


Training Accreditation Council
HEALTH AUSTRALIA

Understanding Training Packages

Dr Russell Docking

3 December 2021





Training Accreditation Council
HEALTH AUSTRALIA

What's this workshop about?

In this workshop we will explore the components of a training package and how to interpret them. We will look at:

- Qualifications and how they are specified;
- Units of competency and what they include;
- Guidance to support the use of training packages;
- Accredited courses; and
- Transition and scope.

2



Training Accreditation Council
HEALTH AUSTRALIA



Just what is a Training Package?

"Despite increasing awareness ... there are still some misconceptions about what a Training Package is, and the role it plays. Perhaps the name 'Training' Package contributes to the misunderstanding as it may suggest that the primary role is to describe how people should be trained. In fact this is the one thing the endorsed components of a Package do not do!"

Australian National Training Authority (1998): *Framing the Future: Everything you wanted to know about training packages.*

3

TAC Education Workshop - Understanding Training Packages



So what is a Training Package?

A Training Package is a standards package ... it defines standards for:

- AQF qualifications, in terms of core and elective units of competency; and
- Units of competency, in terms of skills and knowledge.

4



The endorsed components of a Training Package

- Defines the skills and knowledge needed, and how to apply them in a workplace context.

Unit of Competency and Assessment Requirements



- Defines how to group Units of Competency together to achieve agreed outcomes at AQF levels.

Qualification Framework





- Guidance about implementing preferred assessment approaches including requirements for assessors. Any formal credit arrangement that have been agreed for the qualification.

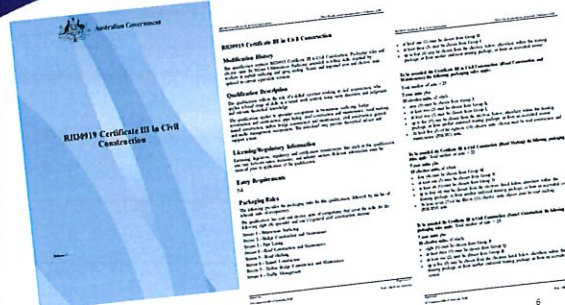
Assessment Guidelines and or Credit Arrangements





5



The Qualification Framework



6



What makes up a qualification?

Australian Qualifications Framework (AQF): This indicates the level of sophistication of the VET qualification, from entry level (AQF 1), through trade levels (AQF3), to Diploma levels (AQF5), and post graduate levels (AQF8)

Packaging rules: This specifies the core units of competency and the elective units of competency for a qualification.

Other information: Information relating to superseded units of competency and work placement requirements might also be included. This and other information may also be provided in a companion volume implementation guide.

7



Companion Volume Implementation Guide

This part of a Training Package is not endorsed and provides advice relating to:

- Qualifications, units and prerequisites
- Superseded qualifications and equivalence
- Superseded units and equivalence
- Work placement requirements
- Skill sets
- Pathways
- Entry requirements including LLN and adjustments
- Regulatory and licensing requirements
- Foundation Skills

8





Competencies and Units of Competency

Competency ...
means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.



Unit of Competency ...
means the specification of the standards of performance required in the workplace as defined in a training package.

[Glossary, Standards for RTOs 2015]



9

Unpacking the Unit of Competency



10

What's in a unit of competency?

- Unit code, AQF level and title
- Application
- Pre-requisite units (if required)
- Elements of competency and their performance criteria
- Foundation Skills (if required)
- Range of Conditions (if required)
- Unit Mapping Information
- Performance Evidence
- Knowledge Evidence
- Assessment Conditions and Assessor Requirements

11

Unit Code, AQF Level and Title

The unit code tells is what industry the unit comes from, the competency field, and may tell us the unit's AQF level.



If the AQF level is not stated, we can only infer its level from its application, and its use in qualifications.

The title describes what a person can do in the workplace if they have this competency. ("Able to ..."), it does not describe course content.

Your industry skills are critical to understanding the unit.

12

TAC Education Workshop - Understanding Training Packages





Application

The Application section describes how the unit is practically applied in industry and in what context(s) the unit may be applied. It describes what graduates will do with the competency in the workplace.

Any regulatory requirements or relevant codes of practice will also be referenced here.

It should provide you with an understanding of the general content of the unit, the level of sophistication of the competency, and the level of autonomy expected in its application by a graduate.

13





UNDERSTANDING TRAINING PACKAGES

ACTIVITY

(10 minutes)

14



Pre-requisite Unit(s)



Some Units of Competency specify Pre-requisite Units.

Even the pre-requisite units may have pre-requisites.

The unit cannot be assessed as achieved unless the pre-requisite units have already been achieved.

Pre-requisite units may be taught with a unit, but must be awarded before the unit is awarded.

15



Elements of Competency and Performance Criteria



Elements of Competency are the component parts of the Unit of Competency that together enable a person to perform the unit. Like the unit title, they describe what a person is able to do. ["Able to ..."]

You must (teach and) assess every element of competency.

Performance criteria do not describe the person ... they uniquely describe and define the element of competency and belong to the element of competency.

When you have seen a person perform all the performance criteria together, you have seen performance of the element.

16





Elements of Competency and Performance Criteria

When designing learning strategies or assessment tasks for an element of competency, you must ensure that it will provide an opportunity for all performance criteria to be learned and observed together.

Performance criteria are written for a range of applications of the unit and its elements, so they may need to be contextualised to be unambiguously understood by learners, observers and employers. Contextualisation changes the words but must not change the meaning of the criterion.

17



Foundation Skills

These are underpinning skills that are not explicitly addressed by the Performance Criteria. These may include language, literacy, numeracy and employment skills that are essential to learning and performing the unit of competency.

If they have been linked to performance criteria, they need not be separately mapped to learning resources and assessment tools ... they are automatically addressed through the performance criteria.

If they have not been linked to performance criteria, then each foundation skill needs to be separately mapped to the learning resources and assessment tools and must contribute to the judgement of competency.

18

TAC Education Workshop - Understanding Training Packages





Range of Conditions

Some units of competency have a Range of Conditions statement. If one is included, every item in it is mandatory.

This statement may include specific details about work conditions or environments that may affect performance.

Those specific details are there to provide clarity about the meaning of requirements in the Performance Criteria, such as specifying standards, processes, conditions and terminology to guide your training delivery content and assessment.

19





Performance Evidence [Assessment Requirements]

Performance Evidence reflects the context and content of the elements and performance criteria.

Defines quantity, frequency and form of activities to observe performance of the elements and performance criteria.

May include additional skills consistent with the performance of the elements and performance criteria that would need to be assessed and achieved for competency.

20





Knowledge Evidence [Assessment Requirements]

Knowledge plays a crucial role as a component of competency, so it is crucial to learning and assessment:

- ✓ Supporting the elements of competency
- ✓ Understanding how tasks work
- ✓ Coping with contingencies
- ✓ Transfer to other units of competency
- ✓ Transfer to other workplaces
- ✓ Transfer to other times (past & future)
- ✓ Developing industry understanding

21





Knowledge Evidence

[Assessment Requirements]

Knowledge evidence is often not very well specified. To understand what each knowledge item is there for, think about how it underpins the performance of the elements and their performance criteria, and think about how the item of knowledge is used in the workplace.

This should help you to define the scope or range of each knowledge item and the level of sophistication required, and this in turn will tell you what you must teach and assess.

22



Assessment Conditions

[Assessment Requirements]

Assessment Conditions may specify the conditions under which evidence for assessment must be gathered, including any details of: workplace and/or simulation; essential resources; equipment and materials, contingencies, specifications, physical conditions; relationships with team members and supervisor; relationship with client/customer; regulatory requirements; and timeframes.

Assessment Conditions may also describe specific requirements for assessors, such as specialist training and/or experience.

These are requirements for the conduct of assessments, so must be reflected in the design of assessment strategies and procedures.

23



Accredited Courses



Accredited courses are developed to meet an industry need that cannot be met through a Training Package. They must be based upon thorough industry engagement and consultation.

They may include short courses that are not aligned to an AQF level (e.g. Course in), they may include units of competency from Training Packages, and/or they may include new units of competency or modules written specially for the course. Other than the titles, details of units or modules are not published on TGA.

Accredited courses can only be delivered by an RTO, and the course owner retains control over the course.

24

TAC Education Workshop - Understanding Training Packages



Scope



As an RTO your scope of delivery is recognised in three ways:

Explicit scope: individual units of competency specifically listed on your scope ...

Implicit scope: core and elective units of competency related to a qualification listed on your scope ...

Standalone units: core or listed units of competency from a qualification on your RTO's scope can be delivered as standalone units.

25





Transitioning Training Products

There are times when training products are reviewed and a new version of the qualification or unit of competency is released on training.gov.au.

The [Standards for RTOs](#) require RTOs ensure delivery of the current version of a training product at all times. There are exceptions:

- training providers have:
 - one year to transition to a new training product upon its release – CI 1.26(a);
 - two years to teach out and issue certification if a product is deleted - CI 1.26(b);
 - one year to complete learners and issue certification where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded – CI 1.26(c);
- where a training package requires the delivery of a superseded unit of competency - Clause 1.27; or
- when an extension is approved by the VET regulator - Clause 1.26.

26





Unit Mapping Information

When a qualification or unit of competency is superseded and replaced, the training package (via Unit mapping information) identifies the training product as either

- equivalent, or
- non-equivalent to the superseded product.

The *Training Package Products Policy* defines 'equivalent' as the outcomes of old and new units are equivalent... and this determination...(i) only applies to workplace contexts and for AQF qualifications purposes, including RPL; and (ii) does not apply to implications for training delivery and/or assessment purposes.

27



Awarding credit

Functionally the same as the current unit and can be used:



- ✓ For credit
- ✓ As a pre-requisite
- ✓ To meet qualification packaging rules


Partly the same as the current unit and might provide some items of evidence for RPL

Not identical to the current unit and cannot be used to justify:

- ✗ Awarding the current unit and certifying it
- ✗ Using old resources for the delivery of the new unit
- ✗ Using old tools for the assessment of the new unit

28





Questions

29



References and Resources

- The Standards for RTOs
- The Design Model for Streamlined Training Packages
- Amount of Training TAC Fact Sheet
- Developing Training and Assessment Strategies TAC Fact Sheet
- Industry Engagement TAC Fact Sheet
- Training and Assessment TAC Fact Sheet
- Vocational Competence and Industry Currency TAC Fact Sheet
- Assessment in the VET Sector – DTWD
- National Register of VET - www.training.gov.au

30

TAC Education Workshop - Understanding Training Packages



Contact us

Training Accreditation Council

Locked Bag 16

OSBORNE PARK DC WA 6916

Telephone: (08) 9224 6510

Email: tac@dtwd.wa.gov.au

Web: www.tac.wa.gov.au



Acknowledgement: Some icons designed by Freepik

31
