Training Accreditation Council
FACT SHEET

Training Product Equivalence

National Training Packages are one of the key pillars of Australia's vocational education and training (VET) system. Training Packages define:

- occupational skills standards in units of competency against which training delivery and assessment of competency occur; and
- the combination of units of competency, known as packaging rules, that must be achieved for an individual to be awarded a nationally recognised qualification, or skill set.

Training Packages are developed through a process of consultation with industry and key stakeholders nationally and may change over time as industry needs change. When a training package is changed, developers determine equivalence of units of competency and qualifications in accordance with the National *Training Package Products Policy* (TPPP). The TPPP is one of three documents that form the *Training Package Organising Framework*. The other two documents are the *Standards for Training Packages* and the *Training Package Development and Endorsement Process Policy*. All three documents can be accessed from the [Department of Employment and Workplace Relations](#).

What does 'equivalence' mean for national training products?

The term equivalence is used in two contexts:

- Units of competency; and
- Qualifications.

Units of Competency

When a unit of competency is determined to be equivalent to the unit it supersedes, it means that the *work outcome* described by the two units of competency is unchanged. Training package developers determine equivalence by mapping the skills and knowledge (elements, performance criteria and assessment requirements) required to achieve the *workplace outcomes* of the new and superseded units. When the mapping of the two units align, the unit is determined as **equivalent** and when they do not align, the unit is determined as **not equivalent.**

When units are **not equivalent** specific detail of the changes are included in the unit mapping information located in the Companion Volume Implementation Guide. Determination of equivalence may also be impacted by licensing, regulatory, legislative or certification requirements.

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Qualifications

When a qualification is determined as equivalent to the qualification it supersedes, it means that the occupational outcome and/or AQF level described by the two qualifications is unchanged.

The occupational outcome is determined to have changed when the skills and knowledge required to achieve the occupational outcome of the new and superseded qualifications cannot be mapped to each other and therefore the qualifications are deemed not equivalent.

As with units of competency, determination of equivalence may also be impacted by licensing, regulatory, legislative or certification requirements. The detail of changes are included in the qualification mapping information located in the Companion Volume Implementation Guide.

What should an RTO do when a new version of a Training Package is released?

Before implementing the new training product

A thorough review of the new version of the training product should be conducted even if qualifications or units of competency are deemed to be equivalent. Equivalence doesn't necessarily mean that there are no changes for training and assessments purposes. The review process should identify all changes to ensure these changes are implemented as part of the scope management process within the RTO.

Examples of changes that are typically required include:
- changes to the structure of qualification/s;
- changes to the way that the training and/or assessment must occur;
- changes to the teaching and learning materials as well as assessment tools;
- changes to what has to be included in the assessment; or
- changes to the requirements for trainers and assessors.

In the example below from the CPC Training Package, the units in two versions of the training package were determined as **equivalent**. For this example, the focus is on the assessment requirements of the units.

It is clear there are substantial differences in the assessment evidence that is required by the two versions of the unit. For example, the earlier version of the unit requires students to carry out the full range of site supervision activities over a period of time, while the later version of the unit primarily requires evidence of the student planning to supervise administration activities. The current unit also specifies the type of site inspection and documentation required.

Although they are determined equivalent for workplace outcomes, the assessment tools would require review and updating in order to meet the requirements of Clause 1.1 (strategy). Many other aspects of the RTOs teaching and learning materials may also require adjustment given the differences between the units.

CASE STUDY

Unit 1 - CPCCBC4008B – Conduct on-site supervision of building and construction projects

The critical aspects of evidence for the unit require-

A person who demonstrates competency in this unit must be able to provide <mark>evidence of the ability to</mark>:

- administer claims, variations, and drawings for work done and materials supplied in accordance with relevant regulatory and organisational requirements
- establish functional on-site communication systems that include the systematic gathering of information on site events
- implement a site safety policy
- maintain and monitor on-site quality processes
- assess work against construction quality standards and ensure that rework is carried out
- administer on-site project completion procedures and inform client as required.

The assessment conditions include the following-

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Unit 2 - CPCCBC4008 – Supervise site communication and administration processes for building and construction projects (Release 5)

The performance evidence requirements include-

To demonstrate competency in this unit, a candidate must meet the elements and performance criteria by:

1. Developing a <mark>plan to supervise the administration processes</mark> for one building and construction project which is either a:
   - Class 1 to a maximum of two storeys, or
   - Class 2 to 9, Type C building

In doing this, the candidate must:
   a. Create a <mark>plan</mark> to implement, administer, maintain and monitor site quality control.
   b. Read and understand thoroughly the Site Safety Plan used on site.
   c. Outline the communication systems that will be used on site.
   d. Outline how systematic gathering of onsite information will be recorded.
   e. Develop a progress inspection checklist for at least two trades for a section of building.

2. <mark>Conducting at least one site inspection</mark> to evaluate safety, project progress and work quality for at least one section of a building. This worksite must be for a building and construction project which is either a:
   Class 1 to a maximum of two storeys, or
   Class 2 to 9, Type C building

In doing this, the candidate must <mark>submit the following two documents</mark>:
   a. The inspection checklist used
   b. The rectification plan which outlines:
      i. What must be rectified
      ii. Why it must be rectified (with reference to appropriate standard, code or plan specification, etc)
      iii. The recommended order in which rectifications should be done
      iv. Expected duration of each rectification and when they are expected to be rectified by
      v. Who will carry out the rectification and how they will be notified
      vi. Will any rectifications affect the work remaining schedule, if yes - who did you notify.

The assessment conditions include the following:
Assessment can be undertaken in the workplace or in a simulated workplace environment.
A simulated workplace is one that fully replicates the resources, environment and any time and productivity pressures that exist in the actual workplace, and which meets industry standards for safety and environmental practices. The simulated workplace environment must be developed in consultation with industry stakeholders. (see Companion Volume for guidance).

Candidates must have access to:
- relevant jurisdictional safety legislation and regulations
- building and construction codes and standards
- relevant project plans and specifications
- organisational quality control documentation relevant to supervising the administration of quality control compliance, communications and recording systems, and work progress and quality
- business and safety equipment and materials to supervise administration processes for a building and construction project onsite.

The RTOs responsibilities

In the VET sector equivalence impacts a number of processes. The most common are:

1.   Training package transition - changing the RTOs Scope;
2.   Credit applications from an individual learner; and
3.   Determining the vocational competency of trainers and assessors.

Training package transition - changing an RTOs scope

When a training package transition process occurs, it can change an RTOs scope of registration in regard to the units of competency, skill sets and/or qualifications.

Equivalent training products will be automatically added to an RTO's scope of registration without requiring an application or a fee. RTOs are able to continue to deliver the superseded product until ready to deliver the new equivalent product within the 12-month transition period. RTOs will need to add **non-equivalent** training products to scope by applying to TAC through the RTO Portal.

When a training product changes, the RTO must have a plan to ensure the transition process occurs in accordance with clauses 1.26 and 1.27 (transition) of the Standards for RTOs. The TAC Fact Sheet: Transition and Teach Out assists in interpreting these requirements.

When the new training product is added to an RTOs scope of registration, the RTO is obligated to ensure that they:

- market the training product to potential students in an accurate and ethical manner;
- have a strategy for the delivery and assessment of the training product suitable for the target learners;
- have all training resources, equipment and facilities required to deliver and assess in accordance with the Training Package requirements and their strategy;
- have support services available for the target learners when required;
- assurance the strategy, resources, and practices for the training product are relevant for current industry practice;
- have staff who are vocationally competent and industry current to deliver and assess the new training product;
- have a plan for the validation of the new training product; and
- have a plan for the transition of students from the old to new training product when required.

Each of these obligations involve some form of review that is based on a clear understanding of the differences between the new and superseded training product. The most common way for an RTO to determine the differences between training products is to conduct a mapping and consider the implications of the differences.

The First Aid units of competency from the Health Training Package have been recently updated. As an example, the unit HLTAID003 is superseded by HLTAID011. The First Aid Companion Volume provides the following information about the changes to the unit:

HLT Health Training Package Release 4.1		HLT Health Training Package Release 4.3		Equivalent (E)/Non-equivalent (N)	Notes: AC = Assessment Conditions, KE = Knowledge Evidence, PC = Performance Criteria, PE = Performance Evidence;
HLTAID003	Provide first aid	HLTAID011	Provide First Aid	N	New Unit based on HLTAID003 with changes as follows: Application: Minor changes to wording to provide clarity PC: Changes to wording in 1.2, 1.3 and 4.2 and the addition of 3.3 PE: Updated wording to provide clarity and address element 4 and additional information relating to how the assessment is to be done KE: Updated wording to provide clarity AC: Updated assessors' requirements

Source: HLT Health Training Package First Aid Companion Volume Implementation Guide V3.2

The training package developers determined the unit as **not equivalent** and highlight the areas of the unit of competency and assessment requirements that have changed. This information is a useful starting point for RTOs as it indicates areas of particular focus for the RTOs' mapping and comparison process.

The information on pages 6 – 9 of this Factsheet is an example of how an RTO could carry out mapping to determine what changes exist between the new and superseded unit and the impact on training and assessment. RTOs should use their mapping to determine what actions are required and a timeframe for these to be completed. The example only maps the unit elements and performance criteria. In practice, RTO's will also need to map the assessment requirements. Following any changes made, the RTO must also ensure that the new assessment tools meet the requirements of Clause 1.8 (assessment) and any changes to learning materials meet the requirements of Clause 1.3 (resources).

As a result of this mapping, the RTO may need to make additional changes to the training and assessment strategy, for example, does the amount of training need to be adjusted, is there any additional information that should be provided to potential learners about the course the RTO is offering, or do the trainers and assessors need any gap training to enable them to deliver and assess the new units?

What are auditors looking for?

During an audit, the auditor requires evidence the RTO has established a process to identify the impact on the training and assessment operations of the RTO when units have been determined as equivalent or not equivalent. The auditor will seek evidence of the specific impacts identified, and the steps and actions the RTO has taken to ensure transition to the new training product meets all requirements of the Standards for RTOs.

Examples of mapping and transition plans. <mark>Highlighted</mark> areas indicate areas of difference.

HLTAID011 - Provide First Aid		HLTAID003 - Provide First Aid		*Implications for the RTO and any required actions.*
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*	*Elements describe the essential outcomes*	*Performance criteria describe the performance needed to demonstrate achievement of the element.*	
1. Respond to an emergency situation.	1.1. Recognise <mark>and assess</mark> an emergency situation. 1.2. Ensure safety for self, bystanders and casualty. 1.3. Assess the casualty and recognise the need for first aid response. 1.4. Seek assistance from emergency services.	1. Respond to an emergency situation	1.1 Recognise an emergency situation 1.2 Identify, assess and manage immediate hazards to health and safety of self and others 1.3 Assess the casualty and recognise the need for first aid response 1.4 <mark>Assess the</mark> situation and seek assistance from emergency response services	No change in the meaning of the PC, simple wording changes.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines. 2.2. Provide first aid in accordance with established first aid principles. 2.3. Display respectful behaviour towards casualty. 2.4. Obtain consent from casualty where possible. 2.5. Use available resources and equipment to make the casualty as comfortable as possible. 2.6. Operate first aid equipment according to manufacturers' instructions. 2.7. Monitor the casualty's condition and respond in accordance with first aid principles.	2. Apply appropriate first aid procedures	2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines 2.2 Provide first aid in accordance with established first aid principles 2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible 2.5 Use available resources and equipment to make the casualty as comfortable as possible 2.6 Operate first aid equipment according to manufacturer's instructions 2.7 Monitor the casualty's condition and respond in accordance with first aid principles	No change

3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services. 3.2. Report details of incident in line with appropriate workplace or site procedures. 3.3. Complete applicable workplace or site documentation, including incident report form. 3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.	3. Communicate details of the incident	3.1 Accurately convey incident details to emergency response services 3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies	1 new PC, minimal changes to remainder. **Actions needed:** 1. Review the training and assessment materials to ensure teaching how to complete incident reports forms. 2. Adjust assessment scenarios to include completion of incident reports. Jim Jones 23/07/22
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required. 4.2. Contribute to a review of the first aid response as required.	4. Evaluate the incident and own performance	4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 4.2 Participate in debriefing to address individual needs	Small changes – focus on review of the response rather than needs of the individual. **Actions needed:** 1. Consult with industry to determine current practice 2. Review the training and assessment materials to incorporate the review requirements. Jane Jones 24/07/22

TAE50216 Diploma of Training Design and Development – Equivalence Mapping

	Unit	Evidence of Equivalence	Attached documents
Core	**TAEDES505 Evaluate a training program** 1. Plan and prepare evaluation 2. Collect and collate evaluation data and information for a training program 3. Analyse evaluation data and information and make conclusions 4. Report on the conclusions and recommendations of the evaluation PE • evaluating one training program against workforce performance needs and capability requirements • producing an evaluation report that addresses all phases of the evaluation process including recommendations on areas for improvement • critically reviewing the evaluation process and approaches taken and propose changes to improve the process. KE • Training Packages and accredited courses, and what comprises quality training and assessment services • the terminology relating to quality evaluation processes • a range of evaluation models/methods, including the Kirkpatrick Model	• 20 years of experience assisting organisations in evaluating their training materials at all qualification levels including programs within the VET sector and the Higher Education sector. This includes contracts, participating in evaluations as well as planning and project managing the implementation of evaluation activities. 2 recent examples include ABC evaluation which was conducted over 2 years and XYZ Evaluation. • ABC evaluation involved the successive evaluation of the same program over two delivery years using Kirkpatrick's model. The plan was established with the contract manager, and then the project team established. Briefings were provided to the project team and their performance monitored. Data collection tools were approved by the organisation and used to collect data to inform the project. Monthly progress briefings were provided to the contract Manager and are included in the report. • A final report was provided each year. The 2019 methodology was refined based on the lessons learnt in the 2018 activities. There is a section in the 2019 report explaining the changes. • The full reports are provided as well as appendices that were used to provide outcomes of the evaluations to different stakeholder groups. • XYZ evaluation included the use of Brinkerhoff's Success Case Method for the evaluation of a capability project in the workplace. The approach used included planning, developing tools, using data collection tools, both quantitative and qualitative and the analysis of the data to prepare a report.	1. Project Plan ABC Evaluation 2018 and 2019 2. Data collection tools for ABC evaluation 2018 and 2019 3. Project report for ABC evaluation 2018 and 2019 4. ABC Project team member 1 0404 555 555. 5. ABC Project Team member 2 0404 556 556 6. ABC Contract Manager 0408 333 333 7. XYZ Project Plan 8. XYZ Report 9. XYZ Stakeholder Reference Group Contact – 0402 123 456 10. Masters Transcript 11. Performance Evaluation Final Project Report – Masters Degree. 12. Written permission from each client to provide project documents for the purpose of determining equivalence. 13. Written permission from listed team members and contract staff to be contacted as part of the equivalence process.

	Unit	Evidence of Equivalence	Attached documents
	• security of information and confidentiality requirements in relation to evaluation • different methodologies for evaluation, and when qualitative and quantitative measures are most useful.	• A stakeholder reference group oversaw the project and endorsed all recommendations. • Holds a Master's degree in Professional Studies which includes a focus on performance evaluation in Instructional systems. Achieved a high distinction in this project based unit. • Provides audits for the Regulator against RTO regulatory standards on an ongoing basis for the past 21 years and regularly evaluates the outcomes of training programs at all qualification levels to determine the quality of training and assessment services.	

Reviewers:	**Jane Jones** **Relevant qualifications / Experience** TAE50216 Diploma of Training Design and Development External Expert	Signature and Date *Jane Jones* 21/05/21
	Jon David **Relevant qualifications / Experience** TAE40116 – Certificate IV in Training and Assessment RTO Manager	Signature and Date *Jon David* 21/05/21

Review notes:	All three projects address the requirements of the unit and have involved different methodologies. The ABC reports clearly show review processes and improvements to the process in the following year. Discussions with the Contract Manager and Chair of the stakeholder group have been recorded and can be accessed at the link below. These conversations confirmed the authenticity of the evidence. Discussions with project team members confirmed consultative approach was used. Interview recordings.

Outcome:			
	Vocationally competent ✓	**Further Evidence Required** ☐	
Further Evidence			