

Template - Equity Report

REMEMBER ...

- The purpose of the *Equity Report* is to confirm that the draft endorsed components being submitted to the National Quality Council have met the agreed requirements for equity set out in the Equity Checklist at Appendix A.
- The *Equity Report* may be completed by a member of the ISC Quality Assurance Panel (the Panel) or an Industry Skills Council (ISC) specified person where the person's capability is equivalent to the skills required of Panel members. However, the ISC should consider the benefits derived from using a Panel member if the equity considerations to date have been made in-house.
- The ISC must provide the completed *Equity Report* to the Panel member undertaking the *Quality Report* on the draft endorsed components. Where the *Equity Report* has been prepared by a Panel member, the ISC must attach brief documentation or commentary on any negative findings and/or provide succinct reasons why a recommendation has not been fully actioned.
- ISCs are responsible for managing the timing and sequence of the equity and editorial engagement and reporting. ISCs may choose to synchronise equity and editorial involvement throughout development to avoid conflicting report outcomes.
- Further information on the *Equity 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 AN EQUITY REPORT

The *Equity Report* (Appendix A) comprises two sections. Section 2 is the Equity Checklist

The Checklist provides a transparent and consistent approach across the Panel and ISCs.

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 equity specialist.

APPENDIX A – EQUITY REPORT TEMPLATE FOR DRAFT TRAINING PACKAGE**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 requirements in Section 2	
Person completing the Equity Report and organisation. ²	
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.*

² *Persons not a member of the Panel are required to provide the following additional information: demonstrated experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; demonstrated commitment by the person to ongoing professional development; details of relevant qualifications and/or professional membership(s).*

SECTION 2 – EQUITY CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
<i>Endorsed components of a Training Package must ... reflect contemporary work organisation</i>		
1.	<p>Is there clear information on:</p> <ul style="list-style-type: none"> ▪ the nature of the workforce, including public and private sector, full and part time workers, permanent and casual staff, age breakdowns? ▪ the cultural diversity of the workforce and under-represented groups? 	
2.	<p>Is there evidence that the consultation and validation processes included under-represented groups?</p> <p><i>For example, through lead agencies, individuals and groups in workplaces.</i></p>	
<i>Endorsed components of a Training Package must ... meet the diversity of individual and enterprise needs</i>		
3.	<p>Are the units of competency written clearly and concisely so that they can be correctly and consistently interpreted by users?</p>	<i>[Undertake sampling in accordance with template guidance]</i>
4.	<p>Can the content of the units of competency easily be made culturally appropriate?</p>	<i>[Undertake sampling in accordance with template guidance]</i>
5.	<p>Are the Performance Criteria inclusive of other concepts of ‘organisation’ or ‘workplace’?</p> <p><i>For example, a not-for-profit organisation, community-based organisation or business services (for people with a disability).</i></p>	<i>[Undertake sampling in accordance with template guidance]</i>
<i>Endorsed components of a Training Package must ... support equitable access and progression of learners</i>		
6.	<p>If competency standards include stand-alone communication units, have they been developed for use at a range of qualification levels?</p> <p><i>For example, it is unlikely the same communication unit would be appropriate for a Certificate II and a Diploma qualification.</i></p>	

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
7.	<p>Has the wording in the units of competency been written to ensure inclusivity of equity groups where possible?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>Using the word ‘lift’ in a competency can discriminate against people with a disability. The word could be substituted for ‘shift’ and may enable a person with a disability to perform the competency with assistance</i> ▪ <i>Allowing alternative communication (such as interpreters or assistive technology) may enable a person with English as a second language to perform the competency.</i> 	<i>[Undertake sampling in accordance with template guidance]</i>
8.	<p>Are the language, literacy and numeracy skills required to complete the workplace tasks described and appropriate for the qualification outcome?</p>	<i>[Undertake sampling in accordance with template guidance]</i>
9.	<p>Does the language, literacy and numeracy content in the units of competency reflect the level of importance/centrality of those competencies to the workplace task?</p>	<i>[Undertake sampling in accordance with template guidance]</i>
10.	<p>Are the items specified in the Required Skills and Knowledge section clear <i>and</i> necessary to achieve the unit outcomes?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>Does ‘Understand, interpret and apply technical information’ need to be more specific about the type of technical information by stating ‘read graphs, tables and charts’?</i> ▪ <i>Is it accurate that a person need ‘understand’, ‘interpret’ and ‘apply’ the technical information to achieve the unit outcome?</i> 	<i>[Undertake sampling in accordance with template guidance]</i>
11.	<p>Are the Performance Criteria specific enough to convey meaning?</p> <p><i>For example, references to ‘as appropriate to the workplace’ or ‘in accordance with organisational requirements’ can make a unit of competency vague and difficult to interpret.</i></p>	<i>[Undertake sampling in accordance with template guidance]</i>

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
12.	Do the units of competency make clear whether a person needs to read and comprehend workplace documentation or whether the issue is one of awareness of its existence relevant to the job role and where it can be sourced?	<i>[Undertake sampling in accordance with template guidance]</i>
<i>Endorsed components of a Training Package must ... support implementation across a range of settings</i>		
13.	Are all the critical terms and phrases in the Performance Criteria (written in bold and italics) further defined in the Range Statement? <i>For example 'Workplace documentation may include: shift reports, hazard forms, leave applications, service checklists...' 'Written tasks may include: note taking for orders, production reports, maintenance requirements, operating and breakdown details, work instructions.'</i>	<i>[Undertake sampling in accordance with template guidance]</i>
14.	Does the Range Statement cater for reasonable adjustment by allowing for different work environments and situations that may affect performance?	<i>[Undertake sampling in accordance with template guidance]</i>
<i>Endorsed components of a Training Package must ... support sound assessment practice</i>		
15.	Is the suggested Method of Assessment in the Evidence Guide an appropriate way to assess performance for the Unit of Competence? <i>For example, a written test or report would be inappropriate if the unit does not require any writing competence.</i>	<i>[Undertake sampling in accordance with template guidance]</i>
16.	Does the suggested Method of Assessment in the Evidence Guide provide flexibility suitable for equity groups, in particular Indigenous people, people with a disability, inclusive of gender and other cultures?	<i>[Undertake sampling in accordance with template guidance]</i>