

The Quality Principles *for Training Package support material*

Training Package support material seeking formal quality recognition should be quality assured against the approved Quality Principles outlined below.

In considering and determining the most appropriate evidence to offer against each of the quality principles, developers and the Panel need to consider the following challenge questions:

- Is there evidence that this product is relevant to its intended audience and for its intended purpose?
- Does the product make sense – is it logical in its approach and content?
- Is this product something a teacher can teach from and can a student learn from?
- Does the product state specifically which TP unit of competency it relates to?

Quality Principles	Key Features Non-endorsed VET Products	Evidence Required
Ensures... RESPONSIVENESS ... to the needs of contemporary industry and its workforce	Reflect contemporary training and learning environments Is consistent with broad government VET policy and, where relevant, meets industry regulation and licensing requirements Addresses an identified industry or workforce need	Is there evidence that the product: <ul style="list-style-type: none"> • is relevant to industry or workforce needs? This can be achieved in a variety of ways, including (but not limited to) statements of support from the following sources: <ul style="list-style-type: none"> – a relevant ISC; – a relevant industry representative body (employer or employee body); – a relevant organisation employer (or collection of employers) employing with over 200 employees; or – a State/Territory Training Authority. • is consistent with Government policy in the VET sector? • is supported by industry regulators where competencies are relevant to regulation/licensing requirements?
Enables... RECOGNITION ... of an individual's competence across industries and occupations.	Clearly states its purpose and approach in language relevant to users Clearly states realistic outcomes that may be achieved by each identified group of users	Is there evidence that the product: <ul style="list-style-type: none"> • is directly relevant to the specified TP unit(s) of competence performance criteria? • supports the unit(s) performance criteria and unit(s) skills and knowledge?

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	Clearly articulates how the product addresses relevant TP components	<ul style="list-style-type: none"> • where appropriate, clearly states the assessment requirements to which it is relevant? • supports the attainment of skills and knowledge across different industries and occupations where that is its stated purpose?
<p>Provides... FLEXIBILITY ... to meet individual enterprise and learner needs.</p>	<p>Accessible to all participants in the VET sector</p> <p>Is presented in a style and language that meets a diversity of individual, enterprise and/or community needs</p> <p>Support learner transition between education and workforce sectors</p>	<p>Is there evidence that the product:</p> <ul style="list-style-type: none"> • is presented in a format that supports the purpose described? • is written in language relevant to the learner's level of competence and comprehension? • can, where claimed, support differing learner styles and progression? • supports relevant teaching and learning outcomes?
<p>Ensures... FUNCTIONALITY ... through ease of understanding, clever design and adherence to policy and publication requirements.</p>	<p>Is presented in a format and with content that supports its stated purpose and identified TP alignment</p> <p>Is user-friendly for the identified target audience</p> <p>Support sound training delivery and assessment practice</p>	<p>Is there evidence that the product:</p> <ul style="list-style-type: none"> • clearly states how it should be used by enterprises and training providers? • is clearly labeled according to purpose of use (e.g. teaching resource, assessment resource, etc)? • can, where claimed, support the transition between TP units? • is consistent in format, language, visual presentation and terminology?