awarded on successful completion of a project to be completed during at least 20 hours of paid or unpaid work.

Skill groupings

Skill learning blocks are organised across 3 skill groupings – Transferable Skills, Enterprise Skills and Specific Skills.

Skill Group	Description	Domains	Skill examples
Transferable Skills	<p>This grouping includes transferable skills and knowledge to prepare for work across all industries. This should align to a new core skills framework based on the ACSF, CSfW and DSLF frameworks.</p> <p>Transferable skills are incorporated in every level to build throughout the levels with learners increasing their proficiency and understanding as they progress.</p>	<ul style="list-style-type: none"> • Work essentials • Work with people • Personal development 	<ul style="list-style-type: none"> • Communication skills • Digital skills • Organisation skills • Work health and safety • Teamwork • Citizenship and civic responsibilities and values
Enterprise Skills	<p>This group includes skills and knowledge for application in a specific sector setting. Enterprise skills are suitable for contextualisation to different industries and sectors. The focus is on developing general skills and knowledge required by workers in the sector.</p>	<ul style="list-style-type: none"> • Work essentials • Work with people • Personal development • Technical 	<ul style="list-style-type: none"> • Interpersonal and leadership skills • Cross-sectoral communication • Ethical and legal frameworks • Team effectiveness • Digital tools and apps
Specific Skills	<p>This grouping includes skills for application in a specific role within a sector. These skills deepen understanding and can develop specialisations required by an employer.</p>	<ul style="list-style-type: none"> • Specialist • Functional 	<ul style="list-style-type: none"> • Technical or job role-specific competencies • Digital systems and technologies • Sector-specific people and project management

Skill domains

Skills groups are further organised into 6 skill domains across the 3 skill groupings.

Skill Domain	Description
Work essentials	Transferable skills applicable across many industries such as WHS, digital skills, legislation and ethics as well as general skills applicable to the relevant work sector.
Work with people	Transferable skills such as communication, teamwork and cultural safety as well as application of skills in the relevant work sector.
Personal development	Transferable skills such as wellbeing and skills development as well as application of general skills applicable to the relevant sector.
Technical	Transferable technical skills such as use of digital tools applied to performance of work in the relevant sector or organisation and/or job role.
Functional	Specific skills related to work function.
Specialist	Industry-specific specialised skill development.

Appendix C: Skill Learning Block Template

Code	<i>Insert code</i>
Title	<i>Insert title</i>
Summary	<i>Insert a brief description of the learning block and a summary of the content. Include any cohort and application contexts.</i>
Level	<i>For example: Preparation, Application or Implementation level.</i>
Grouping	<i>For example: Transferable, Enterprise or Specific</i>
Domain	<i>For example: Work essentials, Work with people, Personal development, Technical, Specialist, or Functional</i>
Relationship	<p><i>Insert information about the status of the unit and relationship to an award if applicable. For example:</i></p> <p><i>This skill learning block is available for selection individually or can be combined with other skill learning blocks. It is a mandatory skill learning block in the Course in Workforce Participation.</i></p> <p><i>(any relationship to products continued through TGA to be provided here)</i></p>
Entry requirements	<i>List any prerequisite domain aligned skill learning blocks required to be achieved prior to commencement.</i>

Outcomes	
<i>Outcomes are written as clear and accurate statements that describe what learners will be able to do on successful completion of the skill learning block. Outcomes commence with action verbs and describe the knowledge, skills and application learners will be able to demonstrate.</i>	
I can:	
1	<i>Insert a clear descriptor starting with an action verb</i>
2	<i>Insert a clear descriptor starting with an action verb</i>
3	<i>Insert a clear descriptor starting with an action verb</i>

Skills Mapping
<i>Mapping to show alignment to Core Skills for Work Framework and ACSF.</i>

Evidence requirements

Evidence requirements express the skills and knowledge the learner will demonstrate to successfully achieve the skill learning block. Evidence will require demonstration through application in a specific workplace context and a reflective conversation to confirm understanding of application.

The learner demonstrates:

Outcome 1	<i>Insert clear, measurable and demonstrable achievement of performance related to Outcome 1.</i>
Outcome 2	<i>Insert clear, measurable and demonstrable achievement of performance related to Outcome 2</i>
Outcome 3	<i>Insert clear, measurable and demonstrable achievement of performance related to Outcome 3</i>
Assessment Context	<i>Describe the context for performance of assessment. For example, workplace context, workplace-based, skills recognition availability.</i>

Support notes

Support notes provide guidance on the skill learning block content, range and scope of learning activities and assessment or industry sector specific context. They may include guidance on:

- *learning and teaching approaches suitable for the skill learning block such as recommended delivery modes, work placement requirements, opportunities for practice of skills, suitable learning resources and learning activities*
- *suitable assessment methods including opportunities for clustering of assessment of specific knowledge and skills to contribute to assessment of a workplace project.*

Guidance on content, activities, and assessment approaches

General	<i>Insert general guidance in relation to the skill learning block resources, content, activities and approaches.</i>
Knowledge	<i>Insert guidance on knowledge that will be applied as it relates to the evidence requirements.</i>
Outcome 1	<i>Insert guidance in relation to the content and context related to Outcome 1. This can include the key focus of the outcome learning.</i> <i>Learners should:</i> <i>Learner activities and assessment tasks suitable to support this outcome include:</i> <i>Key focus is</i>

<p>Outcome 2</p>	<p><i>Insert guidance in relation to the content and context related to Outcome 2. This can include the key focus of the outcome learning.</i></p> <p><i>Learners should:</i></p> <p><i>Learner activities and assessment tasks suitable to support this outcome include:</i></p> <p><i>Key focus is</i></p>
<p>Outcome 3</p>	<p><i>Insert guidance in relation to the content and context related to Outcome 3. This can include the key focus of the outcome learning.</i></p> <p><i>Learners should:</i></p> <p><i>Learner activities and assessment tasks suitable to support this outcome include:</i></p> <p><i>Key focus is</i></p>
<p>Guidance on assessment methods</p>	
<p><i>Insert guidance on the assessment approaches suitable for the skill learning block. This may include recommended assessment methods including opportunities for clustering of assessment of specific knowledge and skills to contribute to assessment of a workplace project.</i></p>	

Appendix D: Active Volunteering – Full list of skill learning blocks

Transferable Skills

Domains	Preparation	+	Application	+	Implementation	=	Skill Chain
Work essentials	Work health and safety basics	+	Working safely	+	WHS compliance and management	=	WHS
	Digital safety	+	Digital security tactics	+	Digital security management	=	Digital security
	Citizenship, legislation and ethics	+	Working legally and ethically	+	Compliance and policy	=	Legal compliance
	Record keeping practices	+	Maintaining workplace records	+	Business records systems	=	Business records
Work with people	Cultural awareness	+	Cultural safety	+	Cultural competence	=	Cultural competence
	Communicating with others	+	Implementing communication strategies	+	Communicating with influence	=	Communication
	Working with others	+	Relationship building	+	Relationship management	=	Work relationships
	Strategies for conflict	+	Managing conflict	+	Critical thinking and problem resolution	=	Problem resolution
Personal development	Self-organisation	+	Organise work tasks	+	Strategic organisation	=	Organisation
	Pathways and opportunities	+	Professional development planning	+	Career planning	=	Career planning
	Boundaries and self-care	+	Managing own wellbeing	+	Holistic wellbeing	=	Wellbeing
	Leadership concepts	+	Leadership as practice	+	Leadership as stewardship	=	Stewardship

Enterprise Skills

Domains	Application	+	Implementation		Skill Chain
Work essentials	Sector principles and practices	+	Volunteer leadership	=	Enterprise leadership
	Sector compliance	+	Volunteer governance	=	Enterprise governance
Work with people	Communicating with diverse people	+	Managing diverse stakeholders	=	Stakeholder management
	Team effectiveness	+	Leading collaborative volunteer teams	=	Collaborative teams
Personal development	Reflective practices	+	Reflection and debriefing processes	=	Debriefing processes
	Monitoring performance	+	Coaching and mentoring	=	Coaching and mentoring
Technical	Digital tools and their use	+	Digital systems and technologies	=	Digital systems
	Managing workplace records	+	Managing information systems	=	Information systems

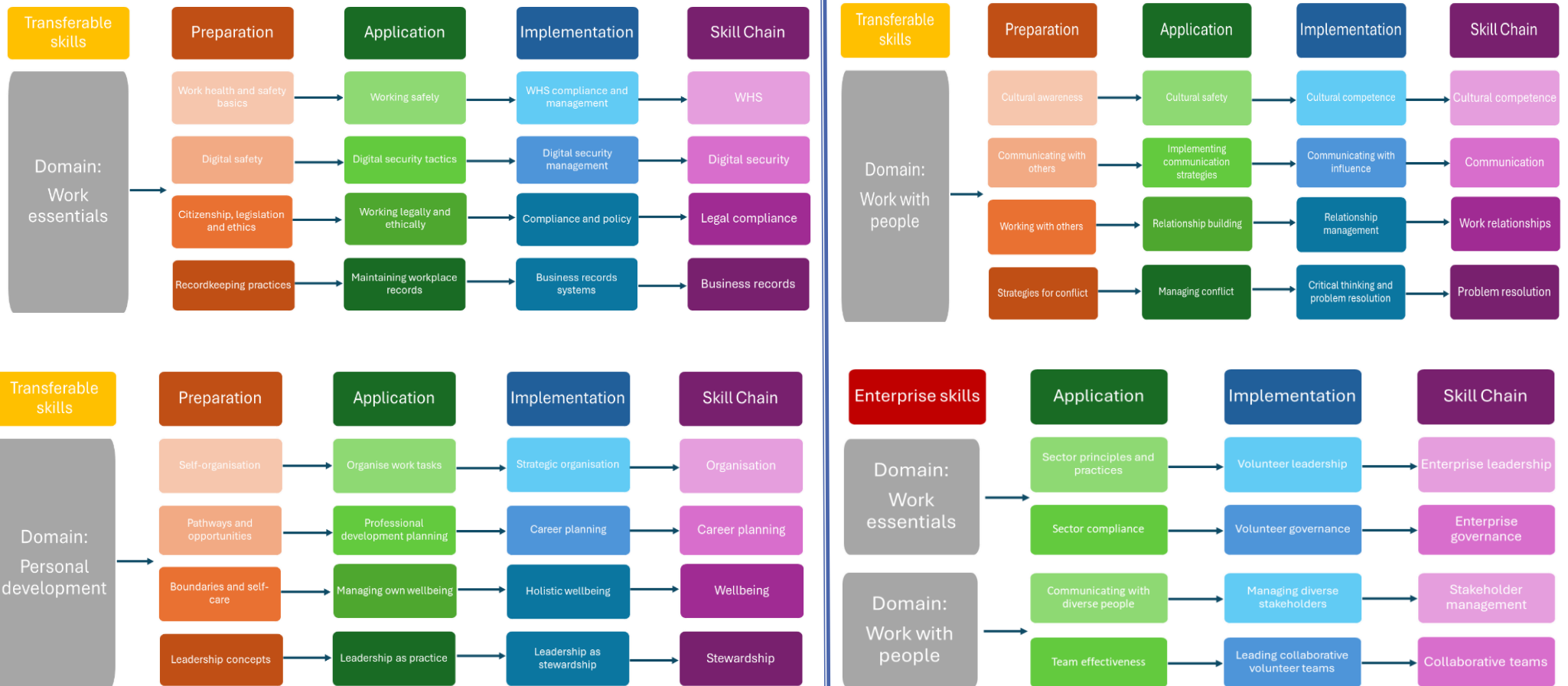
Specific skills

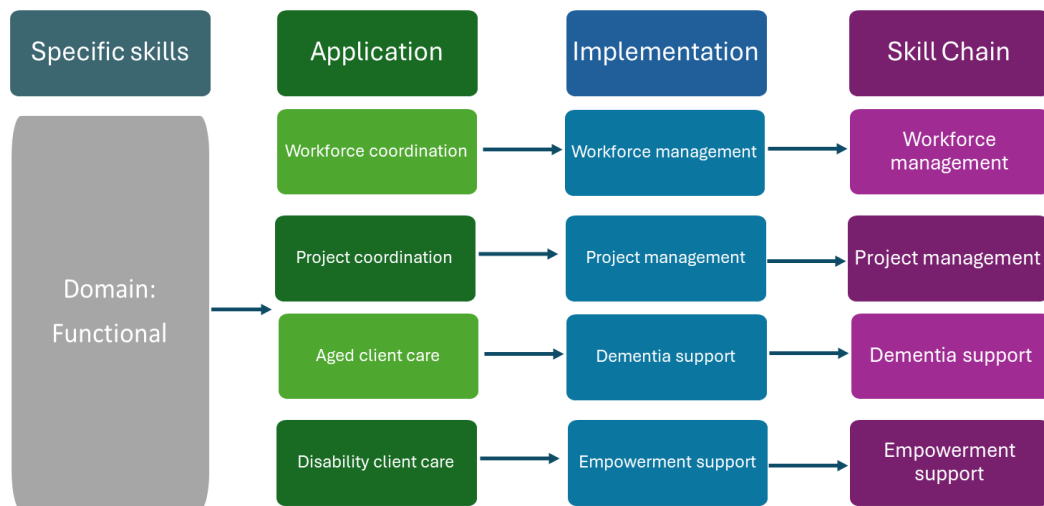
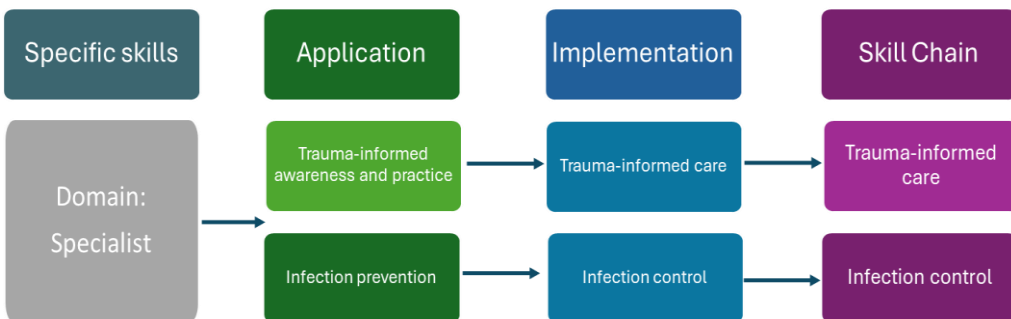
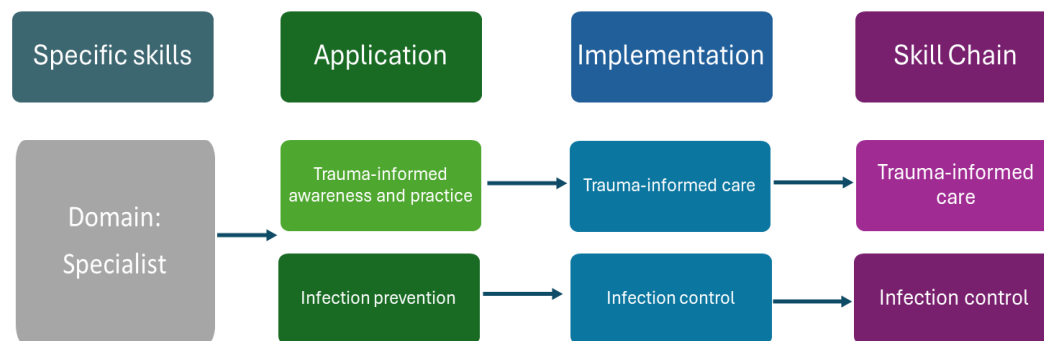
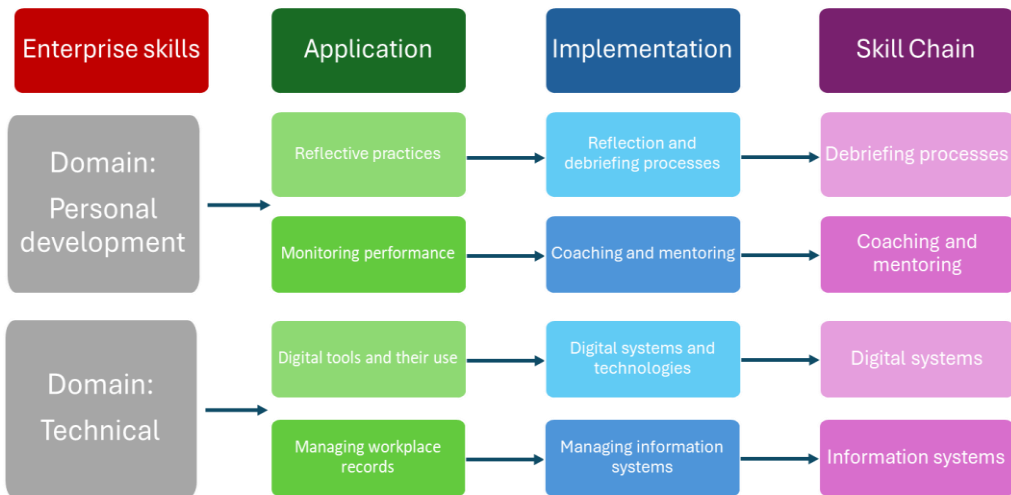
Domains	Application	+	Implementation	=	Skill Chain
Functional	Workforce coordination	+	Workforce management	=	Workforce management
	Project coordination	+	Project management	=	Project management
	Aged client care	+	Dementia support	=	Dementia support
	Disability client care	+	Empowerment support	=	Empowerment support
Specialist	Trauma-informed awareness and practice	+	Trauma-informed care	=	Trauma-informed care
	Infection prevention	+	Infection control	=	Infection control

Appendix E: Sample courses

Skill Chains

To achieve a Skill chain credential, a learner must select horizontally aligned skill learning blocks. For example, a learner can select from any Transferable, Enterprise or Specific skills aligned the same domain and content. Here are examples of all skill chains a learner can choose.



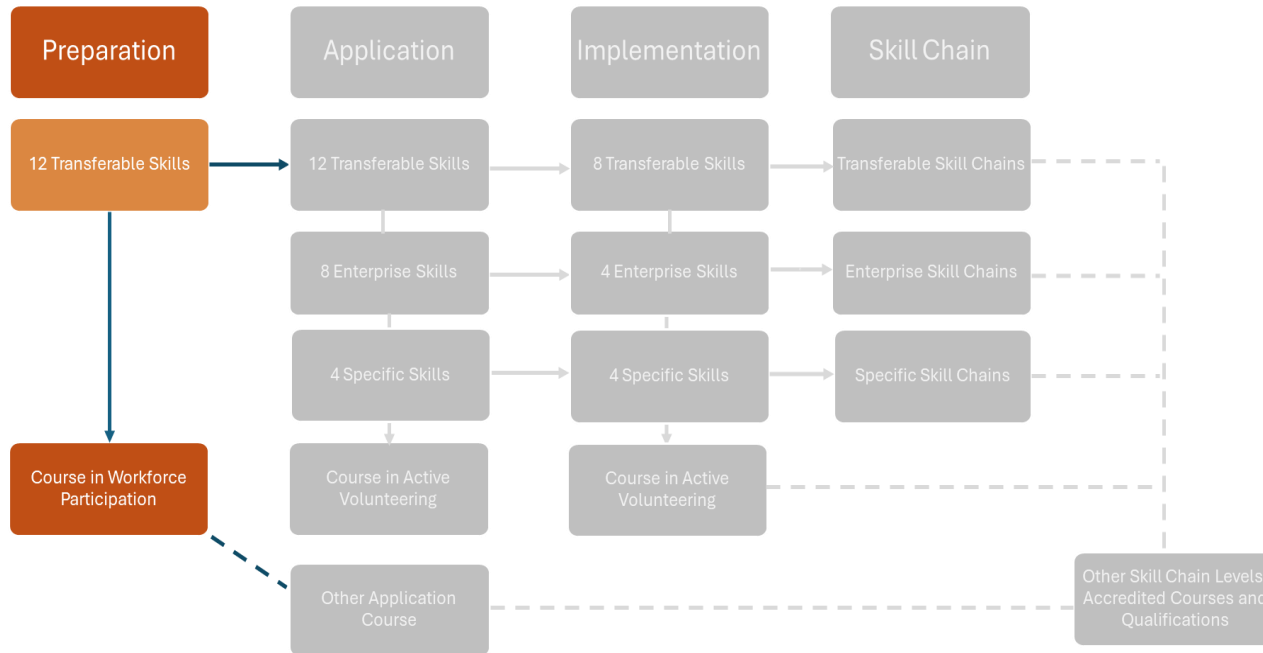


Course in Workforce Participation

Preparation

12 Transferable Skills

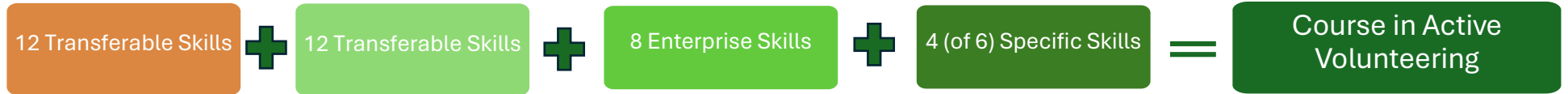
Course in Workforce Participation



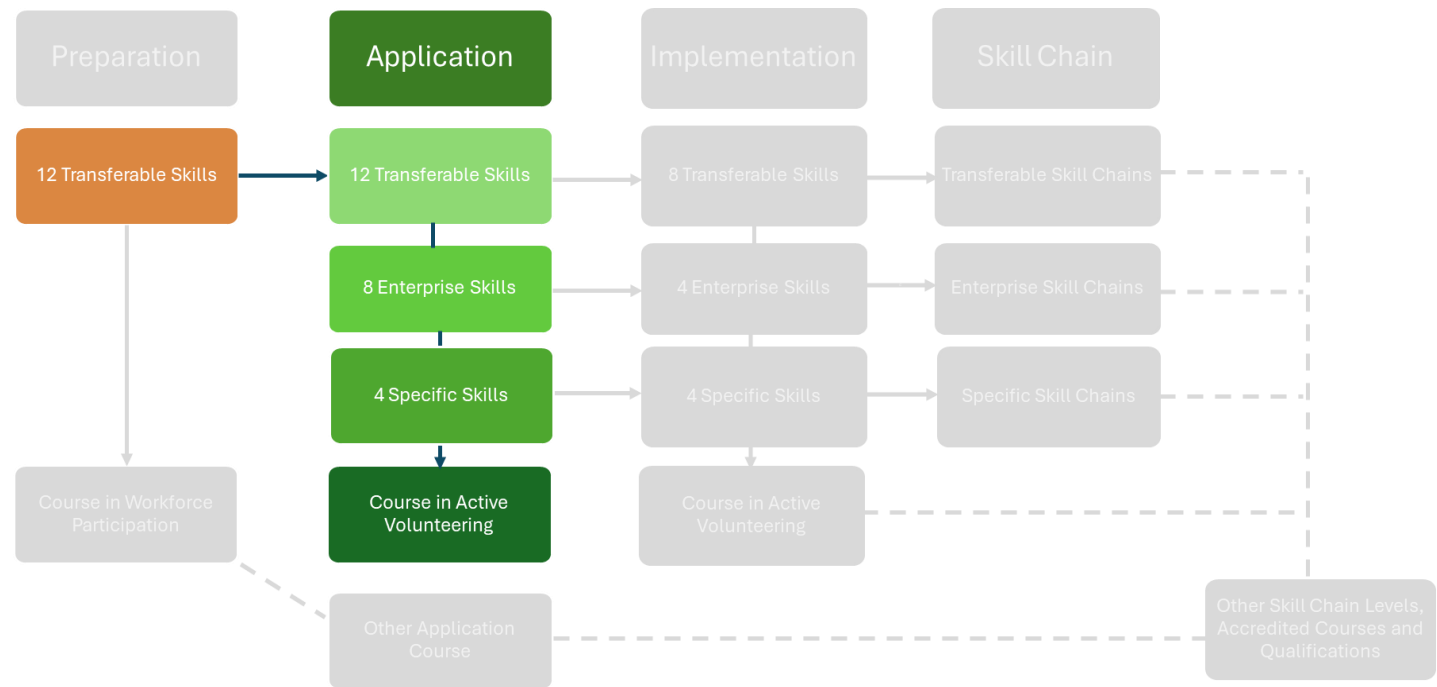
Preparation Transferable Skills
Work health and safety basics
Digital safety
Citizenship, legislation and ethics
Cultural awareness
Communicating with others
Working with others
Self-organisation
Pathways and opportunities
Boundaries and self-care
Strategies for conflict
Recordkeeping practices
Leadership concepts

Course in Active Volunteering

Application



A learner has acquired Preparation Transferable Skills and now wishes to achieve the Course in Active Volunteering.



Application Level Example: Course in Active Volunteering

Preparation Transferable Skills	+	Application Transferable Skills
Work health and safety basics	+	Working safely
Digital safety	+	Digital security tactics
Citizenship, legislation and ethics	+	Working legally and ethically
Workplace recordkeeping	+	Maintaining workplace records
Cultural awareness	+	Cultural safety
Communicating with others	+	Implementing communication strategies
Working with others	+	Relationship building
Strategies for conflict	+	Managing conflict
Self-organisation	+	Organise work tasks
Pathways and opportunities	+	Professional development planning
Boundaries and self-care	+	Managing own wellbeing
Leadership concepts	+	Leadership as practice

+

Application Enterprise Skills
Sector principles and practices
Sector compliance
Communicating with diverse people
Team effectiveness
Reflective practices
Monitoring performance
Digital tools and their use
Managing workplace records

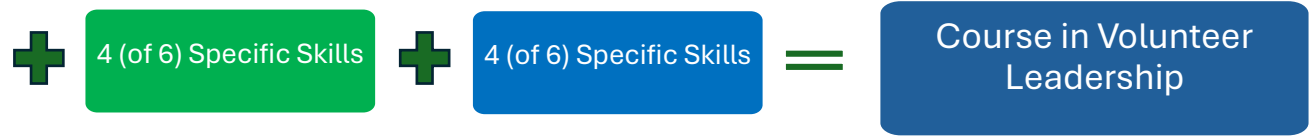
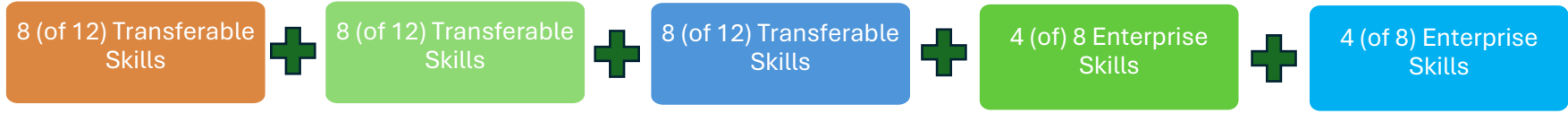
+

Application Specific Skills
Workforce coordination
Project coordination
Aged client care
Disability client care
Trauma-informed awareness and practice
Infection prevention

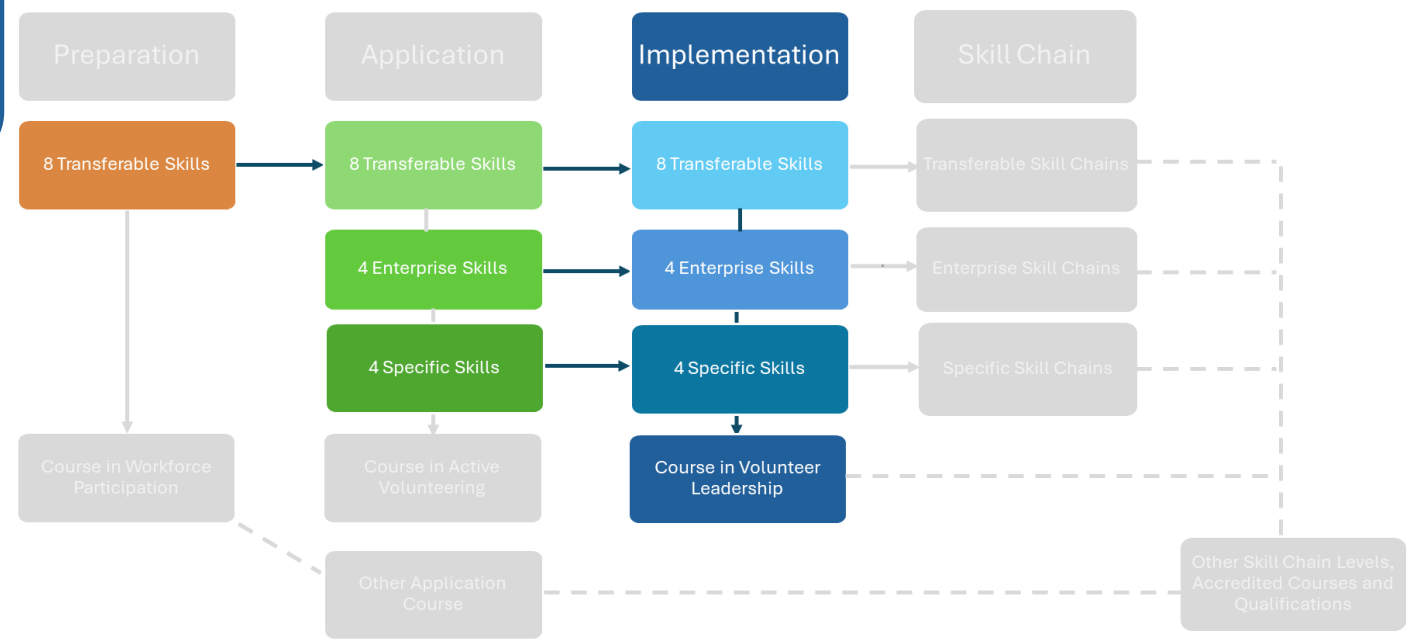
The learner selects skills from the options available in line with the packaging rules. This means they select 4 out of the 6 Specific Skills available as shown above.

To achieve the Course in award, the learner negotiates a workplace project with their volunteer involving organisation.

Implementation



A learner has acquired Preparation and Application Transferable, Enterprise and Specific Skills aligned to the Implementation Skills and designs a program to achieve the Course in Volunteer Leadership.



Implementation Level Example: Course in Volunteer Leadership

The learner selects skills from the options available in line with the packaging rules as follows:

- 8 out of the 12 Transferable Skills
- 4 out of the 8 Enterprise Skills and
- 4 out of the 6 Specific Skills available.

To achieve the Course in award, the learner negotiates a workplace project with their volunteer involving organisation.

Preparation Transferable Skills	+	Application Transferable Skills	+	Implementation Transferable Skills	+	Application Enterprise Skills	+	Implementation Enterprise Skills
Work health and safety basics	+	Working safely	+	WHS compliance and management	+	Sector principles and practices	+	Volunteer leadership
Digital safety	+	Digital security tactics	+	Digital security management	+	Sector compliance	+	Volunteer governance
Citizenship, legislation and ethics	+	Working legally and ethically	+	Compliance and policy	+	Communicating with diverse people	+	Managing diverse stakeholders
Recordkeeping practices	+	Maintaining workplace records	+	Business records systems	+	Team effectiveness	+	Leading collaborative volunteer teams
Cultural awareness	+	Cultural safety	+	Cultural competence	+	Reflective practices	+	Reflection and debriefing processes
Communicating with others	+	Implementing communication strategies	+	Communicating with influence	+	Monitoring performance	+	Coaching and mentoring
Working with others	+	Relationship building	+	Relationship management	+	Digital tools and their use	+	Digital systems and technologies
Strategies for conflict	+	Managing conflict	+	Critical thinking and problem resolution	+	Managing workplace records	+	Managing information systems
Self-organisation	+	Organise work tasks	+	Strategic organisation	+			
Pathways and opportunities	+	Professional development planning	+	Career planning	+			
Boundaries and self-care	+	Managing own wellbeing	+	Holistic wellbeing	+			
Leadership concepts	+	Leadership as practice	+	Leadership as stewardship	+			

Application Specific Skills	+	Implementation Specific Skills
Workforce coordination	+	Workforce management
Project coordination	+	Project management
Aged client care	+	Dementia support
Disability client care	+	Empowerment support
Trauma-informed awareness and practice	+	Trauma-informed care
Infection prevention	+	Infection control

Appendix F: Skill Learning Blocks – Use Case

Skill learning block: Use Case Example 1

Code	<Code>
Title	Cultural awareness
Summary	Learners will develop the skills and knowledge necessary to recognise and take responsibility for personal biases, appreciate the value of diversity and inclusiveness in work environments, and implement culturally safe work practices that respect and support individuals from diverse social and cultural backgrounds.
Level	Preparation
Grouping	Transferable
Domain	Work with people
Relationship	This skill learning block is available for selection individually or can be combined with other skill learning blocks. It is a mandatory skill learning block in the Course in Workforce Participation. (any relationship to products continued through TGA or licensing arrangements to be provided here)
Entry requirements	Not applicable.

Outcomes	
I can:	
1	Take responsibility for my own biases and perspectives
2	Value the advantages of diversity and inclusiveness
3	Identify and apply culturally safe work practices

Skills Mapping
<i>Will include mapping to show alignment to Core Skills for Work framework and ACSF.</i>

Evidence requirements	
The learner demonstrates:	
Outcome 1	Self-awareness and actions taken to address personal social and cultural biases through structured reflection and feedback in work or learning environments
Outcome 2	Respect for the needs of individuals from diverse social and cultural backgrounds
Outcome 3	Use of culturally safe work practices showing respect for diverse social and cultural identities
Assessment Context	Evidence is to be provided through completion of holistic assessment tasks in a simulated work context in consultation with the skills assessor. Skills recognition is available. Contact the Skills Assessment Hub for more information.

Support notes	
Guidance on content, activities, and assessment approaches	
General	<p>This skill learning block is recommended to be delivered using a blended delivery approach. Online learning is to be supported by opportunities to practice skills in a simulated workplace environment prior to assessment.</p> <p>Learners must have access to culturally appropriate learning resources. Content and simulated activities must provide a full range of culturally and socially diverse representation. Scenarios and role plays involving customers and colleagues can be used to support holistic development of skills and knowledge.</p> <p>Resources must be current and contemporary and reflect the current legislative environment, culturally safe workplace practices, and features, areas and characteristics of diversity.</p>
Knowledge	<p>Learners will need to apply knowledge as it relates to evidence requirements. This includes:</p> <ul style="list-style-type: none"> ● Legislation, policies and ethical frameworks ● Features, areas and characteristics of diversity ● Cultural biases and perspectives ● Reflective models ● Cultural safety and culturally safe practices in the workplace
Outcome 1	<p>Learners will:</p> <ul style="list-style-type: none"> ● Recognise that everyone has personal biases and understand how they can affect interactions with others. ● Accept feedback from others and use it to make positive changes. ● Take small steps to reduce the impact of biases on their actions.

	<p>Learning activities and assessment tasks suitable to support this outcome include:</p> <ul style="list-style-type: none"> • Undertake a structured reflective process to identify their own cultural and social biases and recognise and act on areas for improvement. • Provide reflective examples where personal biases or assumptions were identified and acknowledged. • Demonstrate active steps taken to challenge or address these biases in a work or learning setting. • Show evidence of seeking feedback from colleagues or supervisors on how personal biases may affect interactions and decision-making. <p>Key focus is reflection and the awareness of personal biases or assumptions including impact of own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups.</p>
<p>Outcome 2</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • Recognise that diversity means people have different backgrounds, cultures, and ideas, and that this can be a positive thing for a workplace. • Recognise the importance of including and respecting everyone’s viewpoints and experiences. • Take part in activities or discussions that support diversity and inclusiveness. • Notice how working with people from different backgrounds can lead to new ideas and better outcomes. <p>Learning activities and assessment tasks suitable to support this outcome include:</p> <ul style="list-style-type: none"> • Provide examples of how they have fostered inclusivity and respected diversity in the workplace, such as through collaboration with diverse teams or contributing to inclusive practices. • Reflect on personal experiences or situations where diversity led to improved problem-solving or outcomes. • Demonstrate awareness and understanding of how inclusive environments benefit both individuals and organisations. <p>Key focus includes:</p> <ul style="list-style-type: none"> • Key areas of diversity and their characteristics includes culture, race, ethnicity disability, religious or spiritual beliefs, gender, generational, sexual orientation and sexual identity. • Needs of individuals within marginalised groups, includes protective factors, physical, mental and emotional health issues and care needs, and consideration of impacts of discrimination, trauma, exclusion and negative attitudes.
<p>Outcome 3</p>	<p>Learners will:</p> <ul style="list-style-type: none"> • Learn what culturally safe work practices are and why they are important for respecting everyone’s background. • Follow simple guidelines that help create a welcoming and respectful environment for people from different cultures.

- Start using respectful communication and behaviour that shows you care about people’s cultural needs.
- Identify when a workplace practice could be improved to make it more culturally safe and share these ideas with others.

Learning activities and assessment tasks suitable to support this outcome include:

- Provide examples of how they have applied culturally safe practices in interactions with clients, colleagues, or in workplace settings.
- Demonstrate knowledge of cultural protocols, values, and sensitivities relevant to the work environment.
- Show evidence of seeking input from culturally diverse groups or experts to improve cultural safety.

Key focus includes:

- Culturally safe work practices that are non-discriminatory and free of bias, stereotyping, racism and prejudice.
- Legal and ethical considerations for working with diversity, how these impact individual workers, and the consequences of breaches.
- Discrimination: age, disability, racial, sex
- Human rights: Universal declaration of human rights, relationship between human needs and human rights, frameworks, approaches and instruments used in the workplace, rights and responsibilities of workers, employers and clients.

Guidance on assessment methods

Assessment methods should be selected to ensure demonstration of skills with application of knowledge. Methods to gather evidence can be selected to suit either an assessment demonstration or skills recognition path. Methods may include:

- observation of performance
- written tasks
- interview and questioning
- case study and scenario analysis
- role play simulation
- authenticated evidence of relevant work experience or structured learning - formal or informal.

Skill Learning Block: Use Case Example 2

Code	<Code>
Title	Sector principles and practices
Summary	Learners will develop a sound understanding of their sector, including the rights and responsibilities of both the organisation and the volunteer, and recognise the value and impact of volunteering on individuals and the wider community.
Level	Application
Grouping	Enterprise
Domain	Work essentials
Relationship	This skill learning block is available for selection individually or can be combined with other skill learning blocks. It is a mandatory skill learning block in the Course in Active Volunteering. (any relationship to products continued through TGA or licensing arrangements to be provided here)
Entry requirements	Not applicable.

Outcomes	
I can:	
1	Develop understanding of the volunteering sector
2	Recognise the value of volunteering
3	Identify rights and responsibilities of the organisation and self

Skills Mapping
<i>Will include mapping to show alignment to Core Skills for Work framework and ACSF.</i>

Evidence requirements	
The learner demonstrates:	
Outcome 1	Knowledge of the structure, purpose, and impact of the volunteering sector, including its role in community development and the different types of volunteer roles.
Outcome 2	Recognition of the personal, organisational, and societal benefits of volunteering, reflecting on how volunteering contributes to personal growth and community well-being.
Outcome 3	Adherence to policies, procedures, and legal requirements, and understanding of own accountability within the role.
Assessment Context	<p>Evidence is to be provided:</p> <ul style="list-style-type: none"> • through completion of holistic assessment tasks in a simulated work context OR • through completion of a learning activity to be completed during work placement in consultation with the skills assessor. <p>Skills recognition is available. Contact the Skills Assessment Hub for more information.</p>

Support notes	
Guidance on content, activities, and assessment approaches	
General	<p>This skill learning block is recommended to be delivered using a blended delivery approach. Online learning is to be supported by opportunities to practice skills in a simulated volunteering workplace environment prior to assessment.</p> <p>Learners must have access to learning resources relevant to a volunteering context. Content and simulated activities must provide for volunteering contexts relevant to the learner cohort. Scenarios and role plays involving colleagues and service users can be used to support holistic development of skills and knowledge.</p> <p>Resources must be current and contemporary and reflect the current legislative environment and volunteering workplace practices.</p>
Knowledge	<p>Learners will need to apply knowledge as it relates to evidence requirements. This includes:</p> <ul style="list-style-type: none"> • Volunteering ecosystem • Volunteering principles, ethos and values • Volunteering as a choice • Work role, rights and responsibilities • Legislative and mandatory requirements • Universal declaration on volunteering and national volunteering codes and standards

	<ul style="list-style-type: none"> • Organisation structure, processes, policies and procedures • Personal and organisational expectations of volunteer role
Outcome 1	<p>Learners will:</p> <ul style="list-style-type: none"> • Describe the main functions and roles within the volunteering sector, including how different types of organisations operate. • Identify the ways in which volunteering benefits the community and contributes to organisational goals. • Recognise various volunteer roles and explain their impact on the organisation and community. <p>Learning activities and assessment tasks suitable to support this outcome include:</p> <ul style="list-style-type: none"> • Provide a summary of the structure and purpose of the volunteering sector, demonstrating knowledge of how it operates locally, nationally, and globally. • Present findings from a research task that investigates the role of volunteers in community projects, non-profit organisations, or specific causes. • Analyse a case study of a volunteer organisation, explaining its mission, types of volunteer roles, and its impact on the community. <p>Key focus is gaining knowledge about the volunteering ecosystem and underlying principles and values. It includes the structure, roles, and impact of the volunteering sector and its significance to community and organisational goals.</p>
Outcome 2	<p>Learners will:</p> <ul style="list-style-type: none"> • Explain how volunteering can benefit personal development and contribute to professional growth. • Identify the positive effects of volunteering on organisational success and community support. • Describe how the reciprocal nature of volunteering supports both the individual and the organisation. <p>Learning activities and assessment tasks suitable to support this outcome include:</p> <ul style="list-style-type: none"> • Maintain a reflective journal that explores their personal experiences, motivations, and how they perceive the benefits of volunteering for themselves and the community. • Participate in group discussions, sharing insights on the reciprocal value of volunteering and receiving feedback from peers. • Prepare a short presentation or report detailing examples of how volunteering contributes to personal development, organisational goals, and broader societal benefits. <p>Key focus includes understanding the personal and organisational benefits of volunteering and how it contributes to both individual growth and community well-being. It includes understanding the motivation of volunteers and diversity of client groups.</p>
Outcome 3	<p>Learners will:</p> <ul style="list-style-type: none"> • Outline the basic rights and responsibilities of volunteers and the organisation, including compliance with policies and procedures.

- Describe the expectations for volunteer behaviour and performance within the organisation.
- Explain the importance of background checks, mandatory training, and adherence to organisational procedures.

Learning activities and assessment tasks suitable to support this outcome include:

- Document the key rights and responsibilities of both the volunteer and the organisation, ensuring an understanding of volunteer agreements, health and safety policies, and ethical obligations.
- Identify the appropriate actions to take in situations involving volunteer responsibilities, boundaries, and organisational expectations.
- Review and explain key sections of a volunteer handbook or similar organisational document, demonstrating understanding of organisational policies, procedures, and own accountability within the volunteer role.

Key focus includes rights and responsibilities of volunteers and organisations, including adherence to policies, procedures, and legal requirements.

Guidance on assessment methods

Assessment methods should be selected to ensure demonstration of skills with application of knowledge. Methods to gather evidence can be selected to suit either an assessment demonstration or skills recognition path. Methods may include:

- observation
- written tasks
- interview and questioning
- case study and scenario analysis
- role play simulation
- authenticated portfolio / logbook
- supporting statement of supervisor(s)
- authenticated evidence of relevant work experience or formal and informal learning.