TAE Training and Education Training Package review

Final Case for Change v2.5

1. Administrative information

*For a list of the products proposed to be reviewed as part of this project, please see **Attachment A**.*

Name of IRC:	Education Industry Reference Committee
Name of SSO:	PwC's Skills for Australia

1.1 Name and code of Training Package(s) examined to determine change is required

TAE – Training and Education Training Package (Release 3.2)

2. The Case for Change

*For information on the job roles to be supported through the proposed qualifications updates, enrolments data, completion rates, and the number of RTOs delivering these qualifications please see **Attachment B**.*

2.1 Rationale for change

The Education Industry Reference Committee (IRC) proposes the following 2021 project work, to address both immediate skills needs and longer term improvements to the TAE Training and Education Training Package, set out in three phases:

A | Holistic review of the TAE Training Package

Review six qualifications and 55 units of competency in the TAE Training Package (*18 months)*

The Education IRC considers that the TAE Training Package is currently not fit for purpose nor fully addressing needs of the VET sector and proposes a holistic review of the Training Package for the following reasons:

- TAE units of competency do not deliver the variety, nor depth, of skills and knowledge that are relevant in a modern VET teaching, training and assessment environment;

- The packaging rules of *TAE40116 Certificate IV in Training and Assessment* do not provide adequate flexibility for learners pursuing the variety of VET teaching, training and assessment job roles that exist in the modern labour market;

- The TAE Training Package does not make use of 'stackable' skill sets that allow for a 'scaffolded' approach to skill development and attainment of qualifications;

- The TAE Training Package is not structured to support the range, and diversity of career pathways available to workers in the VET industry, meaning that existing qualifications (beyond *TAE40116 Certificate IV in Training and Assessment*) are often underutilised;

- The structure and content of the TAE Training Package does not address the skills gaps of those working in other education sub-sectors such as VET for Secondary Students or enterprise training.

TAE units of competency deliver outdated skills and knowledge

The TAE Training Package was last reviewed in 2015 and uploaded in 2016. In the five years since, the VET teaching, training and assessment landscape has drastically changed. Notwithstanding the core structural issues the IRC sees in the existing qualifications and units of competency, there have also been additional impacts on the sector. These impacts include the necessity to train and

assess online accelerated by COVID-19 and a significant focus on compliance while training and assessing in vocational education and training (VET). Stakeholder feedback has highlighted that VET teachers, trainers and assessors have less opportunity to develop pedagogical capability and understanding of students' diverse needs than educators from other subsectors, attributing this to insufficient coverage within the requirements of *TAE40116 Certificate IV in Training and Assessment.* Feedback suggested that VET teachers, trainers and assessors would benefit from a greater depth of knowledge in these areas as part of the requirements of *TAE40116.*

Additionally, the design of assessment activities, and carrying out assessment are often and increasingly not done by the same individual. TAFE, Enterprise, Community and Private Registered Training Organisation (RTO) stakeholders have noted that the mandatory inclusion of skills and knowledge relating to design of assessment tools for all students undertaking *TAE40116 Certificate IV in Training and Assessment* is inappropriate for the jobs they are preparing for. As such, TAE40116 is currently misaligned to the range of job roles and task specialisation within the VET teaching, training and assessment workforce.

Packaging rules of TAE qualifications do not provide adequate flexibility for learners

The structure of the training and assessment landscape has changed. VET teachers, trainers and assessors have a range of job roles available to them. For example, design of assessment tools and practices may often be a task that is undertaken separately to the delivery of that program. Additionally, many RTOs exclusively offer assessment services as part of Recognition of Prior Learning (RPL) rather than the delivery of training itself. The current packaging rules of *TAE40116 Certificate IV in Training and Assessment* stipulate 9 core and 1 elective units and therefore do not accommodate the flexibility demanded by VET sector stakeholders, nor are they compliant with the *Training Package Products Policy* which stipulates in Clauses 3.5.1. and 3.5.4. that 'Qualifications must be based on a structure that allows for flexibility in relation to the occupational outcome of the qualification.' Additionally, the TAE Training Package does not make great use of specialisation streams within the packaging rules of many of its qualifications where there are often distinct job outcomes, further reducing flexibility in learning. As a result, the TAE Training Package does not currently allow VET teachers, trainers and assessors to create a learning experience that accurately maps to the variety of job roles that exist in the VET sector.

The TAE Training Package lacks 'stackable' skill sets

The *Standards for RTOs (2015)* limit VET teachers, trainers and assessors enrolled in a full qualification (e.g. TAE40116) in being able to undertake real life application of parts of their skills and knowledge as a non-enterprise VET trainer and assessor, until they have completed all the requirements of that qualification (or *TAESS00011 Assessor Skill Set* for some assessment tasks). VET sector stakeholder feedback has suggested that learners would benefit from a scaffolded approach to skill development by which they could learn and be deemed competent in 'blocks' of skills such as delivery, design and/or assessment, and begin applying those skills in an RTO environment while continuing their skill development. The development of skill sets in industry recognised 'blocks' across a reviewed TAE Training Package could allow for formal recognition of skill development and facilitate this real-life application of skills improving access to the various entry points in the RTO job market. In instances in which changes to the *Standards for RTOs (2015)* are required to facilitate formal recognition, the IRC proposes to work with the TAE Strategic Advisory Committee and other stakeholders to ensure alignment of broader VET policy reforms to ensure the TAE Training Package meets the industry skills need. In any case, the IRC is of the view

that a suitable training product must exist to enable any amendment to the Standards for RTOs, if required.

Refer to Project C | **Non-endorsable changes to the TAE Training Package** covered in Attachment F for more information.

The TAE Training Package does not support nor clearly articulate the range and diversity of career pathways through the VET industry

VET sector stakeholder feedback has revealed that the current structure of the TAE Training Package does not accurately and wholly reflect the occupational pathways that exist in the VET teaching, training and assessment sector. VET sector stakeholders noted that current qualifications beyond *TAE40116 Certificate IV in Training and Assessment* deliver skills and knowledge that are poorly mapped to roles such as more experienced and/or more senior trainers and assessors, departmental managers or similar middle management positions within an RTO. Additionally, feedback suggests that *TAE50116 Diploma of Vocational Education and Training* and *TAE50216 Diploma of Training Design and Development* are not clearly differentiated in terms of the skills and knowledge that they deliver to learners (e.g. all 22 units that are offered in each qualification are offered in the other with little difference in core vs. elective requirements). The implication of this duplication is diluted qualifications that are not preparing learners for career pathways or areas of potential specialisation (e.g., assessment; instructional design; compliance; etc.) that exist in the VET sector.

The IRC notes this review is also interdependent on a number of other reviews underway that will impact the VET workforce including DESE's Skills Reform Consultations, the VET Workforce Quality agenda and survey, a Parliamentary Inquiry into Adult Literacy along with recently published reports from the OECD and NCVER. In order to align with the broader VET reform agenda and these reviews, the IRC proposes to:

- **Work very closely and meet as required with the TAE Strategic Advisory Committee** (comprised of the AISC, DESE, SSONs, IRC and SSO). The IRC expects that this Committee will provide advice throughout the project and help ensure the review is positioned to support broader policy objectives in relation to improving the quality of the VET workforce. This includes facilitating alignment of the VET Workforce Quality Strategy and revisions to the *Standards for RTOs* as well as provide a 'sounding board' for the relationship between the proposed changes to the TAE Training Package and the broader policy work underway;

- **Continue to meet regularly and work closely with DESE,** to ensure consistent, two-way communication is occurring around key stakeholder feedback being received as well as the impact of any other reform agenda underway; and

- **Set up any expert Project Working Groups where additional input and guidance is required** to draw on expertise of stakeholders within the broader VET system and to ensure any findings from these reviews are shared, supporting the IRC in aligning the TAE Training Package with the needs of a modern VET workforce.

In addition to being supported by the above committees and groups, the IRC intends to actively engage and collaborate with all relevant stakeholders throughout the project (including but not limited to the three regulators - ASQA, VRQA and TAC WA[1] - and a diverse range of other VET sector stakeholders). The IRC is confident that the governance and stakeholder engagement

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[1] Australian Skills Quality Authority (ASQA), Victorian Registration and Qualifications Authority (VRQA) and Training Accreditation Council Western Australia (TAC WA).

strategy proposed in this Case for Change will ensure it is able to maximise industry engagement and align the efforts of this review to the broader needs of the VET sector.

The TAE Training Package does not appropriately recognise experience of learners with prior teaching experience in other education sectors

Finally, the TAE Training Package lacks a clear pathway for learners to build upon prior teaching experience gained in other sectors, if they wish to teach, train or assess VET, regardless of the context. For example, VET for Secondary Students programs require trainers to hold the full *TAE40116 Certificate IV in Training and Assessment* - as well as maintain industry currency - in order to train and assess candidates. Stakeholder feedback has highlighted that while this ensures the integrity of VET teaching, training and assessment for adult education and the requirements of assessment of VET should not be lowered for school teachers, the requirement can act as a barrier for school teachers wanting to deliver VET for Secondary Students resulting in a deficit of qualified teachers. Additionally, while the TAE Training Package includes T*AESS00015 Enterprise Trainer and Assessor Skill Set*, feedback suggests that the skill set comprises units which have been fundamentally designed for institutional RTO delivery and assessment as opposed to enterprise or school based delivery and assessment. As such the TAE Training Package is attempting to use the same training products for different skills gaps, which is not delivering the learning outcomes demanded by the enterprise training or school based delivery sectors.

Considering the impact of the above issues, the connection between all TAE training products and the need to align the TAE Training Package with the broader VET reform agenda, the IRC proposes a holistic review of the TAE Training Package.

B | E-Assessment Project

**Create two new e-assessment units of competency and one new skill set (*3 months)*

Online assessment in VET has increased dramatically in the last year as a result of COVID-19. ASQA's interim report on provider activity[2] showed that, between 23 March 2020 and 31 May 2020, 1,132 providers notified ASQA of an intention to vary their on-site delivery arrangements. Further, 1,008 providers notified ASQA that they were offering all or a number of their courses via online delivery arrangements either instead of, or in addition to, face-to-face classes. VET sector consultation supported the notion that assessment conducted by face to face observation, or non-digital knowledge assessments, were increasingly being replaced by a range of online methods to gather evidence and make a determination of competence. This task requires a significantly different set of skills and knowledge to traditional assessment practices. Required skills include how to address challenges such as:

- using a variety of technologies to ensure flexibility in the collection of valid and reliable evidence and the judgement of the same in determining competence;
- ensuring that learners and their individual needs are adequately supported in an online assessment environment;
- unintended student collaboration in knowledge tests.

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[2] ASQA, Overview of provider activity, https://www.asqa.gov.au/covid-19/overview-provider-activity

This skills gap was identified (and work commissioned) by the AISC Emergency Response Subcommittee in late 2020; however, work was ceased on the revised guidance that this gap would fall under the remit of standard training package development work. The IRC maintains that, while the TAE Training Package currently contains units that deliver skills and knowledge relevant to the delivery of e-learning, there are currently no units that cover the skills and knowledge required to undertake the task of e-assessment. The Education IRC therefore proposes to continue the development of two new units and one skill set to address the aforementioned skills gap, and due to the urgency of the skills need, proposes to undertake this activity on an expedited timeline (detailed in *Section 5.2).*

**C | Non-endorsable changes to the TAE Training Package (*3 months)*

Refer to Attachment F for details about IRC-proposed non-endorsable changes to the TAE Training Package.

A | Holistic review of the TAE Training Package

The IRC's evidence for change of the TAE Training Package is as follows:

TAE units deliver outdated skills and knowledge

The AISC's December 2020 prioritisation report indicates that *TAE40116 Certificate IV in Training and Assessment* requires an urgent training product update. Core to this assessment was the AISC's determination that the rate of change in tasks in training and assessment occupations was 11.4%, significantly higher than the benchmark of 9.3%. Additionally, large enrolment numbers (over 47 000 for *TAE40116 Certificate IV in Training and Assessment*), training products listed on the National Skills Needs List and time since last update (five years) all support both the need and the urgency of a review.

Packaging rules of TAE qualifications do not provide adequate flexibility for learners

VET sector stakeholders identified that the nine core and one elective units are insufficient to allow learners the flexibility in training which they seek. Representatives from peak body ITECA have stated that the current structure of 10 units, with 90% of those units being predetermined no longer maps to a labour market that increasingly specialises in the tasks of training delivery, program design, and learner assessment. VET representatives therefore believe that the qualification packaging rules should be reviewed to ensure both rigour and flexibility by assessing the volume of total units and elective units required.

The TAE Training Package lacks 'stackable' skill sets

The appetite from the entire education sector for greater use of stackable micro-credentials is well established. The Joyce Review recommended that, "Consideration be given to further encouraging the use of short-form credentials such as skillsets or micro-credentials to provide more flexible training options to industry." Additionally, the Department of Education, Skills and Employment - in its Skills Reform consultations - has been seeking the views of industry regarding stackable short form training products as a tool to upskill or reskill. Targeted consultation as part of the development of this Case for Change has supported the application of stackable skill sets as a viable mechanism to promote skill development through real life application of those skills, en route to the attainment of a full qualification.

The TAE Training Package does not support nor clearly articulate the range and diversity of career pathways through the VET industry

While the job prospects of Training and Development Professionals are forecast to remain strong as a job role that employs 20 200 people by 2024[3], enrolment numbers for the qualifications that prepare learners for this role have fallen over the last 5 years. NCVER enrolment data highlights that enrolments in *TAE50116 Diploma of Vocational Education and Training* (and the qualification that it superseded) have decreased by 55% from 2015 to 2018. The result is a deficit of qualified senior VET teachers, trainers and assessors, and departmental managers in the labour market, and both individuals and RTOs looking outside the TAE Training Package for upskilling and professional development.

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[3] JobOutlook, https://joboutlook.gov.au/occupations/training-and-development-professionals?occupationCode=2233

The TAE Training Package does not accommodate learners with prior teaching experience in other education sectors

Industry consultation noted the ongoing challenge that the VET for Secondary Students sector faces in that capable school teachers face challenges formally recognising their teaching experience if they are to deliver VET for Secondary Students. The Victorian Curriculum and Assessment Authority has noted the impact that this has on the supply of qualified teachers for the VET sector. While stakeholders did not suggest that the requirements to prove competence in the delivery and assessment of VET should be lowered for school teachers, they did see benefit in establishing a clear pathway for teachers to gain the requisite training that would address the identified skills gap and, in doing so, recognise their existing skills and knowledge.

B | E-Assessment Project

A 2018 NCVER research report[4] noted that due to the lack of nationally endorsed training, "informal learning plays a substantial role" in the professional development of trainers and assessors developing their skills in e-assessment. While COVID-19 forced most RTOs to migrate at least some of their assessment practices online, the greater flexibility that online learning offers will mean that many organisations will continue to deliver online into the future. The Australian online education industry is set to grow by 19.7% p.a. over the next five years, up from pre-pandemic predictions of 8.1% p.a.[5] Preparing trainers and assessors to undertake this transition through nationally endorsed training is therefore vital.

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[4] NVCER, Online delivery of VET qualifications: current use and outcomes, https://www.ncver.edu.au/__data/assets/pdf_file/0040/7682296/Online-delivery-of-VET-qualifications.pdf

[5] IBISWorld, https://www.ibisworld.com/au/industry/online-education/1907/#:~:text=poll%20Average%20industry%20growth%202015%E2%80%932020%3A%204.5%25&text=Industry%20revenue%20is%20expected%20to,to%20engage%20in%20further%20learning.

2.3   Consideration of existing products

A | Holistic review of the TAE Training Package

The units of competency in this project are existing and proposed for update. The update will ensure that superfluous and duplicative units of competency are removed from the national register. If detailed industry consultation identifies skills gaps that are not currently addressed by the TAE Training Package, an analysis of the suitability of all units of competency on the national register to address those skills gaps will be conducted, before the creation of any new units of competency.

B | E-Assessment Project

Existing units of competency and skill sets in this area do not duplicate the proposed training products. While *TAEASS402 Assess competence* delivers the skills and knowledge to conduct assessment in a range of situations, VET sector stakeholder feedback has highlighted gaps in content of the training product versus what is required by those assessing online. Such issues include but are not limited to:

- creating methods to ensure assessments undertaken in online and remote learning environments yield evidence that is relevant to the skills being assessed; that is, assessments that are valid and authentic;

- the use of different technologies for collecting and documenting both direct and indirect evidence;

- assessing learner readiness for assessments and learning undertaken in online and remote learning environments;

- providing online support for candidates undergoing online and virtual assessment;

- minimising cheating or unintended candidate collaboration.

The IRC proposes the development of two new units and one skill set is necessary to address this newly urgent skills gap.

2.4   Approach to streamlining and rationalisation of the training products being reviewed

A| Holistic review of the TAE Training Package

As noted above, the update will ensure that superfluous and duplicative units of competency are removed from the national register. The project will identify opportunities to streamline training products in the TAE Training Package. Qualification and unit of competency enrolment and completion data, as well as feedback from VET sector stakeholders, will be used to inform determinations as to whether training products are obsolete and/or superfluous.

B | E-Assessment Project

The project will look to create two new units of competency and one skill set that have already been determined to be non-duplicative of current training products. This determination was made by a Project Working Group of e-assessment specialists who reviewed the outcomes of existing TAEASS (assessment) training products versus the identified skills gap. It should be noted that this

determination was made following rigorous discussion with leading subject matter experts who highlighted that although 'E-Assessment' may be a context in which the task of 'Assessment' occurs, the requisite skills and knowledge to deliver E-Assessment vary sufficiently to warrant new training products.

PWG meetings provided a forum for the exchange of opinions about the skills gaps and proposed training solutions relating to E-Assessment. For example, the PWG suggested that outside the scope of the E-Assessment project, the IRC should consider the amalgamation of training products that deliver skills and knowledge relating to E-Assessment into broader assessment units of competency. This was in recognition of the similarity of skills and knowledge being delivered via 'traditional' assessment units versus the newly urgent demand for 'E-Assessment' skills. The rationale for not doing this immediately as part of this project is the timeframe associated with reviewing existing assessment units (at least 12 to 18 months) which in the IRC's view is inappropriate in this case – and too late - to meet the urgency of the skills need.

3. Stakeholder consultation

3.1 Stakeholder consultation undertaken in the development of Case for Change

A | Holistic review of the TAE Training Package

Due to the sensitivities surrounding the proposed review of *TAE40116 Certificate IV in Training and Assessment,* consultation as part of the development of this Case for Change was tailored to focus on establishing the rationale for why a review is critical. All IRC members - as the appointed industry representatives of the sector - were instrumental in forming the rationale, and evidence that is included in the development of this Case for Change during December 2020, February 2021, May 2021 and July 2021 IRC meetings. All peak bodies, regulators and all State/Territory Training Authorities (STAs) were consulted either by one on one interviews, videoconference sessions or by providing their direct feedback on the proposed rationale for a review. This ensured that all state and territory perspectives were gathered while paving the way for a single extensive round of national consultation in the Case for Endorsement phase where training product changes will be discussed in detail.

B | E-Assessment Project

A wide range of VET sector stakeholders were consulted as part of development of this Case for Change in October 2020. The Education Industry Reference Committee leveraged their extensive networks to build a Project Working Group (PWG). The PWG included a diverse mix of stakeholders who represented both metropolitan and regional areas to ensure the perspectives of remote learners in rural areas were captured. The PWG used their networks and own expertise to articulate the exact industry need in terms of the skills and knowledge required to design and facilitate e-assessment.

As part of the Critical Skills for Recovery activity commissioned by the AISC Emergency Response Subcommittee, the PWG met numerous times via videoconference and contributed via the distribution of industry surveys, and detailed feedback on a skills gaps analysis. Therefore extensive consultation with industry assisted in the development of this Case for Change.

3.2 Evidence of Industry Support

The proposed training product reviews described in this Case for Change were approved by the IRC and recommended in response to industry feedback obtained through consultation. Support for these proposed changes was confirmed through consultation with peak bodies including TAFE Directors Australia, Enterprise RTO Association, Australian Industry Group, Independent Tertiary Education Council Australia and Australasian Curriculum and Certification Authorities, regulators and state and territory training authorities (STAs) across all states and territories. The consultation approach included targeted stakeholder interviews, focus groups and IRC meetings. Due to the nature of this particular Case for Change, the IRC is satisfied there is very strong evidence of industry support for this Case for Change.

3.3 Proposed stakeholder consultation strategy for project

A | Holistic review of the TAE Training Package

IRC meetings

The Education IRC will be engaged throughout all phases of project work, meeting regularly for reasons of planning consultation, review of consultation insights and training product recommendations, and review of draft and final training products.

TAE Strategic Advisory Committee

On the request of the AISC, a TAE Strategic Advisory Committee will also be established, comprised of representatives from the IRC, AISC, DESE and Skills Senior Officials Network. As noted in section 2.1 above, the purpose of this Committee will be to provide advice throughout the project and help to ensure the review is positioned to support broader policy objectives in relation to improving the quality of the VET workforce. Its scope of work includes:

a) to ensure the TAE Training Package review is informed by, and aligns with, the VET Workforce Quality Strategy and revisions to the *Standards for RTOs 2015* being progressed as part of the quality reforms;

b) to act as a 'sounding board' for the IRC at key points throughout the review, including providing advice on the relationship between any proposed changes to the TAE Training Package and the broader policy work underway; and

c) to provide a forum for discussing proposed IRC responses to issues emerging during stakeholder consultations and proposed directions during the review.

Project working groups (PWGs)

Where required, PWGs will be established to provide subject matter expertise for training product development work and to guide stakeholder engagement.

Targeted industry consultations

Targeted consultations will be conducted with groups and individuals identified as relevant stakeholders by the Education IRC, referrals from the TAE Strategic Advisory Committee and PWGs as well as industry contacts within the PwC's Skills for Australia network. These will include trainers and assessors, SMEs, education experts, peak bodies and industry associations. Stakeholders in regional and remote areas will be proactively engaged throughout the projects using consultation mechanisms such as surveys and videoconferences.

Targeted training sector consultation period

During the draft version public review period, PwC's Skills for Australia will actively engage with VET sector stakeholders. We will look to hold open forum consultation sessions in metropolitan and regional centres, assuming COVID-19 border restrictions permit in person consultation. To ensure opportunities for rural stakeholder input, webcasts will be used to supplement face to face consultation sessions where possible and appropriate.

Surveys

In order to collect feedback from a broader range of participants, surveys will be published on the PwC's Skills for Australia website. Email alerts will be sent to all TAE subscribers of PwC's Skills for Australia's website (including STA networks), IRC members, PWG members, IRC, TAE Strategic Advisory Committee and PWG direct referrals received, and all RTOs that have the applicable TAE units on scope.

Engagement with State and Territory Training Authorities

State and Territory Training Authorities (STAs) will be engaged throughout the review process proactively and will be invited to provide feedback at key public consultation and validation phases, scheduled periods and on an ongoing basis.

B | E-Assessment Project

Given the work already undertaken on this project in late 2020 as a result of COVID-19 showed the urgency of the demand for nationally endorsed vocational education and training relating to e-assessment, the Education IRC proposes a 'rapid restart' of e-assessment project work. A restart would look to reconvene the E-Assessment PWG to re-confirm that draft training products are ready for public review and use industry surveys to collect feedback from e-assessment experts identified by both the IRC and PWG.

This expedited consultation strategy will ensure a focus on quality feedback and timely action to address that feedback. This iterative process will ensure the rapid development of critically needed training as RTOs look to move their assessment practices online.

4. Licencing or regulatory linkages

A | Holistic review of the TAE Training Package

The proposed review of the TAE Training Package will result in a qualification that supersedes *TAE40116 Certificate IV in Training and Assessment.* Achievement of this qualification by trainers is a requirement of the *Standards for Registered Training Organisations (RTOs) 2015 (Standards).* Determination of equivalence of a qualification that supersedes *TAE40116* will be done in accordance with the *Training Package Products Policy 2019.* Industry feedback has highlighted the perceived impact that non-equivalence, and changes to the Standards to RTOs, pending Skills Ministers' agreement, of a qualification that supersedes *TAE40116* would have on the industry and this impact will be considered when developing future training products. It is the intention of the IRC to work with the TAE Strategic Advisory Committee, the Department and VET sector regulators to ensure that currently qualified trainers and assessors are not subject to onerous reskilling requirements, while ensuring the integrity of training and assessment practices.

Similarly, *TAESS00011 Assessor Skill Set* has regulatory implications under the *Standards for Registered Training Organisations (RTOs) 2015.* However the *Standards* refer to this skill set "or its successor." Therefore, should a new skill set be created in the holistic review, potential impacts for certified assessors as a result of a review should be minimised.

B | E-Assessment Project

It is expected that the two units of competency developed as part of this project will be embedded as electives within *TAE40116 Certificate IV in Training and Assessment,* triggering a minor release of the qualification. As noted above, achievement of this qualification by trainers is a requirement of the *Standards for Registered Training Organisations (RTOs) 2015.*

5. Project implementation

5.1 Prioritisation category

A | Holistic review of the TAE Training Package

It is proposed that this product development is progressed as a complex project. While the demand for change is urgent, industry has cited the following issues as drivers for extensive consultation and ample review and validation periods:

- Complexity of the VET sector;
- Volume of enrolments;
- Regulatory implications for the *Standards for RTOs (2015)*, particularly the *TAE40116* and *TAESS00011;*
- Compliance burden on the sector as a result of the previous review;
- Stakeholder environment (Industry stakeholders are the RTOs);
- Additional complexity and impact of the broader VET sector reform and reviews currently underway (e.g. Skills Reform Consultations, VET Quality Workforce agenda).

The expected timeframe is 18 months.

B | E-Assessment Project

It is proposed that this update is progressed as a fast-tracked project. The scope of the project is small and was predefined and originally commissioned under the fast-tracked Critical Skills for Recovery work in 2020. Further industry intelligence has highlighted the need for change is urgent. The expected timeframe is 3 months.

5.2 Project milestones

A | Holistic review of the TAE Training Package
- *Formation and first meeting of TAE Strategic Advisory Committee - July 2021[6]*
- *IRC finalisation and submission of the Case for Change – July 2021*
- *AISC project approval – 19 August 2021*
- *Stakeholder consultation (Phases 1 and 2) – September 2021 – March 2022*
- *Training product drafting – February 2022 – April 2022*
- *Training product feedback window – mid May 2022 – mid June 2022*
- *Stakeholder validation – late June 2022 – late July 2022*
- *Quality Assurance – late July 2022 – late September 2022*
- *Formal STA review period – mid October 2022 – mid November 2022*
- *CfE submitted for approval – November 2022*
- *AISC Meeting – December 2022*

B | E-Assessment Project*
- *AISC project approval – 19 August 2021*
- *Draft 1 consultation and public review – late September - mid October 2021*
- *Stakeholder validation – mid October – late October 2021*
- *Quality Assurance – early November - mid November 2021*
- *STA feedback period – mid November - late November 2021*
- *IRC review and sign off - early December – mid December 2021*
- *CfE submitted for approval – 31 December 2021*
- *AISC Meeting – January 2022*

*Given the urgency and scope of the e-assessment project (i.e. new units and skill sets) as well as the progress made to date on this project (i.e. full drafts of units completed and ready for public review/validation), the IRC proposes an expedited training product development timeframe.

5.3 Delivery or implementation issues

A | Holistic review of the TAE Training Package

Due to the aforementioned licensing requirements for VET trainers and assessors, there is a perceived risk in implementation of a new *Certificate IV in Training and Assessment* for the RTO workforce regarding who would need to retrain; however, the requirement for retraining is stipulated in the Standards for RTOs, pending the decision of relevant Skills Ministers, and not something that would be determined as part of this review of the TAE Training Package. It is therefore proposed that throughout the consultation and validation phases of this project, the

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[6] The TAE Strategic Advisory Committee will meet when required around critical phases of the project. This may include: (1) around the consultation phase to discuss and provide advice on the direction of the review; (2) if required, during training product drafting as a means for the IRC to provide key updates and report on the progress of the project; (3) at other stages of the project, as required, to ensure connection of this review with other broader VET reform projects. Exact dates are expected to be confirmed with the IRC and TAE SAC during project kick off phase.

Education IRC works closely with the TAE Strategic Advisory Committee, regulators, STAs and RTOs to ensure delivery or implementation concerns are mitigated as best they can be, and that any required changes to the *Standards* can be proposed to the relevant organisations and iterated as required. Please note that it is the view of the Education IRC that any changes to the Standards be applicable to new trainers and assessors rather than the existing workforce.

B | E-Assessment Project

No implementation issues of note were raised during this case for change.

6. Implementing the Skills Minister's Priority reforms for Training Packages (2015 and October 2020)

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

Training products will be clearly titled, with titles linked to job roles and/or to specific skills, enabling users without an in-depth understanding of the VET system to make more informed course choices. For example, industry has suggested that *TAE50116 Diploma of Vocational Education and Training* be renamed to better reflect the job title which it trains learners for.

A Companion Volume Implementation Guide will accompany Version 4.0 of the TAE Training Package to support implementation across a range of settings.

Assessment Requirements in units of competency will be written to ensure consistency. Where industry requires assessment to occur in a particular way for a given unit of competency, it will be clearly articulated in the Assessment Conditions.

Ensure the training system better supports individuals to move more easily between related occupations

Where applicable, training products will be reviewed to ensure that they support trainers and assessors to move between education subsectors (for example, school teaching and VET training and assessment).

The revised structure of the TAE Training Package will facilitate continued learning, professional development and career pathways throughout the education sector through a focus on pathway qualifications and skill sets that recognise and promote continuous skill development.

Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors

Ongoing project work will consider how imported Training Package components can best be used to provide training to learners. Specifically, units imported from other Training Packages such as the BSB Business Services Training Package could be used to provide learners with specialised and occupation-specific skills.

Conversely newly created TAE units will be designed in a way that while addressing the needs of the VET sector, can be used more broadly across various industries. For example, the proposed *TAEASS506 Design and develop e-assessment tools* would be developed in a way that accommodates all sectors that demand these skills and knowledge.

Foster greater recognition of skill sets and work with industry to support their implementation

The Education IRC has agreed to the structure of three 'stackable' TAE skill sets that provide credit towards attainment of *TAE40116 Certificate IV in Training and Assessment.* The skill sets have been created under the guidance from industry that learners would benefit from being able to practice skills that they are already deemed competent in, in a real life environment.

Learners will therefore be able to complete a skill set and have their skills recognised by industry for a discrete set of tasks.

These skill sets are:

- Assessment Skill Set
- Design Skill Set
- Delivery Skill Set

Further information about the development of these skill sets can be found in *Attachment F*.

This Case for Change was agreed to by the Education IRC

Name of Chair	Andrew Shea
Signature of Chair	
Date	14 July 2021

Attachment A: Training Package components to change

PwC's Skills for Australia

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Date submitted: 18 May 2021

Project number	Project Name	Qualification/ Unit / Skillset	Code	Title	Details of last review *(endorsement date, nature of this update transition, review, establishment)*	Change Required
A	Holistic review of the TAE Training Package	Qualification	TAE40116	Certificate IV in Training and Assessment	05/Apr/2016, Inclusion of TAEASS502 and TAELLN411 in core units. Qualification structure has been changed to 9 core units and 1 elective unit	**Update / review**
A	Holistic review of the TAE Training Package	Qualification	TAE50116	Diploma of Vocational Education and Training	05/Apr/2016, Units revised to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Qualification	TAE50216	Diploma of Training Design and Development	05/Apr/2016, Units revised to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Qualification	TAE80316	Graduate Certificate in Digital Education	05/Apr/2016, Units revised to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Qualification	TAE80113	Graduate Diploma of Adult Language, Literacy and Numeracy Practice	26/Aug/2013, Unit TAEASS505 updated to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Qualification	TAE80213	Graduate Diploma of Adult Language, Literacy and Numeracy Leadership	26/Aug/2013, Unit TAELED804 updated to meet Standards for Training Packages. Imported unit codes updated.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00009	Address Foundation Skills in Vocational Practice Skill Set	27/Aug/2013, New skill set.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00010	Advanced Assessor Skill Set	6/Apr/2016, New skill set.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00011	Assessor Skill Set	5/Apr/2016, Updated to meet Standards for Training Packages. Unit TAEASS502 added.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00018	Deliver E-Learning Skill Set	28/Oct/2020, New skill set.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00012	Enterprise and Industry Engagement Skill Set	5/Apr/2016, Units revised to meet Standards for Training Packages.	**Update / review**

A	Holistic review of the TAE Training Package	Skill Set	TAESS00013	Enterprise Trainer - Mentoring Skill Set	5/Apr/2016, Units revised to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00015	Enterprise Trainer and Assessor Skill Set	5/Apr/2016, Units revised to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00014	Enterprise Trainer-Presenting Skill Set	5/Apr/2016, Units revised to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00016	Sustainable Practice Skill Set	5/Apr/2016, Units revised to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Skill Set	TAESS00017	Workplace Supervisor Skill Set	5/Apr/2016, Units revised to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS301	Contribute to assessment	05/Apr/2016, Updated to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS401	Plan assessment activities and processes	05/Apr/2016, Updated to meet Standards for Training Packages.	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS402	Assess competence	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Unit	TAEASS403	Participate in assessment validation	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS501	Provide advanced assessment practice	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS502	Design and develop assessment tools	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS503	Lead assessment validation processes	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS504	Develop and implement recognition strategies	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS505	Lead and coordinate assessment systems and services	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEASS801	Analyse, implement and evaluate e-assessment	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL301	Provide work skill instruction	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Unit	TAEDEL401	Plan, organise and deliver group-based learning	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL402	Plan, organise and facilitate learning in the workplace	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL403	Coordinate and facilitate distance-based learning	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL404	Mentor in the workplace	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL501	Facilitate e-learning	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL502	Provide advanced facilitation practice	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL801	Evaluate, implement and use ICT-based educational platforms	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDEL802	Use e-learning with social media	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Unit	TAEDES401	Design and develop learning programs	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDES402	Use training packages and accredited courses to meet client needs	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDES501	Design and develop learning strategies	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDES502	Design and develop learning resources	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDES503	Design and develop e-learning resources	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDES504	Research and develop units of competency	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEDES505	Evaluate a training program	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEICR501	Work in partnership with industry, enterprises and community groups	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Unit	TAELED801	Design pedagogy for e-learning	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELED803	Implement improved learning practice	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELED804	Review enterprise e-learning systems and solutions implementation	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN411	Address adult language, literacy and numeracy skills	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN412	Access resources and support to address foundation skills in vocational practice	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN413	Integrate foundation skills into vocational training delivery	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN501	Support the development of adult language, literacy and numeracy skills	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN801	Analyse and apply adult literacy teaching practices	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Unit		TAELLN802	Analyse and apply adult numeracy teaching practices	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit		TAELLN803	Develop English language skills of adult learners	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit		TAELLN804	Implement and evaluate delivery of adult language, literacy and numeracy skills	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit		TAELLN805	Design and conduct pre-training assessment of adult language, literacy and numeracy skills	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit		TAELLN806	Lead the delivery of adult language, literacy and numeracy support services	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit		TAELLN811	Analyse policy and formulate strategic language, literacy and numeracy response	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit		TAELLN812	Research and implement new adult language, literacy and numeracy practices	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit		TAELLN813	Formulate workplace strategy for adult language, literacy and numeracy skill development	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Unit	TAELLN814	Design programs to develop adult language, literacy and numeracy skills	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN815	Develop strategy for adult language, literacy and numeracy skill development in a community program	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN816	Initiate, develop and evaluate adult language, literacy and numeracy resources	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAELLN817	Design, implement and evaluate a language, literacy and numeracy professional development program	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEPDD501	Maintain and enhance professional practice	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAERES501	Apply research to training and assessment practice	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAESUS501	Analyse and apply sustainability skills to learning programs	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**

A	Holistic review of the TAE Training Package	Unit	TAESUS502	Identify and apply current sustainability education principles and practice to learning programs	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAETAS401	Maintain training and assessment information	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAETAS501	Undertake organisational training needs analysis	05/Apr/2016, Updated to meet Standards for Training Packages	**Update / review**
A	Holistic review of the TAE Training Package	Unit	TAEXDB401	Plan and implement individual support plans for learners with disability	26/Nov/2019, New unit	**Review to ensure currency**
A	Holistic review of the TAE Training Package	Unit	TAEXDB501	Develop and implement accessible training and assessment plans for learners with disability	26/Nov/2019, New unit.	**Review to ensure currency**
B	E-Assessment Project	Unit	TAEASS404	Conduct e-assessment of competence	-	**New**
B	E-Assessment Project	Unit	TAEASS506	Design and develop e-assessment tools	-	**New**
B	Non-endorsable changes to the TAE Training Package	Skill Set	TAESS00011	Assessor Skill Set	-	**Update**

B	Non-endorsable changes to the TAE Training Package	Skill Set	TAESS00019	Delivery Skill Set	-	New
B	Non-endorsable changes to the TAE Training Package	Skill Set	TAESS00020	Design Skill Set	-	New

Attachment B: Job role, enrolment information, the number of RTOs currently delivering these qualifications

Please set out the job roles to be supported through the updated qualifications, enrolment data over the past three years in which data is available for each qualification, completion rates for each qualification, and the number of RTOs delivering these qualifications.

Job role	Qualification to be updated to support the job role	Enrolment data (for the past three years)	Completion rates (for the past three years)	Number of RTOs delivering (for the past three years)
VET trainer and assessor Enterprise trainer and assessor Workplace trainer and assessor	TAE40116 Certificate IV in Training and Assessment	2016: 8 2017: 5 047 2018: 37 762 2019: 63 861	2016: 2 2017: 881 2018: 9 927 2019: 33 761	Currently: 114 RTOs
Senior Trainer and Assessor	TAE50116 Diploma of Vocational Education and Training	2016: 0 2017: 352 2018: 949 2019: 912	2016: 0 2017: 143 2018: 335 2019: 573	Currently: 32 RTOs
Program designer Instructional designer	TAE50216 Diploma of Training Design and Development	2016: 185 2017: 890 2018: 1 595 2019: 1 472	2016: 154 2017: 399 2018: 431 2019: 556	Currently: 61 RTOs
No Specific Job Role	TAE80316 Graduate Certificate in Digital Education	2016: 11 2017: 14 2018: 1 2019: 8	2016: 5 2017: 14 2018: 0 2019: 0	Currently: 1 RTO

Workplace English language, literacy and numeracy program trainer/practitioner Adult Language, Literacy and Numeracy (LLN) Trainer	TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice	2016: 162 2017: 119 2018: 85 2019: 112	2016: 23 2017: 16 2018: 23 2019: 12	Currently: 5 RTOs
Workplace English language, literacy and numeracy program trainer/practitioner Adult Language, Literacy and Numeracy (LLN) researchers	TAE80213 Graduate Diploma of Adult Language, Literacy and Numeracy Leadership	2016: 13 2017: 11 2018: 9 2019: 2	2016: 0 2017: 1 2018: 4 2019: 0	Currently: 2 RTOs

Attachment D: Issues Raised by Stakeholders during consultation on the development of the Case for Change

Stakeholder Type	Issues Raised	IRC's Response to Issues Raised
Industry Reference Committee (IRC) Representatives	IRC members discussed and considered the best timing of this Case for Change in relation to the variety of external reviews into the VET sector and adult learning currently underway.	The IRC decided that in order to be in a position to react to the findings of the various external reviews currently underway, submitting a TAE Case for Change to the August AISC meeting was critical to ensure the Training Package could best align with the outcomes of other reviews. Noting section 5.2 of this CfC refers to planned extensive consultation over an 18 month period, the IRC was of the view that this Case for Change should be submitted as soon as possible to best coordinate with the broader VET and parliamentary reviews in 2021 and beyond. It should however be noted that the Australian Council for Adult Literacy believed that this proposed review of the TAE Training Package should only commence following the conclusion of the aforementioned reviews.
Peak Industry Bodies	Peak body representatives supported the rationale for change listed in this Case for Change. Stakeholders discussed the diverse backgrounds that VET trainers and assessors have, rather than a single defined pathway into the sector such as through an apprenticeship, as is the case in many other industries. Peak bodies agreed that while the *TAE40116 Certificate IV in Training and Assessment* ensures a strong minimum standard for trainers and assessors, the lack of flexibility in the packaging rules of *TAE40116* prohibits learners from creating a learning experience that suits their experience and interests.	The IRC agreed with the need for greater flexibility in the packaging rules of *TAE40116,* but notes that the final design of a qualification that supersedes the current *TAE40116* would require significant consultation and testing with broader VET sector stakeholders, and should not be speculated on within this Case for Change.

Employers (Non-IRC)	As described in Section 3.1, consultation with employers as part of this consultation was done primarily through representative bodies such as Peak Bodies and Industry Associations. Extensive consultation with individual employers is planned to occur as part of the development of the Case for Endorsement, where employers will be able to build on the rationale for change, and provide specific examples of required changes to the TAE Training Package.	N/A
Regulators	Regulators consulted as part of this Case for Change agreed with the listed drivers for change for a holistic review of the TAE Training Package. Stakeholders were curious about how a new release of the Training Package would interact with the *Standards for RTOs 2015* noting that as the *Standards* currently outline the minimum requirements for VET trainers and assessors.	The IRC agrees that an update to *TAE40116 Certificate IV in Training and Assessment* and other training products mentioned within the *Standards* must be recognised by the *Standards* themselves. As such, the IRC proposes to work directly with the author of the *Standards* – as well as the TAE Strategic Advisory Committee - to provide recommendations and rationale, as advised by the VET sector, for a coordinated update to both the TAE Training Package and the *Standards for RTOs.*
Registered Training Organisations (RTOs)	(Covered under 'Employers' - RTOs are the employers in the Education industry.)	N/A
Training Boards/Other	Similar to the rationale provided under 'Employers,' Training Boards will be consulted extensively as part of the development of the Case for Endorsement.	N/A
State and Territory Training Authorities (STAs)	NSW, QLD, SA and TAS STAs supported the draft Case for Change, with only minor comment. WA supported the rationale and	The IRC is very confident the Case for Change is based on very strong support, evidence and feedback collected from a broad and diverse range of VET sector stakeholders. As

| | provided additional feedback to be incorporated into the final Case for Change. These STAs agreed that issues such as flexibility in qualification packaging rules and the facilitation of industry recognised pathways should be considered in the review of the Training Package, and that there are large and holistic components that require review. ACT provided no response.

VIC and NT STAs agreed with several drivers for change, however, did not support the case for change as it currently stands requesting more detail about how the Training Package delivers outdated skills and knowledge and is therefore not fit for purpose, and proposed changes to training products based on lack of detail provided.

Most critical issues raised by NT and VIC STAs was that while the development of 'stackable' Skill Sets does reflect the desires of the VET sector, that the skill sets would not be 'usable' under the *Standards for RTOs 2015*. These STAs noted that the *Standards* mandate minimum requirements for delivering and assessing VET and the creation of new skill sets would fall outside these requirements. | a result, the IRC is very confident that (a) what is proposed in this Case for Change is widely supported and (b) the Case for Change arguments are backed by strong evidence.

As acknowledged in Sections 2-5 of this Case for Change, the IRC proposes the detail around specific changes that should be made to existing training products are consulted on in depth during the Case for Endorsement phase. The IRC understands the importance of consulting broadly in a sector with such diverse needs, high enrolment numbers and regulatory implications, and looks forward to the detailed training product level discussions that will occur from September 2021 to March 2022 as described in Section 5.2.

The IRC is aware that the *Standards* do not currently allow for those without *TAE40116 Certificate IV in Training and Assessment* (or skill sets mentioned in Item 6 of Schedule 1 under *Standard 1.18*) to teach, train or assess in the sector. The IRC is however of the view that for that to change or the *Standards* to be updated, a training product that delivers the required skills and knowledge must first exist.

Therefore the IRC proposes that following the creation of the Skill Sets, the IRC consult with the author of the *Standards* and the TAE Strategic Advisory Committee to adjust and ensure the skill sets best address and meet the needs of the sector. |
|---|---|---|
| **Unions** | Similar to the rationale provided under 'Employers,' unions will be consulted extensively as part of the development of the Case for Endorsement. | N/A |
| ***Please add other categories as appropriate*** | N/A. | |

Attachment F: Summary of non-endorsable changes to the TAE Training Package proposed by the Education IRC in response to urgent unmet skills needs

The following table describes non-endorsable changes proposed by the Education IRC to the TAE Training Package. These changes are proposed in response to industry feedback highlighting urgent skills needs that are currently unmet by the TAE Training Package.

Proposed Change	Rationale for change	Evidence of minor change and urgency of change
Creation of three new skill sets: - Assessor Skill Set TAEASS401 Plan assessment activities and processes TAEASS402 Assess competence TAEASS403 Participate in assessment validation - Design Skill Set TAEDES401 Design and develop learning programs TAEDES402 Use training packages and accredited courses to meet client needs TAELLN411 Address adult language, literacy and numeracy skills - Delivery Skill Set TAEDEL401 Plan, organise and deliver group-based learning TAEDEL402 Plan, organise and facilitate learning in the workplace	Feedback from VET sector stakeholders has suggested that learners would benefit from a scaffolded approach to skill development by which they could learn and be deemed competent in 'blocks' of skills such as delivery, design and/or assessment, and begin applying those skills in an RTO environment while continuing their skill development. The development of skill sets in industry recognized 'blocks' across a reviewed TAE Training Package would allow for formal recognition of skill development and facilitate this real-life application of skills improving access to the various entry points in the RTO job market. While stackable skill sets will form a focus of the proposed holistic review of the TAE Training Package, industry has noted that current learners would benefit from the immediate introduction of three skill sets that make use of existing units of competency that provide credit towards *TAE40116 Certificate IV in Training and Assessment* and would allow learners to practice their skills in a real training environment, under supervision of fully qualified trainers and assessors.	Section 2 of the *Training Package Development and Endorsement Process Policy (2019)*, notes that "(skill sets) do not require endorsement." As non-endorsable training package components, these new skill sets would trigger a minor release of the TAE Training Package (v3.3).

Implementation: Given that the above proposed changes are non-endorsable, the Education IRC proposes an to release these with the next version of the TAE Training Package (alongside any e-assessment training products).