

Changes to nationally recognised Training Packages

National Training Packages form the backbone of vocational education and training in Australia. Significant changes are currently being made to the structure and format of Training Packages.

This document provides information about what the changes are and why they are occurring. It has been developed for use by VET practitioners who are already familiar with the Training Packages. Topics covered include:

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What is a Training Package?

A Training Package is a set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace.

Training Packages were introduced in Australia in 1997 and are a key resource for registered training organisations (RTOs) in the delivery of structured, accredited training. They are developed by national Industry Skills Councils.

Training Packages do not describe how people should be training, but what needs to be trained. It is the responsibility of RTOs to develop the content, materials and assessments to meet the requirements set out in Training Package qualifications and units of competency.

Examples of some of the most widely used Training Packages include:

RII – Resources and Infrastructure

PSP12 – Public Sector

BSB07 – Business Services

SIR07 – Retail Services

CHC – Community Services

SIT12 – Tourism, Travel and Hospitality

HLT – Health

TLI10 – Transport and Logistics

PUA12 – Public Safety

A complete list of Training Packages can be found on the training.gov.au website, which is the official National Register on VET in Australia (training.gov.au).

Why are Training Packages changing?

In 2008/09, the Australian government commissioned a comprehensive review to evaluate whether Training Packages were meeting the needs and expectations of industry. The review found high support from industry for competency-based training and for Training Packages as the framework for qualifications. However, consultations also revealed the belief that Training Packages had become too complex, detailed and dense for many people to understand.

One of the recommendations of the review was to make Training Packages simpler and shorter so that they are easier to understand and use. This was to be done by:

- Streamlining Training Package information
- Stripping out unnecessary detail
- Separating performance standards and requirements from supporting information
- Using concise descriptions and plain language

It was felt that such a change was important for helping to improve consistency in the quality of training and assessment delivered by training providers.

In November 2012, new Standards for Training Packages were introduced. The purpose of these standards is to support the introduction of the streamlined Training Package model, and to ensure consistency in the way Training Packages are written.

A copy of the new Standards can be found on the National Skills Standards Council (NSSC) website:

http://www.nssc.natese.gov.au/training_packages/standards_and_policies

Who is responsible for the changes?

The **National Skills Standards Council** (NSSC) is responsible for:

- developing and maintaining the national standards and policy for Training Packages
- endorsing (approving) new Training Packages once they have been developed

Industry Skills Councils (ISCs) are responsible for developing and maintaining Training Packages according to the standards set by the NSSC. This includes updating existing Training Packages to comply with the new standards.

For more information about the 11 Industry Skills Councils, refer to the ISC website:

www.isc.org.au.

What is the timeframe for making the changes?

From 1 January 2014, all Training Packages submitted by Industry Skills Councils to the National Skills Standards Council for endorsement need to comply with the new standards.

By 31 December 2015, it is expected that all Training Packages will have been updated to comply with the new standards.

For the latest information on the transition timeline, you can refer to:

www.nssc.natase.gov.au/training_packages/standards_and_policies/transition_timeline

Have the changes already started?

Yes, the changes are already happening. Examples of Training Packages that were fully updated to comply with the new standards during 2013 include:

- SIF – Funeral Services Training Package (formerly SIF08)
- RII – Resources and Infrastructure Training Package (formerly RII09)
- MSF – Furnishing Training Package (formerly LMF02)
- CUA – Live Performance and Entertainment Training Package (formerly CUA11)

In these cases, training.gov.au shows the updated Training Package as being current, and the previous Training Package as being superseded, as shown below.

Training packages (3 results)		
Code	Title ▲	Usage recommendation
RII06	Civil Construction Training Package (Superseded by RII09)	Superseded by: RII09
RII09	Resources and Infrastructure Industry Training Package	Superseded by: RII
RII	Resources and Infrastructure Industry Training Package	Current

Some Industry Skills Councils are using a staged approach for updating their Training Packages. This involves setting up a new Training Package which complies with the new standards, and then gradually moving qualifications and units of competency from the old Training Package to the new one. Eventually, when all of the existing qualifications and units have been moved, the old Training Package will become superseded.

Examples of Training Packages for which this is being done include:

- Training and Assessment (TAE, TAE10)
- Health (HLT, HLT07)
- Community Services (CHC, CHC08)

In these cases, training.gov.au shows both the updated Training Package and the previous Training Package as being current, as shown below.

Training packages (3 results)		
Code	Title	Usage recommendation
HLT	Health	Current
HLT07	Health Training Package	Current
HLT02	Health Training Package (Superseded by HLT07)	Superseded by: HLT07

HLT includes new qualifications and units of competency written in the new style

HLT07 contains qualifications and units written in the older style

If the Training Package for the industry in which you train and assess is following this staged transition process, it is important to regularly check the qualifications you deliver so that you know when they have been converted to the new format.

What are the main differences between the newer (streamlined) and older style Training Packages?

Below is a summary of how the content of the older style Training Packages compares with the content of the newer (streamlined) Training Packages.

	Older style Training Package	Streamlined Training Package
Endorsed components	<ol style="list-style-type: none"> 1. Qualifications Framework 2. Units of competency 3. Assessment Guidelines 	<ol style="list-style-type: none"> 1. Qualifications 2. Units of competency 3. Assessment Requirements 4. Credit Arrangements
Non-endorsed component	<p>Support materials – an optional extra which can be developed by a range of stakeholders.</p> <p>Usually includes guidance about the design of training and assessment</p>	<p>Companion Volume(s) – a mandatory requirement that ISCs develop one or more quality assured companion volumes to support RTOs to implement individual Training Packages.</p>

Further information on the design model for streamlined Training Packages, including detailed descriptions of the endorsed and non-endorsed components can be found here:

www.nssc.natese.gov.au/_data/assets/pdf_file/0007/54979/Design_Model_for_Streamlined_Training_Package_Material.pdf

From the perspective of a trainer and assessor, some of the key features of the streamlined Training Packages include:

- More streamlined qualification packaging rules
- Shorter, more compact units of competency
- A greater emphasis on clearly describing the assessment requirements for each unit, including the use of a new 'assessment requirements' document for each unit
- The inclusion of Foundation Skills in units of competency
- Specification of 'Credit arrangements' between qualifications from the Training Package and Higher Education qualifications. *At present, few (if any) credit arrangements have been negotiated, however the hope is that these will become more prevalent in the future.*
- The inclusion of Companion Volumes which provide guidance to trainers and assessors about how to use the Training Package.

For those interested in hearing a detailed explanation of the changes, there are several YouTube videos available online, including the following:

www.youtube.com/playlist?list=PL1V9LVZmihEwrvxoJrKa0XNRXUyx1Y9Bt

www.youtube.com/watch?v=FmePrzH-QzI

From a practical point of view, the key differences that trainers and assessors need to understand are the changes to how Training Packages are coded, and changes to the structure and content of units of competency.

What are the changes to Training Package coding?

One way of quickly identifying whether a Training Package is in the new, streamlined format, is by looking at its coding.

Older style Training Packages had a unique 5 character code (e.g., HLT07). The first three characters identified the industry area (e.g., HLT = Health) and the last two characters showed the year in which the Training Package was endorsed (e.g., 07 = 2007).

Streamlined Training Packages continue to be identified by a three character code which reflects the industry area, but the year of endorsement is no longer included.

Old Training Package Coding	New Training Package Coding
HLT07 – Health	HLT – Health
CHC08 – Community Services	CHC – Community Services
TAE10 – Training and Education	TAE – Training and Education

As Training Packages are improved and updated, they will be given a new 'release' or version number which can be viewed on training.gov.au.

Qualification coding

The coding for Training Package qualifications has **not** changed. Qualifications continue to use the following coding convention:

- a three-letter Training Package identifier
- a number which reflects the level of the qualification within the AQF (i.e., 1 for a Certificate I through to 8 for a Graduate Diploma)
- a two-digit identifier to differentiate it from other qualifications at the same AQF level within the Training Package
- a two-digit code identifying the year in which the qualification was endorsed

Using RII20213 Certificate II in Surface Extraction Operations as an example:

RII	identifies	the Training Package (Resource and infrastructure)
2	tells us	the AQF level of this qualification (Certificate II)
02	tells us	that this is the 2nd Certificate II - level qualification in this training package ('02' is a number in a series)
13	tells us	the year the qualification was first endorsed (2013)

Unit of competency coding

Streamlined units of competency are coded similarly to the old style units, with each code having a maximum of 12 characters and the first 3 characters identifying the Training Package in which the unit sits.

The key difference is that the newer (streamlined) units of competency no longer include a version identifier (A, B, C, D, etc) at the end of their code.

Old style unit of competency	Streamlined unit of competency
TAEDS401A – Design and develop learning programs	TAEDS401 – Design and develop learning programs
SIFBGM001B – Provide general grounds care	SIFCBGM001 – Provide general grounds care

As new style units of competency are updated, they are given a new 'release' or version number, e.g., TAEDS401, Release 1; TAEDS401, Release 2, etc.

Some Training Packages continue to include a number in their unit of competency codes to signify the AQF qualification level in which the unit was first packaged (e.g., the 4 in TAEDS401 signifies that the unit forms part of a Certificate IV qualification).

How do the new units of competency differ from the old?

The most significant difference between the old and new style units of competency is that the new units no longer provide assessment guidance. Instead, this information has been moved to a separate document called 'Assessment requirements'. There is an 'Assessment requirements' document for each unit of competency.

Other key differences include:

- New units contain a section called 'Foundation skills'. This describes the language, literacy, numeracy and employment skills that are essential for competent performance.
- Most new units of competency do not include a Range Statement (although some Industry Skills Councils are providing the type of information formerly contained in the Range Statement in a Training Package Companion Volume).

An indicative comparison between old style and newer (streamlined) units of competency is shown below.

Old style unit of competency	Streamlined unit of competency
Unit code and title	Unit code and title
Elements and performance criteria	Elements and performance criteria
Range statement	Foundation skills
Required skills	
Required knowledge	
Evidence guide	Assessment requirements (in a separate document) incorporating:
	Performance evidence
	Knowledge evidence
	Assessment conditions

For more information about the content of a streamlined unit of competency and the associated assessment requirements, refer to the Standards for Training Packages:

www.nssc.natese.gov.au/_data/assets/pdf_file/0014/71510/NSSC_-_Standards_for_Training_Packages_v1.0.pdf

Where can I find the assessment requirements for a unit of competency?

When you search for and locate a unit of competency on training.gov.au you will find its assessment requirements can be downloaded from the same location. However it is important to realise that the assessment requirements are now in a separate document to the unit itself.

What do the new style units of competency and assessment requirements look like?

Below is an example of a new style unit of competency, followed by its assessment requirements. The example is for a unit from the Foundation Skills (FSK) Training Package.

FSKWTG05 Complete simple workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Application

This unit describes the skills and knowledge required to complete simple workplace formatted texts which may be in printed or digital format, such as simple incident or accident reports, purchase orders, or brief shift notes.

The unit applies to individuals who need writing skills at Australian Core Skills Framework (ACSF) level 2 to undertake vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Writing

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to complete simple workplace formatted texts	1.1 Identify the audience and purpose of formatted text 1.2 Identify text features 1.3 Plan to write text
2. Draft simple workplace formatted texts	2.1 Use drafting strategies to complete formatted text 2.2 Use appropriate layout and organisation 2.3 Use appropriate grammar and vocabulary and writing conventions
3. Review and finalise simple workplace formatted texts	3.1 Check draft text 3.2 Seek advice and assistance from supervisor or trainer where required 3.3 Finalise text

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading		<ul style="list-style-type: none"> Reads fields or questions on formatted texts
Oral Communication		<ul style="list-style-type: none"> Confirms with trainer or supervisor that text is appropriate to audience and purpose

Mapping Information

Not applicable

Links

Companion volumes from the IBSA website - <http://www.ibsa.org.au>

Assessment Requirements for FSKWTG05 Complete simple workplace formatted texts

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- complete simple workplace formatted texts appropriate to audience and purpose
- review drafts to finalise simple workplace formatted texts.

Evidence must be collected using simple formatted texts typically found in the workplace.

Note: Where a specific volume and / or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- features of simple workplace formatted texts
- writing strategies – planning, drafting, reviewing – to complete simple workplace formatted texts
- grammar and vocabulary for simple workplace formatted texts
- writing conventions for simple workplace formatted texts.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustment can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - writing.

Links

Companion volumes from the IBSA website - <http://www.ibsa.org.au>

How do I analyse a new (streamlined) unit of competency and its assessment requirements?

In order to use a unit of competency for training and assessment, you need to read through all of its components (including the assessment requirements) and consider how they relate to one another. This is sometimes referred to as “unpacking”.

When unpacking a unit of competency and assessment requirements, consider the following:

Component		Considerations
Unit of competency	Unit title	This is a concise description of the unit outcome.
	Elements	These describe actions or outcomes associated with the unit that are expected to be demonstrated and assessed.
	Performance criteria	For each element there will be one or more performance criteria. These describe the performance needed to demonstrate achievement of the element. They also reflect the knowledge which needs to be applied for competent performance.
	Foundation skills	<p>These are the language, literacy, numeracy and employability skills that a competent person must possess. Note that most units of competency will generally only list important foundation skills which are not already obvious from the elements and performance criteria.</p> <p>Where foundation skills are listed, it is good practice for trainers and assessors to identify their relationship to the elements and performance criteria. For example, if the unit specifies reading simple texts as a foundation skill, the trainer / assessor should identify which elements and performance criteria call for a candidate to be able to read simple texts.</p>

Component		Considerations
Assessment requirements	Performance evidence	Describes products that must be provided or processes that must be demonstrated as part of the assessment, as well as the associated frequency or volume. Sometimes the performance evidence will relate to the unit of competency as a whole. Sometimes, parts of the performance evidence may link back to specific elements or performance criteria.
	Knowledge evidence	Specifies what the individual must know in order to safely and effectively perform the work task described by the unit of competency. The knowledge evidence should relate directly to the elements and performance criteria in the unit and it is good practice for trainers and assessors to look for these relationships.
	Assessment conditions	Describes any mandatory conditions under which the assessment must occur, and specifies any mandatory assessor requirements (e.g., qualifications or experience that the assessor must hold). The assessment conditions relate to the unit as a whole and are not generally linked back to specific elements or performance criteria.

An example of how a unit of competency could be analysed or unpacked can be found here:

www.tsa-wa.com.au/Documents/Example_streamlined_unit_analysis.docx

When conducting assessments, can I just assess according to the assessment requirements?

No. Assessments must address the unit of competency (including the elements, performance criteria and foundation skills) as well as the assessment requirements.

It is recommended that you prepare assessment mapping documents which clearly show how your assessment addresses:

- All of the elements
- All of the performance criteria
- Any foundation skills listed
- All of the performance evidence
- All of the knowledge evidence

An example of how a mapping document could be formatted can be found here:

www.tsa-wa.com.au/Documents/Example_Mapping_Document_Streamlined_Unit.docx