# Response to Issues and Options Paper

<table>
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<tr>
<th>DESIGN OF VOCATIONAL QUALIFICATIONS</th>
<th>Tick preferred option</th>
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<td><strong>Issue 1: Structure of vocational qualifications</strong>&lt;br&gt;Option A – Commit to unit standards based qualifications in VET sector&lt;br&gt;Option B – Adopt full vocational qualifications&lt;br&gt;Option C – Provide for multiple forms of vocational qualifications</td>
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<td><strong>Issue 2: Development and maintenance of vocational qualifications</strong>&lt;br&gt;Option A - NTA to develop and maintain vocational qualifications&lt;br&gt;Option B – NTA to outsource development and maintenance of vocational qualifications&lt;br&gt;Option C – NTA to devolve the development and maintenance of vocational qualifications to industry</td>
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<td><strong>Issue 3: Guidance on format and content of vocational qualifications</strong>&lt;br&gt;Option A - Follow NQA guidance on qualifications development&lt;br&gt;Option B - Establish VET sector specific guidance for vocational qualification developers</td>
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<td><strong>Issue 4: Inclusion of generic competencies in vocational qualifications</strong>&lt;br&gt;Option A – Integrate generic competencies in work related unit standards&lt;br&gt;Option B – Incorporate separate unit standards focused on generic skills in an optional strand of each vocational qualifications&lt;br&gt;Option C – Incorporate separate unit standards focused on generic skills in the core of each vocational qualifications</td>
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<td><strong>Issue 5: Identification of qualification pathways that link school, VET and higher education qualifications</strong>&lt;br&gt;Option A – Negotiate pathways during the qualification design phase&lt;br&gt;Option B – Establish generic articulation arrangements between schools, VET and higher education qualifications</td>
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<td><strong>Issue 6: Entry requirements for vocational qualifications and admissions policy for VET institutions</strong>&lt;br&gt;Option A – Training providers determine the entry requirements and selection criteria that apply for the qualifications they offer.&lt;br&gt;Option B – The NTA establishes a system wide admissions policy for training providers.</td>
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## SUPPORT MATERIALS FOR VOCATIONAL QUALIFICATIONS

**Issue 7: The provision of support materials for VET qualifications**<br>Option A – The NTA focus on the development of unit standards based qualifications, and training providers assume responsibility for sourcing and / or developing support materials.<br>Option B – The NTA provides a minimum support materials package for delivering training programmes leading to NQF registered qualifications.<br>Option C – The NTA outsource the development of support materials.
### ASSESSMENT OF VOCATIONAL QUALIFICATIONS

#### Issue 8: Flexibility of national assessment arrangements

- **Option A** - Retain current assessment arrangements
- **Option B** - Devolve responsibility for assessment to NQA accredited training providers
- **Option C** - Devolve responsibility for assessment to individual assessors

#### Issue 9: Grading of assessment outcomes

- **Option A** - Retain current 'competent' / 'not yet competent' grading system
- **Option B** - Expand current grading system to recognise higher-level performance
- **Option C** - Introduce a scored assessment system

#### Issue 10: Assessor quality

- **Option A** - Retain current assessor registration requirements
- **Option B** - Review and strengthen assessor registration and re-registration requirements
- **Option C** - Implement professional development program for registered assessors

#### Issue 11: Internal and external assessment

- **Option A** - Retain current relationship between internal and external assessment
- **Option B** - Final assessment based on mix of internal and external assessment results

### CBET PROGRAMME DESIGN AND IMPLEMENTATION

#### Issue 12: Program design

- **Option A** – Provide training for trainers and training managers on training programme design.
- **Option B** – Provide model-training programmes for training providers that are unable to develop their own programmes.

#### Issue 13: Job attachment

- **Option A** – Maintain current approach to job attachment in vocational qualifications
- **Option B** – Make job attachment a compulsory, credit rated component of vocational qualifications

#### Issue 14: Knowledge and experience of competency based training and assessment

- **Option A** – Develop and implement a system wide professional development programme on CBET principles
- **Option B** – Establish a demonstration site where trainers and training managers can experience first hand a CBET training environment

### GENERAL COMMENTS: