# Equity Report Template

# Section 1 – Cover page

| Information required | Detail |
| --- | --- |
| Training Package title and code |  |
| Number of new qualifications and their titles [[1]](#footnote-1)  |  |
| Number of revised qualifications and their titles |  |
| Number of new units of competency and their titles |  |
| Number of revised units of competency and their titles |  |
| Confirmation that the draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components* |  |
| Is the Equity Report prepared by a member of the Quality Assurance Panel? If ‘yes’ please provide the name. | Yes or No**[[2]](#footnote-2)** |
| Date of completion of the report |  |

# Section 2 – Equity checklist of draft training package components

| Equity requirements |  Equity reviewer commentsProvide brief commentary on whether the draft endorsed components meet each of the equity requirements |
| --- | --- |
| The training package component(s) comply with Standard 2 of the *Standards for Training Packages 2012*. The standard requires compliance with the *Training Package Products Policy*, specifically with the access and equity requirements:* Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.
* Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.
 |  |

## Section 3 - Training Package Quality Principles

### Quality Principle 4

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

#### Key features

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

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

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

| Equity requirements |  Equity reviewer comments |
| --- | --- |
| 1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?’ |  |
| 2. Is there evidence of multiple entry and exit points? |  |
| 3. Have prerequisite units of competency been minimised where possible?  |  |
| 4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved? |  |

### Quality Principle 5

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

#### Key features

Support learner transition between education sectors.

| Equity requirements |  Equity reviewer comments |
| --- | --- |
| 1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications? |  |

### Quality Principle 6

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

#### Key features

Support implementation across a range of settings and support sound assessment practice~~s~~.

| Equity requirements |  Equity reviewer comments |
| --- | --- |
| 1. Does the Companion Volume Implementation Guide include advice about:* Pathways
* Access and equity
* Foundation skills?

(see Training Package Standard 11) |  |
| 2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace? |  |

1. *When the number of training products is high* t*he titles can be presented as an attached list.* [↑](#footnote-ref-1)
2. *Person that is not a member of the Training Package Quality Assurance Panel is required to provide to the SSO information demonstrating experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; and details of relevant qualifications and/or professional memberships.* [↑](#footnote-ref-2)