COMPANION VOLUME IMPLEMENTATION GUIDE FOR
UEE ELECTROTECHNOLOGY TRAINING PACKAGE
Release 1.0
CONTENTS

ABOUT AUSTRALIAN INDUSTRY STANDARDS ................................................................. 1

OVERVIEW INFORMATION ......................................................................................... 1

VERSION CONTROL AND MODIFICATION HISTORY ........................................... 1

TRAINING PACKAGES, THE AUSTRALIAN QUALIFICATIONS FRAMEWORK AND COMPETENCY STANDARDS ................................................................. 2

  Training Packages ............................................................................................... 2

  Australian Qualifications Framework ................................................................ 3

  Competency Standards ....................................................................................... 3

AQF QUALIFICATIONS, SKILL SETS AND UNITS OF COMPETENCY IN THE UEE ELECTROTECHNOLOGY TRAINING PACKAGE ........................................... 3

  Qualifications .................................................................................................... 3

  Skill Sets ............................................................................................................ 3

  Units of Competency ......................................................................................... 4

  Assessment Requirements .................................................................................. 6

UNITS OF COMPETENCY IN THE UEE ELECTROTECHNOLOGY TRAINING PACKAGE ................................................................. 6

QUALIFICATION MAPPING INFORMATION ......................................................... 6

SKILL SETS MAPPING INFORMATION ............................................................... 6

UNIT OF COMPETENCY MAPPING INFORMATION ............................................. 6

PREREQUISITE UNITS OF COMPETENCY ......................................................... 7

IMPORTED UNITS AND THEIR PREREQUISITE UNITS ..................................... 7

KEY WORK AND TRAINING REQUIREMENTS IN THE INDUSTRY ..................... 7

REGULATION AND LICENSING IMPLICATIONS FOR IMPLEMENTATION ............... 8

IMPLEMENTATION INFORMATION ......................................................................... 9

KEY FEATURES OF THE TRAINING PACKAGE AND THE INDUSTRY THAT WILL IMPACT ON THE SELECTION OF TRAINING PATHWAYS ............................................. 9

INDUSTRY SECTORS AND OCCUPATIONAL OUTCOMES OF QUALIFICATIONS ....... 9

PATHWAYS ADVICE .............................................................................................. 9

ACCESS AND EQUITY ............................................................................................. 10

FOUNDATION SKILLS .......................................................................................... 10

  FSK Foundation Skills Training Package ......................................................... 11

HEALTH AND SAFETY IMPLICATIONS IN THE INDUSTRY .............................. 11

RESOURCES AND EQUIPMENT RELEVANT TO THE TRAINING PACKAGE ........ 11

LEGAL CONSIDERATIONS FOR LEARNERS IN THE WORKPLACE/ON PLACEMENTS ................................................................. 12

SUPPORTING LEARNER TRANSITION BETWEEN EDUCATION SECTORS ......... 12

ATTACHMENT A: UNITS OF COMPETENCY MAPPING ......................................... 13

  Industry Weighted Points .................................................................................. 13

ATTACHMENT B: COMPANION VOLUME IMPLEMENTATION GUIDE .................. 14

  Quality Assurance Process .............................................................................. 14

ATTACHMENT C: COMPANION VOLUME IMPLEMENTATION GUIDE TEMPLATE .... 15
ABOUT AUSTRALIAN INDUSTRY STANDARDS

Australian Industry Standards (AIS) provides high-quality, professional secretariat services to eleven Industry Reference Committees, in our role as a Skills Service Organisation.

The eleven allocated IRCs cover the Gas, Electricity, Electrotechnology, Corrections, Public Safety (including Police, Fire and Emergency Services, Defence), Water, Aviation, Rail, Maritime, and Transport and Logistics industries.

AIS was established in early 2016, 20 years after its predecessor the Transport and Logistics Industry Skills Council (TLISC) was established, in 1996. More information about AIS can be found at www.australianindustrystandards.org.au.

OVERVIEW INFORMATION

This Companion Volume Implementation Guide (CVIG) is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises in delivering the UEE Electrotechnology Training Package Release 1.0. It provides advice about the structure of the Training Package, its key features and useful links to more detailed information on a range of related topics.

VERSION CONTROL AND MODIFICATION HISTORY

Training Packages are dynamic documents and are amended periodically to reflect the latest industry practices. Training Packages are version controlled and so it is essential that the latest release is always used.

In the version control and modification history table below, the latest information is provided first.

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Release Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>TBA</td>
<td>This is the first release of this Training Package.</td>
</tr>
</tbody>
</table>
TRAINING PACKAGES, THE AUSTRALIAN QUALIFICATIONS FRAMEWORK AND COMPETENCY STANDARDS

Training Packages

Training Packages:

- Specify the qualifications determined by industry groups and when required, by regulatory requirements, to be most relevant for employment within the industry
- Are developed by the relevant national Industry Reference Committees in consultation with a range of stakeholders
- Are recommended to the Australian Industry and Skills Committee (AISC) for endorsement by the Council of Australian Governments (COAG) Industry and Skills Council (CISC)
- Enable nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- Encourage the development and delivery of flexible training to suit individual needs and industry requirements
- Support learning, training and assessment in a work-related environment, leading to verifiable workplace outcomes.

The title of each endorsed Training Package is unique and relates to the broad industry coverage of the Training Package.

Each Training Package has a unique national code assigned when the Training Package is endorsed, for example UEE.

Training and assessment using Training Packages must be conducted by an RTO that has the qualification/s or specific unit/s of competency on its scope of registration.

New Standards for Registered Training Organisations (RTOs) 2015 came into effect on 1 April 2015 and are located on the Australian Government ComLaw website.

Information about these standards can be found at the:
- Department of Education and Training
- Australian Skills Quality Authority.

Standards for Training Packages apply to the design and development of Training Packages for endorsement by the authorising body.

Information about these current standards, including applicable templates, can be found at the Department of Education and Training website (https://www.education.gov.au/training-packages).

These templates describe mandatory and optional information that applies to units of competency, assessment requirements and qualifications.
Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the Vocational Education and Training (VET) sector, the AQF enables national recognition of qualifications and Statements of Attainment.

The packaging rules are defined within each qualification in a Training Package.

Competency Standards

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency standards cover all aspects of workplace performance and involve:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

AQF QUALIFICATIONS, SKILL SETS AND UNITS OF COMPETENCY IN THE UEE ELECTROTECHNOLOGY TRAINING PACKAGE

Qualifications

The UEE Electrotechnology Training Package Release 1.0 provides details of the units of competency that must be achieved to be awarded AQF qualifications.

The rules around which units of competency can be combined to make up a valid AQF qualification are referred to as the packaging rules. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Codes and titles

There are mandatory conventions specified in the Standards for Training Packages for the titles and codes used in Training Packages and their components.

Extract from: Standards for Training Packages.

Extract from: Training Package Products Policy.
Each qualification has an eight-character code where the:

- First three characters identify the Training Package
- First number identifies the AQF qualification level
- Second and third numbers identify a qualification's position in the sequence of qualifications at that AQF qualification level
- Fourth and fifth numbers identify the year in which the qualification was endorsed.

*For example: UEE30811 Certificate III in Electrotechnology Electrician.*

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- First, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Graduate Certificate, or Graduate Diploma
- This is followed by the words ‘in’ for Certificates I to IV and Graduate Certificate, and ‘of’ for Diploma, Advanced Diploma and Graduate Diploma
- Then, the industry descriptor, for example Electrician
- Then, if applicable, the occupational or functional stream in brackets, for example UEE3081 Certificate III in Electrotechnology Electrician.

**Skill Sets**

**Codes**

Skill sets are single units of competency or combinations of units of competency from an endorsed Training Package/s that link to a licensing or regulatory requirement or a defined industry need.

Source: [Training Package Products Policy](#).

A skill set is awarded with the issuing of a Statement of Attainment.

Each skill set has a code that is automatically issued by training.gov.au (TGA) where the:

- First three characters identify the Training Package
- Next two characters indicate that it is a skill set
- Numbers identify the skill set’s position in the sequence of skill sets.

*For example: UEESS00048 Data Communications - ACMA ‘Open’ Cabling Provider Skill Set.*

**Units of Competency**

**Codes and titles**

Units of competency are nationally agreed statements about the skills and knowledge required for effective performance in the workplace. They outline work outcomes as defined by regulatory requirements and agreed by industry.

As such, they identify the skills and knowledge (as outcomes) that contribute to the whole job function – they do not describe how to perform a particular role.
Each unit of competency covers a specific work activity, the range of conditions under which the activity is conducted and the foundation skills essential to performance.

The same unit of competency (i.e. specific work activity) can be relevant across a range of AQF qualification levels. It is important to check the packaging rules in qualifications to establish how units can apply.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>MANDATORY FIELD</th>
<th>The unit code contains the three alpha characters identifying the Training Package, followed by alpha and/or numeric characters. It must comply with the length specified in the AVETMIS Standard (no more than 12 characters).</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT TITLE</td>
<td>MANDATORY FIELD</td>
<td>The title concisely describes the unit outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters).</td>
</tr>
</tbody>
</table>

Extract from: Standards for Training Packages.

Extract from: Training Package Products Policy.

**Codes and titles**

There are mandatory conventions specified in the Standards for Training Packages for the codes and titles used in Training Packages and their components.

The codes are assigned to units of competency when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

Each unit of competency has a specific character code where the:

- First three characters identify the Training Package, for example: UEE
- Next character/s indicates the competency field
- Numbers identify a unit's position in the sequence of units in the competency field in the Training Package.

*For example:* UERE5001 Design battery storage systems for grid-connected photovoltaic systems.
Assessment Requirements

Each unit of competency has its own assessment requirements that identify the:

- Performance evidence
- Knowledge evidence
- Assessment conditions.

The same code is used for the unit of competency and its associated assessment requirements.

UNITS OF COMPETENCY IN THE UEE ELECTROTECHNOLOGY TRAINING PACKAGE

The following units of competency are in the UEE Electrotechnology Training Package Release 1.0:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEERE4001</td>
<td>Install, maintain and fault find battery storage systems for grid-connected photovoltaic systems</td>
</tr>
<tr>
<td>UEERE5001</td>
<td>Design battery storage systems for grid-connected photovoltaic systems</td>
</tr>
</tbody>
</table>

QUALIFICATION MAPPING INFORMATION

Not applicable for the UEE Electrotechnology Training Package Release 1.0.

SKILL SETS MAPPING INFORMATION

Not applicable for the UEE Electrotechnology Training Package Release 1.0.

UNIT OF COMPETENCY MAPPING INFORMATION

The unit of competency information maps the UEE Electrotechnology Training Package Release 1.0 units of competency to units of competency in the UEE11 Electrotechnology Training Package Release 1.5.

Attachment A: Units of competency mapping information
PREREQUISITE UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>UEERE4001 Install, maintain and fault find battery storage systems for grid-connected photovoltaic systems</th>
<th>Prerequisite</th>
<th>UEEEEK148A Install, configure and commission LV grid connected photovoltaic power systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>UEERE5001 Design battery storage systems for grid-connected photovoltaic systems</td>
<td>Prerequisite</td>
<td>UEEEEK135A Design grid connected photovoltaic power supply systems</td>
</tr>
</tbody>
</table>

IMPORTED UNITS AND THEIR PREREQUISITE UNITS

Not applicable for the UEE Electrotechnology Training Package Release 1.0.

KEY WORK AND TRAINING REQUIREMENTS IN THE INDUSTRY

The Electrotechnology industry includes the design, maintenance, installation and repair for all electrical and electronic equipment. The technology stretches across a number of other sectors including mining, manufacturing, ICT and communications, construction, renewables, domestic and commercial refrigeration and air-conditioning. The electrical services industry (a subsector within Electrotechnology) involves electrical wiring or fittings in buildings and other construction projects; and repair and maintenance of existing electrical equipment and fixtures.

The Electrotechnology industry is a $85.5 billion revenue industry employing nearly 340,000 people.

The Electrotechnology workforce is forecast to increase by 7 per cent through to 2021.

The percentage of Electrotechnology workers over the age of 45 has risen to approximately 30 per cent over the past 30 years.

Attracting new people to the sectors is challenging, with increasing costs for apprenticeships and licences, competitive salaries from other sectors, and difficulty attracting women to the industry. While the number of females in the industry has grown by almost a third, the proportion of females has actually fallen from 22 per cent to 17 per cent in the last 30 years.

Licensing requirements for this sector are tightly regulated, requiring those working in the industry to have correct accreditation, further narrowing the workforce pool.

Due to the large number of technologies coming on line, and the large number of companies operating in the Electrotechnology space, the identification of necessary qualifications, standards and subsequent development of Training Packages is a challenge.

Please click here to download the Electrotechnology IRC Workplan.
REGULATION AND LICENSING IMPLICATIONS FOR IMPLEMENTATION

Persons employed in the Electrotechnology Industry need to fulfil competency and training requirements as detailed in the regulations relevant to their occupation and state/territory. Persons assessed as complying with these requirements are usually provided with some form of certification by the respective authority. These certificates are required by the relevant state/territory or before a person can work in the occupation covered under the legislation. These certificates are separate to national VET qualifications issued by RTOs.

Electricians in any State/Territory in Australia need to be able to demonstrate a set of minimum capabilities in order to be granted an electrician's licence.

What this means is that a person seeking an electrician's licence needs to be able to work competently and safely when performing tasks independently or under supervision.

In addition, they need to be able to carry out these tasks across a variety of industries and work environments.

In 2001, the National Uniform Electrical Licensing Advisory Council (NUELAC) released a uniform set of requirements for licensed electricians known as Essential Performance Capabilities (EPCs).

The list of EPCs provides advice to industry, particularly RTOs, about the regulatory requirements that an apprentice electrician must satisfy before being issued with an electrical licence.

The list of Essential Performance Capability Requirements for Licensed Electricians can be accessed via the Electrical Regulatory Authorities Council (ERAC) website.


Reflecting licensing and regulatory requirements

**UEERE4001 Install, maintain and fault find battery storage systems for grid-connected photovoltaic systems**

Persons who are competent in this unit will hold an unrestricted electrical licence issued in an Australian State or Territory and be able to install, maintain and fault find battery storage systems for grid-connected photovoltaic systems in accordance with relevant industry standards and regulations.

**UEERE5001 Design battery storage systems for grid-connected photovoltaic systems**

No licensing, legislative or certification requirements apply to the proposed unit of competency at the time of publication.
IMPLEMENTATION INFORMATION

KEY FEATURES OF THE TRAINING PACKAGE AND THE INDUSTRY THAT WILL IMPACT ON THE SELECTION OF TRAINING PATHWAYS

Pathways define a sequence of learning or experience that can be followed to attain competency and describe the way in which training and assessment is undertaken in an education or training program. They are not mandatory and may vary depending on the qualification or training program, the needs of the individual and the industry.

The Training Package is flexible and there are many ways that pathways can be constructed to align with individual requirements and business needs. RTOs can work with their clients to apply the flexibility available in the packaging rules to ensure ‘fit for purpose outcomes’.

INDUSTRY SECTORS AND OCCUPATIONAL OUTCOMES OF QUALIFICATIONS

As the UEE11 Electrotechnology Training Package Release 1.5 is transitioned to the UEE Electrotechnology Training Package, qualifications and industry-specific units of competency will align to occupations across the following sectors:

- Computer Systems
- Data and Voice Communications
- Electrical
- Electronic
- Instrument and Industrial Control
- Rail Signalling
- Refrigeration and Air Conditioning
- Renewable and Sustainable Energy.

PATHWAYS ADVICE

Generally, qualifications in future releases of the UEE Electrotechnology Training Package will be suitable for delivery via an Australian Apprenticeship pathway (similar to qualifications in the UEE11 Electrotechnology Training Package Release 1.5).

The Australian Apprenticeships website offers information about traineeships and apprenticeships and includes links to State and Territory Training Authorities (STAs) that monitor provision.

VET in Schools programs are packaged and delivered in a variety of ways across Australia. However, it is highly recommended that schools work together in partnership with an RTO where qualifications or skill sets result in strong transferable skills relevant to the needs of the individual and commercial enterprises.
ACCESS AND EQUITY

Good vocational education and training, and assessment include making adjustments to meet the learning and assessment needs of individuals. An open mind, common sense and tailoring training and assessment to individual circumstances should ensure individuals achieve the standards employers and RTOs expect.

Adjustments can be made to assist learners to access and participate in vocational education and training. Adjustments are reasonable if they achieve this purpose and take into account factors such as the nature of the learner’s ability and disability, the views of the learner, the potential effect of the adjustment on the learner and others, and the costs and benefits of making the adjustment.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Assessment processes and techniques should be modified for distance-based learners, be culturally appropriate and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

FOUNDATION SKILLS

Foundation skills is the term that the Australian Government uses in a number of different contexts, including vocational units of competency, to capture language, literacy and numeracy skills and employment skills.

Language, literacy and numeracy skills can make the difference between whether or not someone succeeds in training and at work. These important skills are now called ‘foundation skills’ because they are the foundation to other more specific technical skills.

All units of competency in the UEE Electrotechnology Training Package Release 1.0 clearly describe the foundation skills that are essential to performance in the elements and performance criteria of the units.

This is achieved with the use of key words or phrases to indicate foundation skills that are essential to performance. It is important to note that foundation skills may not have the same meaning in every instance and do need to be considered in the relevant job context.

The significance of each of these skills will also vary in respect to job roles and the strengths of individuals. It is important for users of the Training Package to contextualise relevant foundation skills identified in units of competency and performance criteria.
FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package allows RTOs to choose and deliver foundation skills units, qualifications and Skill Sets that will enable learners to build the specific foundation skills they need to achieve vocational competency.

Foundation skills units provide additional information about the types of language, literacy and numeracy skills that are needed to meet the requirements of vocational units.


HEALTH AND SAFETY IMPLICATIONS IN THE INDUSTRY

Work health and safety (WHS)/occupational health and safety (OHS) has been used in units of competency to refer to the relevant legislation. As not all jurisdictions have implemented the Model Work Health and Safety (WHS) Act the combined term is used to recognise that either the national model or existing state instrument will apply, as specified by the relevant regulatory authority.

In jurisdictions where the Model WHS Act has not been implemented, RTOs are advised to contextualise the unit of competency by referring to the existing state OHS legislative requirements.

RESOURCES AND EQUIPMENT RELEVANT TO THE TRAINING PACKAGE

The assessment requirements relevant to each unit of competency refer to the relevant resources and equipment required for assessment.

Where a specific vehicle or piece of equipment is referred to, it must be used in the relevant assessment.

In particular, for assessment, access is required to:

- A range of relevant exercises, case studies and/or simulations
- Applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- Relevant materials, tools, equipment and personal protective equipment currently used in industry.

Specific assessment requirements and strategies are defined in the relevant unit where applicable.

RTOs can only conduct training and/or assessment of the qualifications and/or units of competency in this Training Package provided they are covered by their Scope of Registration.

The assessment requirements for each unit of competency specify the relevant resources and equipment required to achieve the vocational outcomes of the UEE Electrotechnology Training Package.
LEGAL CONSIDERATIONS FOR LEARNERS IN THE WORKPLACE/ON PLACEMENTS

Legal requirements that apply to specific industries and VET vary across each state and territory, and the commonwealth, and can change.

Contact relevant state/territory and commonwealth departments to determine specific legal requirements.

SUPPORTING LEARNER TRANSITION BETWEEN EDUCATION SECTORS

There are no formal transition arrangements between the VET sector and the higher education sector for the units being submitted to the AISC.
ATTACHMENT A: UNITS OF COMPETENCY MAPPING

Key E = equivalent, N = not equivalent, NA = not applicable

Equivalent means outcomes of old and new units are equivalent.

Note: All units have been aligned to the Standards for Training Packages

<table>
<thead>
<tr>
<th>UEE11 Electrotechnology Training Package Release 1.5</th>
<th>UEE Electrotechnology Training Package Release 1.0</th>
<th>Comments</th>
<th>E/N/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>UEERE4001 Install, maintain and fault find battery storage systems for grid-connected photovoltaic systems</td>
<td>New unit of competency</td>
<td>NA</td>
</tr>
<tr>
<td>NA</td>
<td>UEERE5001 Design battery storage systems for grid-connected photovoltaic systems</td>
<td>New unit of competency</td>
<td>NA</td>
</tr>
</tbody>
</table>

INDUSTRY WEIGHTED POINTS

The Electrotechnology industry has attached weighted points to units of competency.

The range of weighted points (from minimum to maximum) that industry has agreed are required to be awarded a UEE Electrotechnology Training Package qualification will depend on the qualification packaging rules. This aspect of the UEE Electrotechnology Training Package will be evident when qualifications are transitioned from the UEE11 Electrotechnology Training Package Release 1.5.

<table>
<thead>
<tr>
<th>UEE11 Electrotechnology Training Package Release 1.5</th>
<th>UEE Electrotechnology Training Package Release 1.0</th>
<th>Industry Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>UEERE4001 Install, maintain and fault find battery storage systems for grid-connected photovoltaic systems</td>
<td>60 points</td>
</tr>
<tr>
<td>NA</td>
<td>UEERE5001 Design battery storage systems for grid-connected photovoltaic systems</td>
<td>80 points</td>
</tr>
</tbody>
</table>
ATTACHMENT B: COMPANION VOLUME IMPLEMENTATION GUIDE

QUALITY ASSURANCE PROCESS

A Companion Volume Implementation Guide (CVIG) is initiated in accordance with the requirements of the Standards for Training Packages 2012.

The steps in the Quality Assurance (QA) process as they apply to the CVIG are:

1. The CVIG is developed by the SSO in accordance with Standards 11 and 12:
   - **Standard 11**: A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template
   - **Standard 12**: Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.

2. Content is validated and amended as part of the validation stage in the implementation of the Standards.

3. The CVIG is submitted for external QA with the Training Package changes, to ensure it is available at the time of endorsement.

4. The CVIG is reviewed by the SSO to ensure mapping tables are updated and any additional information is added as required. Proposed changes are subject to industry validation as part of the endorsement process.

5. Where changes are made to a Training Package and minor amendments are required for the CVIG, the SSO includes amendments as part of the validation phase and incorporates the reference in the version control modification history at the front of the CVIG.
## ATTACHMENT C: COMPANION VOLUME IMPLEMENTATION GUIDE TEMPLATE

### COMPANION VOLUME IMPLEMENTATION GUIDE FOR THE UEE ELECTROTECHNOLOGY TRAINING PACKAGE

**Mandatory field**

<table>
<thead>
<tr>
<th>OVERVIEW INFORMATION</th>
<th>Mandatory field</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Version control and modification history.</td>
</tr>
<tr>
<td></td>
<td>• List of AQF qualifications, Skill Sets and units of competency in the Training Package.</td>
</tr>
<tr>
<td></td>
<td>• Unit mapping information, including equivalence table linking old to new units of competency.</td>
</tr>
<tr>
<td></td>
<td>• Qualification mapping information, including equivalence table linking old to new qualification.</td>
</tr>
<tr>
<td></td>
<td>• List of imported and prerequisite units in the Training Package.</td>
</tr>
<tr>
<td></td>
<td>• Key work and training requirements in the industry.</td>
</tr>
<tr>
<td></td>
<td>• Regulation and licensing implications for implementation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPLEMENTATION INFORMATION</th>
<th>Mandatory field</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Information on the key features of the Training Package and the industry that will impact on training pathways selection.</td>
</tr>
<tr>
<td></td>
<td>• Industry sectors and occupational outcomes of qualifications.</td>
</tr>
<tr>
<td></td>
<td>• Explanation of any mandatory entry requirements for qualifications.</td>
</tr>
<tr>
<td></td>
<td>• Pathways advice, particularly in line with requirements of the AQF Pathways Policy.</td>
</tr>
<tr>
<td></td>
<td>• Access and equity considerations.</td>
</tr>
<tr>
<td></td>
<td>• Foundation Skills.</td>
</tr>
<tr>
<td></td>
<td>• Advice on any health and safety implications in the industry.</td>
</tr>
<tr>
<td></td>
<td>• Resource and equipment relevant to the Training Package.</td>
</tr>
<tr>
<td></td>
<td>• Legal considerations for learners in the workplace/on placements.</td>
</tr>
<tr>
<td></td>
<td>• Other information relevant to implementation of the Training Package.</td>
</tr>
</tbody>
</table>

### LINKS

**Optional field**

- Resources supporting the Companion Volume Implementation Guide.
- Other companion volumes as required including:
  - Learning strategies guidance, describing the diversity of learners and learning strategies.
  - Knowledge guidance, identifying contextual information such as knowledge requirements and resources.
  - Assessment strategies, providing guidance on implementation of assessment requirements.
- Training Package developer’s quality assurance process for companion volumes.