

Template - Quality Report

REMEMBER ...

- The purpose of the *Quality Report* (the Report) is to confirm that the draft endorsed components being submitted to the National Quality Council (NQC) have met the agreed *Quality Principles for Training Packages*. The *Quality Report* must be undertaken by a holistic quality assurance member of the ISC Quality Assurance Panel (the Panel).
- The Panel member selected to undertake the *Report* must be independent of development or validation activities associated with the draft endorsed components being put forward for endorsement, and must not have undertaken the *Equity* and/or *Editorial Report*.
- Prior to commencement of the *Report*, the ISC must ensure that the *Editorial Report* and *Equity Report* have been completed.
- The *Quality Report* must be completed in accordance Appendix A which details the *Quality Principles for Training Packages* and their key features. It also lists the evidence that should be present in the draft endorsed components for them to meet the Quality Principles. The Panel member *must* consider the draft endorsed components, *Editorial* and *Equity Reports*, and broader advice provided by the ISC in the *Case for Endorsement* when making this judgement.
- While the preliminary audience for the *Report* is the ISC, the key audience is the NQC. As a key part of the *Case for Endorsement*, NQC members will look to the Report to give an assurance of the quality of the draft endorsed components being considered. It is therefore essential that in writing the Report the Panel member ensures it is concise and readable.
- Further information on the *Quality Report* and its role may be found in the policy document – ‘*National Quality Council Policy for the Training Package Development and Endorsement Process 2008- Principles, Processes & Key Documents*’.

COMPLETING A QUALITY REPORT

In completing the *Report*, the ISC must provide the Panel member with copies of:

1. final *Editorial Report*
2. final *Equity Report*
3. final draft of the *Case for Endorsement* (which includes the *Impact Statement*)
4. final draft endorsed components (this includes all content of units of competency, qualification advice and Assessment Guidelines as it will appear in the new or revised Training Package).

The Panel member must, as a minimum, examine all four documents when gathering the information to make an informed judgement on how well the draft endorsed components meet the Training Package Quality Principles.

Specifically, the Panel member will use:

- sampling of units of competency (for the purposes of efficiency);

- direct examination of nominated aspects of the draft components;
- full scrutiny of the *Case for Endorsement* (which provides valuable information on ‘how’ the work was undertaken and its responsiveness to the needs of contemporary industry and its workforce - the first of the four Training Package Quality Principles); and
- advice from the *Equity and Editorial Reports*

A full copy of the draft endorsed components (as they would appear post endorsement on the National Register) may be of most benefit to the Panel member.

APPENDIX A – TEMPLATE FOR QUALITY REPORT

Template SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	
Number of new or revised qualifications or total number if a whole Training Package review	
Number of new or revised units or total number if a whole Training Package review	
Sampling size of units ¹	
Summary of comments including a definitive statement on whether the draft endorsed components meet the Training Package Quality Principles in Section 2	
Panel member completing Quality Report	
Statement confirming Panel member has not been involved in the development or validation activities associated with this Training Package	
Date completed	

¹ *The size of sample should be commensurate with the number of units of competency being put forward for endorsement and be drawn from the breadth of qualifications involved in the submission. Typically, this should mean that where there are: less than 10 units of competency – sample all units; between 10 – 100 units of competency – sample a minimum of 10 units; between 100 – 250 units of competency – sample 10% of units; greater than 250 units of competency – sample 5% - 10% of units. The exact number of units to be sampled must be confirmed with the ISC before commencing the work.*

SECTION 2 – COMMENTS ON HOW THE DRAFT TRAINING PACKAGE COMPONENTS MEET THE QUALITY PRINCIPLES

QUALITY PRINCIPLES	KEY FEATURES <i>The endorsed components of a Training Package must ...</i>	EVIDENCE <i>How do the endorsed components of a Training Package achieve this?</i>	COMMENTS <i>Provide brief commentary on the whether the draft endorsed components meet the Quality Principles with specific reference to the evidence provided</i>
<p><i>Ensures ...</i></p> <p>RESPONSIVENESS</p> <p><i>... to the needs of contemporary industry and its workforce</i></p>	<p>1. Reflect contemporary work organisation and job profiles incorporating a futures orientation</p>	<p>1.1 Open and inclusive consultation and validation commensurate with scope and impact is conducted</p>	<ul style="list-style-type: none"> •
	<p>2. Be driven by industry’s needs</p>	<p>1.2 Other national and international standards for skills are considered</p>	<ul style="list-style-type: none"> •
	<p>3. Respond to government broad policy initiatives</p>	<p>2.1 Clever, sustainable approaches to incorporate feedback from stakeholders</p>	<ul style="list-style-type: none"> •
<p><i>Enables ...</i></p> <p>RECOGNITION</p> <p><i>... of an individual’s competence across industries and occupations</i></p>	<p>4. Recognise convergence and connectivity of skills</p>	<p>3.1 Innovative responses to government policy initiatives</p>	<ul style="list-style-type: none"> •
	<p>5. Support movement of skills within and across organisations and sectors</p>	<p>4.1 Incorporation of cross industry units and qualifications</p>	<ul style="list-style-type: none"> •
		<p>5.1 Clear and consistent packaging rules for qualifications</p>	<ul style="list-style-type: none"> •
		<p>5.2 Qualification framework and pathways are effectively designed</p>	<ul style="list-style-type: none"> •
	<p>6. Promote national and international portability</p>	<p>5.3 Incorporation of skill sets</p>	<ul style="list-style-type: none"> •
		<p>6.1 Qualification outcomes are aligned with the Australian Qualifications Framework</p>	<ul style="list-style-type: none"> •
	<p>7. Reflect licensing and regulatory requirements</p>	<p>6.2 Other national and international standards for skills are considered</p>	<ul style="list-style-type: none"> •
<p>7.1 Solutions to incorporate licensing and regulatory requirements are brokered</p>	<p>7.1 Solutions to incorporate licensing and regulatory requirements are brokered</p>	<ul style="list-style-type: none"> • 	

<p><i>Provides ...</i></p> <p>FLEXIBILITY</p> <p><i>... to meet individual enterprise and learner needs</i></p>	8. Meet the diversity of individual and enterprise needs	8.1 Clear and consistent packaging rules for qualifications	•
		8.2 Provide flexible qualifications that enable application in different contexts	•
	9. Support equitable access and progression of learners	9.1 Provide multiple entry and exit points	•
		9.2 Pre and co-requisite units of competency are minimised	• <i>[Undertake sampling in accordance with template guidance]</i>
		9.3 Units of competency are clearly written and have consistent breadth and depth	• <i>[Undertake sampling in accordance with template guidance]</i>
	10. Support learner transition between education sectors	10.1 Advice is provided on implementation/pathways	•
	<p><i>Ensures ...</i></p> <p>FUNCTIONALITY</p> <p><i>... through ease of understanding, clever design and consistency with policy and publication requirements</i></p>	11. Support implementation across a range of settings	11.1 Advice is provided on implementation/pathways
12. Support sound assessment practice		12.1 Units of competency are clearly written and have consistent breadth and depth	• <i>[Undertake sampling in accordance with template guidance]</i>
13. Not impose structural barriers to implementation		13.1 Clear and consistent packaging rules for qualifications	•
		13.2 Compliance with the National Training Information System (NTIS)/National Register standard for loading and publication	•
		13.3 Compliance with Training Package policy	•

