



Australian Government
**Department of Employment
and Workplace Relations**

TRAINING PACKAGE DEVELOPMENT

FREQUENTLY ASKED QUESTIONS

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Training Package Development: Frequently Asked Questions is a resource developed by the Training Package Assurance Body to support JSCs to prepare a training package submission for assurance assessment against the Training Package Organising Framework (TPOF).

ISBN



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The document must be attributed as the Training Package Development Frequently Asked Questions.



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Anti-Discrimination Assessment

Question: What is the purpose of the anti-discrimination assessment?

JSCs must consider inclusivity and the needs of diverse learners when developing training package products.

The training package products should incorporate contemporary language, for example, people/person with a disability, rather than special or additional needs, consider how the delivery of training may be supported through reasonable adjustments when creating assessment requirements, particularly performance evidence, and consider what terms are appropriate for their sector i.e., client, person, individual.

The anti-discrimination assessment should address how the training package products have been reviewed against the *Age Discrimination Act 2004*, *Australian Human Rights Commission Act 1986*, *Disability Discrimination Act 1992*, *Disability Standards for Education 2005*, *Racial Discrimination Act 1975*, and *Sex Discrimination Act 1984*. The protected attributes broadly cover discrimination including race, colour, sex, sexual orientation, gender identity, relationship status, religion, age and disability (physical, intellectual, psychiatric, sensory, neurological or learning disability).

The anti-discrimination assessment should consider the following (noting this is not an exhaustive list of considerations):

- the design of packaging rules that reduce disadvantage by providing a range of elective choices
- the inclusion of multiple entry and exit points to promote flexibility and increase access for a broad range of individuals
- whether the products include unnecessary references to location limiting access by people in regional and remote areas.

Question: Is the JSC required to engage a specialist to conduct the assessment?

The anti-discrimination assessment is not required to be outsourced to an external party but the JSC may choose to do so. The person undertaking the assessment should not be the same person who was primarily responsible for authoring the products. It may be someone else in the JSC that has the appropriate skills and knowledge.

Question: When updating a Unit of Competency does the anti-discrimination assessment need to cover just that specific unit or extend to all related qualifications in which the unit is included?

The anti-discrimination assessment applies to any training package product undergoing a major change that requires ministerial endorsement. For example,

- If a Unit of Competency is updated:
The anti-discrimination assessment applies only to the updated unit, unless its inclusion in a qualification causes a major change to that qualification - then the qualification also requires assessment.
- If a Qualification is updated:
The anti-discrimination assessment applies to the qualification as a whole. The JSC does not need to assess/reassess existing units within it (including prerequisites), unless any of those units are new or updated (as above) and require endorsement.



A simplified breakdown is provided below:

Change Type	Anti-Discrimination Assessment Required?
A major change to a Unit of Competency	✓ Yes
A qualification is updated to include the new unit, resulting in a major change to the qualification (e.g. changes to core, specialisation, or prerequisite units)	✓ Yes
A qualification is updated to include the new unit, resulting in a minor change to the qualification (e.g. changes to general elective units only)	✗ No

Companion Volume Implementation Guide (CVIG)

Question: When is an update to the CVIG required?

The CVIG should reflect the most current products in the training package, therefore best practice would be to update it with every change to the training package, including when minor changes are made.

Question: Is an updated full CVIG required to be available with draft training package products released for consultation?

Yes, the Training Package Organising Framework (TPOF) requires a draft version of the CVIG to be available for consultation. JSCs may choose to prepare a lighter version of the CVIG focusing on the changes associated with the next release for the purposes of consultation, with a view to incorporating the information into the full guide prior to submission.

The full CVIG must be made available to states and territories as part of the SRO check.

Question: How detailed does the qualification and unit mapping need to be?

The CVIG must contain mapping information for all qualifications and units of competency in the Training Package release. This includes training package products that have not been subject to review or updated in the new release. Mapping information must include the products relationship to its predecessor, equivalence status and sufficient information for users to understand what has changed.

Refer to the Training Package Organising Framework (TPOF) Section 2 Product Requirements, clause 2.7 for units of competency and clause 3.6 for qualifications.

Note: A rationale for the statement of purpose should not be included in the mapping. See Statement of Purpose for further guidance.



Question: What training package products must be included in the CVIG for a training package release?

The CVIG must include a comprehensive list of all qualifications, skill sets, and units of competency included in the training package release. This includes both native and imported units.

Consensus

Question: What does achieving consensus mean?

Consensus is not about everyone agreeing on every detail. It is about considering different perspectives, testing ideas and evidence, and working towards an outcome that has broad support across stakeholders.

A JSC can generally consider consensus to have been achieved where there is broad support for a proposed training package product after consultation feedback has been considered. Consensus does not require unanimous agreement.

When determining whether consensus has been achieved, JSCs should consider:

- the level of support across relevant stakeholder groups
- the significance and potential impact of issues raised
- whether concerns have been addressed, mitigated or appropriately responded to
- whether any unresolved concerns would materially affect learner outcomes, workforce outcomes, regulatory requirements, implementation arrangements or the intended purpose of the product
- the relevance and expertise of stakeholders in relation to the issues raised, including regulators and licensing bodies where regulatory, legislative or licensing requirements apply.

Question: What if there is not agreement on every issue?

A lack of agreement on a particular issue does not necessarily prevent a product from progressing. Where differing views remain, JSCs should be able to demonstrate:

- the steps taken to seek resolution
- who holds the differing views
- the potential impact of the unresolved issue
- why the JSC considers the product should proceed despite those views.

Key message: Consensus is assessed based on the breadth of stakeholder support, the significance of issues raised, and the relevance of the stakeholders raising them, rather than simply the number of stakeholders expressing a particular view.

Consultation Activity and SRO Checks

Question: What is broad public and government consultation?

Broad public and government consultation refers to the engagement with a wide range of stakeholders, including employers and their representatives/peak bodies, employees and their representatives/unions, RTOs, educational experts, learners and other interested stakeholders as appropriate (including those with disability-specific knowledge), other Jobs and Skills Councils as appropriate, and the Commonwealth, state and territory governments (including licensing and regulatory bodies).



It occurs during Step 2.2 of the Process Requirements and must be open, inclusive, and last a minimum of four weeks. All feedback including issues raised by stakeholders and the response must be documented in the consultation log.

Question: What is the Senior Officials Check?

The Senior Officials Check is a targeted review conducted by Senior Responsible Officers (SROs) from the Commonwealth, states, and territories. It occurs during Step 4.1 of the Process Requirements and serves as a final check of the draft products before submission to the Assurance Body. The SRO should focus on implementation issues in their jurisdiction and how those issues have been addressed. The SRO Check must be documented in the consultation log.

Question: How is government consultation different from the SRO check?

Both processes are essential to ensure transparency in development, stakeholder engagement across sectors, jurisdictional alignment for implementation, and compliance with the TPOF.

Type	Timing	Duration	Purpose	Documentation
Broad government consultation	Early to mid-development (Step 2.2)	Minimum 4 weeks	Gather feedback, identify issues, build consensus	Consultation strategy, Consultation log, feedback summary
Senior Officials Check	Final validation (Step 4.1)	Minimum 2 weeks	Confirm implementation readiness and jurisdictional support	Consultation log, correspondence with SROs

Question: Are there specific requirements for the consultation log?

The overarching purpose of the consultation log is to ensure transparency throughout the development process. Stakeholders need to be able to see that their feedback has been captured and addressed.

JSCs must ensure there is consistency between the consultation log and other parts of the submission. Some examples to illustrate this include:

Example 1: the Consultation Strategy states there will be a wide variety of consultation methods but the log only captures survey feedback. All instances of engagement should be captured in the log even when limited feedback is received, for example if the JSC runs a workshop in each state, the log should include detail about each workshop, the stakeholders in attendance, what consultation questions were asked at the workshop, how the discussion was captured (minutes, Q&A, polling platform) and what action/s was taken following the workshop.

Example 2: the JSC states in its submission to the Assurance Body that consensus was achieved with no outstanding issues, however, a theme emerges in the log about a particular feature of the products that cannot/will not be addressed as part of the submission. The JSC must provide evidence that the theme has been addressed and stakeholders support the final products in the submission.

Example 3: the Consultation Strategy lists specific key stakeholders relevant to the project, however, there is no evidence in the log of engagement with those listed key stakeholders. All



instances of engagement with key stakeholders must be captured even where it is a meeting, phone call or other type of engagement.

Question: What does a high-level summary for the consultation log have to include?

Feedback from consultations should be accurately summarised into a high-level summary. The TPOF states that the high-level summary is required as part of the consultation log.

The audience for the high-level summary is people who weren't involved in the project so this provides the opportunity to give an overview of the consultation activities including things like the focus questions asked, themes and issues raised, and the steps taken to gain consensus. The summary can group the feedback by stakeholder type and identify the primary feedback themes and issues raised by each group.

The Assurance Body will use the high-level summary to understand the broad issues identified through the consultation and what steps the JSC took to resolve and/or any follow up actions that will occur.

Consultation Strategy and Technical Committee

Question: How specific should the identification of stakeholders be in the Consultation Strategy?

The Consultation Strategy should identify targeted stakeholders that will be engaged, rather than listing generic stakeholder group types. While individual names are not required for privacy reasons, the organisation and the stakeholder type they represent should be clearly specified. Key stakeholders for each project must be clearly identified and the appropriate engagement methods described.

JSCs should consider how the consultation strategy identifies vulnerable or minority cohorts relevant to the training package products and describes how the consultation activities undertaken are responsive to the needs of these cohorts, including women, people with disability, culturally and linguistically diverse communities and First Nations people.

Question: Why is it important to align stakeholder type terminology with the categories listed in the TPOF?

Stakeholder categories used in the Consultation Strategy and Technical Committee membership should match those listed in the TPOF. This consistency helps maintain a standardised approach to stakeholder engagement across all projects which supports clarity for all stakeholders.

Question: What actions need to be taken if the Consultation Strategy or Technical Committee composition changes? Does the website need to be updated?

Project information on the JSC website, including the Technical Committee membership and Consultation Strategy, should always be up to date and accurate. If there's been a change to either the consultation strategy and/or technical committee membership the JSC needs to describe the change, and any impacts on the development activity, on the Submission Form.

Question: Is an RTO representative and an educational expert the same thing?

Not necessarily, but they might be. JSCs should consider the member's skills and experience to identify whether they have specialised knowledge and skills in the field of education, encompassing teaching methodologies, learning processes, and educational systems. An



educational expert could work in an RTO, but working in an RTO as an administrator or in another non-educational capacity would not meet the requirements of educational expert.

The Training Package Organising Framework (TPOF), Section 3 Process Requirements, Step 1.2 states that educational experts ensure that the technical committee considers the perspectives of learners and those who deliver vocational education and training when undertaking training product development. Therefore, individuals need to have skills and knowledge about methods of adult/vocational teaching and learning; but do not necessarily hold qualifications in this field.

Deleting Units of Competency

Question: What should a JSC consider before deleting a unit of competency?

Deleting a unit of competency should not be based on enrolment data alone. Before proposing deletion, JSCs should consider the broader impacts on qualifications, learners, RTOs, employers and other training packages.

JSCs should consider:

- whether the skill or task is genuinely no longer required by industry
- whether the unit is packaged in, or imported into, qualifications in other training packages
- whether the deletion could create stand-alone units or disrupt qualification pathways
- whether the unit supports licensing, regulatory, safety or workforce requirements
- whether there is a more appropriate replacement unit, in which case superseding may be more appropriate than deletion.

Where a skill or task remains relevant, a deleted status should generally not be used. The TPOF states that deletion indicates the skill, task or occupational outcome is no longer required by industry. JSCs should take a forward-planning approach when considering deletion proposals. This may include identifying replacement units, reviewing qualification packaging arrangements, consulting with affected JSCs, regulators and other stakeholders, and considering whether retaining the unit may better support future workforce, pathway or implementation needs.

Note: The TPOF requires JSCs to consider learner impacts, stakeholder views and the broader training package architecture when maintaining training package products. Deletion proposals should be supported by evidence that the ongoing need for the skill or task has been carefully assessed and that any unintended consequences have been considered.

Refer to FAQs for Minor/Major Changes.

Dispute Resolution

Question: Do disputes need to be resolved before the JSC submits to the assurance body?

JSCs must try to resolve any outstanding stakeholder disputes before submitting.

Where issues remain, but the JSC has settled on the final products, the JSC is required to outline the areas where it has not achieved consensus and provide justification for progressing the submission to the Assurance Body.

In cases where an Alternative Dispute Resolution (ADR) practitioner has been engaged, the ADR practitioner's advice must be included with the submission.



Question: Who can trigger a dispute?

Any stakeholder can trigger a dispute, however only a JSC, the commonwealth or a state or territory can request an ADR practitioner be engaged.

Question: Can a dispute be triggered after the JSC has submitted the documentation to the Assurance Body?

All relevant stakeholders are expected to raise concerns during consultation activities. However, where an issue is raised after the conclusion of stakeholder consultations, the JSC should still seek to respond and where possible, identify further actions or work that will occur to alleviate concerns.

Foundation Skills

Question: Is adding foundation skills to a qualification considered a minor or major change when no other change is being made to the qualification?

Foundation Skills at a qualification level is a new feature of the TPOF and can only be added to the 2025 Qualification template. Products can only be updated to the new templates as a major change.

Note about Training Product Central (TPC)

The integration of TPOF 2025 templates into TPC has been designed with consideration of impacts on all stakeholders including downstream systems. Changing a training package product template without changing the code may have unintended impacts and costs on these systems that consume and use the data due to the change of fields between templates.

As a result, moving from a Standards 2012 template to the TPOF 2025 templates must be completed as a major release for all training package products to support all stakeholders to adapt to these new templates.

Question: Can the foundation skills be removed from a unit as a minor change when no other change is being made?

There is no benefit for RTOs or learners in removing the foundation skills from a unit of competency where the change is made on the existing 2012 template and this is not advised. Similar to qualifications (above), a unit of competency cannot be updated to the 2025 template as a minor change.

Question: Should foundation skills be included in TPOF (2025) units of competency?

Foundation skills can be captured within a unit of competency, however there is no prescribed format for how they are displayed. Minimum requirements of the TPOF stipulate that they should be explicitly described and aligned to industry workplace standards.

Major/Minor Changes

Question: How do you determine whether an update is major or minor?

The Training Package Organising Framework (TPOF), Process Requirements, Categories of Change tables provide detail about what constitutes a major or a minor change.



If a JSC is unclear or uncertain whether a change is major or minor, they should contact trainingpackageassurance@dewr.gov.au to discuss.

Minor change without release

In extenuating circumstances, minor changes can be made to a training package product without a minor release. This will generally only be approved where the change is to correct a grammatical or spelling error that does not result in a change to the meaning or requirement of the unit.

To correct these types of errors, JSCs must email the Training Package Assurance team (trainingpackageassurance@dewr.gov.au) seeking agreement to proceed.

The following information must be provided:

- the impact of the error to be corrected
- the complexity and size of the training package product
- the number of RTOs with the training package product on scope
- the level of uptake of the training package product
- the time since the last release of the training package product
- the impact on current students
- any licensing and regulatory implications.

Based on the information provided, the Training Package Assurance team will advise whether the requested change can be made as a minor change without release.

As a minor change without release does not result in a notification to stakeholders, the JSC must consider whether notification is required and arrange for this to occur outside of the national training register.

Question: Is updating a superseded unit with its replacement unit a minor change?

This will depend on whether the superseded unit is in the core or elective list of a qualification.

Major:

- Where the unit is in the core, including changes to a pre-requisite of a core unit.
- Where the unit is in a specialisation.

Minor:

- Where the unit is in the elective bank (except for where it is a specialisation)

Question: How is the 'Equivalent' or 'Not Equivalent' status of a replacement product determined?

Equivalence relates to whether the occupational/workplace outcome of the training package product has changed. Where the standard of performance (skills, knowledge, etc) in the workplace has changed and cannot be mapped to its predecessor, the products must be deemed not equivalent.

Refer to the Training Package Organising Framework (TPOF) Section 2 Product Requirements, clause 2.8 for units of competency and clause 3.7 for qualifications.

Question: Does the 'Equivalent' or 'Not Equivalent' status of a replacement product have an impact on whether a change is minor or major?



No, there is no relationship between the equivalence status and the category of change (minor/major). However, minor changes are limited to administrative updates (e.g. correcting errors or updating outdated references) and therefore a minor change should always be equivalent.

Question: Is the deletion of a unit of competency or qualification with low or no enrolments, considered a minor change?

A 'deleted' status only refers to when the skill or task is no longer needed and should not be confused with a superseded status which is used where the training package product is being superseded by one or more products.

There are several factors which must be considered before a decision is made to delete a training package product, including whether the change is minor or major.

Major:

- If a unit of competency or qualification has had any number of enrolments in the last 3 years, even if the number is low.
- If the unit of competency proposed for deletion is in the core of a qualification.
- If the unit of competency proposed for deletion is in the elective bank and its deletion would change the number of units required to complete the qualification (packaging rules).
- If the unit of competency proposed for deletion is included in a specialisation.

Minor:

- If a unit of competency or qualification has had no enrolments in the last 3 years.

Additional considerations (Minor)

- The JSC undertaking the change must consult with any other JSC that imports the unit of competency, prior to the deletion taking place.
- Evidence of the consultation must be retained.

When deletion should not be considered:

If a qualification proposed for deletion will result in standalone units that are not included in any other qualification (native or imported), deletion is not advised. The JSC would need to justify what actions would be taken to remedy the standalone units.

Refer to the Training Package Organising Framework (TPOF) Section 2 Product Requirements, clause 2.5 for stand-alone units and clause 5.2 deleted status.

Refer to FAQs for Deleting Units of Competency

Question: Do JSCs need to undertake consultation prior to making minor updates to training package products?

JSCs do not need to undertake formal consultation for minor updates to a training package product.

In making a minor change, the JSC must:

- keep a record of the minor change
 - setting out the date the change was made
 - a detailed description of the change
 - the reason for the change, and any relevant evidence of support for the change



- advise relevant stakeholders, including STAs and RTOs, of the minor change at the same time or prior to its release on the National Training Register.

Not for Public Access Products

Question: Are there different arrangements for not for public access (NFPA) training package products?

A JSC can classify a product as sensitive, confidential or define it as NFPA. Where this classification has been given, a few amendments to the usual Training Package Product Organising Framework (TPOF) requirements may apply.

- Technical Committee structure: Variations to the membership of the technical committee must be justified in the submission.
- Consultation Strategy: Reasons for restricted consultation must be outlined in the consultation strategy, including how appropriate consultation will be managed. Where information about the key stakeholders is confidential, the consultation strategy may be submitted directly to the Assurance Body rather than published on the JSC website.
- Consultation Process: Where public consultation is not appropriate (as outlined in the strategy as mentioned above), details about what consultation occurred, for how long, and with whom must be included with the submission. A consultation log is still required.
- The CEO declaration should note any areas where controls were put in place that limit consultation or other features of the TPOF to protect NFPA training package products.

Pre-submission

Question: Are there specific timeframes when a JSC should finalise and publish Technical Committee details and the Consultation Strategy on its website?

Some JSCs have advised that the first Technical Committee meeting is used to set the Terms of Reference and confirm the Consultation Strategy. A JSC can set the timing and order of publication as needed for each project, however, Technical Committee membership and Terms of Reference and the Consultation Strategy must be published on the JSC website before the development activity commences.

The Training Package Organising Framework (TPOF), Section 3 Process Requirements, Step 1.3 also requires the JSC to notify Senior Responsible Officers, the Assurance Body and other JSCs that this information has been published.

Question: Can a JSC submit a Consultation Strategy to the Assurance Body for a pre-approval check before it is published?

A JSC can contact the Assurance Body for advice at any stage of the project by contacting trainingpackageassurance@dewr.gov.au. This includes any questions about how the JSC is managing a project or associated documentation.

The formal pre-submission stage of the assurance assessment is an opportunity for the Assurance Body to review the Technical Committee information and Consultation Strategy to confirm they meet the Training Package Organising Framework (TPOF) requirements. Where any issues are identified, a JSC is notified by email so that required adjustments can be made early in the project.



Question: Is there a structure for how project information should be presented on a JSC website?

There is no specific format governing how a JSCs must present project information on its website, but a good approach usually includes:

- A project page that's easy to navigate
- Visuals - like a timeline - to show how the project is progressing
- Quick access to the Annual Training Product Development Plan
- Downloadable documents, such as the consultation strategy and technical committee details

Publishing the Training Product Submission

Question: When does a JSC need to publish the Training Product Submission?

Step 5.1 of the TPOF states that a JSC must publish the Training Product Submission (the submission) on its website at the time of submission to the Assurance Body. This ensures transparency and allows stakeholders to view the exact materials submitted for assurance.

Question: What information needs to be published?

The submission includes all documents submitted to the Assurance Body, not only the training package products.

This encompasses:

- Training Product Submission form
- Attachment A – Training Products submitted for Assurance
- Anti-discrimination Assessment
- Consultation Log
(should include SRO checks and if applicable: support from regulators, support for MWRs, and evidence of employers' willingness to facilitate MWRs)
- Consultation Strategy
- Technical Committee Details
- Training Package Products
- Companion Volume Implementation Guide(s)

Publishing all of these documents ensures stakeholders can clearly understand what was submitted to support the proposed changes to the training package products.

Question: How should the submission be published?

While the TPOF does not mandate a specific format, it is recommended that all final submission documents are published together in one clearly identified location on the JSC website.

The presentation of the submission documentation should make it evident which documents were submitted for assurance, avoiding confusion with earlier drafts or previously published materials. This approach supports stakeholder clarity and reinforces transparency.



Qualifications and Units of Competency

Question: At what point in a training package product project do the unit of competency and/or qualification code/s need to be updated?

Placeholder codes may be applied during the initial drafting and consultation phases of a project if the codes are not already used and they meet the alpha/numerical requirements. JSCs must apply the correct final codes when submitting for assurance.

Refer to the Training Package Organising Framework (TPOF) Section 2 Product Requirements, clauses 2.3 and 2.9 for units of competency and clauses 3.4 and 3.10 for qualifications.

Question: What determines when the last 2 digits on a qualification should change?

Where a training package product development project includes a major change update to a qualification/s, JSCs must consider when endorsement will likely occur to ensure that the last 2 digits in the qualification code reflect the year the products will be endorsed by Skills Ministers.

Submissions received by the Assurance Body from mid-late October may not be endorsed until the start of the following year. The Training Package Assurance team will liaise with the JSC if the product codes need to be changed before they are submitted for endorsement.

Question: Do training package products need to include assessor requirements from the 2025 Standards for RTOs in the Assessment Conditions field?

Assessor credential requirements are already mandated through the Standards for Registered Training Organisations (RTOs) 2025 and apply whether or not they are repeated in a training package product.

Assessor requirements should only be included where they are additional to those specified in the Standards for RTOs, such as industry experience, industry currency, licensing requirements or other specialised expertise relevant to the unit or occupational outcome.

Qualification Purpose

Refer to FAQs for Statement of Purpose.

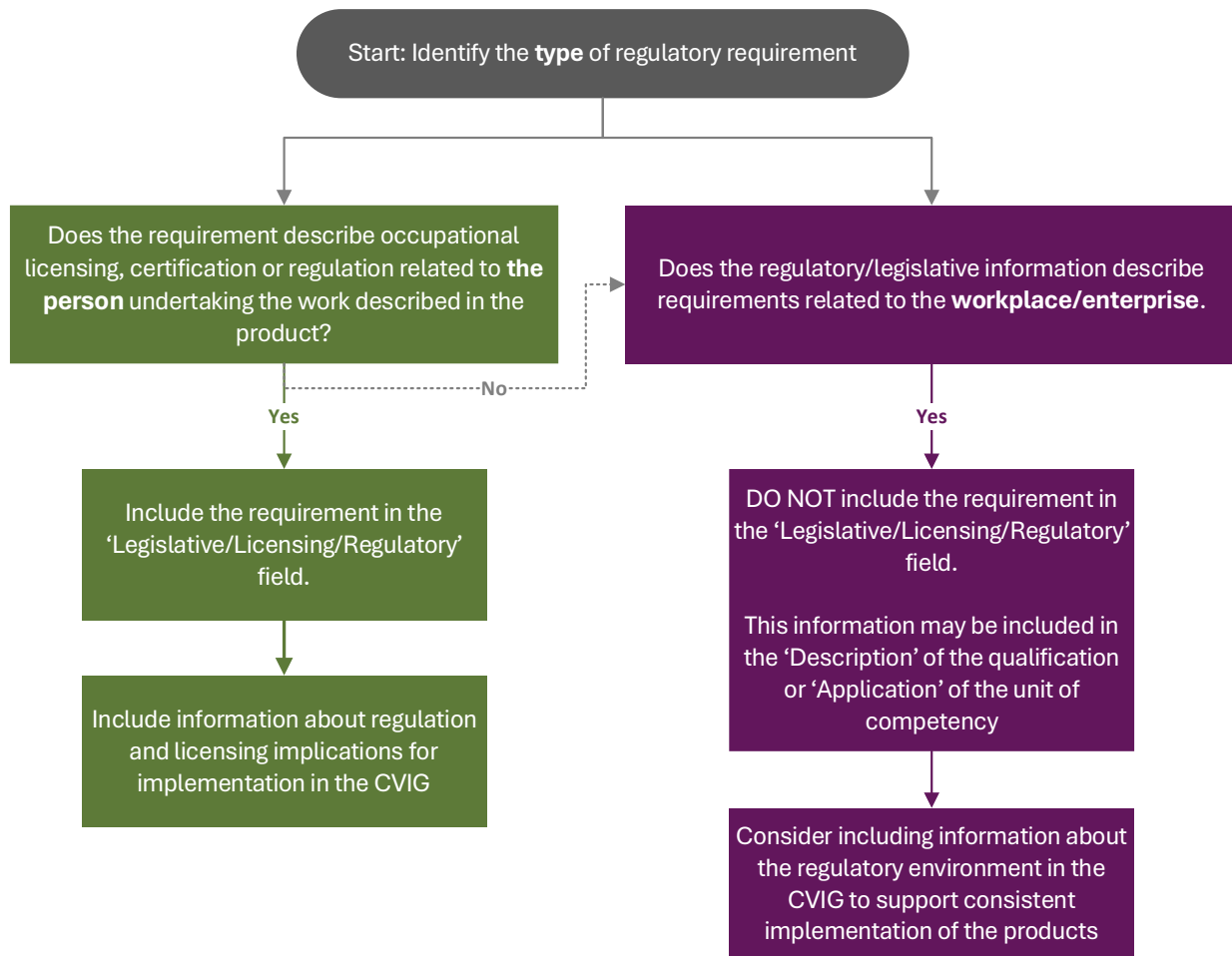
Regulatory Requirements in Training Package Products

Question: Where should regulatory requirements in a qualification or unit of competency go?

If a qualification or unit of competency is linked to a licensing, legislative, regulatory or certification requirement, this relationship must be explicitly stated in the product.



The **type** of regulatory information dictates where and how the requirements are described in the product.



Question: What other things does a JSC need to consider when working with regulated occupations?

While there is a strong focus in the TPOF on reducing duplication and improving flexibility of training packages, the design of products to support regulated occupations may include:

- More prescriptive performance criteria.
- Specific mandatory workplace requirements.
- Assessment conditions that reflect regulatory expectations.

JSCs need to consider a range of factors when working with regulated occupations including:

During initial development

- Identify if the training product relates to a licensed or regulated occupation.
- Include relevant regulators/licensing bodies, and unions in the technical committee.

During consultation activities

- Include regulatory/licensing bodies in the consultation strategy.
- Maintain records of engagement in the consultation log including feedback received and how it was addressed.
- Gather evidence of explicit support from regulators/licensing bodies (e.g. letters of support).

Question: When is support from regulators required in the submission?

Explicit support from occupational regulators is required when the training package product includes information about the requirement in the 'Legislative/Licensing/Regulatory' field in TPC.

Question: How should regulatory support be documented in the submission?

Clear information about how the regulatory requirements were identified including how occupational regulators were engaged in the project should be included in the submission.

Submission Item	What to Include
Item 12: Support from Regulatory and Licensing Bodies	Explicit evidence of support from occupational regulators, e.g. one or more of the following: • Letters of support from regulators • Minutes of meetings with regulators • Emails or correspondence confirming support
Item 10: Consultation Log	Records of engagement with regulators. Summary of feedback and how it was addressed.
Item 14.1: Support for Mandatory Workplace Requirements (if applicable)	Where MWRs are included to support the regulatory requirements, evidence that regulators support the inclusion of MWRs. This is in addition to the requirement to demonstrate willingness to facilitate work placements from employers
Companion Volume Implementation Guide (CVIG)	Document any regulatory/licensing implications for implementation.

Senior Officials Check

Refer to FAQs for Consultation Activity and SRO Checks.

Skill Sets

Question: Do skill sets have to be submitted to the Assurance Body?

Generally, skill sets include already endorsed units. Where a new skill set is being established which includes new units of competency that have not yet been endorsed, those units must be submitted for endorsement. Any change to a skill set is considered a minor change and therefore not subject to the endorsement process and not required to be submitted to the Assurance Body.

Question: When a skill set is revised does it require a new code?

The Training Package Organising Framework (TPOF) does not specify how to manage skill set coding maintenance. JSCs should consider whether the change is significant enough to change the outcome of the skill set.

A JSC may choose to apply the same Major/Minor concept relevant to other training package products, for example, a new skill set code could be applied when changing a unit of competency within the skill set. Refer to the TPOF Section 2 Product Requirements, clause 4.2.



Statement of Purpose

Question: What is it and why is it important?

The TPOF requires every qualification to have a clearly stated purpose. The statement of purpose is designed to highlight the intended occupational/workplace outcomes of a qualification and should be determined before product development commences as it lays the foundation for all subsequent design decisions.

By identifying Purpose first, JSCs can decide, through consultation:

- how prescriptive units need to be
- whether specialised or transferable skills are required
- how much flexibility should be built into packaging rules
- the extent to which common units can be shared across qualifications.

Note: For further information refer to *Defining and Describing the Qualification Purpose - Guidance* document

Question: What information should be included in the rationale for the statement of purpose in the CVIG?

The rationale for the statement of purpose should identify why the qualification's stated purpose is appropriate. A strong rationale should be much more than a brief explanation of "why the qualification exists". It should explain why the chosen qualification purpose i.e. whether the qualification is intended for a specific occupation, multiple related occupations or to support pathways and applied learning, is the right design choice. It should also demonstrate how the qualification aligns with the Qualification Development Quality Principles, workforce evidence, learner needs and training pathways.

Note: A rationale is not required for the statement of purpose in the CVIG for minor changes to qualifications.

Superseded Units Management

Question: When can superseded units be updated as a minor change?

A superseded unit can be updated as a minor change under specific conditions, as outlined in the Training Package Organising Framework (TPOF), Section 3 Process Requirements, Categories of Change.

Minor Change Criteria

A superseded unit may be updated as a minor change when:

- It is located in the elective bank of a qualification, and
- It does not form part of a specialisation.

In these cases, the update does not require a full endorsement process and can be released as a minor release on the National Register of VET.

Major Change Criteria

Replacing a superseded unit is considered a major change when:



- The unit is part of the core of the qualification, including when it is a pre-requisite for a core unit.
- The unit is part of a specialisation (as listed in the elective bank).

Major changes require a full development and endorsement process, including stakeholder consultation and review by the Assurance Body and endorsement by Skills Ministers.

Additional TPOF Consideration

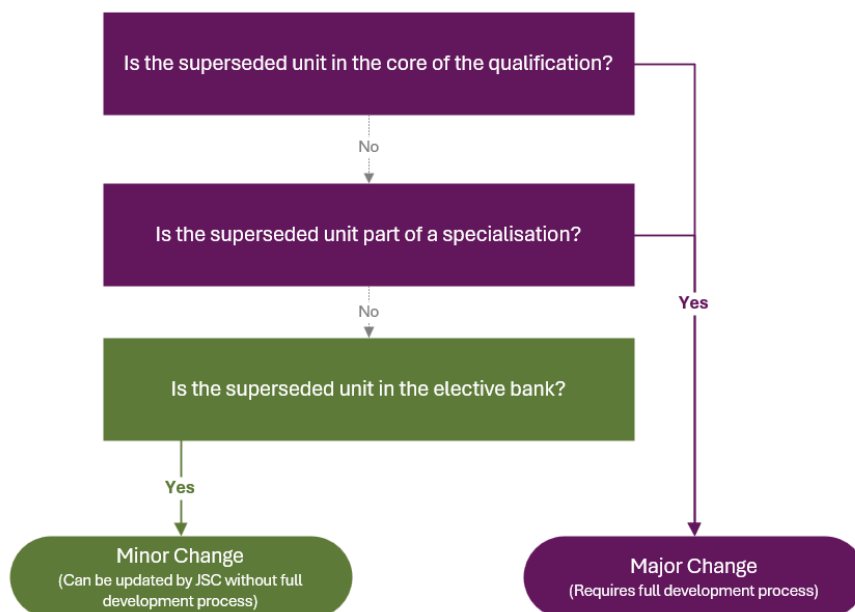
Imported Units: When replacing a superseded unit that is imported from another training package, developers must confirm the suitability of the superseding unit for the qualification/s in which it is packaged before making the change.

Mapping: When replacing a superseded unit, developers must consider whether the replacement unit is equivalent or not equivalent. This impacts the decision about whether the qualification outcome is equivalent.

Equivalence Determination: A product is deemed not equivalent if the workplace outcomes (skills, knowledge, and application) have changed.

Refer to the FAQs for Major/Minor Changes.

Documentation: All changes—whether minor or major—must be supported by evidence, including consultation logs and mapping tables.



Unit of Competency Templates

Question: How does a JSC choose which unit of competency template to use?

The TPOF allows units of competency to be developed using either the **Application, Elements and Performance Criteria (EPC)** template or the **Application of Skills and Knowledge (ASK)** template. The choice of template should be based on the purpose of the unit and how competency is best described and assessed.

n general:

- EPC units are best suited to occupation-specific competencies where performance is demonstrated through clearly defined workplace tasks or functions.
- ASK units are best suited to broader capabilities, transferable skills, conceptual knowledge, or outcomes that support mobility across occupations, industries or further learning.

The EPC template may be more appropriate where:

- the unit relates to a specific job role or workplace function
- there are licensing, regulatory, safety or certification requirements
- performance must be demonstrated against clearly defined standards or tasks.

The ASK template may be more appropriate where:

- the outcome is focused on knowledge, cognitive skills, leadership, digital capability or other transferable skills
- the unit is intended to support multiple occupations or industries
- the focus is on applying knowledge and skills in a range of contexts rather than performing a single workplace task.

A qualification may include a combination of EPC and ASK units. JSCs should select the template that best reflects the purpose of the unit and contributes to the overall purpose of the qualification.

Note: For further information refer to *Appendix A and Appendix B Unit of Competency Templates – Usage Guidance* document

