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# Training Package Products Policy

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Training Package Organising Framework



**Australian Government**

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# Training Package Products Policy

The Training Package Products Policy was agreed by the state and territory departments with responsibility for vocational education and training (VET) on behalf of their Ministers on 11 December 2019. This policy is one of three documents that form the Training Package Organising Framework to support the development of industry training packages.

The Training Package Organising Framework consists of the:

- **Standards for Training Packages**  
The Standards for Training Packages are the overarching standards as endorsed by the Ministerial Council with responsibility for VET. The Standards establish the Training Package Organising Framework and specify the design and development requirements of training packages.
- **Training Package Products Policy**  
The Training Package Products Policy outlines the design rules that training package developers must adhere to when developing (or modifying) a training package product.
- **Training Package Development and Endorsement Process Policy**  
The Training Package Development and Endorsement Process Policy outlines the process to be followed for the development of a training package through to approval for implementation.

Training package developers must comply with the Training Package Organising Framework when developing training package products.

The Standards for Training Packages and their underpinning policies are available on the Department of Education, Skills and Employment's website at <https://www.employment.gov.au/training-packages>. This document forms the Training Package Products Policy for the purposes of Standard 2 of the Standards for Training Packages.

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# 1. Training Packages

## 1.1. Training Packages

- 1.1.1. Training packages specify the knowledge and skills required by individuals to perform effectively in the workplace, which are expressed in units of competency. Training packages detail how units of competency are packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework (AQF).

## 1.2. Training Packages - coding and titling

- 1.2.1. Each training package must be identified by a three alpha character code followed by a unique and concise title reflecting the industry covered.
- 1.2.2. The words 'Australian' or 'National' must not be used in the title.

## 1.3. Training Packages - foundation skills

- 1.3.1. Foundation skills must be explicit and recognisable within the training package.
- 1.3.2. Foundation skills in training packages must reflect, and not exceed, the foundation skills required in the workplace.
- 1.3.3. Foundation skill requirements, where not explicit in the performance criteria, must be stated in the 'Foundation Skills' field of the unit of competency template.

## 1.4. Training Packages - cross-sector units

- 1.4.1. Cross-sector units address common knowledge and skill needs across industries, support occupational mobility, and minimise the duplication of units within the training system.
- 1.4.2. While cross-sector units are housed in industry specific training packages, they are also listed on the National Register. This is designed to support the use of cross-sector units by providing training package developers with a single source of all cross-sector units that can be imported into training packages.
- 1.4.3. Cross-sector units are developed in accordance with the unit of competency requirements. However in addition they must cover a range of functions relevant to the workplace and be appropriate to cross industry application.

## 1.5. Training Packages – access and equity

- 1.5.1. Training package developers in preparing training package products, and the Australian Industry and Skills Committee (AISC) in approving training packages for implementation, must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.
- 1.5.2. Training packages must be flexible and the Companion Volume Implementation Guide must provide guidance and recommendations to enable reasonable adjustments in implementation.

## 2. Units of Competency

### 2.1. Units of Competency - coding and titling

- 2.1.1. Each unit of competency must be uniquely identified by the combination of its code and title.
- 2.1.2. **Code:** Each unit of competency must have a unique code that conforms to the following:
  - training package identifier—three alpha characters
  - alpha and/or numeric characters that comply with the length specified in AVETMISS (no more than 12 characters)
  - cross-sector units must have 'X' as the final character
  - units that are not cross-sector units must not use 'X' as the final character.
- 2.1.3. **Title:** Unit titles must concisely describe the unit outcome. It must comply with the length specified in AVETMISS (no more than 100 characters).

### 2.2. Units of Competency - pre-requisites

- 2.2.1. A pre-requisite unit is a unit of competency in which the learner must be assessed as competent prior to the determination of competency in the subsequent unit.
- 2.2.2. Pre-requisite units must only be used where essential to achieving the subsequent competency. They must not be used for the purpose of driving delivery order or sequencing.

### 2.3. Units of Competency - importing

- 2.3.1. Where units of competency are imported into a training package, the endorsed unit code and title from the source training package must be retained.
- 2.3.2. Where a suitable cross-sector unit exists, this must be imported prior to importing units of competency from other training packages, or creating a new unit.
- 2.3.3. The current version of an imported unit must be used when the training package or qualification is reviewed.

### 2.4. Units of Competency - mapping

- 2.4.1. Training package developers are responsible for mapping units and determining their equivalence status.
- 2.4.2. Unit mapping information must be included in the Companion Volume Implementation Guide. Information must be sufficient for users to identify changes and assist in determining resourcing, impacts on training, and transition arrangements.
- 2.4.3. If developing a cross-sector unit, the Companion Volume Implementation Guide must include detailed information on contextualisation of the unit for different industry sectors.
- 2.4.4. Unit mapping information must include an equivalence table, as well as information on the extent of changes (such as minor text revisions, or addition or removal of elements and/or performance criteria) and any changes to the unit's assessment requirements to assist users to identify how previous training and assessment materials can be adapted.
- 2.4.5. The equivalence table must list the units of competency and clearly identify the status of each unit according to the following categories:
  - Equivalent - the workplace outcomes of the superseded and superseding units are equivalent (refer Section 2.5)

- Not Equivalent - the workplace outcomes of the superseded and superseding units are not equivalent (refer Section 2.5)
- Newly created - the unit has been created to address an emerging skill or task required by industry
- Deleted - the unit is deleted as the skill or task is no longer required by industry (refer Section 5.2).

## **2.5. Units of Competency - determining equivalence**

- 2.5.1. Where a unit of competency is superseded and the workplace outcome of the unit has changed, the superseding unit must be deemed 'Not Equivalent'.
- 2.5.2. The workplace outcome can be determined to have changed when the skills and knowledge (reflected through the elements, performance criteria and assessment requirements) required to achieve the workplace outcome of the superseded and superseding units cannot be mapped to each other.
- 2.5.3. Determinations of 'Not Equivalent' may also be used to support licensing, regulatory, legislative or certification requirements.
- 2.5.4. Determinations of 'Not Equivalent' must be substantiated in the Case for Endorsement as outlined in Section 12.3 of the Training Package Development and Endorsement Process Policy. The detail of these changes must be included in the unit mapping information located in the Companion Volume Implementation Guide (refer section 2.4).

## **2.6. Units of Competency - coding and titling maintenance**

- 2.6.1. Unit of competency codes and titles remain the same when a minor change, as outlined in Section 6.2 of the Training Package Development and Endorsement Process Policy, is made to the unit.
- 2.6.2. A unit of competency must be assigned a new code, and can be assigned a new title, when the unit is subject to the endorsement process as outlined in section 6.1 of the Training Package Development and Endorsement Process Policy.

## 3. Qualifications

### 3.1. Qualifications - coding and titling

- 3.1.1. Each qualification must be uniquely identified by the combination of its code and title.
- 3.1.2. **Code:** Each training package qualification must have a unique code that complies with AVETMISS and conforms to the following:
- training package identifier—three alpha characters
  - AQF level identifier—single numeric character identifying the AQF level
  - sequence identifier—two numeric characters identifying the sequence of that qualification at that qualification level in the training package
  - version identifier—two numeric characters identifying the year in which the qualification was approved for implementation.
- 3.1.3. **Title:** Qualification titles must meet the requirements of the AQF Qualifications Issuance Policy and comply with the length specified in AVETMISS (no more than 100 characters).

### 3.2. Qualifications - entry requirements

- 3.2.1. Entry requirements must be:
- achieved prior to commencing the qualification
  - specific to the knowledge, skills, or experience required to commence the qualification, and
  - expressed in terms of competency or licensing.
- 3.2.2. Where entry requirements are identified, these are mandatory and a rationale must be provided in the Companion Volume Implementation Guide.

### 3.3. Qualifications - mapping

- 3.3.1. Training package developers are responsible for mapping qualifications and determining their equivalence status.
- 3.3.2. All qualifications included in the training package must be listed in code order in the Companion Volume Implementation Guide, with any relationships to their predecessors clearly identified. Information must be sufficient for users to see what has changed and to assist them in determining matters such as resourcing, impacts on training for particular qualifications or job profiles, and any transition arrangements.
- 3.3.3. Qualification mapping information must include an equivalence table and information on the extent of changes to the packaging rules.
- 3.3.4. The equivalence table must list the qualifications and clearly identify the equivalence status of each qualification according to the following categories:
- Equivalent - the occupational outcomes of the superseded and superseding qualifications are equivalent (refer Section 3.4)
  - Not Equivalent - the occupational outcomes of the superseded and superseding qualifications are not equivalent (refer Section 3.4)
  - Newly Created - the qualification has been created to address an original skill or occupational outcome required by industry

- Deleted - the qualification is deleted as the skill or occupational outcome is no longer required by industry (refer Section 5.2).

### **3.4. Qualifications - determining equivalence**

- 3.4.1. Where a qualification is superseded and the occupational outcome and/or the AQF level of the qualification has changed, the superseding qualification must be deemed 'Not Equivalent'.
- 3.4.2. The occupational outcome can be determined to have changed when the skills and knowledge required to achieve the occupational outcome of the superseded and superseding qualifications cannot be mapped to each other.
- 3.4.3. Determinations of 'Not Equivalent' may also be used to support licensing, regulatory, legislative or certification requirements.
- 3.4.4. Determinations of 'Not Equivalent' must be substantiated in the Case for Endorsement as outlined in Section 12.3 of the Training Package Development and Endorsement Process Policy. The detail of these changes must be included in the qualification mapping information located in the Companion Volume Implementation Guide (refer section 3.3).

### **3.5. Qualifications - packaging rules**

- 3.5.1. Units of competency must be packaged so that the resulting qualifications include a range of relevant competencies that are sufficient for a broad range of typical jobs in that industry.
- 3.5.2. All units of competency in qualifications are to be described as either 'core' or 'elective'.
- 3.5.3. The qualification structure, including the number of elective and core units of competency and the packaging approach selected, must support the stated occupational outcome and meet the needs of industry, employers and learners. This must be justified in the Case for Endorsement as outlined in Section 12.3 of the Training Package Development and Endorsement Process Policy.
- 3.5.4. Qualifications must be based on a structure that allows for flexibility in relation to the occupational outcome of the qualification, or licensing requirements if applicable. Qualifications can include a range of electives sourced from within the host training package, from another training package, or from accredited courses.
- 3.5.5. Where a core or elective unit has a pre-requisite requirement, the pre-requisite unit and any associated pre-requisite chain of units must be identified in the Packaging Rules field of the qualification template.
- 3.5.6. Where an imported unit has a pre-requisite requirement, the pre-requisite unit and any associated pre-requisite chain of units must also be identified in the Packaging Rules field of the qualification template.
- 3.5.7. Electives that relate to a specific focus area can be combined into 'Groups'. Groups must be labelled alphabetically e.g. Group A, Group B, and where applicable, a subtitle can be provided to indicate the focus of the Group.
- 3.5.8. Groups can be used to provide a qualification with a Specialisation/s. A Specialisation/s is included on the appropriate AQF certification documentation. For a Group to be a Specialisation, the training package developer must:
  - provide the name of the Specialisation/s
  - indicate how many units of those listed in the Group are required to be completed to meet the Specialisation.

### **3.6. Qualifications - pathways advice**

- 3.6.1. Information on qualification pathways, such as Australian Apprenticeships and VET delivered to secondary students, must be provided in the Companion Volume Implementation Guide. This information is advisory and must not be used to prohibit particular training pathways for the qualification.
- 3.6.2. If a qualification cannot be achieved through an Australian Apprenticeship, an explanation must be included in the Companion Volume Implementation Guide.

### **3.7. Qualifications - coding and titling maintenance**

- 3.7.1. Qualification codes and titles remain the same when a minor change, as outlined in Section 6.2 of the Training Package Development and Endorsement Process Policy, is made to the qualification.
- 3.7.2. The qualification code's version identifier is changed, but the title of the qualification remains the same, when the qualification is subject to the endorsement process as outlined in section 6.1 of the Training Package Development and Endorsement Process Policy.

## 4. Skill Sets

### 4.1. Skill Sets

- 4.1.1. Training package developers must determine the need for skill sets in training packages.
- 4.1.2. Skill sets are not qualifications and are defined as single units of competency, or combinations of units of competency from endorsed training packages, which link to a licensing or regulatory requirement, or a defined industry need.
- 4.1.3. The Companion Volume Implementation Guide must include advice about a skill set's relationship with a qualification/s. This must clarify how the skill set outcome relates to a qualification outcome.
- 4.1.4. All units listed in the skill set must be completed to receive the skill set statement of attainment.
- 4.1.5. Where any units that form part of the skill set include pre-requisite units, those pre-requisite units must be listed in the Companion Volume Implementation Guide. These must be clearly identified as pre-requisite units.

### 4.2. Skill Sets - coding and titling

- 4.2.1. **Code:** Each skill set must have a unique code that conforms to the following:
  - training package identifier — three alpha characters
  - skill set identifier — two alpha characters of 'SS'
  - sequence identifier — five numeric characters applied sequentially to skill sets in the training package.
- 4.2.2. **Title:** Each skill set must include a title for the statement of attainment.

### 4.3. Skill Sets - entry requirements

- 4.3.1. Entry requirements must be:
  - achieved prior to commencing the skill set
  - specific to the knowledge, skills, or experience required to commence the skill set, and
  - expressed in terms of competency or licensing.
- 4.3.2. Where entry requirements are identified, these are mandatory and a rationale must be provided in the Companion Volume Implementation Guide.

## 5. Training Package Products - superseded and deleted status

### 5.1. Superseded Status

- 5.1.1. Superseded status indicates that another unit or qualification is replacing the outcome of the unit or qualification, either fully or partially.
- 5.1.2. The Companion Volume Implementation Guide must clearly map the relationship between the two units or qualifications. This includes where units or qualifications are combined or separated.
- 5.1.3. When a unit or qualification is superseded, the superseding unit or qualification that replaces it must be determined as equivalent or not equivalent.

### 5.2. Deleted Status

- 5.2.1. Training package developers must determine if a training package, qualification, unit of competency, or skill set is to be given a deleted status.
- 5.2.2. A deleted status indicates that a skill, task, or occupational outcome, is no longer required by industry.
- 5.2.3. If the skill, task, or occupational outcome is still required by industry, and the training package developer has identified another more appropriate unit/s, or qualification, the status must be superseded.