

Response to Issues and Options Paper

Name	
Organisation	
Email or telephone contact details	

Please complete the following form by placing a tick alongside the option that you prefer for each issue.

DESIGN OF VOCATIONAL QUALIFICATIONS	Tick preferred option
Issue 1: Structure of vocational qualifications	
Option A – Commit to unit standards based qualifications in VET sector	
Option B – Adopt full vocational qualifications	
Option C – Provide for multiple forms of vocational qualifications	
Issue 2: Development and maintenance of vocational qualifications	
Option A - NTA to develop and maintain vocational qualifications	
Option B – NTA to outsource development and maintenance of vocational qualifications	
Option C – NTA to devolve the development and maintenance of vocational qualifications to industry	
Issue 3: Guidance on format and content of vocational qualifications	
Option A - Follow NQA guidance on qualifications development	
Option B - Establish VET sector specific guidance for vocational qualification developers	
Issue 4: Inclusion of generic competencies in vocational qualifications	
Option A – Integrate generic competencies in work related unit standards	
Option B – Incorporate separate unit standards focused on generic skills In an optional strand of each vocational qualifications	
Option C – Incorporate separate unit standards focused on generic skills in the core of each vocational qualifications	
Issue 5: Identification of qualification pathways that link school, VET and higher education qualifications	
Option A – Negotiate pathways during the qualification design phase	
Option B – Establish generic articulation arrangements between schools, VET and higher education qualifications	
Issue 6: Entry requirements for vocational qualifications and admissions policy for VET institutions	
Option A – Training providers determine the entry requirements and selection criteria that apply for the qualifications they offer.	
Option B – The NTA establishes a system wide admissions policy for training providers.	
SUPPORT MATERIALS FOR VOCATIONAL QUALIFICATIONS	
Issue 7: The provision of support materials for VET qualifications	
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.	
Option B – The NTA provides a minimum support materials package for delivering training programmes leading to NQF registered qualifications.	
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: