Case for Endorsement

Business Services

BSB Training Package Release 4.0

Teamwork and Communication Cross Sector Project

Inclusion of People with Disability in VET Cross Sector Project

Executive summary

Introduction

This Case for Endorsement outlines the rationale, evidence and industry support for the creation of nine new cross sector units of competency to be housed, as part of interim arrangements, in the Business Services Training Package. It builds on consultations undertaken by Skills for Australia, the lead Skills Service Organisation, for the:

- Teamwork and Communication Cross Sector Project; and
- Inclusion of People with Disability in VET (Vocational Education and Training) Cross Sector Project.

In particular, this Case for Endorsement demonstrates how the proposed training package components align with the Council of Australian Governments (COAG) Industry Skills Council reforms to Training Packages, and other principles for quality that have informed this training product development work.

As the Skills Service Organisation responsible for leading this cross sector project, we are satisfied that there is strong industry support for the creation of these new units and that the proposed training product components will meet the needs of learners and workers across multiple industries and workplaces.

Structure of the report

This report has been developed as part of our training product development work on behalf of, and directed by, the Business Services Industry Reference Committee (IRC) with substantial early contribution from the two Project Reference Groups (PRGs) during research, industry consultation and training product drafting: the Teamwork and Communication PRG and the Inclusion of People with Disability in VET PRG.

We have structured this report around the required elements of the Case for Endorsement 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)

Contents

1   *Administrative details*

Business Services Industry Reference Committee (IRC).[1]

Name of SSO

PwC's Skills for Australia

Training Package components submitted for approval

See Table 1 for endorsable training product components submitted for approval. Refer to Appendix C for details of non-endorsable changes.

Table 1 Training package components submitted for approval

Training product code and title	New/ existing/ deleted training product
9 new cross sector units of competency submitted for AISC approval:	
BSBXCM301 Engage in workplace communication	New
BSBXCM401 Apply communication strategies in the workplace	New
BSBXCM501 Lead communication in the workplace	New
BSBXDB301 Respond to the service needs of customers and clients with disability	New
BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability	New
BSBXDB501 Support staff members with disability in the workplace	New
BSBXDB502 Adapt organisations to enhance accessibility for people with disability	New
BSBXTW301 Work in a team	New
BSBXTW401 Lead and facilitate a team	New

The above draft training products have been independently verified as meeting the requirements of the *Standards for Training Packages* and reviewed and approved by the Business Services IRC.

Table 2 Total number of proposed changes

Total proposed changes to training products	Number of training products
Units to be created	9

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[1] PwC's Skills for Australia would also like to recognise the substantial early contributions from the Teamwork and Communication Project Reference Group and Inclusion of People with Disability in VET Project Reference Group during the research, stakeholder consultation and training product drafting stages of these cross sector projects. Following the August 2018 AISC meeting, these two PRGs transitioned responsibility for finalising the Case for Endorsement to the Business Services. The Business Services IRC accepted this responsibility when they approved the housing of these 9 cross sector units of competency in their Training Package at the 2 October 2018 IRC meeting.

Note on non-endorsable changes

The Business Services IRC approved a number of non-endorsable changes which will be implemented when the Business Services Release Version 4.0 is added to the National Register. Refer to Appendix C for details.

In addition, the two cross sector Project Reference Groups (PRGs) recommended additional training package updates: identification of potentially duplicative training products; potential updates to existing units of competency; potential development of a new skill set. Where these updates involve Business Services Training Package components, the Business Services IRC have supported consideration of these recommendations as part of future training product development work; where these updates involve changes to other Training Packages, Skills for Australia will work with the governing IRC(s) (via their Skills Service Organisation) to transition detailed recommendations to these IRC(s) for their consideration.

Case for Change details

There is no formal Case for Change for this work. Instead, both cross sector projects began with initial research and stakeholder consultations, which then resulted in an Activity Order for training product development work.

For the Teamwork and Communication Cross Sector project, the Department of Education and Training and Australian Industry and Skills Committee (AISC) conducted an initial analysis on the duplication of teamwork and communication related units of competency in the national VET system. In October 2016, PwC's Skills for Australia submitted a Work and Participation Bank proposal that built on these findings and highlighted the opportunity to review the significant duplication. This resulted in an extensive literature review and nationwide stakeholder consultations across multiple industry sectors. Insights from this were summarised in a Public Paper in September 2017 and helped inform the development of training products and this Case for Endorsement.

For the Inclusion of People with Disability in VET Cross Sector Project, the AISC saw an opportunity to address low participation of people with disability, and the barriers causing this low participation, in employment and education through vocational education and training. PwC's Skills for Australia submitted an Environmental Scan (January, 2018) that outlined an assessment of the current state of participation of people with disability in education, training and employment and the findings from this report provided the evidence base for training product development work outlined in this Case for Endorsement.

Activity Order details

Teamwork and Communication Cross Sector Project

Reference number: PwC/AA/2016-17/007

Date executed: 26 June 2017

Scope of Activity Order:

- Establish a Project Reference Group that includes members drawn from IRCs;
- Conduct research and consultation to develop a Case for Endorsement for the creation of two generic units to address the skills needs across the diversity of sectors for teamwork and communication; and
- Identify existing units to be deleted once the generic units are in place.

Through opinions expressed during consultations, it was determined by the Teamwork and Communication PRG that a minimum of three units of competency were required for communication and two units of competency for teamwork. An amendment to the Activity Order was sought and agreed with the Department of Education and Training in October 2018 for the development of five cross sector units of competency relating to teamwork and communication.

Inclusion of People with Disability in VET Cross Sector Project

Reference number: PwC/RC/2017-18 – 001

Date executed: 09 November 2017

Scope of Activity Order:

- Conduct an Environmental Scan of participation of people with disability in education, training and employment to provide the evidence base for training package work;
- Identify skill and knowledge needs to enable employers across a range of industry sectors, customer service providers and educators to effectively include people with disability; and
- Develop a bank of units of competency on disability related issues to be used across different industries in a wide range of Training Package qualifications.

2   Description of work and request for approval

2.1   Description of work being undertaken and why

Many of the skills most valued by industry cut across multiple sectors of Australia's economy. Yet training package components are not always developed in a way that recognises the importance of skills in multiple sectors or encourages training products to be used to their full potential in different industry contexts.

The AISC identified nine cross sector skill areas where opportunities to strategically address common skills needs across multiple industries by creating flexible and transferable training package components that benefit industry and learners from across multiple sectors of the economy. This Case for Endorsement provides the evidence base for training product development work relating to the cross sector skill areas of teamwork, communication and the inclusion of people with disability. Consultation findings are detailed in Appendix A and provide the rationale for the training product recommendations presented in Section 2.2 of this Case for Endorsement.

Teamwork and Communication Cross Sector Project

The aim of the Teamwork and Communication Cross Sector Project is to develop training package components that address the teamwork and communication skills needs across multiple industries in a coordinated and efficient way, in order to minimise the duplication of existing units where possible.

Teamwork and communication skills underpin virtually all work performed in a workplace. There is increasing recognition among employers of the importance of teamwork and communication skills among their workforce, which has led to increased emphasis on these skills during the recruitment process. Over time, the VET sector has responded to the growing importance of teamwork and communication skills, in particular through the development of industry-specific training products. This has resulted in considerable overlap and duplication in vocational training, with many similarities between existing units of competency across different training packages and across industry sectors.

On behalf of the Teamwork and Communication PRG that was established for this project, PwC's Skills for Australia has undertaken an extensive literature review and nationwide stakeholder consultations to understand the key industry drivers for changes, existing skills gaps as well as benefits/risks of developing generic units for teamwork and communication.

Inclusion of People with Disability in VET Cross Sector Project

People with disability in Australia consistently encounter barriers to equal access and inclusion across a variety of contexts. Recent Government initiatives and reforms have gone some way to respond to the driving force for change, and some supports and programs currently exist to facilitate inclusion. However, more needs to be done to equip people with the requisite skills and knowledge to better support the inclusion of people with disability.

The aim of the Inclusion of People with Disability in VET Cross Sector Project is to develop training package components that promote the inclusion of people with disability in three key contexts: employment, vocational education and training, and customer service. The expected benefits of the implementation of this cross sector project include: improved flexibility in the Australian vocational system, enhanced occupational mobility, and

improved accessibility for people with disability in education and training, employment and customer service contexts.

On behalf of the Inclusion of People with Disability in VET PRG, PwC's Skills for Australia, has undertaken an Environmental Scan (January 2018)[2], which presents a current state assessment of participation of people with disability in education, training and employment; conducted extensive stakeholder consultation across a range of industries to form a rationale for training package work, as summarised in a Gaps, Opportunities and Potential Common Units report (January 2018) and a Summary of Consultation Outcomes report (April 2018)[3]. Insights informed the development of training products that are summarised in this Case for Endorsement.

2.2 Request for approval

The decision being sought from the AISC is to approve the nine new cross sector units of competency that will be housed in the Business Services Training Package, as part of the interim arrangements agreed at the August 2018 AISC meeting. These are listed below and are also reflected in Table 1 above. This Case for Endorsement is approved by the Business Services IRC with the support of the two developing PRGs (Teamwork and Communication PRG and Inclusion of People with Disability in VET PRG).

All components submitted for endorsement have been developed and reviewed in accordance with the *Standards for Training Packages 2012*, the *Training Package Products Policy 2012* and the *Training Package Development and Endorsement Policy 2016*.

Evidence of consultation with states and territories, and evidence that the views of key stakeholders have been considered in the development of these recommendations, is provided in Section 3 of this document. The recommendations for training product development are based on analysis of the feedback we received throughout consultation with industry, IRCs, SSOs, the developing PRGs, State/Territory Training Authorities (STAs) and other key stakeholders.

Teamwork and Communication Cross Sector Project

Approve the development of five new cross sector units of competency relating to teamwork and communication skills:

- BSBXCM301 Engage in workplace communication
- BSBXCM401 Apply communication strategies in the workplace
- BSBXCM501 Lead communication in the workplace
- BSBXTW301 Work in a team
- BSBXTW401 Lead and facilitate a team

Although non-endorsable, approve updates to five existing qualifications to house the new cross sector units in their elective bank:

- BSB30115 Certificate III in Business
- BSB40215 Certificate IV in Business
- BSB42015 Certificate IV in Leadership and Management
- BSB50215 Diploma of Business
- BSB51918 Diploma of Leadership and Management

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[2] See https://s3-ap-southeast-2.amazonaws.com/pwcau.prod.s4aprod.assets/wp-content/uploads/20180503135302/Environmental-Scan-Public-Version1.pdf Published January 2018

[3] See https://s3-ap-southeast-2.amazonaws.com/pwcau.prod.s4aprod.assets/wp-content/uploads/20180503140839/Summary-of-Consultation-Outcomes-Report.pdf Published April 2018

Refer to Appendix C for further details on non-endorsable changes.

Specific housing of the teamwork and communication units in the identified BSB qualifications are outlined in the table below:

Unit	Qualification housing
BSBXCM301 Engage in workplace communication	BSB30115 Certificate III in Business (electives)
BSBXCM401 Apply communication strategies in the workplace	BSB40215 Certificate IV in Business (electives)
	BSB42015 Certificate IV in Leadership and Management (elective group B)
BSBXCM501 Lead communication in the workplace	BSB50215 Diploma of Business (elective group B)
	BSB51918 Diploma of Leadership and Management (elective group B)
BSBXTW301 Work in a team	BSB30115 Certificate III in Business (electives)
BSBXTW401 Lead and facilitate a team	BSB40215 Certificate IV in Business (electives)
	BSB42015 Certificate IV in Leadership and Management (elective group B)

Inclusion of People with Disability in VET Cross Sector Project

Approve the development of four new cross sector units of competency relating to disability-related skills:

- BSBXDB301 Respond to the service needs of customers and clients with disability
- BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability
- BSBXDB501 Support staff members with disability in the workplace
- BSBXDB502 Adapt organisations to enhance accessibility for people with disability

Although non-endorsable, approve updates to five existing qualifications to house the new cross sector units in their elective bank:

- BSB30215 Certificate III in Customer Engagement
- BSB40215 Certificate IV in Business
- BSB41015 Certificate IV in Human Resources
- BSB50215 Diploma of Business

BSB50618 Diploma of Human Resources Management Refer to Appendix C for further details on non-endorsable changes.

Specific housing of the Inclusion of People with Disability in VET units in the identified BSB qualifications are outlined in the table below:

Unit	Qualification housing
BSBXDB301 Respond to the service needs of customers and clients with disability	BSB30215 Certificate III in Customer Engagement (elective group B)
BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability	BSB40215 Certificate IV in Business (electives)
	BSB41015 Certificate IV in Human Resources (electives)
BSBXDB501 Support staff members with disability in the workplace	BSB50215 Diploma of Business (elective group C)
	BSB50618 Diploma of Human Resources Management (electives)
BSBXDB502 Adapt organisations to enhance accessibility for people with disability	BSB50215 Diploma of Business (elective group C)
	BSB50618 Diploma of Human Resources Management (electives)

Note: The Inclusion of People with Disability in VET PRG also recommended the development of two new units of competency to be temporarily housed in the TAE Training Package; updates to two existing units of competency from the Community Services (CHC) Training Package; and the development of one new skill set that groups together three existing CHC units of competency. Because these recommendations relate to training package components outside of the remit of the Business Services IRC, they have not been included in this Case for Endorsement.[4]

Housing of units in BSB qualifications

The housing of the new units – both Inclusion of People with Disability in VET and teamwork and communication – in the above qualifications was determined by the BSB IRC. The qualifications were chosen on the basis that they are thematically aligned to the intent of the units and, on the whole, have strong enrolments and so there would be increased visibility of the new units, whilst not disrupting existing learners.

It is noted that, whilst the units have been flagged for inclusion in the elective bank of the above BSB qualifications, the intention is for individual IRCs and training package developers to consider the inclusion of the units across all training packages. This will likely see the units packaged into the core and elective banks of various qualifications with the existing units relating to these skills superseded by the cross sector versions.

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[4] Skills for Australia is working with the Education IRC to house two new cross sector units of competency in the TAE Training Package and expect the Case for Endorsement will be submitted to the February 2019 AISC meeting. Skills for Australia will also continue to engage SkillsIQ to transition consultation findings and proposed changes to the CHC Training Package to the governing IRCs for their consideration and potential future Case for Endorsement submission.

3 Evidence of industry support

3.1 Evidence of IRC support

The Business Services IRC supports the submission of the training package components detailed in this Case for Endorsement, as do the Teamwork and Communication PRG and the Inclusion of People with Disability in VET PRG.

Business Services IRC Chair:	Judy Brooker, Australian Library and Information Association
Signature and Date:	*[signature]* 5 November 2018

3.2 Evidence of consultation with relevant stakeholders

Throughout consultation, keeping industry feedback at the centre of training product development has been paramount. A number of guiding principles informed the consultation and training product development process for these cross sector projects:

1 Be industry-led;

2 Encourage broad and transparent consultation across a range of jurisdictions, regions and industry sectors, ensuring that stakeholders have the opportunity to contribute their opinions;

3 Identify skill needs across multiple industries and respond quickly to industry skills needs and priorities;

4 Be efficient and cost-effective; and

5 Produce high quality and independently validated training products.

We have consulted with multiple IRCs, industry and other relevant stakeholders through the methods outlined below. A list of stakeholders consulted over the course of project work can be found in Appendix B.

Industry Reference Committee consultation

The Business Services IRC took on responsibility for finalising this Case for Endorsement after voting on 2 October 2018 to accept housing of new cross sector training products in the Business Services Training Package. The Business Services IRC has been engaged at critical stages of both cross sector projects (initial research, nationwide consultations, training product drafting and validation) and has also had representation on the PRGs through Dr. Shaun Ridley (Teamwork and Communication PRG) and Michael Magelakis (Inclusion of People with Disability in VET PRG).

The cross sector projects have also been a standing item at formal Business Services IRC meetings since July 2017, and give IRC members the opportunity to understand the objectives, progress and outcomes of the nine cross sector projects and openly raise any concerns or questions.

In addition, the nature of the cross sector projects means that we also actively sought engagement from multiple IRCs and stakeholders in their network by working through their supporting Skills Service Organisations. This communication primarily occurred via email but also involved telephone calls and in-person meetings (including a special presentation to the Direct Client Care and Support and some Community Sector and Development IRC members to collect training product feedback in August 2018 for the Inclusion of People with Disability in VET Cross Sector Project). As a result of these efforts to engage multiple industries, our consultation reach spanned 27 industries for the Teamwork and Communication Cross Sector Project and 40 industries for the Inclusion of People with Disability in VET Cross Sector Project.

Project Reference Group consultation

A PRG was established for each cross sector project, comprising representatives from industry (including IRC members), training providers, and subject matter experts. The purpose of the PRG was to provide guidance and expertise throughout the project, assist with industry engagement across a range of industry sectors, and support training product development work. For the Inclusion of People with Disability in VET Cross Sector Project, and in recognition of the value of the 'user experience', the PRG also included a number of disability advocates and experts, including individuals with lived experience of disability. Refer to Appendix B for a list of PRG members.

The PRG met a number of times during the course of research, consultations and training product development work. The purpose of these meetings was for PRG 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 consulted PRG members on an ongoing basis regarding key issues and to review and seek feedback on documents. The table below provides a summary of PRG meetings held, their focus and PRG member attendance.

Table 3 Summary of Project Reference Group meetings held, focus, and attendance

Meeting number and focus	Teamwork and Communication PRG Meeting Dates	Inclusion of People with Disability in VET PRG Meeting Dates
Meeting 1, Project scope and kick-off	July 2017	November 2017
Meeting 2, Stakeholder engagement approach and initial consultation lists	September 2017	January 2018
Meeting 3, Consultation insights and training product recommendations	October 2017	March 2018
Meeting 4, IRC, STA and public feedback on draft training products (version 1)	November 2017	June 2018
Meeting 5, STA feedback on draft training products (version 2)	January 2018	August 2018

Consultation with other relevant stakeholders

Consultations by type

For the Teamwork and Communication Cross Sector Project, we consulted with a total of 158 stakeholders from across 27 different industries; for the Inclusion of People with

Disability in VET Cross Sector Project, we consulted with a total of 279 stakeholders from across 40 different industries.

All states and territories contributed to consultations. Engagement with STAs is outlined below. There are no relevant licences to do with teamwork, communication or the inclusion of people with disability for the purposes of these cross sector projects and, as such, engagement with licensing bodies was not required for this Case for Endorsement.

Multiple methods of engagement were possible, including targeted one-on-one interviews, focus groups, open forums, and nationwide online surveys. Stakeholders were also offered a number of channels to support their contribution (in person, via telephone, via video or web link, or through online channels).

Table 4 Consultation numbers by stakeholder type

Cross Sector Project	Industry	RTO*	Peak Body/ Assocn	Government / Regulator	Totals**
Teamwork and Communication	94	59	22	11	**158**
Inclusion of People with Disability in VET	72	68	11	30	**279**

* It should be noted that the larger proportion of RTOs is related to the nature of the project and the need for consultation on access to VET.
** Respondents may have represented multiple stakeholder categories. See Appendix B for a full consultation list for both cross sector projects.

Consultations for the Teamwork and Communication Cross Sector Project

Targeted interviews

Throughout the project we held targeted consultations with key stakeholders who were identified by PRG members, Industry Reference Committee members or through PwC's extensive network of contacts. Consultations were generally held in the form of one-on-one telephone calls or in person interviews. Stakeholders who were consulted through targeted consultations are listed in Appendix B.

Focus group

A focus group was held in Sydney in September 2017 to capture feedback in an interactive, open setting. The session was designed to allow participants to explore key questions surrounding the development of common teamwork and communication units. Seven people attended this focus group.

Online survey

To capture the widest possible range of feedback, we developed a publicly available industry survey, which was launched through our network and also published on the PwC's Skills for Australia website. The survey was live for 4 weeks from 22 August 2017 to 15 September 2017. This survey was designed to capture respondents' feedback on industry skills needs, and our approach to the development of common teamwork and communication units of competency. More specifically, the survey canvassed views on emerging and future industry trends, gaps in existing training, risks and benefits of creating generic or common training product components, developing units of competency for different learner levels and best practices to deliver training of this nature. In total, there were 116 responses across 31 industries; refer to Appendix B for further details.

Engagement with State/Territory Training Authorities

STAs were engaged on several occasions throughout the research, consultation and training product development process. All STAs were consulted, and many provided feedback at multiple points for the Teamwork and Communication Cross Sector Project:

- Voluntary participation in consultation sessions during the formal consultation period from August to September 2017.

- An early look at the draft training products (version 1), which were published on our Skills for Australia website for 4 weeks in October 2017.

- Review of the updated draft training products (version 2) and draft Case for Endorsement material for 2 weeks in November 2017.

- A second review of updated draft training products (version 3) and updated draft Case for Endorsement material for 2 weeks in October 2018. Support for the submission of the Case for Endorsement was received from NT, TAS, QLD, NSW, SA and VIC. No response was received from ACT. A report by exception was requested by WA.

Western Australia STA Report by Exception

The Western Australia STA provided six points of feedback regarding this Case for Endorsement in relation to the housing of the new units, the creation of duplication in the training system, and implementation concerns. On the basis of this feedback, the Western Australia STA sought to include a report by exception in this Case for Endorsement. The SSO engaged the STA on multiple occasions – both via phone and email – to discuss this feedback. In particular, the SSO sought to confirm with the STA that several of the points of feedback had already been actioned and highlight that the remaining feedback points fall outside the scope of training product development. Despite these attempts, the STA requested the inclusion of a report by exception.

See Appendix D for further information.

Dissenting views expressed during consultation

Stakeholders consulted across all industries overwhelmingly agreed that it would be beneficial for the VET system to approach the development of training products for teamwork and communication skills in a more streamlined way with a 'common unit' type approach. A small minority of stakeholders did express dissenting views toward the approach of developing common training product components that can be used across multiple industries. Some stakeholders expressed concerns about the creation of new cross sector units of competency, and suggested that this approach may actually increase the duplication that already exists in the VET system. In order to address this feedback, during consultations we asked interviewees to provide us with specific examples of existing units of competency that should be considered when creating any new cross sector units of competency. Concerns were also raised that common cross sector units of competency may not be widely adopted if they were similar in nature to the units of competency within the Foundation Skills Training Package.

Whilst most stakeholders supported two to three learning levels for teamwork and communication units of competency, some stakeholders also felt that more units of competency should be developed to allow training to accommodate learners with different skill levels. The Teamwork and Communication PRG recommended the development of two units of competency for teamwork, and three for communication, to sufficiently capture key skill levels without creating superfluous new cross sector units of competency.

Consultations for the Inclusion of People with Disability in VET Cross Sector Project

We developed a two-phased approach to stakeholder consultation. This allowed for an initial deep exploration of barriers to the inclusion of people with disability and early identification of skill and knowledge gaps that could be addressed through training (phase one, conducted in February 2018 through open forums) and targeted exploration of training product solutions and opportunities (phase two, conducted in March 2018 through targeted interviews, focus groups, and a nationwide online survey).

All states/territories contributed to consultations for this cross sector project, with the highest participation in New South Wales (90 respondents), Victoria (69 respondents) and Queensland (43 respondents). As presented in Table 4 above, consultation sought to balance input from a number of stakeholder groups, including employers, Registered Training Organisations (RTOs) and VET practitioners.

A total of 31 people with a self-disclosed disability[5] were consulted for this cross sector project, as well as disability advocacy groups and support providers (17 respondents). A significant number of disability student services within RTOs, National Disability Coordination Officers and Disability Employment Services or employment support providers were also consulted throughout this project, and included coverage of different types of disability[6]. Refer to Appendix B for further details.

Open forums

Open forums were held in person around each capital city of Australia during February 2018 as part of the first phase of stakeholder consultation. These forums gave the public the opportunity to provide in-person input into the identification of barriers experienced by people with disability in accessing education, training, employment and services. Open forums were 3 hours in duration. A total of 77 participants attended one of eight open forums; refer to Appendix B for further details.

Targeted interviews

Throughout the project we held targeted consultations with key stakeholders who were identified by PRG members, IRC members, SSOs, other consultation participants or through PwC's own network of contacts. Consultations were held via telephone or in-person interviews. Refer to Appendix B for a list of stakeholders interviewed for this cross sector project.

Focus groups

Focus groups were held via teleconference, video conference, webinar and in-person during February and March 2018 as part of the second phase of our stakeholder consultation approach. These focus groups gave stakeholders the opportunity to give input to potential solutions to the barriers identified in phase 1. Focus groups were two hours in duration and were designed around the four topics/themes that emerged in open forum discussions. In addition, four focus groups were held with specialist stakeholder groups: Cooloola Disability Interagency Network; National Disability and Carers Advisory Council Employment Reform Working Group; National Disability Coordination Officers Group; TAFE Group. A total of 84 participants attended one of the eight focus groups; refer to Appendix B for further details.

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[5] Whilst self-disclosure of disability is always a challenge, our registration survey included an optional question where individuals could self-disclose they have a disability. From this, we can be sure that a minimum of 31 people with a disability (11.1 per cent of our total respondent sample) were consulted with, which is comparable to the proportion of people with disability in the Australian population (18 per cent).
[6] Feedback was obtained from individuals and organisations representing different types of disability and from advocacy groups or organisations that would reasonably be assumed to represent the needs of those with a disability or provide these services and supports to people with disability.

Online survey

An online, nationwide survey was developed to validate barriers to inclusion identified in Phase 1, identify skill and knowledge gaps, and identify potential training package implications. The survey was launched on 20 February 2018 and remained open to 16 March 2018 (3.5 weeks). This online survey provided an alternative mechanism for stakeholders to contribute their ideas for solutions to identified barriers, skill gaps and knowledge gaps. The survey was specifically designed to be accessible to stakeholders with disability to ensure that this consultation device was not exclusionary. A total of 98 respondents completed the online survey and representing 40 industries; refer to Appendix B for further details.

Engagement with State/Territory Training Authorities

STAs were engaged on several occasions throughout the research, consultation and training product development process. All STAs were consulted, and many provided feedback at multiple points for the Inclusion of People with Disability in VET Cross Sector Project:

- Voluntary participation in consultation sessions during the formal consultation periods in November 2017 and February to May 2018

- An early look at the draft training products (version 1), which were published on the Skills for Australia website for 4 weeks in May 2018

- Review of the updated draft training products (version 2) and draft Case for Endorsement material for 3 weeks in September 2018

- A second review of updated draft training products (version 3) and updated draft Case for Endorsement material for 2 weeks in October 2018. Support for the submission of the Case for Endorsement was received from NT, TAS, QLD, NSW, SA and VIC. No response was received from ACT. A report by exception was requested by WA.

See page 14 and Appendix D for information on the Western Australia STA report by exception.

Dissenting views expressed during consultation

Whilst the vast majority of stakeholders were supportive of the skill and knowledge gaps identified and the proposed training product solutions, there were some stakeholders that believed the equal inclusion of people with disability in VET, employment and customer service can only be resolved through a combination of training products and other measures. Such stakeholders noted that the complexity of the disability sector requires revised legislation, policy and funding mechanisms to appropriately address all issues. These concerns were noted throughout consultation and are presented in Appendix F.

The Direct Client Care and Support IRC and Victorian STA questioned whether enough consultation had been sought with those operating within the disability support space, both within RTOs and in other support contexts. To address these concerns, the consultation period was extended for an additional four weeks to accommodate feedback from these stakeholders.

Further, conflicting stakeholder feedback from Victoria and New South Wales was received on whether some of the units should retain a broad scope covering diversity in general, as suggested during earlier consultation phases, or whether they should be narrowed to focus specifically on people with disability. Many stakeholders, particularly those representing advocacy groups, recommended that some units of competency would be appropriately focused on diversity, to promote broader applicability within society and encourage wider uptake of the new training products. However, members of the Direct Client Care and

Support IRC, Community Sector and Development IRC, and the Victorian STA, expressed that there is sufficient content currently within training products covering diversity. They strongly emphasised the value of introducing these new training products to the VET system is through focusing on people with disability specifically. Units focussed on diversity, they noted, do not speak directly to the 'inclusion of people with disability' brief for the project, nor do they ensure that training will be contextualised to including people with disability during delivery, as the units would offer too much flexibility of choice regarding which areas of diversity are focused on. Ultimately, the PRG decided to focus all proposed new units of competency specifically on people with disability.

Cross sector project webpages

Webpages were created for both cross sector projects upon project commencement in July 2017 (for the Teamwork and Communication Cross Sector Project) and October 2017 (for the Inclusion of People with Disability in VET Cross Sector Project). These provided a channel for key stakeholders and the general public to stay up-to-date with progress and key milestones. The table below provides further evidence of our broad stakeholder reach during the consultation phases of both cross sector projects.

Table 5 Cross sector project webpage statistics during stakeholder consultation

Cross Sector Project webpage	Subscribers	Webpage views*	Draft training product views
Teamwork and Communication	749	189 total views (158 unique views)	Reach: 235 stakeholders Downloads: 125 times
Inclusion of People with Disability in VET	586	378 total views (281 unique views)	Reach: 403 stakeholders Downloads: 59 times

* Total webpage views give another indication of stakeholder engagement. Since establishment of the cross sector projects, we have received a total of 1659 webpage views for Teamwork and Communication and 2915 webpage views for the Inclusion of People with Disability in VET

4 Industry expectations about training delivery

4.1 Industry advice on training delivery

Throughout the consultation period for the Teamwork and Communication Cross Sector Project, it was evident that industry experts sought training in teamwork and communication skills at different levels. The majority of industry supported the suggestions for cross sector units of competency to be distinguished at two levels for teamwork and three levels for communication, in order to better align the skills needs of individuals based on their roles and responsibilities in the workplace, irrespective of their industry.

During consultations for the Inclusion of People with Disability in VET Cross Sector Project, it was evident that the demand for training to upskill individuals engaging with people with disability is required across a range of industries and occupations. Therefore, whilst the parameters of the units developed focus on the vocational education and training, employment and customer service contexts, they have been developed with the intention to be delivered across a range of industries to support the inclusion of people with disability across multiple industry sectors.

Additional advice about training delivery appears in the Business Services Companion Volume Implementation Guide, and includes:

- industry expectations of training delivery around who can deliver and assess the new cross sector training products;
- contextualisation of cross sector units of competency;
- modes of delivery, including training and assessment in simulated environments; and
- learner characteristics, reasonable adjustments, duration/timing of training and assessment, and other access and equity considerations.

4.2 Industry advice on traineeships and apprenticeships

Industry members and those on the PRG have informed 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.

5   Implementation of the new Training Package

Timing of implementation

It is anticipated that this Case for Endorsement will be tabled at the December 2018 AISC meeting, with the potential for training products to be uploaded to the National Register in 2019, pending AISC approval. It should be noted that the implementation of the training products may be impacted by possible long-term arrangements for housing cross sector training products, depending on the anticipated timing for this to take place.

Implementation management strategy

The new training products will need to be brought to the attention of Registered Training Organisations (RTOs) and industry participants to ensure learners are aware of the new cross sector training product offerings. It will be particularly important to work with RTOs and IRCs to assist them to understand how the new materials can be imported into existing qualifications to enhance existing training products. We have developed a strategy for communicating updates in the event of AISC approval. This includes:

- Communications to all RTOs with a qualification on scope that is affected by changes made within this project.
- Updates on the PwC's Skills for Australia website and the Teamwork and Communication and Inclusion of People with Disability in VET project webpages.
- Email sent directly to all PwC's Skills for Australia subscribers to the Teamwork and Communication and Inclusion of People with Disability in VET projects to inform them of the changes.
- Email sent to all organisations and individuals engaged throughout this consultation process, including STAs, employers, RTOs and peak bodies.
- PwC's Skills for Australia team to be present at relevant industry conferences and events to communicate the changes and encourage industry-wide awareness.
- Continued communications with IRCs where opportunities to update existing training products have been identified.

Licensing requirements

There are no licensing requirements or occupational requirements identified as being relevant to this review.

Funding implications

We are not aware of any particular State and Territory funding arrangements that will be affected by the introduction of the new cross sector units of competency.

Additional implementation considerations

Stakeholders noted concerns about implications for existing and potentially duplicative training products, and the need for greater flexibility in packaging rules to support industry uptake of new cross sector training products. As well, stakeholders consulted for the Inclusion of People with Disability in VET Cross Sector Project noted a number of factors that could hinder effective implementation of the disability-related cross sector training products, with particular emphasis on low funding availability to support industry uptake of this new training. These additional considerations are discussed further in Appendix F.

6 Quality assurance reports

6.1 Independent Quality Reports

Independent Quality Reports, including an Editorial Report, an Equity Report, and a Quality Report have been included as part of this Case for Endorsement. Two rounds of quality assurance were undertaken for each cross sector project: Round 1 occurred prior to the AISC decision on interim housing arrangements to obtain in principle feedback and support for the proposed new training products and Case for Endorsement; Round 2 occurred following the AISC decision on interim housing arrangements to obtain more formal feedback on updated training products and Case for Endorsement material prior to submission to the AISC. Refer to the table below for a summary and Appendix G for a copy of the final (round 2) reports.

The reports attest to there being a quality-assured Companion Volume Implementation Guide prepared. PwC's Skills for Australia confirms that this Guide will be available on VETNet following publication of Release 4.0 of the Business Services Training Package on the National Register.

Table 6 Summary of quality assurance reports prepared for the cross sector projects

Quality Assurance	Editorial & Equity Reports	Quality Report
Round 1 – prior to AISC decision on interim housing arrangements for cross sector units	Teamwork and Communication: Initial report editorial and equity reports prepared by Bernadette Delaney in November 2017. Inclusion of People with Disability in VET: Initial editorial and equity report prepared by Bernadette Delaney in August 2018.	Teamwork and Communication: Initial quality report prepared by Terry Smith in December 2017. Inclusion of People with Disability in VET: Initial quality report prepared by Lina Robinson in September 2018.
Round 2 – following AISC decision on interim housing arrangements for cross sector units	Final editorial and equity reports prepared by Anna Henderson on 11 October 2018. See Appendix G for a copy of these reports.	Final quality report prepared by Lina Robinson on 16 October 2018. See Appendix G for a copy of this report.

6.2 SSO Declaration

Throughout consultation, PwC's Skills for Australia 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 multiple industry sectors 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

The Business Services Companion Volume Implementation Guide (Release 4.0) has been prepared and will be available on VETNet following the release of the training products on the National Register.

6.4 Declaration of having met the Training Package Quality Principles

The table below provides a statement of evidence compiled by PwC's Skills for Australia that the draft training package components meet the Training Package Quality Principles.

Table 7 Evidence of adherence to the Training Package Quality Principles

Principle	Evidence
1. Reflect identified workforce outcomes	• 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. • New training package components have been created to meet the needs of various skills in 'teamwork', 'communication' and disability-related skills for work in job roles across various industries. • Training package components have been developed with reference to current and emerging trends identified through the consultations with multiple industries and stakeholders.
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	• Training package components have been developed to be industry agnostic so that they can be used to promote the portability of workers and skills across a range of industries. • No licencing or regulatory requirements have been impacted by the proposed modifications to training package components listed in this Case for Endorsement.
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	• These cross sector projects were established as a result of common skills needs identified across multiple industries in Industry Skills Forecasts, and therefore reflect agreement about skills needs common across industry and transferrable across multiple industry sectors. • 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 transferability of skills is inherent in the proposed training products.
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	• Training products have been developed to ensure appropriate levels of units are available for different learner requirements and job roles, and match different skill needs noted by employers from across multiple industries. • In addition, these cross sector training products have been specifically designed to be industry agnostic and therefore support learner's capacity to adapt to changing job roles and workplaces.
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	• Training products have been written in an industry-agnostic manner, which will continue to support an individual's transition between education sectors, industries or job roles.
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	• The content of the units have been developed in consultation with industry, trainers and assessors, and disability support workers, ensuring that language used is relevant to workplaces and is easily understood in a training context. • Assessment requirements have been written to ensure consistency. Where industry requires assessment to occur in a particular way (e.g. in a simulated environment) this has been clearly articulated.

7 Implementation of COAG Industry Skills Council reforms to Training Packages

7.1 Alignment with the COAG ISC reforms to Training Packages

Table 8 Evidence of alignment with the COAG Industry Skills Council reforms to Training Packages

Principle	Evidence
1. Ensure obsolete and superfluous qualifications and units are removed from the system	• A first step before starting training product drafting was an analysis of existing units of competency in the national VET system. This resulted in a long list of potentially duplicative units of competency (34 relating to teamwork; 64 relating to communication; 55 relating to disability-related skills). • We have also worked closely with each of the IRCs to identify potential duplicative units that could be replaced by the new units that have been created, in order to facilitate educational and occupational mobility. The resulting list of potentially duplicative training products is presented in Appendix E. It should be noted that, as discussed in Appendix E, the decision to replace existing training products with cross sector units will be the decision of individual IRCs and Skills Service Organisations. • No qualifications were identified as obsolete or superfluous in these projects.
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	• A Companion Volume Implementation Guide will accompany Release 4.0 of the Business Services Training Package and support implementation of training across a range of settings. • Training products have been clearly titled, with codes clearly signifying the intended cross sector application of these units of competency, and titles linked to outcomes 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	• Entry requirements have not been applied to the qualifications that have been modified, nor have prerequisite units been added. • By their design, these new cross sector training products are intended to support portability for learners to move easily between occupations and industries.
4. Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	• Training package components have been developed so they are applicable across job roles and across industries wherever possible. For example, units were amended to ensure wording could be applied across the multiple industries where applicable, to avoid creating duplicate units for each industry.

5. Foster greater recognition of skill sets	● Although no new skill sets are being proposed in this Case for Endorsement, there was demand from multiple industries for a skill set to address supporting people with disability with development and career pathways.[7]

7.2 Evidence of alignment with work assigned by the AISC

Teamwork and Communication Cross Sector Project

The AISC commissioned PwC's Skills for Australia to:

- Establish a Project Reference Group that includes members drawn from IRCs;
- Conduct research and consultation to develop a Case for Endorsement for the creation of generic units to address the skills needs across the diversity of sectors for teamwork and communication; and
- Identify existing units to be deleted once the generic units are in place.

We have since undertaken significant stakeholder consultation to align our training package development work with the skills needs of multiple industries and the work assigned by the AISC. More specifically, a Project Reference Group was established that included IRC members; five new cross sector units of competency were created (two for teamwork skills and three for communication skills), to be used across different industries in a wide range of Training Packages; and a list of potentially duplicative units has been identified as presented in Appendix E.

Inclusion of People with Disability in VET Cross Sector Project

The AISC commissioned PwC's Skills for Australia to:

- Establish a Project Reference Group that includes members drawn from IRCs;
- Conduct an Environmental Scan of participation of people with disability in education, training and employment to provide the evidence base for training package work;
- Identify skill and knowledge needs to enable employers across a range of industry sectors, customer service providers and educators to effectively include people with disability; and
- Develop a bank of units of competency on disability related issues to be used across different industries in a wide range of Training Package qualifications.

We have since undertaken extensive research and stakeholder consultation to align our training package development work with the skills needs of multiple industries and the work assigned by the AISC. More specifically, a Project Reference Group was established that included IRC members; an Environmental Scan was undertaken (as well as a Gaps, Opportunities and Potential Common Units report that identifies skill and knowledge gaps and potential training product solutions); and this culminated in the development of four new disability-related cross sector units of competency for use across different industries in a wide range of Training Packages.[8]

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[7] The proposed new skill set groups together three existing units of competency in the Community Services (CHC) Training Package. As such, this skill set has not been included in this Case for Endorsement submission.

[8] Although not included as part of this Case for Endorsement submission, the Inclusion of People with Disability in VET PRG has also recommended the development of two new disability-related cross sector units of competency to be housed in the TAE Training Package; updates to two existing CHC units of competency; and the creation of a new skill set that groups together three existing CHC units of competency to be housed in the CHC Training Package. Of these training product recommendations: the TAE Training Package changes are being prepared as part of an Education IRC Case for Endorsement submission; and the CHC Training Package changes will be presented to the governing IRCs, through SkillsIQ, for their consideration as part of future potential training package development work.

7.3   *Evidence that training components are prepared for publication*

All draft training package components and updated Business Services Companion Volume Implementation Guide are included as attachments and are ready for publication, subject to the AISC's approval of this Case for Endorsement.

Appendix A Consultation findings

This section provides a summary of the key consultation findings for each cross sector project.

Teamwork and Communication Cross Sector Project

Table 9 Consultation findings from the Teamwork and Communication Cross Sector Project

Feedback area	Findings	Relationship with new units
The top industry trends impacting teamwork include: • Flattening of hierarchical team structures • Diversity in teams • Emphasis on goal alignment • Growth of e-learning	• Workers must be capable of working with a broad range of social, cultural and ethnic backgrounds. • Workers must be comfortable working in teams with a wide range of hierarchical structures. • The most effective teams share a common understanding of the role of the team in the 'bigger picture', and the goals of the team. • E-learning is increasingly being adopted as a cost-effective method of delivering training.	BSBXTW301 Work in a team; BSBXTW401 Lead and facilitate a team
Virtual teamwork is a skillset that will be important for future workers.	• Workers need to be able to adapt to working in virtual teams. • It is an important skill for managers to learn how to facilitate/organise virtual teams, particularly via digital channels • Another important skill is how to lead virtual teams - including goal alignment.	BSBXTW301 Work in a team; BSBXTW401 Lead and facilitate a team; BSBXCM301 Engage in workplace communication
The most common future trends impacting teamwork skills include: diversity in teams, knowledge sharing and understanding roles/responsibilities.	• Workers need to learn how to work in and manage diverse teams. • Sharing knowledge with team members is important for the best outcome. • Workers need to clearly understand roles and responsibilities.	BSBXTW301 Work in a team; BSBXTW401 Lead and facilitate a team
The top industry trends impacting communication include: • Rise of digital communication & social media • Importance of effective communication • Growth of e-learning platforms	• Employers are utilising social media to communicate with a broader audience. • Workers need to be adept in using different digital communication channels appropriately. • Effective communication fundamentally underpins the work that an organisation does, which means good communication skills are crucially important. • E-learning is increasingly being adopted as a cost-effective method of delivering training.	BSBXCM301 Engage in workplace communication; BSBXCM401 Apply communication strategies in the workplace; BSBXCM501 Lead communication in the workplace

Feedback area	Findings	Relationship with new units
Virtual communication is a skillset that will be important for future workers.	• Workers need to learn how to use digital collaboration tools effectively - including appropriate social media use. • Communicating effectively when not face to face is of paramount importance - including feedback.	BSBXCM301 Engage in workplace communication; BSBXCM401 Apply communication strategies in the workplace; BSBXCM501 Lead communication in the workplace
The most common future trends impacting communication skills include: increased need for digital literacy, overlooking verbal communication.	• Learners will need to upskill in the area of digital literacy. • Basic verbal communication is being overlooked in the digital age - including active listening, body language, social etiquette.	BSBXCM301 Engage in workplace communication; BSBXCM401 Apply communication strategies in the workplace; BSBXCM501 Lead communication in the workplace
The teamwork skills currently in high demand across various industries include: • Organisation & planning • Working in diverse teams • Decision making • Giving/receiving feedback	• Learners need strong organisation and planning skills to work well in teams on a day to day basis. • The ability to work in diverse teams is highly demanded - workers should be able to have respectful interaction. • Effective and transparent decision making processes should be taught to learners. • Giving and receiving constructive feedback through various mediums is a skill that should be focused on.	BSBXTW301 Work in a team; BSBXTW401 Lead and facilitate a team
New recruits are not meeting the demands of teamwork skills required in industry.	• There is a significant gap in the training of teamwork skills, resulting in employers spending on internal/external team building training.	BSBXTW401 Lead and facilitate a team
The communication skills currently in high demand across various industries include: • Oral communication • Written communication • Interpersonal skills i.e. emotional intelligence • Active listening	• Oral communication remains a dominant method -formally and informally, therefore it is a crucial skill for workers. • Employees need to be able to communicate concisely using written mediums. • Interpersonal skills are key to interacting with other people in all areas of an organisation, and underpin the ability communicate effectively. • Active listening allows workers to intake and understand information, which improves their effectiveness in later utilising this information.	BSBXCM301 Engage in workplace communication; BSBXCM401 Apply communication strategies in the workplace; BSBXCM501 Lead communication in the workplace
New recruits are not meeting the demands of communication skills required in industry.	• There is a challenge recruitment workers with a combination of technical and communication skills. • This worsens employment prospects for graduates and employers are spending time/money on training.	BSBXCM301 Engage in workplace communication; BSBXCM401 Apply communication strategies in the workplace

Feedback area	Findings	Relationship with new units
Existing training for teamwork skills is failing to meet industry needs.	• Organisations are being forced to provide training to fill current teamwork skill gaps. • Lack of emphasis on teamwork training as it is seen as a soft skill. • Current training is "too structured and general". • Lack of exposure to real scenarios in current training.	BSBXTW301 Work in a team
Existing training for communication skills is failing to meet industry needs.	• Organisations are being forced to provide training to fill current communication skill gaps. • Current training does not explicitly state communication training requirements. • Existing training does not reflect changes to communication.	BSBXCM301 Engage in workplace communication; BSBXCM401 Apply communication strategies in the workplace; BSBXCM501 Lead communication in the workplace
The main risks of creating common teamwork and communication units are that the content will be too generic, and difficult to contextualise to specific industries and lack relevance.	• Units will be too generic. • Units will be difficult to contextualise. • Risk averse industries may require specialised communication training.	N/A
The main benefits of creating common teamwork and communication units are that there will be consistency in training, higher quality training and a simplified process.	• Clear, consistent and transferable skills across industries. • Reduction of duplicated units. • Higher quality training as knowledge is shared.	All new units have been developed to be transferred across industries
Training for teamwork skills should be delivered at 3 different levels: 1. Basic 2. Intermediate 3. Advanced*	• Basic level: Planning and organisation, ability to listen, take instructions and question, understanding of roles responsibilities in the team, and ability to collaborate. • Intermediate level: Planning and organising, leadership, decision making, communicating instructions and feedback, alignment of goals, problem solving and conflict resolution. • Advanced level: Planning, organisation, team building, leadership, decision making, negotiation, conflict resolution, coaching, mentoring and supporting teams.	BSBXTW301 Work in a team; BSBXTW401 Lead and facilitate a team
Training for communication skills should be delivered at	• Basic level: Basic written communication, oral, active listening and interpersonal skills.	BSBXCM301 Engage in workplace communication; BSBXCM401 Apply

Feedback area	Findings	Relationship with new units
3 different levels: 1. Basic 2. Intermediate 3. Advanced	• Intermediate level: Presentation and interpersonal skills and effective communication. • Advanced level: Leadership, difficult, high level written and facilitating communication.	communication strategies in the workplace; BSBXCM501 Lead communication in the workplace

* Whilst a need for three levels of teamwork skills emerged from consultations, the Teamwork and Communication PRG provided feedback that many advanced-level teamwork skills are already covered extensively under existing leadership and management qualifications. As per our recommendations, we have developed two teamwork units and presented this to the PRG for feedback and comment. The PRG has agreed that two generic teamwork units are sufficient for this project. It has also been suggested that learners seeking more advanced skills in teamwork can be guided to certain Business Services units, through the Companion Volume Implementation Guide.

Inclusion of People with Disability in VET Cross Sector Project

Table 10 Consultation findings from the Inclusion of People with Disability in VET Cross Sector Project

Skill and knowledge gap	Consultation feedback	Relationship with new units
1. Lack of basic awareness of what disability is and the variability within types of disability	There is a lack of understanding across the three contexts regarding what disability is and the forms it can take. Stakeholder commentary suggested that greater understanding would facilitate better inclusion practices.	All new units address this skill and knowledge gap.
2. Lack of recognition of the individualised impact disability has on ability levels and support needs, and a skill gap in taking a person-centred approach to addressing those impacts	The delivery of effective and meaningful support is contingent upon understanding the individual needs of the person and tailoring a plan specific to them.	All new units address this skill and knowledge gap.
3. Lack of understanding of the value and benefits inclusion of people with disability offer to an organisation	There is a lack of understanding within stakeholders across the three contexts regarding the benefits of inclusion practices within organisations. Stakeholders commented that there is a need to need to shift attitudes so that the focus is on the strengths, rather than limitations, of individuals. The breaking of biases and promotion the benefits of inclusive practice will be critical to building opportunities for participation.	All new units address this skill and knowledge gap.
4. Lack of organisational skills to prepare to be inclusive of people with disability	A common lack of skills exists across the three contexts regarding preparing an organisation to be 'disability ready'. Skill needs vary according to an	BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability;

Skill and knowledge gap	Consultation feedback	Relationship with new units
	individual's occupation level within an organisation.	BSBXDB501 Support staff members with disability in the workplace; BSBXDB502 Adapt organisations to enhance accessibility for people with disability
5. Lack of confidence in communicating openly and respectfully with people with disability	VET practitioners, employers and service providers lack confidence in engaging with people with disability employing appropriate behaviour and language. There is a need for improved skills in undertaking respectful, open dialogue about how an individual can be most effectively supported, and not making assumptions about needs.	BSBXDB301 Respond to the service needs of customers and clients with disability; BSBXDB501 Support staff members with disability in the workplace
6. Lack of implementation of more flexible practices to better meet the various needs and abilities of individuals with disability	Promoting implementation of flexible practice will improve the extent to which individual needs can be met, including the additional support needs of people with disability.	BSBXDB301 Respond to the service needs of customers and clients with disability; BSBXDB501 Support staff members with disability in the workplace; BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability
7. Lack of understanding of reasonable adjustment, along with a skill gap in implementing adjustments	VET trainers, assessors and employers do not consistently understand what reasonable adjustment is, what it can look like, how it can be implemented, and what an appropriate level of adjustment might be.	BSBXDB501 Support staff members with disability in the workplace; BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability; BSBXDB502 Adapt organisations to enhance accessibility for people with disability
8. Lack of awareness of existing information and other resources that can assist with improving inclusion for people with disability	There is a widespread lack of awareness of the resources that can be accessed and utilised to help with inclusive practice, including: funding, information, experts and specialists to refer to, and support services both internal and external to an organisation.	All new units address this skill and knowledge gap.
9. Lack of skills in implementing inclusive practice, universal design and accessible design	Skills in inclusive practice need to be fostered to ensure that everyone enjoys equal access and inclusion. Across stakeholders within the three contexts,	BSBXDB502 Adapt organisations to enhance accessibility for people with disability; BSBXDB401

Skill and knowledge gap	Consultation feedback	Relationship with new units
	there is a need for better awareness of access issues, as well as skills addressing accessibility barriers.	Develop and implement recruitment processes that are inclusive of people with disability
10. Lack of skills and knowledge to deliver appropriate learning and career advice, and pathway support, to people with disability	Skills are needed in working one-on-one with people with disability to identify their abilities and interests, and what suitable opportunities exist for them. People with disability need better support to make fully informed decisions regarding their career direction and pathways.	BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability; BSBXDB501 Support staff members with disability in the workplace
11. Lack of support for people with disability to advocate for their own support needs	Disability support providers need to be capable of assisting people with disability to understand and express what support or adjustments they need as a student, employee or customer.	BSBXDB301 Respond to the service needs of customers and clients with disability
12. Lack of mentoring and support for the ongoing development of people with disability	Across the three contexts, there is an opportunity to improve skills in mentoring people with disability, supporting their development, and identifying and providing opportunities for them.	BSBXDB501 Support staff members with disability in the workplace

Appendix B Stakeholders consulted

This section provides a summary of the Business Services IRC membership, PRG membership and stakeholders consulted for each cross sector project.

Business Services IRC membership

The Business Services IRC took on the responsibility of finalising this Case for Endorsement following the AISC's decision to approve interim arrangements to house new cross sector training products in the most relevant existing training package. The table below provides an overview of the Business Services IRC membership.

Table 11 Business Services Industry Reference Committee members

Individual	Organisation	Representation	Location
Judy Brooker (Chair)	Australian Library and Information Association	Peak body	ACT
Yvonne Webb (Deputy Chair)	Industry Skills Advisory Council NT	Peak body	NT
Lynda Douglas	Directorate of Learning Capability Development (Defence)	Government	ACT
Michael Magelakis	SSMI Group	Employer/enterprise	VIC
Pam Pryor	Safety Institute of Australia	Peak body	VIC
Shaun Ridley	Australian Institute of Management (WA)	Peak body	WA
Peter Strong	Council of Small Business of Australia	Peak body	NSW
Tanya Harris	The Fred Hollows Foundation	Employer/enterprise	NSW
Kate Stone	AUB Group	Employer/enterprise	NSW
Rita D'Arcy	Particularly People	Employer/enterprise	NSW
Ian Sharpe	DXC Technology	Employer/enterprise	NSW
Linda White	Australian Services Union	Union	VIC
Louise McGrath	The Australian Industry Group	Peak body	VIC

Teamwork and Communication PRG membership

The table below lists the PRG members who directed the progress of this cross sector project and cross sector training product development. PRG members were selected on the basis of IRC membership and represented Training Packages that the Department had identified as potentially materially impacted by this cross sector project. The PRG operates in line with Section 5 of the IRC Operating Framework.

Table 12 Teamwork and Communication Project Reference Group members

Individual	Organisation	Location	IRC representation
Gail Smith (Chair)	The Financial Services Academy	QLD	Financial Services IRC
Adam Cox	Fernbrooke Homes	QLD	Construction IRC
Alison Wall	NBN Co	VIC	Information and Communications Technology IRC
Amanda Bannister	Tasmania Prison Service	TAS	Corrections IRC
Brian Appleby	Public Transport Authority of WA	WA	Rail IRC
Erica Smith	Federation University	VIC	Education IRC
Judi Forsyth	N/A	WA	Agriculture and Production Horticulture IRC
Julie Hobbs	Design Institute of Australia; FutureNow Creative and Leisure Industries Training Council	WA	Printing and Graphic Arts IRC
Kim Hawkins	Charles Darwin University	NT	Children's Education and Care IRC
Lise Petersen	Port Stephens Council	NSW	Local Government IRC
Louise Barrett	Queensland Public Service Commission	QLD	Public Sector IRC
Mark Harper	Utilities Engineering Electrical Automotive (UEAA) Training Council	WA	Automotive Strategic IRC
Maureen Harding	Hair and Beauty Australia	NSW	Wholesale, Retail and Personal Services IRC
Noel Hamey	Surveying and Spatial Sciences Institute	ACT	Property Services IRC
Ron Fleming	Racing and Wagering Western Australia	WA	Racing IRC
Shaun Ridley	Australian Institute of Management WA	WA	Business Services IRC
Tanja Conners	Australian Asphalt and Paving Association	VIC	Civil Infrastructure IRC

PwC's Skills for Australia would also like to recognise the early contributions of Kevin Cottrill of the Australian Meat Industry Council and Meat IRC member to the Teamwork and Communication PRG.

Inclusion of People with Disability in VET PRG membership

A Project Reference Group was established for the purposes of directing the progress of this cross sector project and training product development work. PRG members were selected on the basis of subject matter expertise, interest and experience with people with disability, industry networks and stakeholder connections, and availability to provide input to help progress this work. IRC members were also invited to nominate an IRC member representative to participate in the PRG.

Table 13 Inclusion of People with Disability in VET Project Reference Group members

Name	Organisation	Location	IRC representation
Shaun Corcoran (Chair)	TAFE Disability Network	VIC	N/A
Allan Jones	Financial, Administrative and Professional Services Training Council (FAPSTC)	WA	Financial Services IRC (Chair)
Amanda Calwell-Smith	Essential Employment & Training	NSW	Direct Client Care and Support IRC (Chair)
Annie Holt	CITIC Pacific Mining	WA	Metalliferous Mining IRC
Bernadette Gigliotti	Career Education Association of Victoria (CEAV)	VIC	Client Services IRC
Darlene McLennan	Australian Disability Clearinghouse on Education and Training (ADCET)	TAS	N/A
Jane Goodfellow	North Metropolitan TAFE (TAFE WA)	WA	N/A
Jodie Davis	Australian Nursing and Midwifery Federation (ANMF)	ACT	Direct Client Care and Support IRC (Deputy Chair); Dental IRC; Aboriginal and Torres Strait Islander Health Worker IRC; Enrolled Nursing IRC
Judith McKay	Industry Skills Advisory Council NT (ISACNT)	NT	N/A
Kim Hawkins	Charles Darwin University	NT	Children's Education and Care IRC (Deputy Chair)
Lee Scott	Museums Australia	ACT	Culture and Related Industries IRC
Lise Petersen	Port Stephens Council	NSW	Local Government IRC
Michael Magelakis	SSMI Group	VIC	Business Services IRC
Noel Hamey	Surveying and Spatial Sciences Institute	ACT	Property Services IRC (Chair)
Robyn Culbert	The Salvation Army Booth College	NSW	Education IRC

PwC's Skills for Australia would also like to recognise the early contributions of Ian Sharpe, David Doyle and Dylan Alcott to the Inclusion of People with Disability in VET PRG. These three PRG members withdrew prior to the finalisation of the Case for Endorsement.

Targeted consultations

The table below lists the stakeholders who provided feedback as part of one-on-one targeted interviews or our nationwide survey for the Teamwork and Communication Cross Sector Project. Only stakeholders who provided their name are listed below.[9]

Table 14 Stakeholders who contributed to targeted consultations for the Teamwork and Communication Cross Sector Project

Name	Organisation	Location	Industry representation	Stakeholder type	Consultation method
Stephen O'Connor	Canberra Connections	ACT	Construction, Plumbing & Services; Electricity & Electrotechnology	Industry	Interview; Survey
Juliette Major	InTEACT	ACT	Education	Industry assocn / peak body	Survey
Jayne Miller	Canberra Institute of Technology	ACT	Training and Education; ICT	Training provider	Interview
Carolyn Stanistreet	Department of Education	National	Public Sector	Government / regulator	Survey
Jackie Stapleton	Auditor Training Online	National	Business Services,Education,Other	Industry	Survey
Allyn Radford	Australian Computer Society	National	Education,Information and Communications Technology	Industry	Survey
Belinda Brown	Financial Education Professionals	National	Business Services,Financial Services	Industry	Survey
Shaun Weston-Cole	FPA	National	Financial Services	Industry	Survey
Glen Parker	Adapt Education	National	Business Services,Community Services,Construction,Education	Training provider	Survey
Andrew Palmer	Nsw resources regulator	NSW	Community Services,Mining, Drilling and Civil Construction	Government / regulator	Survey
Melinda Randall	CBA	NSW	Financial Services	Industry	Survey
Neville Johnstone	DP World Australia	NSW	Transport and Logistics	Industry	Survey
Christiana Miegel	eConnekt	NSW	Training and Education; Hospitality	Industry	Interview
Mark Walker	ICM Consulting	NSW	Information and Communications Technology	Industry	Survey

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[9] We received 97 anonymous survey responses from a mix of industry, government, training providers, and subject matter experts. These have not been included in Table 14 but their feedback was considered in the development of training products.

Susan Leslie	LearningWise Consulting	NSW	Business Services,Education	Industry	Survey
Andrew Mashman	Liberated Vision	NSW	Business Services	Industry	Survey
Chris Butler	Marine Rescue NSW	NSW	Public Safety	Industry	Survey
Jacinta Rowe	Mutig Consulting	NSW	Business Services	Industry	Survey
Kerim El Gabaili	OnePoint	NSW	Printing and Graphic Arts	Industry	Survey
Kath Densham	Property Services Training Pty Ltd	NSW	Community Services	Industry	Interview
Mavis Salt	Salvation Army	NSW	Health; Training and Education	Industry	Interview
Deb Travers-Wolf	SAP	NSW	Information and Communications Technology	Industry	Survey
Kareena Assem	Scientia	NSW	Training and Education; Financial services	Industry	Interview
Martin Brown	Snowy Valleys Council	NSW	Local Government	Industry	Survey
Hamish Thomas	Thomleck Pty Ltd	NSW	Retail Services	Industry	Interview
Anne Junor	UNSW	NSW	Training and Education; Aeroskills; Aerospace,Aviation	Industry	Interview; Survey
Lise Petersen		NSW	Local Government	Industry	Survey
Naomi Dinnen	AITD	NSW	Business Services	Industry assocn / peak body	Interview
Ivan Cunningham	The Training Network	NSW	Business Services,Community Services,Corrections,Education,Food, Beverage and Pharmaceutical, Manufacturing,Retail Services, Tourism, Travel and Hospitality	Industry assocn / peak body	Survey
Geethani Nair	TAFE NSW	NSW	Education; Business Services	Training provider	Interview; Survey
Stacey Jenkins	TAFE NSW	NSW	Correctional Services; Local Government & Public Sector	Training provider	Interview
Kerry Hides-Pearson	Terra Cordis	NSW	Financial services; Training and Education	Training provider	Interview
Stefani		NSW	Business Services	Training provider	Survey
Robyn Culbert	The Salvation Army Booth College	NSW,QLD	Community Services; Education	Industry	Interview; Survey
Lee Maddinson		NSW,SA,VIC	Business Services,Education	Training provider	Survey

Yvonne Webb	Industry Skills Advisory Council NT	NT	Culture and Related Industries	Industry	Interview
Sharron Noske	PwC PIC Team	NT	Community Services	Industry	Interview
Duncan Campbell	Ensham Resources	QLD	Resources & Infrastructure; Agriculture, Horticulture, Conservation & Land Management	Industry	Interview
Fiona Petty	Nucrush Group	QLD	Mining, Drilling and Civil Construction	Industry	Survey
Carl Spruce	Outsource Institute of Technology	QLD	Manufacturing	Industry	Survey
Julianne Zalite	Paradigm Training Group	QLD	Business Services,Education, Maritime	Industry	Survey
Dave Meesey	Savanna Energy	QLD	Gas,Mining, Drilling and Civil Construction	Industry	Survey
David Meesy	Savanna Energy	QLD	Gas Industry	Industry	Interview
Jim Munro	Resources Training Council	QLD	Resources & Infrastructure	Industry assocn / peak body	Interview; Survey
Tony Jamieson	Department of Justice and Attorney-General	QLD	Community Services	Training provider	Survey
Kathy McKenzie	FIREUP Coaching	QLD	Training and Education	Training provider	Interview; Survey
Monica Nagpal	Heed Education Pty Ltd	QLD	Business Services,Education	Training provider	Survey
Gail Smith	The Financial Services Academy	QLD	Financial Services	Training provider	Interview; Survey
Dolores Bowie		QLD	Education	Training provider	Survey
Brad Seaman	IKON Institute of Australia	QLD,SA,VIC, WA,National	Health	Industry	Survey
Michael Bayer	Big RIver Pork Pty Ltd	SA	Meat	Industry	Survey
Andrea Rivett	NiftyOutcomes	SA	Education	Industry	Survey
Michael Boyce	ANZETA Inc	SA	Electrotechnology	Industry assocn / peak body	Survey
Nina Corlett-McDonald	Tabor	SA	Business Services,Community Services,Education	Training provider	Survey
Jackie Brooks	TAFE SA	SA	Education	Training provider	Survey
Eileen Eaton	Australian Taxation Office	TAS	Financial services; Tourism, Travel & Hospitality	Government / regulator	Interview

		TAS	Public Safety	Government / regulator	Survey
Amanda Bannister	Tasmania Prison Service	TAS	Corrections	Industry	Survey
Patty Johnson		TAS	Public Sector	Industry	Survey
Lynette Flint-Cornell	N/A	TAS	Business Services; Training and Education	Training provider	Interview
Vivienne O'Shannessy		VIC	Education,Tourism, Travel and Hospitality	Government / regulator	Survey
Murray Johnstone	Arts Centre Melbourne	VIC	Culture and Related Industries	Industry	Survey
Paul Saunders	Curriculum Maintenance Management Service	VIC	Manufacturing and Engineering; Training and Education	Industry	Interview; Survey
Judith Roberts	Nadrasca	VIC	Community Services	Industry	Interview
Wendy Potter	Peter MacCallum Cancer Centre	VIC	Health	Industry	Survey
Thomas Montague	Roekoh & Associates	VIC	ICT	Industry	Interview
Noel Reid	RtO	VIC	Business Services	Industry	Survey
Rosalie Staggard	Skills Impact	VIC	Training and Education	Industry	Interview
Elena Sheldon	Springvale Learning and Activities Centre	VIC	Business Services,Community Services,Education,Food, Beverage and Pharmaceutical,Retail Services	Industry	Interview; Survey
Emma McDonald	Telstra	VIC	Information and Communications Technology	Industry	Survey
Dianne Ramage		VIC	Education	Industry	Survey
James Smith		VIC	Education	Industry	Survey
Tanja Conners	Australian Asphalt Pavement Association	VIC	Resources & Infrastructure	Industry assocn / peak body	Interview
Mark Staaf	Australian Nursing and Midwifery Association (Victorian)	VIC	Training and Education; Health	Industry assocn / peak body	Interview
Tamara Bell	Aviation/Aerospace Australia	VIC	Aviation; Aeroskills	Industry assocn / peak body	Interview
Brendon McEniry	Federation Training	VIC	Aquaculture and Wild Catch, Automotive, Aviation,Business Services,Community Services, Construction,Culture and Related	Training provider	Interview; Survey

			Industries,Education,Electricity Supply		
Penny Vervoorst	Holmesglen Institute	VIC	Public Sector	Training provider	Survey
Sharyn Meade	Holmseglen	VIC	Training and Education	Training provider	Interview
Luke Kerr	Real Time Learning	VIC	Training and Education	Training provider	Interview
Susan Brooks	TAFE	VIC	Hairdressing and Beauty	Training provider	Survey
Terry Cantwell	Whitewater documentaries/media	VIC	Culture and Related Industries,Education	Training provider	Survey
Ron Fleming	Racing and Wagering Western Australia	WA	Animal Care and Management, Racing	Industry	Interview; Survey
Alison Sweet	FAPS Training Council	WA	Business Services,Financial Services	Industry assocn / peak body	Survey
Julie Hobbs	Future Now (and also represents Design Institute of WA and WA ITAB)	WA	Training and Education; Screen & Media	Industry assocn / peak body	Interview
Norma Roberts	Retail and Personal Services Industry Training Council WA	WA	Floristry,Funeral Services, Hairdressing and Beauty,Retail Services	Industry assocn / peak body	Interview; Survey
David Ingram	Retail and Personal Services Training Council of WA	WA	Floristry,Food, Beverage and Pharmaceutical,Funeral Services,Furnishing,Hairdressing and Beauty,Retail Services,Textiles, Clothing and Footwear	Industry assocn / peak body	Survey
Mark Harper	Utilities Engineering Electrical Automotive Training Council	WA	Automotive Manufacturing, Retail and Repair; Aviation	Industry assocn / peak body	Interview
Vanessa Herbert	PDT Consultancy	WA	Business Services; Training and Education	Training provider	Interview

Table 15 Stakeholders consulted for the Inclusion of People with Disability in VET Cross Sector Project

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Alexandra Rubio	Koomarri	Employer (S-M), Disability Service Provider	Disability	ACT	Open Forums
Amanda Calwell-Smith	Essential Employment & Training	Employer (L), Employment Service, Disability Service Provider, RTO	Disability, Aged Care	ACT	Open Forums
Belinda Wallis	Canberra Institute of Technology (CIT)	RTO	Education, Disability	ACT	Focus Groups
Craig Robertson	TAFE Directors Australia	Industry Association	Education	ACT	Environmental Scan
Eric Martin	Eric Martin & Associates	Employer (S-M)	Architecture	ACT	Interview
Griffith Spence	N/A	Person with Disability	N/A	ACT	Open Forums
Iain Barr	Department of Education and Training	Government (Federal)	Education, Government	ACT	Environmental Scan
Jeanette Ross	Disability Employment Services	Employment Service	Disability, Government	ACT	Focus Group
Jessica May	Enabled Employment	Employer (S-M), Employment Service	Disability	ACT	Environmental Scan
Jodie Davis	Australian Nursing and Midwifery Federation	Industry association	Nursing, Health, Disability	ACT	Interview, Open Forums
Justine McDonald	LEAD Disability Services	Employer (L), Employment Service, Disability Service Provider	Employment, Disability	ACT	Additional Feedback Period
Mary Mallett	Disability Advocacy Network Australia	Disability Advocacy	Disability	ACT	Environmental Scan
Phillip Rutherford	Did not provide	Researcher	Education	ACT	Online Survey
Stephen Fox	National Disability Services	Peak body	Government, Disability	ACT	Open Forums
Sue Salthouse	Didactic Enterprises / Women with Disabilities Australia	Disability Advocacy, Person with disability	Community Services,Health, Disability	ACT	Online Survey
Suzanne Lawson	Department of Education and Training	Government (Federal)	Education, Government	ACT	Open Forums
Terri Goodwin	The Disability Trust	Employer (L), Employment Service, Disability Service Provider	Disability, Employment, Community Services	ACT	Additional Feedback Period

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Tom O'Brien	Department of Education and Training	Government (Federal)	Education, Government	ACT	Environmental Scan
Community Sector and Development IRC Representatives (3 members)	Community Sector and Development IRC	Subject Matter Expert	Community Services, Disability, Education	National	Additional Feedback Period
Direct Client Care and Support IRC (13 members, 9 of which not prior consulted)	Direct Client Care and Support IRC	Subject Matter Expert	Community Services, Disability, Education	National	Additional Feedback Period
Adam Cox	TAFE NSW	Disability Service Provider, RTO	Community Services, Health	NSW	Environmental Scan, Interview
Alicia Duarte	Endeavour Foundation	VET practitioner	Disability	NSW	Focus Groups
Amanda Cole	TAFE NSW	RTO	Education	NSW	Interview
Amy Whalley	Australian Network on Disability	Peak body	Disability	NSW	Environmental Scan
Andrew Downie	TAFE NSW	Disability Service Provider, RTO, Person with disability	Education	NSW	Online Survey
Andrew Maxwell	Diversity Council Australia	Peak Body	Employment	NSW	Additional Feedback Period
Anita Raftery	TAFE NSW	Disability Service Provider, RTO	Education	NSW	Interview
Brian Yates	Job Centre Australia	Employer (L), Employment Service, Disability Service Provider	Disability	NSW	Additional Feedback Period
Carol Davis	TAFE NSW	Disability Service Provider, RTO	Education, Disability	NSW	Online Survey
Caroline Alcorso	National Disability Services	Employer (L)	Government, Disability	NSW	Open Forums, Online Survey
Cheryl Fitzpatrick	TAFE NSW	VET Practitioner, Person with disability	Education, Disability	NSW	Online Survey
Christopher Levi	TAFE NSW	VET practitioner	Education, Disability	NSW	Focus Groups
David Grealy	The Disability Trust / WorkAbility	Employer (L), Employment Service, Disability Service Provider	Community Services	NSW	Online Survey
David Healy	TAFE NSW	VET practitioner, Person with disability	Education, Disability	NSW	Additional Feedback Period

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Deborah Hill	NSW Department of Education	Government (State/Territory)	Education, Disability	NSW	Online Survey
Devan Nathan	Mission Australia	National Disability Coordination Officer	Disability, Government, Education	NSW	Focus Groups
Diane Miller	TAFE NSW	RTO, carer	Education,Public Sector	NSW	Online Survey
Diane Urlich-Smith	National Disability Insurance Agency	Government, Person with disability	Community Services,Education, Disability	NSW	Online Survey
Elicia Ford	TAFE Illawarra	National Disability Coordination Officer	Education, Disability, Government	NSW	Focus Groups, Online Survey
Emma Couch	Community Media Training Organisation	RTO	Community Services, Culture and Related Industries	NSW	Open Forums
Emma Doukakis	University of Sydney Centre for Disability Studies	Subject matter expert	Education, Disability	NSW	Open Forums
Franscios McHardy	Woodville Alliance	Disability Service Provider, RTO	Disability, Digital Technology, Hospitality, Gardening, Business Admin, Childcare	NSW	Open Forums
Giordana Caputo	Community Media Training Organisation	RTO	Community Services, Culture and Related Industries	NSW	Open Forums
Graeme Innes	N/A	Subject matter expert, Person with Disability	Disability	NSW	Environmental Scan
Gretchel Trost	TAFE Directors Australia	Industry Association	Education	NSW	Open Forums
Heather Gwilliam	TAFE NSW	Disability Service Provider, RTO	Education, Disability	NSW	Online Survey
Helen Swain	TAFE NSW	VET practitioner, RTO	Education, Disability	NSW	Online Survey
Hugh Greenhoff	TAFE NSW	RTO	Education	NSW	Interview
Iriaka Ross	TAFE NSW	RTO	Noted 28 Industries	NSW	Online Survey
John Walsh	National Disability Insurance Agency	Government	Government, Disability	NSW	Environmental Scan
Julie Fayers	National Disability Insurance Agency	Government	Government, Disability	NSW	Online Survey
Karen Olten	TAFE NSW / TAFE Digital	RTO	Education	NSW	Interview
Katherine Hancock	National Disability Services	Employer (L)	Community Services,Education, Disability	NSW	Online Survey
Katrina Cooper	Spark Helmore	Employer (L)	Legal	NSW	Interview

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Kay Dean	University of Newcastle	National Disability Coordination Officer	Education, Disability, Employment, Government	NSW	Focus Groups
Kris Lear	Verto Limited	National Disability Coordination Officer	Education, Disability, Employment, Government	NSW	Focus Groups
Kristie O'Brien	TAFE NSW	RTO	Education	NSW	Interview
Kylie Casey	Booth College	RTO	Business Services, Community Services, Construction, Education, Horticulture, Conservation and Land Management, Tourism, Travel and Hospitality	NSW	Online Survey
Leanne Kennelley	TAFE NSW	VET practitioner	Education	NSW	Online Survey
Lisa Jackson	Westpac Banking Corporation	Employer (L), Person with Disability	Financial Services	NSW	Online Survey
Liz Shanley	Did not provide	Disability Service Provider, RTO	Education	NSW	Online Survey
Lloyd Gris	University of New England	National Disability Coordination Officer	Education, Disability, Employment, Government	NSW	Focus Groups
Lorraine Watson	TAFE NSW	VET practitioner	Education, Disability	NSW	Online Survey, Open Forums
Lynnette Pratt	Sunrise Institute	Disability Service Provider, VET practitioner, Person with disability	Business Services,	NSW	Online Survey
Matthew Chan	N/A	Person with Disability	Business Services, Financial Services, Property Services	NSW	Online Survey
Maya Spannari	TAFE NSW	RTO	Community Services, Health	NSW	Environmental Scan
Michael Arthur-Kelly	The University of Newcastle	Subject matter expert	Education	NSW	Environmental Scan
Michele Gabrielle	Did not provide	Education provider, Person with disability	Education, Public Sector	NSW	Online Survey
Michele Nealon	National Disability Insurance Agency	Employer (L), Person with Disability	Government, Disability	NSW	Online Survey
Michelle Vandermore	TAFE NSW	RTO	Education	NSW	Interview
Michelle Weaver	Job Centre Australia	Employer (L), Employment Service, Disability Service Provider	Disability	NSW	Additional Feedback Period
Millie Farrar	National Disability Insurance Agency	Government	Government	NSW	Online Survey
Nancy Pavlovic	Pavlov Training	Employer (S-M), RTO	Disability	NSW	Environmental Scan

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Naomi Malone	Shepherd Centre	Subject matter expert, Person with disability, disability advocacy	Disability, Property Services, Community Services, Culture and Related Industries	NSW	Interview
Nicky Goozee	TAFE NSW	VET practitioner	Education	NSW	Online Survey
Paul McIver	TAFE NSW	VET practitioner	Education	NSW	Online Survey
Peter Beach	TAFE NSW	RTO	Education	NSW	Focus Groups
Rhonda Debney	Sydney Institute	Disability Service Provider, RTO, Person with disability	Education, Disability	NSW	Focus Groups
Rhonda Ebeling	TAFE NSW	VET practitioner	Education, Disability	NSW	Focus Groups, Interview
Richard Hart	Jobfind Centre	Employer (L), Employment Service	Noted 15 Industries	NSW	Online Survey
Roy Rogers	Flagstaff	Employer (S-M)	Manufacturing, Disability Support, Employment Services	NSW	Online Survey
Sandra Clark	Kenvale College	RTO	Education	NSW	Focus Groups
Sarah Nyitray	National Disability Insurance Agency	Employer (L), Person with Disability	Public Sector, Disability	NSW	Online Survey
Sharon Fitzgerald	Meat Industry Training Advisory Council (MINTAC)	Industry Advisor	Meat	NSW	Interview
Sue Brunskill	TAFE NSW	VET practitioner	Agriculture,Education,Horticulture, Conservation and Land Management	NSW	Online Survey
Susan Brown	TAFE NSW	VET practitioner	Community Services	NSW	Online Survey
Susan Johnston	TAFE NSW	VET Practitioner, Person with disability	Education, Disability	NSW	Online Survey
Susanne Andrews	NSW Department of Education	Government (State/Territory)	Education	NSW	Focus Groups
Suzanne Colbert	Australian Network on Disability	Peak body	Disability	NSW	Interview
Tracey Hetherton	Wodonga Institute of TAFE	National Disability Coordination Officer	Education, Disability, Employment, Government	NSW	Focus Groups
Tracy Crompton	Settlement Services International	Employer (S-M), Employment Service, Person with Disability	Community Services	NSW	Online Survey
Trudie Weber	Nepean Community College	VET practitioner	Business Services,Education	NSW	Online Survey
Vaughn Keena	Open Colleges	RTO	Education	NSW	Online Survey

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Vladimir Pavlovic	TAFE NSW / TAFE Digital	Disability Service Provider, Person with disability	Education, Disability	NSW	Online Survey
Warwick Keen	TAFE NSW	VET practitioner	Education, Cultural Arts	NSW	Online Survey
Wendy Adam	Disability Services Australia	Disability Service Provider, RTO	Business Services,Education,Retail Services	NSW	Online Survey
Wendy Cumberworth	Alphacrusis College	RTO	Education	NSW	Focus Groups
Wendy Toop	Government employee	Government (State/Territory)	Community Services, Public Sector	NSW	Online Survey
Anna Kwan	Charles Darwin University	National Disability Coordination Officer	Disability, Government	NT	Open Forums
Brenda Moore	Henbury School	Education Provider	Education	NT	Open Forums
Debbie Knight	Industry Skills Advisory Council NT	Industry Advisor	Education	NT	Open Forums
Ferdi Klesch	Charles Darwin University	VET Practitioner	Education, Information and Communications Technology	NT	Online Survey
Judith McKay	Industry Skills Advisory Council NT	Industry Advisor	Education	NT	Open Forums, Environmental Scan
Judy Grant	Department of Education	Government (State/Territory)	Education	NT	Open Forums
Julie Freeman	Batchelor Institute of Indigenous Tertiary Education	RTO, parent	VET	NT	Focus Groups
Kim Davis	Batchelor Institute of Indigenous Tertiary Education	RTO	Indigenous	NT	Open Forums
Kim Hawkins	Charles Darwin University	RTO	Community Services, Children	NT	Open Forums
Lauren Hofmeyer	Henbury School	Education Provider	Education	NT	Open Forums
Michelle Mccolm	Department of Health	Government (State/Territory)	Government, Disability	NT	Open Forums
Ros Tait	Department of Education	Government (State/Territory)	Education	NT	Open Forums
Susan Burns	National Disability Services	Peak body	Government, Disability	NT	Open Forums
Traci Keys	NT Anti Discrimination Commission	Disability Advocacy	Government	NT	Open Forums
Ann-Marie Mann	United Synergies	Disability Service Provider	Disability	QLD	Focus Group

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Bev Charnley	TAFE QLD	RTO	Community Services, Education	QLD	Online Survey, Open Forums
Brandon Taylor	TAFE QLD	Disability Service Provider, RTO	Education, Disability	QLD	Focus Groups
Christine Vanohr	Australian Consolidated Training	RTO	Automotive, Business Services, Construction, Food, Beverage and Pharmaceutical, Horticulture, Conservation and Land Management, Retail Services	QLD	Focus Groups, Online Survey
Cindy Buchan	Bravo Disability Support Network	Disability Service Provider	Disability	QLD	Focus Group
Claire deLaney	Avenues Lifestyle Support	Disability Service Provider	Disability	QLD	Focus Group
David Garner	ASQA	Regulator	Education	QLD	Additional Feedback Period
David Swayn	Steps Group	National Disability Coordination Officer	Disability, Government	QLD	Open Forums, Focus Group, Environmental Scan
Debbie Rooskov	Steps Group	National Disability Coordination Officer	Disability, Government	QLD	Open Forums, Focus Group
Duncan Munnings	TAFE QLD	VET practitioner	Community Services, Youth Work	QLD	Open Forums
Emma Killick	Busy Inc	National Disability Coordination Officer, Employer (S-M)	Education, Disability, Employment, Government	QLD	Focus Groups
Emma Rice	TAFE QLD East Coast	VET practitioner	Community Services, Disability Support	QLD	Open Forums, Focus Group
Gabrielle O'Brien	Equity Practitioners in Higher Education Australasia (EPHEA)	Industry association	Education, Disability	QLD	Online Survey
Gaye Collins	N/A	Parent	N/A	QLD	Online Survey
Gill Rimmer	TAFE QLD	RTO	Disability	QLD	Focus Group
Helen May	Suncare Community Services	Disability Service Provider	Disability	QLD	Focus Group
Holly Vincent	Department of Employment, Small Business and Training	Government (State/Territory)	Government, Education, Community Services	QLD	Interview, Online Survey
Jill Betts	Jobmatch	Employer (L), Employment Service	Disability	QLD	Focus Group
Jody Tunnicliffe	Health and Community Solutions Pty Ltd	Researcher, Disability Service Provider, Training Provider	Community Services, Disability	QLD	Additional Feedback Period

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Josh Back	HELP Enterprises	Employer (S-M), Employment Service, Disability Service Provider, RTO	Education, Disability	QLD	Focus Groups
Karen Caldwell	Education Assist	Disability Service Provider, VET Practitioner	Business Services,Community Services,Education, Disability	QLD	Online Survey
Karen Lam	MTA Institute	RTO	Automotive,Business Services	QLD	Online Survey
Kathy Martin	Red Cross Employment Services	Employer (L), Employment Service	Disability	QLD	Focus Group
Kelly Kerwitz	Workforce Council	Employer (L), Subject matter expert	Health, Communtiy Services	QLD	Focus Groups
Kimberley Gillan	Dept of Employment, Small Business & Training, Cairns	Government (State/Territory)	Noted 15 Industries	QLD	Online Survey
Kym Tedford	APM	Employer (L), Disability Service Provider	Disability	QLD	Focus Group
Les Shaw	Gold Training	RTO	Education, Civil & Mining, Construction	QLD	Environmental Scan
Lynette May	UnitingCare Queensland	Disability Service Provider	Disability, Health Care, Community Services	QLD	Environmental Scan
Lynette May	Uniting Care Queensland	Disability Service Provider	Disability, Health Care, Community Services	QLD	Additional Feedback Period; Environmental Scan
Lynne Zappala	TAFE Queensland - Cairns Region	Disability Service Provider, RTO	Education, Disability	QLD	Focus Groups
Martha Campbell	Avenues Lifestyle Support	Disability Service Provider	Disability	QLD	Focus Group
Megan Chandler	On Track Community Programs	Disability Service Provider	Disability	QLD	Focus Group
Meike Payouw	EPIC Assist	Employer (L), VET practitioner	Business Services,Community Services,Retail Services, Disability	QLD	Online Survey
Michelle O'Flynn	Queensland Advocacy Incorporated	Disability Advocacy	Disability	QLD	Additional Feedback Period
Natalie Vonthien	CQUniversity	Disability Service Provider, RTO	Education, Disability	QLD	Focus Groups
Nick Collyer	Queensland Advocacy Incorporated	Disability Advocacy	Disability	QLD	Additional Feedback Period
Paul Rasmussen	Head of research, learning, and development	Employer (L) Disability Advocate, Disability Service Provider	Disability	QLD	Focus Groups

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Rachel Ranton	Westpac Banking Corporation	Employer (L)	Financial Services, ICT, Disability	QLD	Interview
Robyn Keenan	ACE Community Colleges	RTO	Community Services	QLD	Focus Groups
Roxanne MacGregor	TPG	Disability Service Provider	Disability	QLD	Focus Group
Thomas Carpenter	TAFE Gold Coast	Disability Service Provider, RTO, Person with disability	Education, Disability	QLD	Focus Groups
Veronica Wain	Inclusion Australia	Disability Advocacy	Disability	QLD	Environmental Scan
Wendy Addison	Salvation Army	Employer (L), Disability Service Provider	Government, Disability	QLD	Open Forums
Jane Brzezinski	University of South Australia	National Disability Coordination Officer	Education, Disability, Employment, Government	SA	Focus Groups, Open Forums
Jen Cousins	TAFE SA	VET practitioner	Education	SA	Open Forums
Jessica Perry	Career BluePrint	Employer (S-M)	Community Services	SA	Open Forums
Joy De Leo	Australian Council for Private Education and Training	Industry association	Education	SA	Environmental Scan
Karen Berry	Minda	Disability Service Provider, VET practitioner	Disability, Education	SA	Open Forums
Michelle Cockshell	AMA Skills Training	RTO	Education	SA	Open Forums
Michelle Stanojevic	ESAR Homecare	Disability Service Provider, RTO	Community Services, Education, Health	SA	Online Survey
Nancy Knowling	Community Centres SA	Employer (S-M), RTO	Community Services, Education	SA	Online Survey
Stephen Manson	TAFE SA	Disability Service Provider, RTO	Disability, Education	SA	Environmental Scan
Tina Zeleznik	Disability Works Australia	Employment Service	Disability	SA	Interview
Vicki Parsloe	University of South Australia	National Disability Coordination Officer	Education, Disability, Employment, Government	SA	Focus Groups
Arthur Pendragon	Asset Training	VET practitioner	Education	TAS	Open Forums
Bree Klerck	National Disability Services	Peak body	Disability, Government	TAS	Open Forums, Focus Groups
Christine McCristal	TASTAFE	VET practitioner	Education	TAS	Open Forums
Colleen Hooper	Mission Australia	National Disability Coordination Officer, Employer (L)	Government, Disability	TAS	Online Survey, Open Forums

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Darlene McLennan	University of Tasmania	National Disability Coordination Officer	Disability, Government	TAS	Open Forums
Graeme Finlayson	Oak Possability	Disability Service Provider, RTO	Education, Disability	TAS	Open Forums
James Newton	TASTAFE	Disability Service Provider, RTO	Education, Disability	TAS	Open Forums
Jane Hawkeswood	ADCET	Disability Advocacy	Disability	TAS	Focus Groups
Kellie Watson	ECA Tasmania Branch	Employer (S-M), Industry Association	Education	TAS	Online Survey
Kris McCracken	Skills Tasmania	Government (State/Territory)	Government, Education	TAS	Interview
Linda Glover	TASTAFE	Disability Service Provider, RTO	Education, Disability	TAS	Open Forums, Focus Group, Interviews, Online Surveys
Lyndell George	National Disability Services	Peak body	Disability, Government	TAS	Open Forums, Focus Groups
Lynette Flint-Cornell	Jenard Training	Employer (S-M), RTO	Education	TAS	Open Forums
Noella Buchanan	TASTAFE	VET practitioner	Education	TAS	Open Forums
Peter Handy	Tasmanian Hospitality Association	Peak body	Disability, Hospitality	TAS	Open Forums
Ali Parker	Deakin University	National Disability Coordination Officer	Education, Disability, Employment, Government	VIC	Focus Groups
Andrew Turner	N/A	Person with Disability	Financial Services	VIC	Online Survey
Anthony Gartner	Australian Tertiary Education Network on Disability	Peak body	Education, Disability	VIC	Environmental Scan
Anthony Williams	Did not provide	Subject matter expert	Disability	VIC	Open Forums
Ashleigh Malone	Box Hill Institute	Person with Disability	Disability	VIC	Focus Groups, Online Survey
Berwyn Clayton	Victoria University	Subject Matter Expert	Education	VIC	Additional Feedback Period; Focus Groups
Bevan Burkin	Department of Health and Human Services	Government (State/Territory)	Government, Disability	VIC	Open Forums
Bruce Bonyhady	Ex-NDIA	Subject matter expert	Disability, Government	VIC	Interview
Caitlin No	Did not provide	Student, person with disability	Transport and Logistics	VIC	Online Survey
Carmel Pino	Department of Education and Training	Government (State/Territory)	Disability, Government	VIC	Open Forums
Carol Maurici	William Angliss Institute	Disability Service Provider	Education,Tourism, Travel and Hospitality, Disability	VIC	Online Survey

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Cathy Clark	Melbourne Polytechnic	VET practitioner, Person with Disability	Disability	VIC	Open Forums
David Best	Disability Employment Australia	Employer (L), Employment Service, Disability Service Provider	Disability	VIC	Additional Feedback Period
David Tout	ACER	Subject Matter Expert, Researcher	Education	VIC	Additional Feedback Period
David Tran	JobAccess	Government, Employer (L) Employment Service, Disability Service Provider	Employment, Disability, Government	VIC	Additional Feedback Period
Edwina Newham	Swinburne University	Disability Service Provider, RTO	Disability, Education	VIC	Open Forums
Erica Smith	Federation University	Subject matter expert, Researcher, RTO	Education	VIC	Additional Feedback Period
Erin Wilson	Brite Services	Employer (S-M), RTO	Disability, Community Services, Aged Care, Foundation Skills	VIC	Open Forums, Focus Groups
Frances Lamb	TAFE VIC	VET Practitioner, Person with Disability	Construction,Property Services, Disability	VIC	Online Survey
Gus Koedyk	Nadrasca	Employer (S-M), Disability Service Provider, RTO	Disability, Supply Chain, Consumer Goods, Printing	VIC	Environmental Scan
Helen Clancy	Did not provide	Consultant, Person with Disability	Education, Disability	VIC	Interview, Online Survey
Ian Tsolakis	Crown Perth	Employer (L)	Tourism, Travel and Hospitality	VIC	Environmental Scan
Jane Davison	Department of Education and Training, Victoria	Government (State/Territory)	Education	VIC	Focus Groups
Jane Keedle	Department of Education and Training	Government (State/Territory)	Education	VIC	Open Forums
Janet Nunn	Sunraysia Institute of TAFE	RTO	Education, Disability	VIC	Focus Groups
Jeanette Swain	SAI Education Institute	RTO	Home Care, Education	VIC	Focus Groups
Jessica Zammit	Australian Federation of Disability Organisations	Peak body	Disability	VIC	Environmental Scan
Jo Middleton	N/A	Parent	Culture and Related Industries	VIC	Online Survey
Jon Slingsby	VALD	Disability Advocacy	Disability	VIC	Additional Feedback Period
Joseph Sabolcec	deafConnectEd	Disability Service Provider	Education, Disability	VIC	Online Survey
Judy Roberts	Nadrasca	Employer (S-M), Disability Service Provider, RTO	Disability, Supply Chain, Consumer Goods, Printing	VIC	Environmental Scan, Open Forums

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Karla Fernee	Job Access	Employer (L), Employment Service	Government, Disability	VIC	Open Forums
Karla Fernee	JobAccess	Government, Employer (L) Employment Service, Disability Service Provider	Employment, Disability, Government	VIC	Additional Feedback Period; Open Forums
Kelly Bramston	Swinburne University	Disability Service Provider, RTO, Person with disability	Education	VIC	Online Survey
Kevin Hall	Eastern Food Alliance	Employer (S-M)	Disability, Food & Beverage, Hospitality	VIC	Interview
Koya Marney	Victoria University Polytechnic	RTO	Education,Health,Sport, Fitness and Recreation	VIC	Online Survey
Kristin Kelly	Swinburne University	VET practitioner	Education	VIC	Online Survey
Leigh Kibby	Department of Education and Training, Victoria	Government (State/Territory)	Education	VIC	Focus Groups
Lucy Macali	Office for Disability, Department of Health and Human Services	Government (State/Territory)	Government, Disability	VIC	Open Forums
Luiza Janash	Department of Education and Training	Government (State/Territory)	Education	VIC	Open Forums
Lynette Hood	MIMT, Moon Empress Massage (owner/operator)	Employer (S-M), RTO	Education, Supplementary Health (remedial massage)	VIC	Online Survey
Maja Vranjkovic	Ostara Australia	Employer (L), Employment Service, Disability Service Provider	Disability	VIC	Open Forums
Maja Vrankjovic	Ostara	Employer (L), Employment Service, Disability Service Provider	Disability	VIC	Additional Feedback Period; Open Forums
Malka Lawrence	TMG College Australia	RTO, Person with Disability	Education	VIC	Focus Groups
Michael Magelakis	SSMI Group	Employer (S-M), Disability Service Provider	Business Services	VIC	Open Forums
Michelle Jepsen	The Gordon	Disability Service Provider, RTO, Person with disability	Education, Disability	VIC	Online Survey, Focus Groups
Michelle Wakeford	National Disability Services	Employer (L)	Government, Disability	VIC	Interview, Open Forums

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Monique Fitzgerald	Victoria University	VET Practitioner	Education,Sport, Fitness and Recreation	VIC	Online Survey
Moya Phillips	SuniTAFE Swan Hill	Disability Service Provider	Education, Community Services, Disability	VIC	Focus Groups, Online Survey
Nina DeSilva	Health Care Pty. Ltd. T/A SAI Education Institute	Employer (S-M), RTO	Education	VIC	Online Survey
Paul Saunders	Curriculum Maintenance Management Service, Victoria	Government (State/Territory)	Aquaculture and Wild Catch, Food, Beverage and Pharmaceutical, Laboratory Operations, Manufacturing, Meat, Printing and Graphic Arts, Textiles, Clothing and Footwear, Government	VIC	Online Survey, Open Forums
Rachel Coles	South West TAFE	Disability Service Provider, RTO	Disability, Education	VIC	Open Forums
Raeoni Turner	Nadrasca	Employer (S-M), Disability Service Provider, RTO	Disability, Supply Chain, Consumer Goods, Printing	VIC	Environmental Scan
Ramona Mandy	Inner Melbourne VET Cluster (IMVC)	National Disability Coordination Officer	Disability, Government, Education	VIC	Open Forums
Rayce Coyte	Inner Melbourne VET Cluster (IMVC)	National Disability Coordination Officer	Disability, Government, Education	VIC	Focus Groups
Rick Riui	VALD	Disability Advocacy	Disability	VIC	Additional Feedback Period
Robyn York	Sunraysia Institute of TAFE	RTO	Education	VIC	Online Survey
Sally Sinclair	National Employment Services Australia	Employment Service	Business Services, Community Services	VIC	Focus Group
Sarah Chamberlain	ReadyTeacher	Employer (S-M), Employment Service	Education	VIC	Open Forums
Sebastian Sarra	N/A	Person with Disability	N/A	VIC	Online Survey
Sharon Carroll	Australia Post	Employer (L)	Retail	VIC	Interview
Sharyn Bellingham	Australian Council for Private Education and Training	Industry association	Education	VIC	Focus Groups
Shaun Corcoran	TAFE Disability Network	Industry Association	Education, Disability	VIC	Environmental Scan, Open Forums
Sugi Huang	ReadyTeacher	Employer (S-M), Employment Service	Education	VIC	Open Forums

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Susan Ainsworth	The University of Melbourne	Subject matter expert	Education	VIC	Online Survey
Susan Huffer	GOTAFE	RTO	Community Services,Education,Health,Sport, Fitness and Recreation	VIC	Online Survey
Tania Daniels	Carers Victoria	Disability Advocacy, VET practitioner	Community Services, Disability	VIC	Open Forums
Tracy Hocking	Diversity Council Australia	Peak Body	Employment	VIC	Additional Feedback Period
Umesh Sharma	Monash University	Subject matter expert	Education	VIC	Environmental Scan
Vicki Singleton	Swinburne University	VET practitioner	Education	VIC	Online Survey, Focus Groups
Abbie Kelly	Activ Foundation	Disability Service Provider, RTO	Disability	WA	Open Forums
Alex Murphy	Edge Employment Solutions	National Disability Coordination Officer, Employer (S-M)	Education, Disability, Employment, Government	WA	Focus Groups
Alison Sweet	Financial, Administrative and Professional Services Training Council, Inc	Employer (S-M), Industry advisor	Business Services,Financial Services	WA	Online Survey, Interview
Allan Jones	Financial, Administrative and Professional Services Training Council, Inc	Employer (S-M), Industry advisor	Business Services,Financial Services	WA	Interview
Candy Choo	Local Government Professionals	Government	Local Government	WA	Additional Feedback Period
Carolyn Gerrans	North Metropolitan TAFE (TAFE WA)	VET Practitioner	Community Sector and Development, Education	WA	Environmental Scan, Open Forums
Christine Kerr	Access to Leisure and Sport (ATLAS)	Disability Service Provider	Community Services, Disability	WA	Focus Group
Damir Kuncan	Crown Perth	Employer (L)	Tourism, Travel and Hospitality	WA	Environmental Scan
Jane Goodfellow	North Metropolitan TAFE	VET Practitioner, Person with Disability	Disability, Education	WA	Environmental Scan
Judi Stone	Mental Health Commission	Government	Government, Disability	WA	Additional Feedback Period
Kathy Hoare	Office of the State Training Board	Government (State/Territory)	Government	WA	Open Forums
Lise Petersen	Port Stephens Council	Employer (L), Person with disability, NDCO	Disability, Government, Meat	WA	Online survey

Name	Organisation	Stakeholder type	Industry representation	Location	Consultation type
Qonrad Gomez	Edge Employment	Employer (L), Employment Service, Disability Service Provider	Disability	WA	Open Forums
Robyn O'Neill	TAFE WA (North Metro TAFE)	VET practitioner	Education	WA	Open Forums, Focus Groups
Rosemary Kernohan	Activ Pathways	Disability Service Provider, RTO	Disability	WA	Open Forums
Shri Ayer	Edge Employment	Employer (L), Employment Service, Disability Service Provider	Disability	WA	Open Forums
Tim Lee	Autism Association of Western Australia	Employer (S-M), Employment Service Provider	Disability	WA	Open Forums

Appendix C Non-endorsable changes

Non-endorsable changes

The Business Services IRC approved a number of non-endorsable changes which will be implemented when the Business Services Training Package Version 4.0 is added to the National Register. These include updates to the elective banks of existing qualifications to house the new cross sector units of competency. These qualifications are referenced in the table below as per the Case for Endorsement Minor Changes section of the *Training Package Development and Endorsement Process Policy*. The revised qualifications have been attached to this Case for Endorsement to demonstrate the proposed housing of the new units and that the Training Products are publication ready.

Table 16 Non-endorsable training package changes submitted – update to elective banks to house new cross sector units of competency

Training product code and title	New / existing training product
BSB30115 Certificate III in Business	Existing
BSB30215 Certificate III in Customer Engagement	Existing
BSB40215 Certificate IV in Business	Existing
BSB41015 Certificate IV in Human Resources	Existing
BSB42015 Certificate IV in Leadership and Management	Existing
BSB50215 Diploma of Business	Existing
BSB50618 Diploma of Human Resources Management	Existing
BSB51918 Diploma of Leadership and Management	Existing

Appendix D Report by exception

As noted above in the Case for Endorsement (section 3.2), the Western Australia STA requested a report by exception be included in this Case for Endorsement. Reports by exception are utilised when an industry or government stakeholder holds a differing view from that espoused in the Case for Endorsement and provides the AISC with an objective overview of the issue and the steps taken to find a resolution.

The Business Services IRC, Teamwork and Communication PRG, and Inclusion of People with Disability in VET PRG, all engaged in continuous communications with the STAs throughout the duration of these cross sector projects. As the units in the Case for Endorsement belong to the first group cross sector projects to progress towards a Case for Endorsement, it was critical to ensure that all stakeholders were aware of the project and understood the unique parameters. Multiple steps were taken throughout the process to incorporate feedback from all STAs, including WA. Indeed, the STAs were given two designated opportunities to review the draft units (in addition to public feedback opportunities) when practice for standard industry-based projects is only once.

Despite the above and the best efforts of the SSO, IRC and PRGs, the Western Australia STA has since requested a report by exception be included in the Case for Endorsement.

The content of the Western Australia STA's response is outlined below for the AISC's reference.

Based on the materials provided, the Western Australian State Training Authority does not support the Case for Endorsement for the BSB Business Services Training Package Release 4.0 due to the following reasons:

- *The teamwork, communication and disability units are not contained within a specific qualification and therefore are not aligned to the Australian Qualification Framework (AQF);*
- *As some qualification packaging rules mandate the selection of imported units at a specified AQF level, it will be impossible to import a cross sector unit into these qualifications;*
- *While the Case for Endorsement identified existing teamwork and communication units that could be replaced by the cross sector units, a decision on these units and their replacement is yet to be made;*
- *Until such time as a decision is made, the teamwork and communication cross sector units duplicate existing products;*
- *Further advice and information on how cross sector units should be imported and contextualised may assists in their uptake;*
- *A method to evaluate take up of cross sector units should be identified.*

The Western Australian State Training Authority would like these concerns to be included in the report by exception.

In the lead up to the request for the above, Skills for Australia staff had numerous conversations – verbal and via email – with the Western Australia STA to discuss and seek to resolve their concerns with the Case for Endorsement. It was noted in these discussions that the feedback provided by the STA could be

divided into two categories: the first relating to the housing of the proposed new units; and the second to implementation concerns.

In regards to the first point, Skills for Australia noted that these comments had been similarly raised by the Victorian STA and steps has been taken to rectify the issue. In particular, information on the specific housing of the units had been incorporated into the Case for Endorsement documentation. In relation to the second point, it was noted to the Western Australian STA that the comments relate to the nature of cross sector projects as a whole and are implementation considerations, rather than factors relevant to training product development. Skills for Australia highlighted that it is aware of the issues regarding duplication and implementation, and noted that measures have been taken to alleviate implementation concerns wherever possible. Additionally, Skills for Australia drew the STA's attention to the scope of training product development as compared to training product implementation, and reinforced that cross sector projects are, by definition, different from standard project work, and implementation considerations will inevitably differ.

On the basis of the above, the revised Case for Endorsement and responses to each of the feedback points were provided to the Western Australian STA. However, the STA indicated they would not support the revised documentation and sought the inclusion of this report by exception.

The SSO and IRC are confident that the feedback from the Western Australian STA has been actioned wherever possible. Where it has not, the feedback relates to issues outside the scope of training product development and this Case for Endorsement. See table below for specific commentary on feedback points.

WA STA Feedback point	IRC and SSO response
The teamwork, communication and disability units are not contained within a specific qualification and therefore are not aligned to the Australian Qualification Framework (AQF)	The qualifications that will house the new units of Competency are listed in the Case for Endorsement and two tables added to the document to illustrate the specific mapping of units to qualifications. See pages 9-10.
As some qualification packaging rules mandate the selection of imported units at a specified AQF level, it will be impossible to import a cross sector unit into these qualifications	As above – the specific housing of the new units has now been articulated in the Case for Endorsement.
While the Case for Endorsement identified existing teamwork and communication units that could be replaced by the cross sector units, a decision on these units and their replacement is yet to be made	The potential units were identified as a requirement of the Teamwork and Communication Cross Sector Project, however, it was determined that individual IRCs and training package developers would be responsible for the replacement of units within their training packages. This is the necessary solution as IRCs are the custodians of training packages and will be aware of specific industry requirements that may support or limit inclusion of cross sector units. Additionally, it has been highlighted in this Case for Endorsement that Skills for Australia will provide support and encouragement to IRCs and SSOs to implement the units as needed.

Until such time as a decision is made, the teamwork and communication cross sector units duplicate existing products	As above, this is recognised as inherent to the nature of cross sector projects, however, it is only a short term implication. Information on the appearance of duplication has been built out in the Case for Endorsement to clarify that it will be the responsibility of individual IRCs and training package developers to consider the replacement of existing units. Once these IRCs begin the transition to the cross sector units, the duplication will be removed.
Further advice and information on how cross sector units should be imported and contextualised may assists in their uptake	This is an implementation issue. The intention is that individual training packages will include information in their companion volumes to support the contextualisation of the cross sector units imported into their training packages. Additionally, there is already information on this point in the BSB version 4.0 Companion Volume.
A method to evaluate take up of cross sector units should be identified	This is an implementation issue. Provided the units remain housed in the BSB Training Package, they will fall into the BSB review schedule, noting that review of the units will differ from typical BSB units to ensure cross sector consultation and insight.

Appendix E Potentially duplicative training product components

Teamwork and Communication Cross Sector Project

The Activity Order for the Teamwork and Communication Cross Sector Project outlined the identification of current training products that may be potentially duplicative with the proposed new units and should, therefore, be considered for removal/replacement. The units below have been identified as meeting this criteria, however, it is noted that the removal and replacement (superseding) of any duplicative units will be the responsibility of the relevant IRC and Skills Service Organisation. It is recognised that IRCs may wish to undertake extensive industry-specific stakeholder consultation before any potentially duplicative training products are deleted or replaced by the cross sector units developed as part of this Case for Endorsement. This will ensure that specific learner cohorts and the nuances of specific sectors are taken into consideration. PwC's Skills for Australia will provide assistance and guidance in this process as is needed, to ensure that the transition process is smooth and the intended meaning of the cross sector units fulfilled.

The tables below identify potentially duplicative training products for the consideration of the AISC and relevant governing IRC(s) for future potential training product development work.

Table 18 Potentially duplicative teamwork training products

Training Package	Existing training product	Potential cross sector alternative
Business Services	BSBFLM312 Contribute to team effectiveness	BSBXTW301 Work in a team
	BSBLDR403 Lead team effectiveness	BSBXTW401 Lead and facilitate a team
	BSBSMB407 Manage a small team	BSBXTW401 Lead and facilitate a team
	BSBWOR502 Lead and manage team effectiveness	BSBXTW401 Lead and facilitate a team
Community Services	CHCGRP001 Support group activities	BSBXTW301 Work in a team
	CHCMGT003 Lead the work team	BSBXTW401 Lead and facilitate a team
Construction, Plumbing and Services	CPCCBS8009 Lead a building surveying team	BSBXTW401 Lead and facilitate a team
Property Services	CPPBDN8004A Lead the building design team	BSBXTW401 Lead and facilitate a team
	CPPCMN4003 Establish, develop and monitor teams	BSBXTW401 Lead and facilitate a team
	CPPSEC2005A Work as part of a security team	BSBXTW301 Work in a team
Correctional Services	CSCINT005 Support group activities	BSBXTW401 Lead and facilitate a team
	CSCORG013 Coordinate a work team	BSBXTW401 Lead and facilitate a team
Defence	DEFGEN001 Work in a team	BSBXTW301 Work in a team
	DEFGEN003 Lead a team	BSBXTW401 Lead and facilitate a team
Local Government	LGACOMP026A Provide team leadership	BSBXTW401 Lead and facilitate a team
	LGAWORK308A Lead a team	BSBXTW401 Lead and facilitate a team

Training Package	Existing training product	Potential cross sector alternative
	LGAWORK309A Coordinate the work activities of a team	BSBXTW401 Lead and facilitate a team
Manufacturing and Engineering	MEM16005A Operate as a team member to conduct manufacturing, engineering or related activities	BSBXTW301 Work in a team
	MEM16013A Operate in a self-directed team	BSBXTW301 Work in a team
Manufacturing	MSMSUP106 Work in a team	BSBXTW301 Work in a team
	MSMSUP383 Facilitate a team	BSBXTW401 Lead and facilitate a team
Textiles, Clothing and Footwear	MSTGN2004 Work in a team environment	BSBXTW301 Work in a team
	MSTGN2008 Coordinate work of team or section	BSBXTW401 Lead and facilitate a team
Process Manufacturing, Recreational Vehicle and Laboratory	PMC562083 Allocate and complete team tasks	BSBXTW401 Lead and facilitate a team
Police	POLGEN017 Work collaboratively in a team environment	BSBXTW301 Work in a team
Public Safety	PUATEA001B Work in a team	BSBXTW301 Work in a team
Resources and Infrastructure Industry	RIILAT601D Manage group processes	BSBXTW401 Lead and facilitate a team
Retail Services	SIRXCOM002 Work effectively in a team	BSBXTW301 Work in a team
	SIRXCOM003 Promote team cohesion	BSBXTW401 Lead and facilitate a team
	SIRXMGT001 Supervise and support frontline team members	BSBXTW401 Lead and facilitate a team
	SIRXMGT002 Lead a frontline team	BSBXTW401 Lead and facilitate a team
Sport, Fitness and Recreation	SISSSPA403A Administer a team or group	BSBXTW401 Lead and facilitate a team
Transport and Logistics	TLIG3002 Lead a work team or group	BSBXTW401 Lead and facilitate a team
Electricity Supply Industry Generation	UEPOPS440B Coordinate team activities	BSBXTW401 Lead and facilitate a team

Table 19 Potentially duplicative communication training products

Training Package	Existing training product	Potential cross sector alternative
Australian Meat Processing	AMPCOR205 Communicate in the workplace	BSBXCM301 Engage in workplace communication
	AMPMGT803 Communicate and negotiate in a culturally diverse context	BSBXCM501 Lead communication in the workplace
	AMPX418 Lead communication in the workplace	BSBXCM501 Lead communication in the workplace
Automotive Industry Retail, Service and Repair	AURAFA003 Communicate effectively in an automotive workplace	BSBXCM301 Engage in workplace communication
	AURAMA002 Communicate business information in an automotive workplace	BSBXCM301 Engage in workplace communication

Training Package	Existing training product	Potential cross sector alternative
Business Services	BSBCMM101 Apply basic communication skills	BSBXCM301 Engage in workplace communication
	BSBCMM201 Communicate in the workplace	BSBXCM301 Engage in workplace communication
	BSBCMM402 Implement effective communication strategies	BSBXCM401 Apply communication strategies in the workplace
	BSBDIV803 Develop cross cultural communication and negotiation strategies	BSBXCM501 Lead communication in the workplace
	BSBLDR401 Communicate effectively as a workplace leader	BSBXCM401 Apply communication strategies in the workplace
	BSBLDR503 Communicate with influence	BSBXCM501 Lead communication in the workplace
	BSBWRK403A Communicate with workers	BSBXCM401 Apply communication strategies in the workplace
Community Services	CHCCOM002 Use communication to build relationships	BSBXCM501 Lead communication in the workplace
	CHCCOM003 Develop workplace communication strategies	BSBXCM501 Lead communication in the workplace
	CHCCOM005 Communicate and work in health or community services	BSBXCM401 Apply communication strategies in the workplace
	CHCCOM302D Communicate appropriately with clients and colleagues	BSBXCM401 Apply communication strategies in the workplace
Construction, Plumbing and Services	CPCCCM1014A Conduct workplace communication	BSBXCM301 Engage in workplace communication
	CPCPCM2039A Carry out interactive workplace communication	BSBXCM401 Apply communication strategies in the workplace
Property Services	CPPACC4004A Communicate effectively as an access consultant	BSBXCM401 Apply communication strategies in the workplace
	CPPCLO1041A Apply basic communication skills	BSBXCM301 Engage in workplace communication
	CPPDSM3019 Communicate with clients in the property industry	BSBXCM401 Apply communication strategies in the workplace
	CPPSEC2001A Communicate effectively in the security industry	BSBXCM301 Engage in workplace communication
	CPPSEC4002A Implement effective communication techniques	BSBXCM401 Apply communication strategies in the workplace
Correctional Services	CSCORG002 Communicate effectively	BSBXCM301 Engage in workplace communication
Creative Arts and Culture	CUAIND403 Communicate effectively with arts professionals	BSBXCM401 Apply communication strategies in the workplace
Food Processing	FDFOP1010A Communicate workplace information	BSBXCM301 Engage in workplace communication
Forest and Wood Products	FWPCOR2202 Communicate and interact effectively in the workplace	BSBXCM301 Engage in workplace communication
Printing and Graphic Arts	ICPSUP262 Communicate in the workplace	BSBXCM301 Engage in workplace communication
	ICPSUP362 Communicate as part of a work team	BSBXCM301 Engage in workplace communication

Training Package	Existing training product	Potential cross sector alternative
Information and Communications Technology	ICTICT202 Work and communicate effectively in an ICT environment	BSBXCM301 Engage in workplace communication
	ICTICT608 Interact with clients on a business level	BSBXCM501 Lead communication in the workplace
Local Government	LGACOMP009A Implement effective communication techniques	BSBXCM301 Engage in workplace communication
Manufacturing and Engineering	MEM16006A Organise and communicate information	BSBXCM301 Engage in workplace communication
	MEM16011A Communicate with individuals and small groups	BSBXCM401 Apply communication strategies in the workplace
Laboratory Operations	MSL913001 Communicate with other people	BSBXCM401 Apply communication strategies in the workplace
Manufacturing	MSMSUP102 Communicate in the workplace	BSBXCM301 Engage in workplace communication
Textiles, Clothing and Footwear	MSTCL3014 Interact and communicate with garment production personnel	BSBXCM401 Apply communication strategies in the workplace
Public Sector	PSPGEN002 Use routine workplace communication techniques	BSBXCM301 Engage in workplace communication
	PSPGEN019 Use workplace communication strategies	BSBXCM401 Apply communication strategies in the workplace
	PSPGEN033 Use advanced workplace communication strategies	BSBXCM501 Lead communication in the workplace
	PSPGEN054 Use complex workplace communication strategies	BSBXCM501 Lead communication in the workplace
	PSPGEN071 Prepare high-level written communication	BSBXCM501 Lead communication in the workplace
	PSPTIS082 Interpret through communication media	BSBXCM501 Lead communication in the workplace
Public Safety	PUACOM001C Communicate in the workplace	BSBXCM301 Engage in workplace communication
	PUACOM004B Manage organisational communication strategies	BSBXCM501 Lead communication in the workplace
Resources and Infrastructure Industry	RIICOM201D Communicate in the workplace	BSBXCM301 Engage in workplace communication
	RIICOM301D Communicate Information	BSBXCM401 Apply communication strategies in the workplace
	RIICOM302D Communicate workplace information	BSBXCM301 Engage in workplace communication
Seafood	SFICOMP205B Communicate effectively in cross-cultural environments	BSBXCM301 Engage in workplace communication
	SFICOMP317A Facilitate effective communication in the workplace	BSBXCM301 Engage in workplace communication
	SFICORE103C Communicate in the seafood industry	BSBXCM301 Engage in workplace communication
	SFILEAD505C Communicate with influence	BSBXCM501 Lead communication in the workplace
Floristry	SFLSOP007 Interact with floristry customers	BSBXCM301 Engage in workplace communication

Training Package	Existing training product	Potential cross sector alternative
Hairdressing and Beauty Services	SHBXIND002 Communicate as part of a salon team	BSBXCM301 Engage in workplace communication
Retail Services	SIRXCOM001 Communicate in the workplace to support team and customer outcomes	BSBXCM301 Engage in workplace communication
Sport, Fitness and Recreation	SISSSDE201 Communicate effectively with others in a sport environment	BSBXCM301 Engage in workplace communication
Tourism, Travel and Hospitality	SITXCCS003 Interact with customers	BSBXCM301 Engage in workplace communication
Transport and Logistics	TLIE1003 Participate in basic workplace communication	BSBXCM301 Engage in workplace communication
	TLIE3021 Work and communicate effectively with others	BSBXCM301 Engage in workplace communication
	TLIE3023 Use electronic communication systems	BSBXCM301 Engage in workplace communication
	TLIF4109 Communicate effectively to coordinate incident response procedures	BSBXCM401 Apply communication strategies in the workplace
Electricity Supply Industry Generation	UEPOPS338B Facilitate effective workplace communication	BSBXCM401 Apply communication strategies in the workplace
	UEPOPS450A Coordinate effective workplace communication	BSBXCM401 Apply communication strategies in the workplace

Inclusion of People with Disability in VET Cross Sector Project

Unlike previous cross sector projects, the scope of the Inclusion of People with Disability in VET project was not to specifically identify existing training products for potential deletion or replacement with common cross sector products. However, throughout the course of the project, units of competency were identified as potentially duplicative with the new cross sector units. These units, for AISC reference, are listed below for consideration by the relevant governing IRC(s) who have ultimate responsibility for any potential changes to their Training Package:

- CHCEDS025 Facilitate learning for students with disabilities, potentially duplicative of the proposed new cross sector unit TAEXDB401 Plan and implement individual support plans for learners with disability
- TLIL4032 Implement equal employment equity strategies, potentially duplicative of the proposed new cross sector unit BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability
- TAEASS401 Plan assessment activities and processes and TAEDES401 Design and develop learning programs, potentially duplicative of the proposed new cross sector unit TAEXDB402 Plan and implement accessible training and assessment for learners with disability.

Appendix F Additional implementation considerations

This section lists additional considerations that emerged from stakeholder consultations but are beyond the scope of the Inclusion of People with Disability in VET Cross Sector Project. These additional considerations are noted as likely to have an impact on the implementation of any changes to training packages and the likelihood of proposed solutions successfully addressing barriers to inclusion. Therefore, they are relevant when considering the implementation of the new training products.

Table 20 Additional considerations that may impact implementation and uptake of new disability-related cross sector training products

#	Considerations	Explanation	Potential steps forward
1	Funding of initiatives and incentive models to support inclusion	Across consultations nationally, RTOs, training providers and employment support providers emphasised that the successful implementation of solutions to improve inclusion of people with disability is strongly dependent on funding allocated towards them. Examples given included the need to fund the introduction of additional lower level certifications to make them more financially viable for RTOs to offer, funding of created skill sets, and ensuring employers can access sufficient resources to provide the ongoing support and adjustments their employees with disability need. Current funding levels were identified as insufficient (e.g. where interpreters were required, resources were inadequate to provide these services to the full extent they were necessary). Training providers also raised that, with some state governments looking to move to completion based VET funding models, barriers to inclusion may arise for students with disability who may not desire to, or may not be likely to, complete a full qualification. Concerns were raised that RTOs may prevent these students from enrolling if they believe they will not complete the course. The need to review Disability Employment Service (DES) incentive models was consistently flagged, as disability support providers suggested funding for DES encouraged volume of placements over finding well-matched opportunities that would promote positive long term outcomes. Stakeholder feedback also indicated a need for greater incentives for organisations to upskill and undertake training. More funding for training, along with building stronger awareness of the business purpose and industry need for upskilling in inclusive practice, would promote industry uptake of training.	Consider policy and funding updates to supplement and promote successful implementation of recommendations.
2	Encouraging or mandating annual reporting for RTOs on outcomes for students with disability	Disability support providers within the VET sector, particularly from Victoria and the Northern Territory, noted that reporting on disability action plans, steps taken to support and encourage opportunities for people with disability, and outcomes for students with disability, will force RTOs to be more proactive in supporting students with disability and encouraging their enrolment. Feedback also emphasised that reporting would assist	Consider engaging with ASQA regarding updates to reporting standards for RTOs.

#	Considerations	Explanation	Potential steps forward
		student informed choice, as students can identify and enrol RTOs that exhibit best practice in providing for learners with disability. We also received a suggestion to recommend ASQA enquire into whether RTOs are meeting their access and equity obligations under the User's Guide to the Standards for RTOs 2015.	
3	Inconsistent use of pre-testing within RTOs for applying students	Current pre testing exists for language literacy and numeracy abilities for prospective students. However, many stakeholders representing RTOs have recommended this pre testing be broadened, to consider other factors such as digital literacy and aptitude to cope with course workload. Pre testing is not consistently mandated or standardised nation-wide, however, some useful indicators, tools and testing models have been identified in specific geographies. More consistent and thorough pre testing would allow students to make more informed decisions regarding what courses are suitable for their aptitudes, and what they are likely to be able to achieve competence in. Pre testing is also extremely beneficial for the RTO, to be able to identify any challenges a student may likely encounter, and begin to put supports in place before training begins, to proactively minimise issues before they escalate.	Consider mandating or standardising pre-testing processes and tools for RTOs Australia-wide.
4	Promoting more work experience opportunities for people with disability	Many specialists in disability support noted that work experience, especially during schooling, is one of the most important elements leading to successful post-school outcomes for people with disability. However, current work experience opportunities for people with disability are extremely limited.	Consider promoting more work experience programs for people with disability.
5	The role and impact of parents as carers and gatekeepers	In all states and territories, parents and family were highlighted as crucial factors in considering how people with disability access education and training, work opportunities, and services. Stakeholders across the VET sector and disability support sector emphasised that parent perception of the opportunities available, and their belief in their children's abilities, are key in enabling or preventing people with disability achieving successful outcomes. Parent attitudes and actions could enhance the self-belief, resilience and participation of people with disability, or steer them away from opportunities due to fear of failure.	Consider further avenues for education of parents of people with disability, to make them more aware of their children's abilities, opportunities available, and the role they play in assisting people with disability to achieve their goals and aspirations.

#	Considerations	Explanation	Potential steps forward
6	Training about disability should be delivered by a trainer that identifies as a person with a disability, and is a subject matter expert in this area	People with disability across a multitude of industries, as well as disability advocacy groups, emphasised that training in disability awareness and meeting the needs of people with disability cannot be delivered adequately by a regular trainer who is an industry expert, with no expertise in the area of disability. Furthermore, stakeholders expressed concern at the possibility of 'able bodied people lecturing able bodied people about how to meet the needs of people with disability'. Not involving a person with disability to deliver the learning would reinforce ongoing issues of making assumptions about support needs, and belief that people with disability are passive recipients of service, and not active participants in determining the support they need. However, it is important to note that several PRG members raised concerns with limiting who can deliver this training. Furthermore, the AISC made a prior decision on the Auslan Case for Endorsement rejecting the recommendation to mandate that Auslan assessors are deaf.	Consider training standards or mandates regarding who would deliver any disability specific training package content.
7	Some attitudes of reluctance towards implementing further training for VET practitioners	A minority of training providers resisted the idea of introducing new units of competency for VET trainers to undertake. This was for two main reasons. The first was belief that there was already too much excess or underutilised curriculum in the training they undertake. The second was suggestion that understanding and adjusting for disability is not part of the role of the individual trainer, and is purely the responsibility of the RTO or a disability teacher consultant or support officer. However, it is important to note that this second opinion was only held by stakeholders from TAFE. Many other stakeholders emphasised the need to consider smaller RTOs with fewer resources, who may not have consultants or liaison officers to rely on for supporting students with disability.	Consider the balance of the current workload and curriculum within the TAE, as well as how the responsibility to promote inclusion for students with disability should be split across RTOs and trainers specifically.
8	The training package may not be the best or only place to address barriers to inclusion and identified skill and knowledge gaps	A minority of stakeholders from the national VET sector gave feedback that the identified skill and knowledge gaps need to be addressed, but that training product solutions may not be the best or only avenue for doing so. Suggested alternatives included: development of implementation guides, updates to public policy, awareness raising and advertising initiatives, and the delivery of unaccredited learning and training within organisations from subject matter experts. Suggestions were also given that RTOs could be required to provide professional development on disability awareness and meeting the needs of students with disability, and provided with free trainers packages and resources to assist with training. In addition, many stakeholders noted that curriculum on inclusive practice should be	Consider implementing other approaches to addressing skill and knowledge gaps simultaneous to making training package changes.

#	Considerations	Explanation	Potential steps forward
		implemented at all levels of education, including Higher Education, to effect maximal change and capture all individuals at different organisational levels.	

Appendix G Independent Quality Reports

Equity Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	BSB
Number of new qualifications and their titles	-
Number of revised qualifications and their titles	5 Qualifications for the Communication and Team Work units: • BSB30115 Certificate III in Business (electives) • BSB40215 Certificate IV in Business (electives) • BSB42015 Certificate IV in Leadership and Management (Group B electives) • BSB50215 Diploma of Business (Elective group to be determined) • BSB51918 Diploma of Leadership and Management (Group B electives) 5 Qualifications for the Disability units: • BSB30215 Certificate III in Customer Engagement (Group B electives) • BSB40215 Certificate IV in Business (electives) • BSB41015 Certificate IV in Human Resources (electives) • BSB50215 Diploma of Business (Elective group to be determined) • BSB50618 Diploma of Human Resources Management (electives) The change is these draft qualifications is classified as a **minor update** because the new units in these are all elective units.
Number of new units of competency and their titles	9 new units: Four new cross sector units of competency relating to disability-related skills: • BSBXDB301 Respond to the service needs of customers and clients with disability • BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability • BSBXDB501 Support staff members with disability in the workplace • BSBXDB502 Adapt organisations to enhance accessibility for people with disability Five new cross sector units of competency relating to communication and team work:

Training Package Quality Assurance

Information required	Detail
	- BSBXCM301 Engage in workplace communication - BSBXCM401 Apply communication strategies in the workplace - BSBXCM501 Lead communication in the workplace - BSBXTW301 Work in a team - BSBXTW401 Lead and facilitate a team.
Number of revised units of competency and their titles	**-**
Confirmation that the draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components*	**Yes -** draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components*
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes – Anna Henderson
Date of completion of the report	**11th October 2018**

Training Package Quality Assurance

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
The training package component(s) comply with Standard 2 of the *Standards for Training Packages 2012*. The standard requires compliance with the *Training Package Products Policy*, specifically with the access and equity requirements: • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.	The 9 units of competency comply with Standard 2 of the *Standards for Training Packages*. The BSB V4.0 Training Package Companion Volume Implementation Guide (CVIG), provides advice on access and equity considerations including reasonable adjustment for learners with disabilities (pages 53-55). Further information has been added to address reasonable adjustment considerations that are specific to learners with a disability.

Section 3 - 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.

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
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	Flexible pathways apply to the BSB qualifications through the choice of elective units (including a minimum number of units that may be selected from another currently endorsed Training Package or accredited course).

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
2. Is there evidence of multiple entry and exit points?	The qualifications allow for progression to higher AQF qualifications.
3. Have prerequisite units of competency been minimised where possible?	There are no prerequisite requirements in the draft units of competency in this submission.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The AISC identified nine cross sector skill areas where opportunities to strategically address common skills needs across multiple industries by creating flexible and transferable training package components that benefit industry and learners from across multiple sectors of the economy. For this reason, this submission embodies the flexibility principle. The units of competency in this submission focus on the skills most valued by all industries – communication, team work. The flexibility principle is also applied by the introduction of the disability units, which promote opportunity and accessibility for all sectors. While the units in this submission will be packaged in the qualifications outlined, it is anticipated that they can be selected and packaged for use for many cross- industry purposes. The BSB Cross sector Case for Endorsement (CfE) describes the units as "*cross sector skill areas are at the forefront of growth and innovation in Australia*." ***Note for QA Panellist*** The CfE discusses dissention in the development process, with specific reference to the possible duplication between units in this submission and existing units of competency. While aspects of skills and knowledges duplicate existing units (e.g. BSBXCM301 and BSBCMM201); the units in this submission are presented as a suite of communication, teamwork and disability access units, which presents a useful cross industry resource.

Training Package Quality Assurance

Quality Principle 5

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

Key features
Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
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?	VET information for secondary students and apprentices is provided in the BSB V4.0 CVIG (pages 58 to 59). The very nature of the new units in this submission and BSB qualifications promotes the flexible acquisition of skills and knowledge in a variety of contexts. There are currently no formal, national credit arrangements for BSB qualifications and higher education qualifications (page 5 CVIG).

Quality Principle 6

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

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

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	Yes - The Companion Volume Implementation Guide provides advice on: • Pathways (page 43) – it includes information on BSB sectors (pages 43 -47) • Access and equity– is described and addressed with advice on reasonable adjustments for learners with disabilities (page 52) • Foundation skills – explanation about Australian Core Skills Framework (ACSF) and Employability Skills and language, literacy and numeracy (LLN) skill (pages 55-56).
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	Yes – Foundation skills which are not explicit in the unit of competency, are identified in a table and described against the ACSF and Employability Skills and language, LLN skill.

Training Package Quality Assurance

Editorial Report

1. **Cover page**	
Information required	Detail
Training Package title and code	BSB
Number of new qualifications and their titles	-
Number of revised qualifications and their titles	5 Qualifications for the Communication and Team Work units: • BSB30115 Certificate III in Business (electives) • BSB40215 Certificate IV in Business (electives) • BSB42015 Certificate IV in Leadership and Management (Group B electives) • BSB50215 Diploma of Business (Elective group to be determined) • BSB51918 Diploma of Leadership and Management (Group B electives) 5 Qualifications for the Disability units: • BSB30215 Certificate III in Customer Engagement (Group B electives) • BSB40215 Certificate IV in Business (electives) • BSB41015 Certificate IV in Human Resources (electives) • BSB50215 Diploma of Business (Elective group to be determined) • BSB50618 Diploma of Human Resources Management (electives) The change is these draft qualifications is classified as a minor update because the new units in these are all elective units.
Number of new units of competency and their titles	9 new units: Four new cross sector units of competency relating to disability-related skills: • BSBXDB301 Respond to the service needs of customers and clients with disability • BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability • BSBXDB501 Support staff members with disability in the workplace • BSBXDB502 Adapt organisations to enhance accessibility for people with disability Five new cross sector units of competency relating to communication and team work: • BSBXCM301 Engage in workplace communication • BSBXCM401 Apply communication strategies in the workplace • BSBXCM501 Lead communication in the workplace • BSBXTW301 Work in a team • BSBXTW401 Lead and facilitate a team.
Number of revised units of competency and their titles	-

Training Package Quality Assurance

Confirmation that the draft training package components are publication-ready	Yes - draft training package components are publication-ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes – Anna Henderson
Date of completion of the report	11/10/2018

Training Package Quality Assurance

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: • The structure of units of competency complies with the unit of competency template.	The 9 units are well written and their structure complies with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information. With regard to the foundation skills – the skills that are not explicit in the unit of competency, are identified in a table and described against the Australian Core Skills Framework (ACSF) and 3 skill clusters from the Core Skills for Work (CSfW) Framework in each unit. Advice about Foundation Skills is provided in the BSB V4.0 Companion Volume Implementation Guide (CVIG) – pages 55 to 56. Some editorial suggestions were provided to and addressed by PwC Skills for Australia as part of the editorial review.
Standard 7: • The structure of assessment requirements complies with the assessment requirements template.	All draft units of competency specify the performance evidence (including references to volume and frequency) and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment as per the appropriate template. The Assessment requirements cross-reference well to the Performance Criteria requirements.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: • The structure of the information for qualifications complies with the qualification template.	N/A Minor update to the relevant qualifications. Although comment on qualifications is not required because this submission entails a minor update to qualifications, I can add that BSB qualifications have clearly written packaging guidelines and promote flexible pathways.
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.	The BSB V4.0 Training Package Companion Volume Implementation Guide (CVIG) provides information that no national credit arrangements exist at this time (page 5).

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: • A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.	The Training Package components in this submission are accompanied by the BSB V4.0 CVIG which has been updated to include the units in this submission. The CVIG complies with the companion volume implementation guide template included in the 2012 Standards.

Training Package Quality Assurance

3. Proofreading	

Editorial requirements	Comments by the editor
• Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	The unit codes and titles have been proofread and cross-referenced throughout all documentation provided – qualifications, Case for Endorsement, and CVIG. PwC Skills for Australia have addressed a range of edits noted during the editorial review.
• Units of competency and their content are presented in full.	Yes the units of competency in this submission are presented. All these draft units are packaged in the qualifications listed in this submission.

• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:
  o absence of spelling, grammatical and typing mistakes
  o consistency of language and formatting
  o logical structure and presentation of the document.
  o compliance with the required templates
	I am satisfied with the quality of the training products with regard to the points listed opposite.

Quality Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	BSB Business Services Release 4.0
Number of new qualifications and their titles[10]	Nil
Number of revised qualifications and their titles	Nil

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[10] When the number of training products is high the t*itles can be presented as an attached list.*

Training Package Quality Assurance

Information required	Detail
Number of new units of competency and their titles	Nine new units of competency, consisting of: • BSBXCM301 Engage in workplace communication • BSBXCM401 Apply communication strategies in the workplace • BSBXCM501 Lead communication in the workplace • BSBXDB301 Respond to the service needs of customers and clients with disability • BSBXDB401 Develop and implement recruitment processes that are inclusive of people with disability • BSBXDB501 Support staff members with disability in the workplace • BSBXDB502 Adapt organisations to enhance accessibility for people with disability • BSBXTW301 Work in a team • BSBXTW401 Lead and facilitate a team
Number of revised units of competency and their titles	Nil
Confirmation that the panel member is independent of: • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	Yes Yes Yes
Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012*	I confirm that the draft components comply with the *Standards for Training Packages 2012.*
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy*	I confirm that the draft components comply with the *Training Package Products Policy*.
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	I confirm that the draft components comply with the *Training Package Development and Endorsement Process Policy*.
Panel member's view about whether: • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing	It is of this panel member's opinion that the evidence of consultation and valuation processes have been substantial against the scope of the project.

Training Package Quality Assurance

Information required	Detail
Name of panel member completing Quality Report	Lina Robinson
Date of completion of the Quality Report	16 October 2018

Training Package Quality Assurance

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 1 Training Packages consist of the following: 1. AISC endorsed components: • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes	*Yes*	This submission consists of the following endorsed components: nine units of competency nine assessment requirements (associated with each unit of competency). The submission includes the revised BSB Business Services Implementation Guide Companion Volume Version 4.0.
Standard 2 Training Package developers comply with the *Training Package Products Policy*	*Yes*	PwC's Skills for Australia have complied with the AISC *Training Package Products Policy*: Access and Equity: The Equity Report confirmed that access and equity requirements have been met. Foundation Skills were recognisable in the units of competency and the Foundation Skills field details the foundation skills requirements against the relevant Australian Core Skills Framework skills, and three clusters of the Core Skills for Work Framework. Units of competency –coding complies with policy Units of competency – mapping is provided within the units of competency.
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*	*Yes*	The development and endorsement processes described in the Case for Endorsement and other associated documentation reviewed for the Quality Report comply with the *AISC Training Package Development and Endorsement Process Policy*, which has also been confirmed in the Equity Report. The Case for Endorsement is based on two of the nine cross sector projects established by the AISC, with the broader aim of developing cross sector

		training package products to be used across multiple industries.
		For the *Teamwork and Communication Cross Sector Project,* it has resulted in the development of five new cross sector units of competency as an opportunity to remove significant duplication that exists with teamwork and communication related units of competency on the National Register.
		For the *Inclusion of People with Disability in VET Cross Sector Project*, it has resulted in the development of four new cross sector units of competency to provide opportunity to address low participation of people with disability in employment.
		The consultation processes, including the number and names of stakeholders who participated in consultation and issues identified as part of the project are well documented in the Case for Endorsement. Other evidence relating to consultation, including a feedback register of stakeholder feedback and responses provided by PwC's Skills for Australia, were also sighted as part of this review.
Standard 4 Units of competency specify the standards of performance required in the workplace	*Yes*	Based on consultation undertaken and outcomes that are supported by the majority of stakeholders, it is of the reviewer's opinion that the nine units of competency describe the standards required in the workplace. The application field for each unit clearly state the relevant roles and industries that apply to the unit.
Standard 5 The structure of units of competency complies with the unit of competency template	*Yes*	The structure of the nine draft units of competency comply with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information. The teamwork and communication units use the range of conditions field.
Standard 6 Assessment requirements specify the evidence and required conditions for assessment	*Yes*	The assessment requirements specify the performance (including volume and frequency) and knowledge evidence to be demonstrated for assessment and required conditions for assessment. The Editorial Report also confirmed that Standard 6 has been met.
Standard 7 Every unit of competency has associated assessment requirements. The structure of	*Yes*	Each of the nine units of competency have associated assessment requirements which comply with the assessment requirements template.

assessment requirements complies with the assessment requirements template		
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	*N/A*	Qualifications are not included in this submission; however, ten qualifications are impacted by minor change as a result of including the relevant new units within their elective banks. This information is noted in the Case for Endorsement.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	*N/A*	
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	*N/A*	
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.	*Yes*	The BSB Business Services Implementation Guide Companion Volume has been revised as Version 4.0 to include information about the nine new cross sector units
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	*Yes*	No other quality assured companion volumes beside the revision of the BSB Business Services implementation guide has been produced for this submission.

Training Package Quality Assurance

Section 3 – Compliance with the training package quality principles

Note: *not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.*

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Driven by industry's needs	*Yes*	The *Inclusion of People with Disability in VET* and *Teamwork and Communications* and cross sector projects were based on activity orders directed and approved by AISC respectively in mid and late 2017. The activity orders included activities to be undertaken in research and stakeholder consultations across a range of industry sectors. Summaries of the key findings for each project is provided as Appendix A in the Case for Endorsement. The Case for Endorsement outlines further stakeholder consultation processes undertaken on the proposed training package components for the two projects since the activity orders were approved. The Case for Endorsement outlines the need for further consultations which were based on initial consultation outcomes and establishing the appropriate training package in which the products would be contained.
Compliant and responds to government policy initiatives Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:	*Yes*	PwC's Skills for Australia have affirmed that the draft training package components align against the Ministers' policy initiatives and 2015 training package reforms in the Case for Endorsement, where they apply. In particular: • identifying the potential duplicative units to be replaced with new cross sector units • the development of units that can be used across industries • support movement for individuals across occupations and industries • providing clear advice in the training package products about industry's expectation of delivery and to support implementation of training and assessment across a range of settings.

• ensure obsolete and superfluous qualifications are removed from the system • 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 • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets		
Reflect contemporary work organisation and job profiles incorporating a future orientation	*Yes*	Evidence provided by PwC's Skills for Australia indicates that the consultation and validation processes were extensive, and the range of stakeholder groups represented were applicable against the scope of the project.

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support movement of skills within and across organisations and sectors	*Yes*	The key driver for the two cross sectors projects was to develop units of competency that can be imported to a range of qualifications across differing industries.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Promote national and international portability	*Yes*	National and international standards relating to disability are reflected in the disability units of competency.
Reflect regulatory requirements and licensing	*N/A*	There are no licensing or regulatory requirements related to the nine cross sector units of competency

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Reflect national consensus	*Yes*	Evidence of active engagement across a range of stakeholders is reflected in the Case for Endorsement and other supporting evidence provided as part of the quality review.
Recognise convergence and connectivity of skills	*Yes*	The key driver for the two cross sectors projects was to develop units of competency that reflect cross industry work and can be used across a range of training package qualifications.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Meet the diversity of individual and employer needs	*Yes*	The nine cross sector units are designed to be imported into a range of qualifications, allowing application in different contexts and industries.

Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support equitable access and progression of learners	*Yes*	There are no prerequisites requirements for each of the nine unit of competency in this submission.

Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support learner transition between education sectors	*N/A*	No new qualifications have been developed for this submission, however the higher level qualifications impacted by the new cross sector units would support learner transition between education sectors.

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support implementation across a range of settings	*Yes*	The BSB Business Services Implementation Guide Companion Volume Version 4.0 provide appropriate and clear advice on delivery and assessment for the nine cross sectors units; in particular, information on learning resources, adequate timeframes and equipment, considerations required for learners with a disability, reasonable adjustments and other access and equity factors.
Support sound assessment practice	*Yes*	The units of competency and their associated assessment requirements have consistent breadth and depth.

Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support implementation	*Yes*	The draft endorsed components are presented in a format that meets the requirements of the TGA/National Register for publication.