
Case for Endorsement

Business Services

BSB Training Package Release 4.0

Project 1A – Digital Change in SMBs

Project 1B – Emotional Intelligence

Project 1D – Program Management

PwC's Skills for Australia

Projects 1A, 1B, 1D

May 2018

Version 2.0

Executive summary

Introduction

This Case for Endorsement (**CfE**) outlines the rationale, evidence and industry support for modifications to proposed Training Package components related to:

- Project 1A – *Review units of competency and skill sets which support small to medium business adapt to the impacts of digital change (**Digital Change in Small - Medium Businesses ‘SMBs’**)*. Skill sets have been encompassed within the ‘Non-endorsable’ Components of this Case for Endorsement included in Attachment C.
- Project 1B – *Review the performance of behavioural and communication skills included in the Diploma of Leadership and Management to assess evidence of outcomes and inform the suitability for these skills to be incorporated more broadly in other Business Services qualifications (**Emotional Intelligence**)*
- Project 1D – *Review the continued relevance of the Advanced Diploma of Program Management (**Program Management**)*
- (Collectively, the **Projects**)

It builds on the consultations undertaken by PwC’s Skills for Australia (**PwC’s Sfa**) in the Cases for Change (**CfCs**) for these Projects, which were submitted to the Australian Industry and Skills Committee (**AISC**) in February 2017.

In particular, this CfE demonstrates how the proposed Training Package components align with the Council of Australian Governments (**COAG**) *ISC Principles for training package development*. It also addresses other principles for quality that inform our training product development work.

We are satisfied that there is strong industry support for these changes and that the proposed modifications will ensure that the Business Services Training Package meets the needs of learners and workers within the Business Services industry.

Structure of the report

This Report has been developed as part of our training product development work on behalf of and as directed by the Business Services Industry Reference Committee (**IRC**).

We have structured this Report around the required elements of the CfE template. These key elements are:

- 1 Administrative details of the Case for Endorsement
- 2 Description of the work and request for approval
- 3 Evidence of industry support
- 4 Industry expectations about training delivery
- 5 Implementation of the new Training Packages
- 6 Quality assurance reports
- 7 Implementation of the COAG Industry Skills Council reforms to Training Packages
- 8 A copy of the full content of the proposed Training Package component(s)

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1 Administrative details

Name of allocated IRC(s)

Business Services IRC

Name of SSO

PwC's Skills for Australia

Training Package components submitted for approval

See Tables 1-3.

Table 1 Training Package components submitted for approval (Project 1A – Digital Change in SMBs)

Training product code	Previous Training product code	Training product title	New / existing training product	Equivalence
BSBEBU511	BSBEBU501	Develop and implement an e-business strategy	Existing	Equivalent
BSBITA411	BSBITA401	Design and develop relational databases	Existing	Equivalent
BSBITA611	BSBITA601	Configure and optimise customer contact technology	Existing	Equivalent
BSBITB511	BSBITB501	Establish and maintain a network of digital devices	Existing	Equivalent
BSBITS411	BSBITS401	Maintain and implement digital technology	Existing	Equivalent
BSBITU111	BSBITU101	Operate a personal digital device	Existing	Equivalent
BSBITU112	BSBITU102	Develop keyboard skills	Existing	Equivalent
BSBITU211	BSBITU201	Produce digital text documents	Existing	Equivalent
BSBITU212	BSBITU202	Create and use spreadsheets	Existing	Equivalent
BSBITU213	BSBITU203	Use digital technologies to communicate remotely	Existing	Equivalent
BSBITU311	BSBITU301	Use simple relational databases	Existing	Equivalent
BSBITU312	BSBITU302	Create electronic presentations	Existing	Equivalent

Training product code	Previous Training product code	Training product title	New / existing training product	Equivalence
BSBITU313	BSBITU303	Design and produce digital text documents	Existing	Equivalent
BSBITU314	BSBITU304	Design and produce spreadsheets	Existing	Equivalent
BSBITU315	BSBITU305	Purchase goods and services online	Existing	Equivalent
BSBITU422	BSBSMB412	Use digital technologies to collaborate in the workplace	Existing	Equivalent
BSBMKG534	BSBMKG524	Design effective digital user experiences	Existing	Equivalent
BSBMKG535	BSBMKG525	Devise a search engine optimisation strategy	Existing	Equivalent
BSBMKG536	BSBMKG526	Develop strategies to monetise digital engagement	Existing	Equivalent
BSBMKG537	BSBMKG527	Develop a social media engagement plan	Existing	Equivalent
BSBSMB420	BSBSMB405	Evaluate and develop small business operations	Existing	Equivalent
BSBSMB421	BSBSMB406	Manage small business finances	Existing	Equivalent
BSBSMB422	BSBSMB416	Plan small business growth	Existing	Equivalent
BSBSMB423	BSBSMB413	Create a digital technology plan for small business	Existing	Equivalent
BSBWOR424	BSBSMB414	Develop a time management plan	Existing	Equivalent
BSB42518	BSB42515	Certificate IV in Small Business Management	Existing	Equivalent
BSB42618	BSB42615	Certificate IV in New Small Business	Existing	Equivalent

Table 2 Training Package components submitted for approval (Project 1B – *Emotional Intelligence*)

Training product code	Previous Training product code	Training product title	New / existing training product	
BSBLDR511	BSBLDR501	Develop and use emotional intelligence	Existing	Equivalent
BSBLDR513	BSBLDR503	Communicate with influence	Existing	Equivalent
BSBWRK311	N/A	Develop self-awareness	New	N/A
BSBWRK412	N/A	Contribute to personal development	New	N/A
BSBWRK520	BSBWRK510	Manage employee relations	Existing	Equivalent
BSB50618	BSB50615	Diploma of Human Resources Management	Existing	Equivalent
BSB51918	BSB51915	Diploma of Leadership and Management	Existing	Equivalent
BSB52318	BSB52315	Diploma of Governance	Existing	Equivalent

Table 3 Training Package components submitted for approval (Project 1D – *Program Management*)

Training product code	Previous Training product code	Training product title	New / existing training product	Equivalence
BSBPMG621	BSBPMG611	Facilitate stakeholder engagement	Existing	Equivalent
BSBPMG622	BSBPMG612	Implement program governance	Existing	Equivalent
BSBPMG623	BSBPMG613	Manage benefits	Existing	Equivalent
BSBPMG624	BSBPMG614	Engage in collaborative alliances	Existing	Equivalent
BSB61218	BSB61215	Advanced Diploma of Program Management	Existing	Equivalent

These components have been independently verified as meeting the requirements of the Standards for Training Packages.

Table 4 Total number of proposed changes

Total proposed changes to training products	Number of training products
Units to be amended	32

Total proposed changes to training products	Number of training products
Units to be deleted	0
Units to be created	2
Qualifications to be amended	6
Qualifications to be superseded	0
Qualifications to be created	0
Skill sets to be created	0

Case for Change details

A CfC – previously referred to as a Business Case – for each Project was submitted to the AISC on behalf of the previous BSB IRC in January 2017 for consideration at the AISC’s February meeting. As outlined in those documents, these Projects were established in response to the initial research and consultations carried out for the Industry Skills Forecast and Proposed Schedule of Work (previously referred to as the BSB Four Year Work Plan).

Activity order details

Reference number: PwC TPD/ 2016-17/008

Date executed: 19/05/2017

Scope of activity order: 1A – Digital change, 1B- Emotional intelligence, 1D- Program Management, 1F- Business Administration

2 Description of work and request for approval

2.1 Description of work being undertaken and why

PwC's SfA prepared the CfCs for the Projects on behalf of the BSB IRC. These were submitted to the AISC in February 2017. The AISC endorsed these Projects on 23 February 2017. Since the Case for Change was approved, we have undertaken significant stakeholder consultation for Projects BSB 1A, 1B, 1D. The information below outlines the key industry drivers for change for the projects.

The detailed findings of our consultation are included in Attachment A. These provide a rationale for the recommendations for training product development.

Project 1A – Digital Change in SMBs

The rapidly changing digital environment is requiring workers to continually invest in education in order to stay up to date with the changes in digital technology. Advancements in digital technology are also posing a significant threat to the ongoing relevance of many current job roles.

Project 1B – Emotional Intelligence

Expansion and development of behavioural skills are vital, as these skills are shaping the culture and strategic direction of organisations. This project aims to equip learners with the skills and competencies required to achieve successful employment outcomes in line with new styles of leadership and management.

Project 1D – Program Management

Skills priorities in Program Management are currently falling short of industry expectations. It is necessary that qualifications meet the skills priorities for industry and learners, whilst also ensuring clear occupational outcomes. Poor understanding of the distinction between 'Project Management' and 'Program Management' also presents a need for change.

2.2 Decision being sought

This submission puts forward the Case for Endorsement for the proposed components of the BSB Training Package Version 4.0.

The components submitted to the Australian Industry and Skills Committee (AISC) for endorsement are:

Units of competency consisting of:

- 32 currently endorsed units of competency that were reviewed and amended
- 2 new units of competency that were developed

Qualifications consisting of:

- 6 qualifications that were reviewed and amended

Project BSB 1A: IRC recommendations for training product development

25 currently endorsed units of competency that were reviewed and amended during this project:

- BSBITA401 Design databases
- BSBITA601 Configure and optimise customer contact technology
- BSBITB501 Establish and maintain a workgroup computer network
- BSBITS401 Maintain business technology
- BSBITU101 Operate a personal computer
- BSBITU102 Develop keyboard skills
- BSBITU201 Produce simple word processed documents
- BSBITU202 Create and use spreadsheets
- BSBITU203 Communicate electronically
- BSBITU301 Create and use databases
- BSBITU302 Create electronic presentations
- BSBITU303 Design and produce text documents
- BSBITU304 Produce spreadsheets
- BSBITU305 Conduct online transactions
- BSBEBU501 Investigate and design e business solutions
- BSBMKG524 Design effective digital user experiences
- BSBMKG525 Design effective web search responses
- BSBMKG526 Develop strategies to monetise digital engagement
- BSBMKG527 Plan social media engagement
- BSBSMB405 Monitor and manage small business operations
- BSBSMB406 Monitor and manage small business operations
- BSBSMB412 Introduce cloud computing into business operations
- BSBSMB413 Design a digital action plan for small business
- BSBSMB414 Time management for small business
- BSBSMB416 Plan small business growth

2 currently endorsed qualifications that were updated during this project

- BSB42515 Certificate IV in Small Business Management
 - BSB42615 Certificate IV in New Small Business
-

Project BSB 1B: IRC recommendations for training product development

3 currently endorsed units of competency that were revised and amended during this project:

- BSBLDR501 Develop and use emotional intelligence
- BSBLDR503 Communicate with influence
- BSBWRK510 Manage employee relations

2 new units of competency that were developed during this project:

- BSBWRK311 Develop self-awareness
- BSBWRK412 Contribute to personal development

3 currently endorsed qualifications that were updated during this project:

- BSB50615 Diploma of Human Resources Management
 - BSB51915 Diploma of Leadership and Management
 - BSB52315 Diploma of Governance
-

Project BSB 1D: IRC recommendations for training product development

4 currently endorsed units of competency that were revised and amended during this project:

- BSBPMG611 Facilitate stakeholder engagement
- BSBPMG612 Implement program governance
- BSBPMG613 Manage benefits
- BSBPMG614 Engage in collaborative alliances


1 currently endorsed qualification that has been updated during this project:

- BSB61215 Advanced Diploma of Program Management
-

3 *Evidence of industry support*

The Business Services IRC supports the submission of the training package components detailed in this Case for Endorsement.

Name of Chair: Judy Brooker Australian Library and Information Association
(IRC Chair)

Signature of Chair: 

Date: 04/05/18

3.1 *Conduct of enquiry and evidence of consultation*

Throughout consultation, we have sought to place industry at the heart of our work. Our approach has been guided by our principles for training product development, which determine that our work should:

1. Be industry-led;
2. Encourage broad and transparent stakeholder consultation;
3. Respond quickly to industry skills needs and priorities;
4. Be efficient and cost-effective; and
5. Produce high quality and independently validated training products.

The purpose of these consultations was to gain information on contemporary industry trends and required skills and knowledge to reshape the training products. We have consulted with industry and other relevant stakeholders through the methods outlined below. A list of stakeholders consulted over the course of our project work can be found in Attachment A.

Project working groups

Following approval of the Case for Change, for each project a Project Working Group (PWG) was established consisting of industry and RTO subject matter experts. The purpose of the PWG was to provide expert industry and RTO input into our training product development work and to guide our engagement with the sector.

A BSB IRC member was appointed as a dedicated project sponsor to guide each project and ensure training product development work proceeded under the direction of the BSB IRC. Refer to Attachment A for lists of PWG members

For Project BSB 1A, B, D the PWGs met five times over the period from June 2017 – January 2018. The purpose of these meetings was for PWG members to offer specialised input, to discuss key consultation feedback and to consider recommendations in response to that feedback.

In addition to these scheduled meetings, we have consulted PWG members on an ongoing basis to validate key issues and review key documents.

Open Forums

A series of open forums were held in various capital cities across Australia. The forums were open to the public and designed as a way to work interactively with participants to explore key questions relating to potential changes to the training products encompassed within the project.

The table below provides a list of the open forums and attendance numbers for the projects. These open forums were held to cover all three projects.

Open forum consultation sessions

Location	Date	Number of Participants
Sydney	Tuesday 1 st of August 2017, 11.30am – 3.30pm	12
Melbourne	Friday 4 th of August 2017, 10am – 12pm	10
Brisbane	Tuesday 15 th of August 2017, 10am-12pm	11
Perth	Tuesday 22 nd of August, 2017 9am- 3pm	21
Adelaide	Tuesday 29 th of August 2017, 9am-5pm	14

Surveys

One survey was conducted for each project and open to the public via the PwC's Skills for Australia website to provide feedback on the amended qualifications. The Training Product Improvement surveys were developed and open to the public to complement subject matter discussed and workshopped in the open forums. All responses have been documented and have been considered in our recommendations.

Project	Respondents to Training Product Improvement survey
1A - Digital change	27
1B – Emotional intelligence	109
1D – Program management	27

Targeted consultations

Throughout the project we have held targeted consultations with key stakeholders who were identified by BSB IRC members, Project Working Group members, or through PwC's network of contacts. Consultations were generally held in the form of one-on-one phone or face-to-face interviews. Stakeholders who were consulted through targeted consultations are listed below. Refer to Attachment B for evidence of target consultations held for each project.

Engagement with State and Territory Training Authorities

State and Territory Training Authorities (STAs) have been engaged on several occasions throughout the review process, as well as providing feedback and advice on an ongoing basis. All STAs were consulted, and many provided feedback on, the following stages of our training product development work:

- Case for Change consultations
- Open forums and other industry engagement methods
- The draft training products published on our website in October 2017
- The draft training package components, including this Case for Endorsement and accompanying materials, provided to the STAs in February 2018.

Draft training product review

We published draft training products on the Skills for Australia website from January 12 – January 29. The purpose of publishing the training products on our website was to ensure stakeholders could review and comment on the ways in which the feedback we received during consultation had been reflected in proposed changes to training products. During the consultation period, our Business Services webpage received 399 page views.

We also sent emails alerting stakeholders that the draft training products were available for review on our website. These emails were distributed to and by IRC members, STA networks and our website subscribers. These emails successfully reached a minimum of 1418 unique stakeholders, leading to a minimum of:

- 1A – Digital change: 216 downloads;
- 1B – Emotional intelligence: 381 downloads; and
- 1D – Program Management: 186 downloads.

Industry support

Project 1A – Digital Change in SMBs

It was established that there are two distinct groups of potential learners among owners of SMBs. The needs of (1) individuals that own an established SMB (e.g. 10+ years) are distinctly different from (2) individuals that are running an early-stage venture. Statements of Attainment (**SoAs**) are not seen by SMB owners as sufficient incentive to undertake qualifications, with time pressures also being a significant factor (see below). Skill sets are seen by industry as being more appropriate for SMB owners, whereas low-level qualifications are likely to be appropriate for employees of SMBs.

Another factor limiting SMB engagement with VET training is the widely-held view that existing UoCs are out of date or obsolete. The consultation process revealed that the needs of industry (with respect to digital technologies) are not currently being served. The view was expressed that training is particularly needed in: (a) data analytics and data-driven decision making; (b) digital communication (e.g. social media and customer engagement) as a means of accessing global markets; and (c) digital technology as a means of collaborative working. The rapid and continual advancement of digital technologies means that training must be general and platform agnostic.

There are a range of growing public and private sector initiatives designed to offer digital support to SMBs. These initiatives vary in cost and flexibility; and without clear differentiation, VET may see a decline in participation as a result. Further to this, many SMBs are cash poor and therefore are either not willing or able to invest in VET training.

Marketing, finance and operations were identified as three SMB functions in which there are commonly skill gaps. It was proposed that these gaps could be effectively addressed by updating existing units for each of these functions.

Project 1B – Emotional Intelligence

Emotional intelligence is seen to be increasing in importance in light of the increasing automation of many job roles in the Business Services sector. Current and future workers face two pressing challenges: (a) reskilling/acquiring universally relevant skills where existing job roles face obsolescence as a result of automation; and (b) adopting new ways of working as flexible job roles and remote teaming (enabled by advances in digital technologies) become increasingly common.

Emotional intelligence skills are also seen by industry as being closely tied to business outcomes. Sixty-five percent of survey respondents believe that emotional intelligence skills have a 'significant impact' on business outcomes. Organisations with strong collective emotional intelligence produce employees that are more satisfied and engaged, leading to low staff turnover and higher productivity. This also leads to more positive interaction with clients and stakeholders, producing better bottom-line outcomes. Emotionally intelligent workers are also seen to be more creative and innovative.

Project 1D – Program Management

Consultation revealed that program management roles are not yet necessarily seen as being a career progression pathway for current project managers. As a result of this, cultural change and clearer communication of benefits are required in order to have more Diploma of Project Management graduates enrolling in the Advanced Diploma of Program Management.

Program management roles are most common in Banking, ICT, Aerospace, Construction and Government. For this reason, the training that is offered in program management must reflect industries/sectors in which program management job roles exist most commonly. Project manager roles still vastly outnumber program manager roles. It is important that this is taken into account when considering ideal graduate outcomes.

Research conducted during the CfE consultation process revealed that relatively few RTOs have program management qualifications on scope. The low number of training providers delivering program management qualifications certainly contributes to low overall enrolment and completion figures. Some consultees felt that little-to-no funding being available at Advanced Diploma level led to fewer RTOs choosing to have the qualification on scope. In addition to this, a number of consultees felt that there was not a sufficiently clear return on investment for VET training in program management.

Employers are demanding program managers have a more strategic view with respect to broader business outcomes. Often program managers are hired with the purpose of reforming a department or organisation.

Dissenting views expressed during consultation

Some dissenting views were captured throughout the consultation process. These have been examined and addressed below.

Project 1A – Digital Change in SMBs

Number	Issue for Consideration	Proposal to Address
1	Existence of similar training offered by private sector providers	There are a number of initiatives that have been established by government and private enterprises to support SMBs identify and adopt digital technologies. Proposed training will have increased focus on the practical application of knowledge acquired from VET.
2	Learners self-teaching via YouTube, apps or similar	Proposed changes need to be flexible and adaptable to changing learning platforms. Proposed training needs to be accessible in remote areas and via online offerings to ensure it is accessible to all Australian SMBs.

Project 1B – Emotional Intelligence

Number	Issue for Consideration	Proposal to Address
1	Employers opt in favour of ‘on the job’ learning when compared with VET training in emotional intelligence	VET learning needs to be flexible and accessible for employers and learners. The review will look to ensure training is developed to increase accessibility for the broad cohort of learners it encompasses.
2	Dissenting view – A number of RTO representatives indicated the difficulty in delivering behavioural communication UoCs.	There were a number of concerns raised around the practical application of emotional intelligence. The BSB IRC discussed and agreed this is a broader implementation issue which will be addressed in Companion Volume Version 2.2.

Project 1D – Program Management

Number	Issue for Consideration	Proposal to Address
1	Amendments to existing training will have substantial impacts on RTOs which will be a deterrent for placing the qualification on scope.	The proposed changes outlined in this report will be minimal, and should not impact the equivalency of units.
2	Dissenting view – The PWG did not support the submission of this Case for Endorsement, opposing the update to training product codes. The PWG indicated the large administrative burden these updates place on RTOs, which may cause accessibility issues for learners.	The proposed changes outlined in this report are industry driven and highlight the need for increased alignment between training and occupational outcomes. Placing industry at the forefront of the review, the BSB IRC discussed and agreed that this project be endorsed.

Deletion of units of competency from the National Register

There are no units of competency that have been identified for deletion from the National Register in the projects encompassed within this Case for Endorsement.

4 *Industry expectations about training delivery*

4.1 *Industry advice on training delivery*

Updates to existing units in digital technology will have wider impacts, not only for BSB learners, but other industries importing these units of competency.

Industry expressed a strong desire to have greater behavioural and communication skills across the Business Services Training Package. As such, industry have suggested phasing these units into the core of a number of qualifications upon their review from 2018 onwards. In addition, industry emphasised the imperative need for focus on assessment and delivery of self-management and regulation, rather than evaluating a learner's behaviour.

Several views raised from industry revealed time and time again that the concept of program management is not well understood. This is particularly the case when seeking to distinguish program management from project management.

Project management

Project management looks to apply knowledge, skills, tools and techniques to project activities, to meet project requirements.

Program management

Program management ensures a group of related projects are managed in a coordinated way to obtain benefits and control not available from managing them individually¹.

Industry often shared the view that a lack of understanding of the role of program management translated into poor enrolment numbers. It was felt that this lack of understanding was particularly prevalent in senior leadership of private sector organisations, meaning that learners were not likely to undertake the Advanced Diploma of Program Management. Therefore, training delivery needs to ensure that learners are aware of the industry and role of program management to increase positive industry perception.

4.2 *Industry advice on traineeships and apprenticeships*

Industry, and members of the BSB Industry Reference Committee, inform us that the training product development work proposed in this Case for Endorsement is not expected to have an impact on the use of traineeships and/or apprenticeships.

¹ <https://www.pwc.com/jg/en/project-and-programme-management.html>

5 Implementation of the new Training Package

Implementation management strategy

The communication of these changes to the BSB Training Package will require RTOs to potentially respond with modifications to qualification offerings and scope. We have developed a strategy for the communication of these changes in the event of AISC approval. This includes:

- Communications to all RTOs which have a qualification or skill set on scope which will be affected by changes made within this project.
- Updates on the PwC's Skills for Australia website; including a news post on our BSB Industry page and pop-up notification for all users viewing the website.
- Email sent directly to all Skills for Australia BSB subscribers to inform them of the changes.
- Email communications with all organisations and individuals previously engaged throughout this consultation process, including State and Territory Training Authorities, employers, RTOs and peak bodies.
- Development of a summary document providing an explanation of the changes. This document will be shared with all networks and broader distribution will be encouraged.
- PwC's Skills for Australia team to be present at relevant industry conferences and events to communicate the changes and encourage industry-wide awareness.
- Creation of a new version of the Companion Volume Implementation Guide 2.2.

6 Quality assurance reports

6.1 Independent Quality Reports

Independent Quality Reports, including an Editorial Report and an Equity Report, have been developed and included as part of this Case for Endorsement.

6.2 Declaration of alignment with standards

Throughout consultation, we have sought to place the needs of industry at the heart of our review. We have also ensured that the proposed training package components we have developed as a result of our consultation with industry meet the requirements of:

- The Standards for Training Packages 2012
- Training Package Products Policy
- Training Package Development and Endorsement Process Policy.

6.3 Companion Volume Implementation Guide

A quality-assured Companion Volume Implementation has been prepared, and will be available on VETNET following publication of Release 4.0 of the BSB Training Package on the National Register.

6.4 Training Package Quality Principles

The table below provides a statement of evidence that the draft training package components meet the Training Package Quality Principles.

Principle	Evidence
1. Reflect identified workforce outcomes	<ul style="list-style-type: none"> • The conduct of our enquiry, as outlined in Section 3.1 of this report, has ensured that industry needs have been at the heart of our training product development work. • Existing training package components have been amended to ensure currency with current technology and processes. • New training package components have been created to meet the needs of current job roles, including workers in cross-functional job roles. • Training package components have been developed with reference to the key trends identified in the BSB Industry Skills Forecast and Proposed Schedule of Work.
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	<ul style="list-style-type: none"> • Training package components have been developed to be industry agnostic where appropriate. • No other licencing or regulatory requirements have been impacted by the proposed modifications to training package components listed in this Case for Endorsement.

Principle	Evidence
<p>3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry</p>	<ul style="list-style-type: none"> • Our consultations have included stakeholders from national and multi-national employers, peak bodies, national RTOs and other subject matter experts, ensuring that the national and international portability of skills has been inherent in our proposed modifications to training package components. • Training package components have been developed to be industry agnostic where appropriate.
<p>4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces</p>	<ul style="list-style-type: none"> • Training products have been developed / amended to ensure appropriate and varied listed elective unit choices are available. Pre-requisites allow for units of competency to be imported to other training packages to enable application of training in different contexts.
<p>5. Facilitate recognition of an individual’s skills and knowledge and support movement between the school, vocational education and higher education sectors</p>	<ul style="list-style-type: none"> • The suite of units have been updated with a focus on future skills that will support job roles in the business services sector.
<p>6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements</p>	<ul style="list-style-type: none"> • The content of units of competency has been developed in consultation with industry and trainers and assessors, ensuring that language used is relevant to workplaces and is easily understood in a training context. • A Companion Volume Implementation Guide Version 2.2 will accompany Release 4.0 of the BSB Training Package, helping to support implementation of training across a range of settings. • Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance through case studies) this has been clearly articulated.

7 *Implementation of the COAG Industry Skills Council reforms to Training Packages*

7.1 *Alignment with the COAG ISC reforms to Training Packages*

The table below demonstrates the alignment of the draft training package components with the COAG Industry Skills Council reforms to Training Packages.

Principle	Evidence
1. Ensure obsolete and superfluous qualifications are removed from the system	<ul style="list-style-type: none"> We have not identified any obsolescence in these training products. However, duplicative content across units of competency has been addressed through a thorough review of unit content.
2. Ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	<ul style="list-style-type: none"> A Companion Volume Implementation Guide will accompany Release 4.0 of the BSB Training Package, helping to support implementation of training across a range of settings. Assessment requirements in units of competency have been written to ensure consistency. Where industry requires assessment to occur in a particular way (for instance through case studies) this has been clearly articulated. Training products have been clearly titled, with titles linked to job roles and/or to specific skills, enabling consumers without an in depth understanding of the VET system to make more informed course choices.
3. Ensure that the training system better supports individuals to move easily from one related occupation to another	<ul style="list-style-type: none"> An enhanced focus on future skills within these units of competency will ensure that learners have the ability to move from one occupation to another with increased knowledge and skills. Pre-requisites have not been applied to the new units of competency to allow for full flexibility.
4. Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	<ul style="list-style-type: none"> Training package components have been developed so they are applicable across job roles and across industries wherever possible. For example, new training package components in “develop self-awareness” have been developed so they can be applied in multiple industry sectors and in a large variety of professional settings.
5. Foster greater recognition of skill sets	<ul style="list-style-type: none"> Based on feedback collected during industry consultation, there is the potential for new units of competency to be imported into a range of existing skill sets across industry sectors.

7.2 Alignment of training package development work with work assigned by AISC in Case for Change

The Activity Order for this Case for Change was for a review of:

- 1A – Digital Change: 18 Units of Competency (12 existing, 6 new)
- 1B – Emotional Intelligence: 14 Units of Competency (8 existing, 6 new)
- 1D – Program Management: 7 Units of Competency (4 existing, 3 new)

Since the Activity Order was executed on 19 May 2017, we have undertaken significant additional stakeholder consultation to align our training package development work with the needs of industry. During that consultation, we were able to refine the initial recommendations we presented in the Case for Change, and in particular we have been able to find ways of amending existing units of competency to meet industry needs, rather than creating new units of competency and adding to the size and complexity of the BSB Training Package.

The final result of our training package development work was a review of 34 (32 existing, 2 new) native BSB units of competency.

7.3 Evidence that training package components are prepared for publication

All draft training package components are included in this Case for Endorsement. Subject to the AISC's endorsement of the training package components, they are ready for publication on the National Register.

We expect Release 4.0 of the BSB Training Package to be published on the National Register in July 2018.

Attachment A – Key consultation findings

Project 1A – Digital Change

Feedback area	Findings
<p>There are two distinct groups of learners among SMB owners:</p> <p>(1) People that have an established business for 10+ years; and</p> <p>(2) Those that are looking to start a business.</p>	<ul style="list-style-type: none"> • These groups require different sets of skills. • Group 1 requires skills to effectively identify and select technology, whereas Group 2 requires focus on determining and assessing business viability. • The learner group into which one falls will dictate the way in which they engage with vocational training. • The SoA is not relevant to business owners. There may need to be some form of government incentivisation to encourage these learners to engage with VET training.
<p>Many existing UoCs are viewed by industry as either out of date or entirely obsolete</p>	<ul style="list-style-type: none"> • Out of date content acts as a deterrent when considering VET training. • Digital change moves too quickly for upskilling in any specific platform to be viable. Current training is outcome-focused as opposed to learning the skills to keep up with, and to adopt new digital technologies in a way that will remain applicable. • There needs to be an increased focus on instilling an agile mindset.

Project 1B – Emotional intelligence

Feedback area	Findings
<p>Emotional intelligence skills are vital for workers, particularly in industries that face significant disruption from automation</p>	<ul style="list-style-type: none"> • Emotional intelligence is important in light of the evolution of workplaces and job roles. • Flexible working arrangements and remote teaming require strong emotional intelligence. • Driver of innovation and creativity.
<p>A workforce with strong collective emotional intelligence directly contributes to positive business outcomes</p>	<ul style="list-style-type: none"> • Emotional intelligence results in engaged, productive and productive employees, which in turn increases customer satisfaction. • Increased staff retention.

Project 1D – Program Management

Feedback area	Findings
The difference between project vs program management is poorly understood in Australia	<ul style="list-style-type: none"> • Learners and RTOs are not likely to undertake a qualification with minimal occupational outcomes. • Particularly poor understanding by senior leadership within organisations. • There is growing awareness of program management roles, particularly in Government, which is predicted to drive employment opportunities in the coming years.
Program management is largely utilised in banking, ICT, Aerospace, Construction and Government	<ul style="list-style-type: none"> • Program management is a specialised area that provides broad support to a range of business units. • Program managers play an integral role in leading, coordinating and managing teams and stakeholders within organisations. Interpersonal skills are a vital component of their day to day roles. • Designing and implementing program performance reporting frameworks to track and report on the program's performance are a part of a program manager's day to day role.

Attachment B – Consultation

Conduct of enquiry

Following the AISC’s endorsement of these Cases for Change on the 23rd February 2017, we commenced project work and have undertaken an extensive consultation approach for the review of qualifications.

Project Working Group

Following approval of the Case for Change, a Project Working Group (PWG) was established consisting of industry and RTO experts with the purpose of guiding our training product development and ensuring that industry skills needs and priorities were being met. A BSB IRC member was also appointed as a dedicated project sponsor to guide the project and ensure training product development work proceeded under the direction of the BSB IRC.

Table 1 lists members of the PWG and the project sponsor.

In addition to scheduled meetings, members have been consulted on an ongoing basis to validate key issues and review key documents. An online Project Working Group Collaboration Space has been developed for ongoing collaboration to aid in keeping PWG members up to date of developments throughout the training product development process. The PWG will continue to be a key point of contact throughout the remainder of the project and particularly instrumental at the authoring stage of the process when actual changes are made to training products.

Table 1 Project Working Group Members (Project 1A – Digital Change in SMBs)

Individual	Title	Organisation	State
Michael Magelakis (Chair, IRC rep.)	Strategy and Organisation Capability Development	SSMI Group	VIC
Spiro Vournazos	Solution Partner Manager – Enterprise Mobility	Samsung	VIC
Glenys Robinson	Sector Manager – Digital Technology and ICT	Victorian Departments of Economic Development	VIC
Fleur Anderson	Founder, The Rural Business Collective	Rural Business Collective	QLD
Dana Teahan	Director – Digital, Brand and Technology consulting	dividebyzero	NSW
Darren Roxburgh	General Manager	Applied Training	WA

Table 2 Project Working Group Members (Project 1B – Emotional Intelligence)

Individual	Title	Organisation	State
Kate Stone (Chair, IRC rep.)	Head of HR AUB Group	AUB Group	VIC
Rita D’Arcy (Chair, IRC rep.)	Founder & Principal Consultant - People, Culture, Change & Transformation	Particularly People	NSW

Individual	Title	Organisation	State
Lesley Mitchell	Founder Director at Collaborative Learning and Development	Australian Institute of Management	NSW
Toula Filokostas	Acting National Manager of Professional Development	Australian Human Resources Institute	VIC
Grace Thomas	Executive Leadership Coach	Heart and Heart	VIC
Julie Pisano	Industry Consultant/Quality Coordinator, Management Studies	TAFE SA	SA

Table 3 Project Working Group Members (Project 1D – Program Management)

Individual	Title	Organisation	State
Ian Sharpe (<i>Chair, IRC rep.</i>)	Principal	DXC Technology	NSW
Lesley Mitchell	Founder Director at Collaborative Learning and Development	Australian Institute of Management	NSW
Michael Young	Non-Executive Director	Australian Institute of Project Management	ACT
Yvonne Butler	CEO	Australian Institute of Project Management	NSW

Throughout the project, there has been ongoing consultation with diverse representatives. Stakeholders have been identified through BSB IRC member networks and PWG members as well as through PwC's Skills for Australia networks and research. Consultations were generally held in the form of one-on-one phone or face-to-face interviews. Stakeholders that were consulted through targeted consultations are listed below in Table 4.

Table 4 Key stakeholders consulted (Project 1A – Digital Change in SMBs)

Individual/Group	Organisation	Stakeholder type	State
Chris McHugh	Sitback	Industry	NSW
Chris Boys	Umano	Industry	NSW
Peter Nejaim	OmniChannel Media	Industry	NSW
Kathleen Zarubin	Griffith University	Registered Training Organisation	QLD
Matt Galley	Business Consultant	Industry	SA
Judy Forbes	Once & Again Book Cafe	Industry	SA
Damian Paull	Franchise Council of Australia	Peak Body	VIC
Corina Vucic	FC Business Solutions	Training Organisation	VIC
Carlo G. Santoro	RetailCare	Industry	VIC
Tim Pittman	REA Group	Industry	VIC
Tony Wu	WePloy	Industry	VIC
Cindy Drake	Cindy J Drake	Training Organisation	VIC
Jon Tibbits	Baw Baw IT	Industry	VIC
James Fairbairn	Lester Blades	Industry	WA
Tom Meaher	Murfett Legal	Industry	WA
Lionel Bernard	Reckon	Industry	WA
Alison Sweet	Financial Administrative and Professional Services Training Council	Peak Body	WA
Adam Stone	Speedlancer	Industry	VIC
Jason McIvor	McIvor Farms	Industry	VIC

Individual/Group	Organisation	Stakeholder type	State
Belinda McIvor	McIvor Farms	Industry	VIC
Boaz Herszfeld	Creswick Wool	Industry	VIC
David Gandolfo	Council of Small Business Australia	Peak Body	VIC
Julia Telford	Engage and Create Consulting	Industry	QLD
Jeremy Trott	Training Services Australia	Registered Training Organisation	WA
Paul Muenchow	Department of Training and Workforce Development	Government	WA
Allan Jones	Financial, Administrative and Professional services Training Council	Peak Body	WA
Sharyn Lancaster	The Australian Institute of Management Western Australia	Peak Body	WA
Brenda Woollard	Vocational Education and Training in Schools	Government	WA
David Horvath	Vocational Education and Training in Schools	Government	WA
Leeanne Mccolgan	Logikal Projects	Registered Training Organisation	WA
Ivan Kam	Trainsmart Australia	Registered Training Organisation	WA
Karen Richardson	Department of Training and Workforce Development	Government	WA
Jayne Bell	North Metro TAFE	Registered Training Organisation	WA
Ann O'Neil	South Metro TAFE	Registered Training Organisation	WA
Rowena Maling	South Metro TAFE	Registered Training Organisation	WA
Alison Sweet	Financial, Administrative and Professional services Training Council	Peak Body	WA
Libby Kinna	Apprenticeship Support Australia	Government	WA
Deb Kerrison	HIP Leadership	Industry	WA
Rae Hilhorst	Australian Professional Skills Institute	Registered Training Organisation	WA
Kerrie White	WPC Group	Training Organisation	WA
Jason Yap	Scope Training	Registered Training Organisation	WA

Table 5 Key stakeholders consulted (Project 1B – Emotional Intelligence)

Individual/Group	Organisation	Stakeholder type	State
Lynne McWilliam	Australian Maritime Safety Authority	Government	ACT
Ann-maree Bernie	TAFE New South Wales	Registered Training Organisation	NSW
Kalma McLellan	Western Sydney University	Registered Training Organisation	NSW

Individual/Group	Organisation	Stakeholder type	State
Michael Whiteman	National Training Masters	Registered Training Organisation	NSW
Richard Lansdown	Upskilled	Registered Training Organisation	NSW
Sue Huntington	TAFE New South Wales	Registered Training Organisation	NSW
Donna Ward	St George Bank/Westpac	Industry	NSW
Helen Lyons	Department of Planning & Environment	Government	NSW
Fiona Leyden	Department of Planning & Environment	Government	NSW
Noel Rowland	The Tax Institute	Peak Body	NSW
Sam Bell	The Institute of Managers and Leaders, Australia and New Zealand (IML)	Peak Body	NSW
Tricia Mawson	Ambulance Service of New South Wales	Government	NSW
Shane Papp	Commonwealth Bank of Australia	Industry	NSW
Aman Brar	Australian Institute of Advanced Training	Registered Training Organisation	VIC
Kerrie Smith	WEA Illawarra	Registered Training Organisation	NSW
Jo Dearing	Aspire Training	Registered Training Organisation	NSW
Leonie Dickinson	Matrix on Board Training	Registered Training Organisation	NT
Brett O'Connor	Trainer Professional Development	Registered Training Organisation	QLD
David Pich	The Institute of Managers and Leaders, Australia and New Zealand (IML)	Peak Body	QLD
Michelle Charlton	Write On Resources	Registered Training Organisation	QLD
Kathleen Zarubin	Griffith University	Registered Training Organisation	QLD
Rebecca Brooks	TAFE South Australia	Registered Training Organisation	SA
Debbie Reed	Resource Furniture	Industry	SA
Kerryn Smith	Defence Teaming Centre	Peak Body	SA
Kathy Pillion	SG Learning & Development	Registered Training Organisation	SA
Gordon Edwards	South Australia Defence Industry Leadership Program, Defence Teaming Centre	Peak Body	SA
Jenny Fitzgibbon	Jenard Training and Personnel	Registered Training Organisation	TAS
Stuart Lowden	CGU	Industry	VIC
Jeff Graham	CGU	Industry	VIC
Megan Sheehy	The School of Life	Registered Training Organisation	VIC
Julian Waters Lynch	The School of Life	Registered Training Organisation	VIC

Individual/Group	Organisation	Stakeholder type	State
Kaj Lofgren	The School of Life	Registered Training Organisation	VIC
Elliem Harris	The School of Life	Registered Training Organisation	VIC
Malcolm Bramham	Boxhill Institute	Registered Training Organisation	VIC
David McLean	Royal Melbourne Institute of Technology	Registered Training Organisation	VIC
Belinda Skipworth	Diversitat Training	Registered Training Organisation	VIC
Lynette Jarczewski	Flexible Training Solutions	Registered Training Organisation	VIC
Tony Lane	The Management Edge	Registered Training Organisation	VIC
Kerri Henderson	Phillips Institute	Registered Training Organisation	VIC
Brent McGregor	Spectra Training	Registered Training Organisation	VIC
Kingsley Dunstan	South Metropolitan TAFE	Registered Training Organisation	WA
Anne Seager	Aveling	Registered Training Organisation	WA
Melanie Gimblett	ETAS Group	Registered Training Organisation	WA
Rae Hilhorst	Australian Professional Skills Institute	Registered Training Organisation	WA
Brian Jones	Aveling	Registered Training Organisation	WA
Ilsé Strauss	PurposeSYNC	Registered Training Organisation	WA
Rebecca Spyker	Wilding the Heart	Industry	WA
Zoe Storer	Transport Accident Commission	Government	VIC
Jon Pratlett	Langley Group	Registered Training Organisation	NSW
Martyn Newman	RocheMartin	Registered Training Organisation	VIC
Ush Dhanak	People Builders	Registered Training Organisation	NSW
Jeremy Scrivens	The Emotional Economy at Work	Registered Training Organisation	VIC
Monique Toohey	Nasihah Consulting Group	Registered Training Organisation	VIC
Jeremy Trott	Training Services Australia	Registered Training Organisation	WA
Paul Muenchow	Department of Training and Workforce Development	Government	WA
Allan Jones	Financial, Administrative and Professional services Training Council	Peak Body	WA
Sharyn Lancaster	The Australian Institute of Management Western Australia	Peak Body	WA
Brenda Woollard	Vocational Education and Training in Schools	Government	WA

Individual/Group	Organisation	Stakeholder type	State
David Horvath	Vocational Education and Training in Schools	Government	WA
Leeanne Mccolgan	Logikal Projects	Registered Training Organisation	WA
Ivan Kam	Trainsmart Australia	Registered Training Organisation	WA
Karen Richardson	Department of Training and Workforce Development	Government	WA
Jayne Bell	North Metro TAFE	Registered Training Organisation	WA
Ann O'neil	South Metro TAFE	Registered Training Organisation	WA
Rowena Maling	South Metro TAFE	Registered Training Organisation	WA
Alison Sweet	Financial, Administrative and Professional Services Training Council	Peak Body	WA
Libby Kinna	Apprenticeship Support Australia	Government	WA
Deb Kerrison	HIP Leadership	Industry	WA
Rae Hilhorst	Australian Professional Skills Institute	Registered Training Organisation	WA
Kerrie White	WPC Group	Training Organisation	WA
Jason Yap	Scope Training	Registered Training Organisation	WA
Norman Paskin	Monash College	Registered Training Organisation	VIC
Ben Palmer	Genos International	Training Provider	NSW
Carmell Marshall	CentaCare	Registered Training Organisation	QLD

Table 6 Key stakeholders consulted (Project 1D – Program Management)

Individual/Group	Organisation	Stakeholder type	State
Lynne McWilliam	Australian Maritime Safety Authority	Government	ACT
Mark Heath	M.B.H. Management	Registered Training Organisation	NSW
Michael Whiteman	National Training Masters	Registered Training Organisation	NSW
Richard Lansdowne	Upskilled	Registered Training Organisation	NSW
James Bawtree	PMLogic	Employer	NSW
Kestrel Stone	Elemental Projects	Registered Training Organisation	NSW
Lynn Crawford	University of Sydney	Registered Training Organisation	NSW
Michael Vader	Parks and Wildlife, Office of Environment and Heritage, Department of Planning and Environment	Government	NSW
Mark Steward	Reserve Bank of Australia	Government	NSW

Individual/Group	Organisation	Stakeholder type	State
Shane Stankowski	Jemena	Industry	VIC
Lawrie Kirk	APMG International	Training Organisation	VIC
Darryl Reichelt	Jemena	Industry	VIC
Ivan Imparato	Toyota Motor Corporation Australia	Industry	VIC
Steven Deer	Innovation and Business Skills Australia	Peak Body	VIC
Tony Lane	The Management Edge	Registered Training Organisation	VIC
Teifi Caron	Donald Cant Watts Corke	Industry	-
Ian Peters	Urban Development Institute Australia	Peak Body	-
Nicole Nader	Australian Institute of Project Management	Peak Body	SA
Annie Sheehan	Project Management Institute - Melbourne Chapter	Peak Body	VIC
John Flynn	Project Managers Network	Peak Body	NSW
Chris Freeman	APP Property and Infrastructure Specialists	Industry	VIC
Graham Banducci	PricewaterhouseCoopers	Industry	VIC
Jeremy Trott	Training Services Australia	Registered Training Organisation	WA
Paul Muenchow	Department of Training and Workforce Development	Government	WA
Allan Jones	Financial, Administrative and Professional Services Training Council	Peak Body	WA
Sharyn Lancaster	Australian Institute of Project Management Western Australia	Peak Body	WA
Brenda Woollard	Vocational Education and Training in Schools	Government	WA
David Horvath	Vocational Education and Training in Schools	Government	WA
Leeanne Mccolgan	Logikal Projects	Registered Training Organisation	WA
Ivan Kam	Trainsmart Australia	Registered Training Organisation	WA
Karen Richardson	Department of Training and Workforce Development	Government	WA
Jayne Bell	North Metro TAFE	Registered Training Organisation	WA
Ann O'neil	South Metro TAFE	Registered Training Organisation	WA
Rowena Maling	South Metro TAFE	Registered Training Organisation	WA
Alison Sweet	Financial, Administrative and Professional Services Training Council	Peak Body	WA
Libby Kinna	Apprenticeship Support Australia	Government	WA
Deb Kerrison	HIP Leadership	Industry	WA

Individual/Group	Organisation	Stakeholder type	State
Rae Hilhorst	Australian Professional Skills Institute	Registered Training Organisation	WA
Kerrie White	WPC Group	Training Organisation	WA
Jason Yap	Scope Training	Registered Training Organisation	WA
Gary Lear	Development Beyond Learning	Registered Training Organisation	NSW

Attachment C – Non-endorsable components

This section outlines minor updates that will be implemented when BSB Training Package v4.0 is released on the National Register.

The updated units of competency developed as part of projects 1A, B, and D sit in the elective bank of the following qualifications and skill sets; and are referenced as part of the Case for Endorsement as per the Minor Changes section of the *Training Package Development and Endorsement Process Policy*.

Table 7 - Qualifications that include updated units of competency as electives

Current unit code	Current unit title	Qualifications with updated unit
BSBEBU501	Investigate and design e-business solutions	<ul style="list-style-type: none"> BSB50215 Diploma of Business BSB52415 Diploma of Marketing and Communication
BSBITA401	Configure and optimise customer contact technology	<ul style="list-style-type: none"> BSB50515 Certificate IV in Business Administration BSB40215 Certificate IV in Business
BSBITB501	Establish and maintain a workgroup computer network	<ul style="list-style-type: none"> BSB50415 Diploma of Business Administration BSB50215 Diploma of Business
BSBITS401	Maintain business technology	<ul style="list-style-type: none"> BSB61115 Advanced Diploma of Conveyancing BSB52015 Diploma of Conveyancing BSB41715 Certificate IV in Recordkeeping BSB41115 Certificate IV in International Trade BSB40715 Certificate IV in Franchising BSB40515 Certificate IV in Business Administration BSB40215 Certificate IV in Business
BSBITU101	Operate a personal computer	<ul style="list-style-type: none"> BSB20215 Certificate II in Customer Engagement BSB10115 Certificate I in Business
BSBITU102	Develop keyboard skills	<ul style="list-style-type: none"> BSB10115 Certificate I in Business
BSBITU202	Create and use spreadsheets	<ul style="list-style-type: none"> BSB20115 Certificate II in Business BSB10115 Certificate I in Business

Current unit code	Current unit title	Qualifications with updated unit
BSBITU201	Produce simple word processed documents	<ul style="list-style-type: none"> • BSB20115 Certificate II in Business • BSB10115 Certificate I in Business
BSBITU203	Communicate electronically	<ul style="list-style-type: none"> • BSB20215 Certificate II in Customer Engagement • BSB20115 Certificate II in Business
BSBITU301	Create and use databases	<ul style="list-style-type: none"> • BSB31115 - Certificate III in Business Administration (Medical) • BSB40615 Certificate IV in Business Sales • BSB31015 Certificate III in Business Administration (Legal) • BSB30915 Certificate III in Business Administration (Education) • BSB30815 Certificate III in Recordkeeping • BSB30515 Certificate III in Business Administration (International Education) • BSB30415 Certificate III in Business Administration • BSB30115 Certificate III in Business
BSBITU302	Create electronic presentations	<ul style="list-style-type: none"> • BSB30115 Certificate III in Business • BSB31115 Certificate III in Business Administration (Medical) • BSB31015 Certificate III in Business Administration (Legal) • BSB30915 Certificate III in Business Administration (Education) • BSB30815 Certificate III in Recordkeeping • BSB30515 Certificate III in Business Administration (International Education) • BSB30415 Certificate III in Business Administration
BSBITU303	Design and produce text documents	<ul style="list-style-type: none"> • BSB31115 Certificate III in Business Administration (Medical) • BSB31015 Certificate III in Business Administration (Legal)

Current unit code	Current unit title	Qualifications with updated unit
		<ul style="list-style-type: none"> • BSB30915 Certificate III in Business Administration (Education) • BSB30815 Certificate III in Recordkeeping • BSB30615 Certificate III in International Trade • BSB30415 Certificate III in Business Administration • BSB30115 Certificate III in Business
BSBITU304	Produce spreadsheets	<ul style="list-style-type: none"> • BSB41015 Certificate IV in Human Resources • BSB31115 Certificate III in Business Administration (Medical) • BSB31015 Certificate III in Business Administration (Legal) • BSB30915 Certificate III in Business Administration (Education) • BSB30815 Certificate III in Recordkeeping • BSB30415 Certificate III in Business Administration • BSB30115 Certificate III in Business
BSBITU305	Conduct online transactions	<ul style="list-style-type: none"> • BSB41615 Certificate IV in Purchasing • BSB31115 Certificate III in Business Administration (Medical) • BSB31015 Certificate III in Business Administration (Legal) • BSB30915 Certificate III in Business Administration (Education) • BSB30815 Certificate III in Recordkeeping • BSB30615 Certificate III in International Trade • BSB30415 Certificate III in Business Administration • BSB30315 Certificate III in Micro Business Operations • BSB30115 Certificate III in Business

Current unit code	Current unit title	Qualifications with updated unit
BSBMKG524	Design effective user experiences	<ul style="list-style-type: none"> BSB52415 Diploma of Marketing and Communication
BSBMKG525	Design effective web search responses	<ul style="list-style-type: none"> BSB52415 Diploma of Marketing and Communication
BSBMKG526	Develop strategies to monetise digital engagement	<ul style="list-style-type: none"> BSB52415 Diploma of Marketing and Communication
BSBMKG527	Plan social media engagement	<ul style="list-style-type: none"> BSB52415 Diploma of Marketing and Communication
BSBSMB413	Design a digital action plan for small business	<ul style="list-style-type: none"> BSB30315 Certificate III in Micro Business Operations
BSBSMB414	Time management for small business	<ul style="list-style-type: none"> BSB30315 Certificate III in Micro Business Operations
BSBWRK311	Develop self-awareness	<ul style="list-style-type: none"> BSB30115 Certificate III in Business
BSBWRK412	Contribute to personal development	<ul style="list-style-type: none"> BSB42015 Certificate IV in Leadership and Management

Table 8 - Skill sets that include updated units of competency

Current unit code	Current unit title	Skill sets with updated unit
BSBEBU501	Design databases	<ul style="list-style-type: none"> BSBSS00079 - Digital Applications Skill Set
BSBITU101	Operate a personal computer	<ul style="list-style-type: none"> BSBSS00056 - Small Business Preparatory Skill Set BSBSS00034 - Basic Customer Engagement Skill Set
BSBMKG524	Design effective user experiences	<ul style="list-style-type: none"> BSBSS00079 - Digital Applications Skill Set
BSBMKG525	Design effective web search responses	<ul style="list-style-type: none"> BSBSS00079 - Digital Applications Skill Set
BSBMKG526	Develop strategies to monetise digital engagement	<ul style="list-style-type: none"> BSBSS00079 - Digital Applications Skill Set
BSBMKG527	Plan social media engagement	<ul style="list-style-type: none"> BSBSS00079 - Digital Applications Skill Set
BSBSMB405	Monitor and manage small business operations	<ul style="list-style-type: none"> BSBSS00087 - Small Business Growth Skill Set BSBSS00060 - Energy Efficiency in Business Skill Set
BSBSMB406	Manage small business finances	<ul style="list-style-type: none"> BSBSS00087 - Small Business Growth Skill Set

Current unit code	Current unit title	Skill sets with updated unit
		<ul style="list-style-type: none"> • BSBSS00050 - Small Business Financial Management Skill Set
BSBSMB412	Manage small business	<ul style="list-style-type: none"> • BSBSS00061 - Cloud Computing and Digital Skills for Business Skill Set
BSBSMB413	Design a digital action plan for small business	<ul style="list-style-type: none"> • BSBSS00088 - Small Business Survival Skill Set • BSBSS00087 - Small Business Growth Skill Set
BSBSMB414	Time management for small business	<ul style="list-style-type: none"> • BSBSS00087 - Small Business Growth Skill Set
BSBSMB416	Plan small business growth	<ul style="list-style-type: none"> • BSBSS00087 - Small Business Growth Skill Set

Editorial Report Template

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	BSB Business Services
Number of new or revised qualifications	6
Number of new or revised units of competency	34 (32 revised and 2 new)
Confirmation that the draft endorsed components meet the requirements in Section 2	I confirm that the draft endorsed components meet the requirements in Section 2
Person completing the Editorial Report and organisation. ¹	Terence Alan Smith, Focussed Consulting
Date completed	19th March, 2018

¹ Persons not a member of the panel are required to provide the following additional information: demonstrated experience in editing technical and industry publications, preferably including education and/or training; demonstrated commitment by the applicant to ongoing professional development; details of relevant qualifications and/or professional membership(s).

Section 2 – Editorial checklist of draft training package components

Editorial Requirements	Comments	SSO comments
<p>Draft endorsed components have been proofread and edited against the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsement Process Policy</i> by the SSO/developer prior to the formal Editorial review.</p>	<p>The components were proofread and edited prior to the formal editorial review. As is par for the course in any editorial process some minor further edits were identified in the editorial report process and these have been corrected. Overall the components presented were of a very high quality.</p>	

2The standards for training packages

Training packages – products

Editorial Requirements	Comments	SSO comments
<p>Standard 1: Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 	<p>The case for endorsement in this instance relates to unit revisions and additions to existing qualifications and skill sets. The qualifications have also been amended accordingly to reflect the unit changes. The units of competence and assessment requirements are in order. The quality assured Implementation Guide/Companion Volume are in order.</p>	

Editorial Requirements	Comments	SSO comments
2. One or more quality assured companion volumes.	Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	

Training Packages - Policy

Editorial Requirements	Comments	SSO comments
<p>Standard 2: Training Package developers comply with the Training Package Products Policy.</p>	<p>The process complied with Training Package Products Policy. The consultation process was broad and allowed time for feedback. The reasoning for the changes is well outlined and fits within the guidelines. Coding and titling is within guidelines and revised units have been given new coding. Mapping is evident and clear.</p>	
<p>Standard 3: Training Package developers comply with the AISC Training Package Development and Endorsement Process Policy.</p>	<p>The Development and Endorsement Process Policy has been adhered to and is outlined in the supporting documents for transparency. The case for endorsement outlines thoroughly the process and the consultations undertaken and amply makes the case for change and the subsequent case for endorsement. The transitioning of end product from the anticipated changes to the actual case for endorsement highlights the amount of consultation and thought that has gone into the process that sought to place industry “at</p>	

Editorial Requirements	Comments	SSO comments
	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>the heart of the work”.</p> <p><i>Skills for Australia</i> undertook extensive consultation for these units of competency revisions and additions. They have listed all those consulted in their <i>Case for Endorsement</i> and documented the findings and points of contention</p> <p>The case is made clearly and succinctly.</p> <p>The Case for Endorsement provides sufficient evidence to satisfy that due process had been followed to achieve broad and considered consultation.</p>	

Training Packages – Components

3Units of competency

Editorial Requirements	Comments	SSO comments
<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p>		
<p>Standard 4: Units of competency specify the standards of performance required in the workplace.</p>	<p>The standards of performance are well specified in all units presented. BSBWRK302 was a little procedural and task focussed as opposed to functional at the PC level but this is expected given the nature of the unit and the intended. audience and context. Nevertheless, all elements and performance were written as clear and measurable performance standards. Importantly, it is compliant as are all other units. They are all accessible and written in plain English.</p>	
<p>Standard 5: The structure of units of competency complies with the unit of competency template.</p>	<p>The unit structures comply with the unit of competency template. All mandatory fields were completed.</p>	

Assessment Requirements

Editorial Requirements	Comments	SSO comments
<p>Standard 6: Assessment requirements specify the evidence and required conditions for assessment.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>Assessment requirements meet all requirements and specify performance evidence, knowledge evidence and assessment conditions clearly and concisely.</p>	

Editorial Requirements	Comments	SSO comments
<p>Standard 7: Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages</p> <p>Assessment requirements are compliant with the assessment template and are available and correctly linked for each unit.</p> <p>All template fields were completed.</p> <p>Assessment requirements specified the required product or process evidence. There were no specific volume requirements above the standard definition.</p> <p>The assessment requirements linked clearly to the elements and performance criteria, listing relevant knowledge evidence and assessment conditions.</p> <p>For dimensions of competency. There was a sufficient mix of job skills, task management skills, contingency management skills, job/role environment context. The assessment is transferrable to a range of contexts and assessment conditions.</p> <p>Performance and knowledge evidence were checked to ensure they aligned with the elements and performance criteria, and were logically sequenced.</p> <p>The assessment conditions contained standard and clear phrasing across the five assessment requirements.</p>	

4Qualifications

Editorial Requirements	Comments	SSO comments
Standard 8: Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	Existing qualifications have been modified to accommodate the new and revised units. The qualifications comply with the AQF specification.	
Standard 9: The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	The information structure for the AQF qualifications have maintained their compliance with the qualification template.	

Credit Arrangements

Editorial Requirements	Comments	SSO comments
Standard 10: Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	There are no existing credit arrangements evident.	

5 Companion Volumes

Editorial Requirements	Comments	SSO comments
Standard 11: A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	Standard eleven was met. A quality assured companion volume implementation guide was presented. This volume provided generic information around CBT/CBA and specific information around specific training package qualifications. The addendum covered version control, mapping and a list of current units of competency.	
Standard 12: Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	Additions have been made to existing companion volumes.	

Other

Editorial Requirements	Comments	SSO comments
Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the templates including mapping information and packaging rules, and in the <i>companion volume implementation guide</i>.	Unit codes and title are correctly cross referenced and mapping is evident. Qualification codes and packaging rules are accurately cross-referenced throughout the template and the companion volume implementation guide.	

Editorial Requirements	Comments	SSO comments
<p>Units of competency and their content are inserted in full, including any imported units of competency</p>	<p>All units are complete and there are no imported units in this case for endorsement.</p>	

Equity Report Template

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	Business Service BSB
Number of new or revised qualifications	6
Number of new or revised units of competency	34 Units (32 revised 2 new)
Confirmation that the draft endorsed components meet the requirements in Section 2	I confirm that the draft endorsed components meet the requirements of Section 2
Person completing the Equity Report and organisation. ¹	Terence Alan Smith, Focussed Consulting
Date completed	18th March, 2018

¹ Persons not a member of the Training Package Quality Assurance Panel are required to provide the following additional information: demonstrated experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; demonstrated commitment by the person to ongoing professional development; details of relevant qualifications and/or professional membership(s).

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
Draft endorsed components comply with the Training Package Products Policy (see Training Package Standard 2).	The units and associated qualifications meet all requirements and comply with the Training Package Products Policy (TPPP) and the associated equity requirements.	

6 Training Package Quality Principles

Quality Principle 4

Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

7 Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners.

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
1. What evidence demonstrates that the draft components provide flexible qualifications that enable application in different contexts?	There is no change to the qualification structure or pathways so no change to the flexibility.	

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
	<p>The revised and new units have been written in a way that makes them accessible and relevant within the range of different workplace contexts in which the unit of competency may be used. They can be applied equally well in sole trader, consultancies, small businesses, discrete units of large businesses and in a whole of organisation context. They could also be used cross-industry and in a range of learning and assessment contexts as they are generic enough for a universal application.</p>	
<p>2. Is there evidence of multiple entry and exit points?</p>	<p>These units have no pre-requisites and can be readily accessed as discrete units for a statement of attainment. They are readily applicable to a range of industry and sector contexts and could be packaged or be available as individual electives within a range of qualification streams.</p>	
<p>3. Have pre-requisite units of competency been minimised? Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?</p>	<p>There are no pre-requisites for any of the units.</p> <p>The units are written in plain English. As stated, in their current form, they are easily understood and are able to be applied across a range of industries and sectors while maintaining their integrity.</p>	

Quality Principle 5

Facilitate **recognition** of an individual’s skills and knowledge and support movement between the school, vocational education and higher education sectors.

8Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments	SSO comments
<p>1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>Existing qualifications have been modified to accommodate the new and revised units.</p> <p>The existing qualifications that these units sit appropriately within have such arrangements specified. The qualification entry pathways and articulation protocols are in place and allow for a variety of entry pathways.</p> <p>The units designed for entry level workforce in Project Management for example:</p> <ul style="list-style-type: none"> • <i>BSBITU111 Operate a personal digital device</i> • <i>BSBITU212 Create and use spreadsheets</i> • <i>BSBITU313 Design and produce digital text documents</i> <p>and the emotional intelligence unit:</p> <ul style="list-style-type: none"> • <i>BSBWRK302 Develop self-awareness</i> <p>are readily able to be used in a pre-vocational and VET in schools context. The units developed for inclusion within the Advanced Diploma of Program Management and the Diploma of Leadership and Management should allow for</p>	

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
	development of required competence for articulation pathways into higher learning.	

Quality Principle 6

Support interpretation by training providers and others through the use of simple, **CONCISE LANGUAGE** and clear articulation of assessment requirements.

9Key features

Support implementation across a range of settings and support sound assessment practices.

Units of competency are clearly written

Training Package components are compliant with the TGA/National Register requirements for publication.

Equity requirements	Equity reviewer comments	SSO comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> • Pathways • Access and equity • Foundation skills? <p>(see Training Package Standard 11)</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>The Companion Volume and Implementation Guide were checked for clarity and relevance.</p> <p>They provide guidance in the essential area of pathways, access and equity including reasonable adjustments. The Companion Volume explains foundation skills and their application.</p> <p>The language has been checked for conciseness and clarity. The assessment requirements are clearly stated.</p> <p>The existing qualification pathways have been maintained in the revised qualifications which have been adjusted to accommodate these new and revised units.</p> <p>Mapping information is provided in the Implementation Guide.</p>	

Quality Report Template

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	BSB Business Services
Number of new or revised qualifications	5 revised qualifications, <i>amended to 6 new qualifications (March 2018)</i>
Number of new or revised units	34 (32 revised units and 2 new units)
Confirmation that the draft endorsed components meet the <i>Standards for Training Packages 2012</i>	The draft endorsed components meet the Standards for Training Packages 2012.
Name of panel member completing Quality Report	Sally Tansley
Statement that the panel member <ul style="list-style-type: none"> • is independent of development and/or validation activities associated with the <i>Case for Endorsement</i> • has not undertaken the <i>Equity and/or Editorial Report</i> • is independent of the Training Package or Training Package components being reviewed. 	I declare that: <ul style="list-style-type: none"> • I am independent of development and/or validation activities associated with the <i>Case for Endorsement</i> • I did not undertake the <i>Equity and/or Editorial Report</i> • I am independent of the Training Package or Training Package components being reviewed.
Date completed	22 February 2018 (Version 2) 22 March 2018 (<i>Version 3 – to take account of additional minor changes made by the STAs</i>)

Section 2 – Compliance with the standards for training packages

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 1 Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 2. One or more quality assured companion volumes. 	NA	All required components were provided relevant to this case for endorsement being qualifications, units of competency and associated assessment requirements and the implementation guide. Credit arrangements not applicable.
<p>Standard 2 Training Package developers comply with the AISC <i>Training Package Products Policy</i>.</p>	Y	A number of recommendations were provided to ensure that the Training Package Products Policy was met. These were all implemented by the SSO.
<p>Standard 3 Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i>.</p>	Y	<p>Extensive consultation was conducted.</p> <p>As a recommendation for the future, I would like to see the Independent review process commence much earlier, as I believe this would assist with ensuring the units of competency clearly specify standards of performance and assessment requirements and are still reflective of industry needs.</p>

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 4 Units of competency specify the standards of performance required in the workplace.</p>	<p>Y</p>	<p>An initial review found numerous issues with the units that meant that standards of performance were not clear.</p> <p>Many recommendations were provided to ensure that all units of competency specified the standards of performance in the workplace.</p> <p>These were all implemented by the SSO.</p> <p><i>22 March 18</i> <i>Further minor changes were recommended by the STAs. I reviewed these and considered these to be appropriate. I recommended further minor formatting changes to two units.</i></p>
<p>Standard 5 The structure of units of competency complies with the unit of competency template.</p>	<p>Y</p>	
<p>Standard 6 Assessment requirements specify the evidence and required conditions for assessment.</p>	<p>N</p>	<p>An initial review found numerous issues with the units that meant that assessment requirements were not clear.</p> <p>Many recommendations were provided to ensure that all units of competency specified the standards of performance in the workplace.</p> <p>These were all implemented by the SSO.</p>
<p>Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.</p>	<p>Y</p>	

Standards for Training Packages	Standard met – yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	Y	<p>Qualifications were not substantially changed from their existing form as changes were on the whole minor changes to units of competency.</p> <p>Note the quality reviewer does have concerns about the level of the small business units.</p> <p>Many units reflect similar tasks found, for example, in AQF Level 5 level units such as BSBMGT517 Develop an operational plan or BSBFIM501 Manage budgets and financial plans.</p> <p>I believe this qualification and associated units need further review in the future.</p>
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	Y	Updated qualifications reviewed.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	NA	
Standard 11 A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template.	Y	
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	NA	

Section 3 – Comments on how the draft training package components meet the quality principles

10. Reflect identified workforce outcomes

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Driven by industry's needs	Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs	Y	
Compliant and respond to government broad policy initiatives	Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy Evidence that the training package components respond to Ministers' policy initiatives, in particular the 2015 training package reforms	Y	See comments in Section 2.
Reflect contemporary work organisation and job profiles incorporating a future orientation	Open and inclusive consultation and validation commensurate with scope and impact has been conducted	Y	

11. Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support movement of skills within and across organisations and sectors	Packaging rules, qualifications framework, and pathways support movement within and across sectors Identification of skill sets that respond to client needs	Y	No substantial change to existing qualifications. No skill sets reviewed.
Promote national and international portability	Other national and international standards for skills are considered	NA	No reference in case for endorsement and did not consider that other than the standards for the review that other standards needed to be considered.
Reflect regulatory requirements and licensing	Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies	NA	

12. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect national consensus	Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC.	Y	Extensive, thorough consultation.
Recognise convergence and connectivity of skills	Best use is made of cross-industry and work and participation bank units	Y	No substantial change to existing qualifications.

13. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Meet the diversity of individual and employer needs	Provide flexible qualifications that enable application in different contexts	Y	No substantial change to existing qualifications.
Support equitable access and progression of learners	Provide multiple entry and exit points Pre-requisite units of competency are used only when required	Y	No substantial change to existing qualifications.

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15. Facilitate recognition of an individual’s skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support learner transition between education sectors	Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications	NA	

16. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support implementation across a range of settings	Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package	Y	
Support sound assessment practice	Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth	Y	See comments in section 2.
Support implementation	Compliance with the TGA/National Register requirements for publication Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package	Y	See comments in section 2.