Raising the bar in qualification design

What's changing in qualification design?

There have been minimal changes to the training product development process outlined in the Training Package Organising Framework (TPOF). Jobs and Skills Councils (JSCs) will continue to lead the development and review of training package products, ensuring they meet workforce needs and align with the new qualification-first approach.

JSCs are responsible for:

→ **Ensuring qualifications serve a clear purpose** — occupation-specific, industry-focused, or foundational learning.

→ **Applying the revised TPOF** — which outlines how qualifications should be designed and developed.

→ **Engaging with industry stakeholders** to ensure qualifications reflect real job requirements and evolving workforce needs.

→ **Eliminating unnecessary duplication** in products across training packages.

A purpose-led, principles-based approach

The purpose-led, principles-based approach supports the development of high-quality qualifications that respond to industry changes, bring in educational perspectives, and make the VET system easier to understand and engage with.

→ **For highly regulated industries** (e.g., traditional trades), qualifications will retain clear, structured training requirements to ensure workers meet industry standards.

→ **For broader job roles** (e.g., business, digital skills), qualifications will support flexibility, so learners can gain skills that transfer across different roles and occupations.

→ **For vocational learning**, qualifications may provide options for innovation (e.g., cross-sectoral and foundational skills) to deliver stronger educational outcomes for learners.

The approach enables JSCs to consider the purpose of a qualification, and how that purpose drives its design. A qualification may sit within, across or between different purposes along a continuum, recognising different industry needs.

Qualification Development Quality Principles

Qualification Development Quality Principles underpin training package product development; however, the extent to which each principle affects the design may vary, depending on the purpose of training. The principles include:

Principle 1: Qualifications and Units of Competency are informed by learners' needs and aspirations, enabling individuals to adapt to changing job roles and workplaces, and transition across occupations and industries.

Principle 2: Qualifications and Units of Competency are informed by industry needs and describe industry-relevant and future-oriented skills and knowledge that are adaptable to structural change.

Principle 3: The Application of Skills and Knowledge are considered in the design of Qualifications and Units of Competency, providing coherent knowledge progression within qualifications, facilitating mobility within and across industries, and between educational organisations and systems, as appropriate.

Principle 4: Qualifications include an appropriate mix of technical and broader skills, including foundation, cognitive, interpersonal and intrapersonal skills.

Principle 5: Data and evidence underpin decisions relating to development, update or maintenance of Qualifications and Unit of Competency.

Principle 6: New or amended Qualifications and Units of Competency do not substantially duplicate other existing training package products, except where a higher level of detail is required for licensing, high-risk, safety or regulatory reasons.

Principle 7: Qualifications and Units of Competency are designed with an appropriate level of specificity that allows for flexible training and assessment, and minimises the need for frequent updates, except where a higher level of detail is required for licencing, high-risk, safety, or regulatory reasons.

New templates, new possibilities

To improve consistency and usability, training package product templates have been updated to provide greater transparency of skills, knowledge, and workplace outcomes.

Key template changes include:

→ **Qualification templates** will have a clear purpose statement, explaining how the qualification prepares learners for work or further study.

→ **Foundation skills** will be explicitly described at the qualification level, rather than being embedded in individual units of competency.

→ **Skill Sets** will now follow a consistent approach for all credentials on the National Training Register.

→ New choice in unit design — JSCs can choose between:

— **Unit of Competency (UoC):** Traditional format for structured, task and function specific training.

— **Application of Skills and Knowledge (ASK):** A broader, more flexible unit format that focuses on transferable knowledge and skills.

The rollout: What to expect and when

The transition to the new purpose-led approach will happen in stages to allow industries to adjust at their own pace.

July 2025

→ From July 2025, the revised TPOF and new and updated templates will be available for JSCs to use when and where required.

Ongoing

→ JSCs will gradually review, update and develop new training package products which may start to become available for delivery from late 2025.

→ Industries will transition at their own speed — some qualifications will be redesigned quickly, while others may continue under existing frameworks until there is a need for updates.