

## Submission to the Review of the Vocational Education and Training system

I have held a variety of roles in the VET sector over more than 20 years. Within different government agencies, I have had responsibilities for VET educational and strategic policy at both Commonwealth and state government levels. I have been involved in VET research, planning, performance review, funding, and regulation – again at both the state and national level. I have worked in the TAFE sector and in a not-for-profit RTO. I was the CEO of the peak body for independent providers (ACPET) and am now a consultant in the VET and higher education sectors.

My experience in VET has given me an opportunity to understand the sector from many different perspectives. It is on this basis that I am pleased to offer my reflections on the sector and my ideas for reform. Thank you for the opportunity to make this contribution to the VET Review.



**Claire Field**

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### What is working well in VET?

There are a few key aspects of the VET system which are currently working well.

Student (86.8%) and employer satisfaction (75.4%) remain relatively high despite decades of reforms and changes to the system. Students (both graduates and module completers) typically have good job and/or further study outcomes after VET, and these results hold true across both public and private providers.

In addition, the unit-based approach to the construct of VET qualifications, and the choices by users of the system to complete units in preference to full qualifications means that the sector is well positioned for the growing shift to micro-credentials as economies adapt to the fourth industrial revolution.<sup>i</sup>

This submission does not make any reference to changes needed to regulation within the sector. This is not because regulation is working perfectly but rather the 2017 review by Professor Braithwaite of the *National Vocational Education and Training Regulator Act 2011* was comprehensive and well targeted. The government has accepted the majority of her recommendations, they now need to be implemented.

## What are the key challenges in the sector?

### 1. VET governance and reforms

The system is designed by public servants for public servants. It does not have employers, training providers or students at the heart of the system. If it did – it would look and operate quite differently.

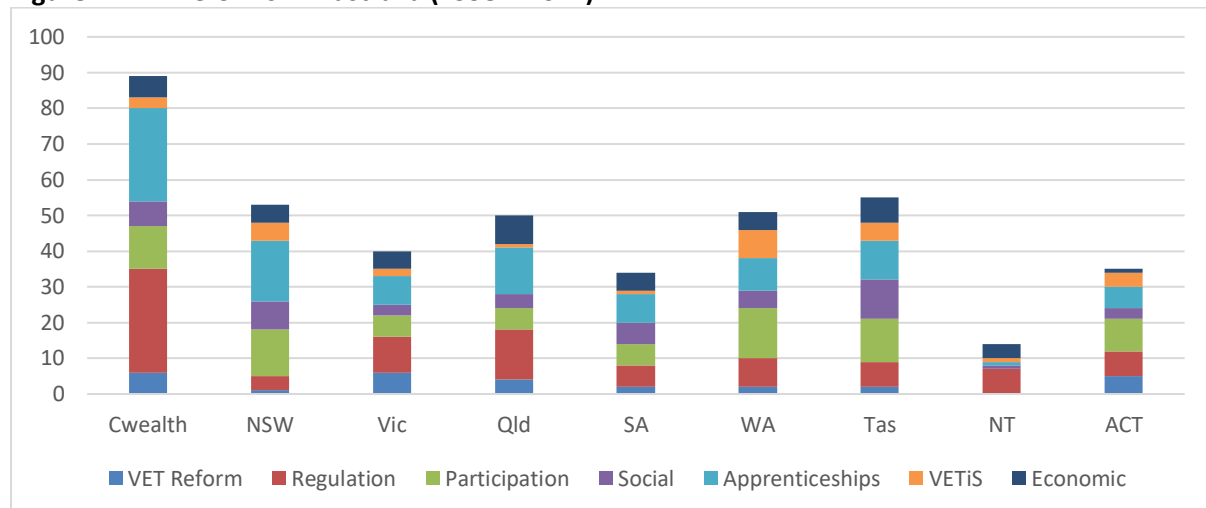
While the Department of Education and Training’s website does not have a current diagram showing the governance of the VET sector – two recent diagrams by Commonwealth agencies highlight the problem (see **Appendix A**).

When the architects of the system are focussed on the system itself and not on the users, it is arguable that they do not properly understand the impact of their decisions and that there is a much greater scope for unintended consequences from their reforms. A clear example of that occurring in the Australian VET system is not just in the nature of reforms enacted over the past two decades – but in the sheer volume of the reforms themselves.

In the last twenty years there has been a total of 421 policy reforms to VET enacted by the Commonwealth, state and territory governments.<sup>ii</sup> These do *not* include reforms focussed on providers delivering to international students.

**For a national training provider that means a change to their operations every 2.5 weeks for the last twenty years.**

**Figure 1: VET Reforms in Australia (1998 – 2017)<sup>1</sup>**



<sup>1</sup> NCVER description of categories - **VET reform**: provides information on significant reforms to the VET sector, such as introduction of student loans and demand driven models of training.

**Regulation**: refers to legislation, regulations, funding and other government-driven impacts on the VET sector.

**Participation**: relates to initiatives that were aimed to increase participation in VET.

**Social**: relates to initiatives that had a social inclusion element, for example, initiatives to support disadvantaged learners.

**Apprentices & trainees**: refers to initiatives that had a direct impact on commencement and/or completion of apprenticeships or traineeships.

**VET within schools**: refers to initiatives focused on VET undertaken at school, such as part of the senior secondary certificate or a school-based apprenticeship or traineeship.

**Economic objective**: relates to initiatives focused on improving labour market outcomes in a local area, such as skills shortages and retrenched workers.

Even in the Northern Territory, where the appetite for reform has been weakest (and excluding the impact of national reforms set by the Commonwealth) providers have still been required to change their business model every 18 months, for the last 20 years, as a result of government-enacted reforms.

This is no way for a system or providers to operate. All providers feel the effects: public, private, enterprise, schools and community organisations. This focus by governments on policy change without considering its impact is highly damaging and diverts attention away from the education process.

## 2. System architecture

Training Packages were designed for a different time. Whether they were fit for purpose in the industrial era is now a moot point. In 2019 they have two flaws – (a) they are unsuited to a rapidly changing world of work, and (b) their design is cumbersome, not educationally sound, and they pretend at a level of consistency which is illusory.

### a) Complexity

In 2008 the OECD completed a review of VET in Australia.<sup>iii</sup> At that time, they made a number of common-sense recommendations – including in relation to Training Packages. Disappointingly, implementation of their recommendations has been patchy, and some crucial recommendations have been ignored.

With respect to Training Packages, the OECD recommended that they should be replaced by simple and much briefer statements of skills standards, and that consistency in standards throughout Australia should be achieved through a common assessment procedure.

This recommendation was ignored, and in fact Training Packages have become *more not less* complex since the OECD Review. By way of example:

- In 1999 the Community Services Training Package contained 41 qualifications and ran to 1,205 pages. In 2018 the Package contains 4 extra qualifications, but an additional 2,610 pages have been added.
- In 2004, the Business Services Training Package contained 64 qualifications and ran to 4,257 pages. Today the Package contains two additional qualifications along with more than 1,000 extra pages.

These are not isolated examples. Across all industries more and more information and requirements have been added in to Training Packages to try and safeguard quality in the sector. No single agency or level of government is responsible for the significant increase in complexity within Training Packages but collectively no-one has recognised the extent of the problem and no-one is taking serious steps to address it.<sup>2</sup>

### b) Occupational mismatch

Training Packages are designed to link training to occupational outcomes. There are 1,352 occupations in the Australian economy.<sup>iv</sup> The clear intention of the Training Package model is that each qualification is designed to meet the skill needs of an occupation (with accredited courses an

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<sup>2</sup> It is acknowledged that, under the direction of Ministers, the Australian Industry and Skills Committee has been working with Industry Reference Committees towards the removal of duplicate units of competency in Training Packages and a number of related initiatives but none of them aim to reduce the complexity of Training Packages in the manner that the OECD recommended.

alternative for new and emerging industries). Theoretically then there should be approximately 1,000 – 1,500 qualifications available in the Australian VET system.<sup>3</sup>

Currently there are more than 3,700 courses in the VET system:

- 1,527 qualifications
- 1,287 skillsets, and
- 887 accredited courses.<sup>v</sup>

**That means the VET system offers almost three times as many courses as there are occupations in the Australian economy.**

Even more damning – despite Australia’s rigid approach where qualification design is tied closely to occupation – fewer than one in every three VET graduates ends up working in the occupation they trained for.<sup>vi</sup> Further, the OECD identifies that Australia has above average levels of what is known as ‘qualification mismatch’, that is people working in occupations which require a higher or lower level qualification than the one they hold.<sup>vii</sup>

This means that, more than two in every three VET qualified Australians work in occupations outside those they trained for, and two in five are working in a job at a level below or above their qualification. In addition, half of all VET enrolments are in just 50 qualifications.<sup>viii</sup>

**50 percent of students are studying in less than 3 percent of the qualifications available.**

We have spent decades designing and pouring billions of dollars into a system that is supposed to teach people specific skills for specific occupations. Clearly this approach is no longer working.

Training people for work is not an exact science. That is particularly true now as the world of work changes very quickly in some occupations. The reality of the VET system is that the cumbersome Training Package approach is not needed. Despite most graduates working outside of the occupation they trained for, they have high levels of employment. The system can and must be simplified.

### *c) National consistency*

At the same time that the system is designed to rigidly focus training on specific occupations – it also purports to be nationally comparable. However, because the original Industry Training Advisory Bodies which developed the first Training Packages were not required to moderate their decision making with respect to qualification design and AQF level – the system is full of anomalies.

Take for example the Diploma of Business (BSB50215) – it comprises only eight (8) units of competency and all eight are elective units.<sup>4</sup> By contrast the Diploma of Airconditioning and Refrigeration Engineering (UEE51211) has 33 core units, plus elective units worth 130 points (with some elective units worth 10 points and others worth up to 70 points). It is difficult to follow the logic whereby two qualifications can be categorised at the same AQF level yet one contains only eight units while the other contains 35 units or more – especially when the content of the individual units is examined.

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<sup>3</sup> Bearing in mind that VET only covers 80% of all occupations (with universities providing education for the remaining 20%) and the unknown number of new and emerging industries and occupations.

<sup>4</sup> Although rules are applied in relation to where the elective units can be drawn from.

Firstly, there are prerequisites which apply to many Airconditioning and Refrigeration Engineering units, for example UEENEEJ165A has 27 mandatory prerequisites, and the unit covers high level content related to:

- Preparing to evaluate fluid and thermodynamic parameters of refrigeration systems,
- Evaluating fluid and thermodynamic parameters of refrigeration systems, and
- Reporting on the evaluation of fluid and thermodynamic parameters of refrigeration systems.

For full details of the unit requirements see **Appendix B**, and keep in mind it is one of 33 core units for the Diploma qualification.

By contrast the elective unit, BSBADM502, has no prerequisites and covers the following:

- Prepare for meetings
- Manage meetings
- Follow-up meetings

For full details of the unit requirements see **Appendix C**, and keep in mind it is one of only eight units required for the full Diploma qualification.

I am no expert in airconditioning and refrigeration engineering, but I do not believe the units in this Diploma qualification are at the same level (AQF Level 5) as the units in the Business Diploma. And this is not an isolated example. Any analysis of qualifications across different Training Packages which purport to be at the same AQF level will show similar mismatches.

#### *d) Timeliness*

In occupations experiencing technological change, it is increasingly clear that employers and training providers do not see Training Packages meeting their needs. When Rio Tinto sought automation training for its workers – it did not attempt to amend the Training Package (a process which might have taken years before students were enrolled in new/revised qualifications). Instead the company worked with the Western Australia regulator<sup>5</sup> to develop a specific accredited course and in just over a year, students were able to start enrolling.

Similarly, when Siemens and the Australian Industry Group needed a higher apprenticeship to teach Industry 4.0 skills – they partnered with Swinburne University. The course was accredited first by the university and then (with some modification) by the Victorian regulator.<sup>6</sup> Course accreditation through both processes took only a matter of a few months.

Accredited courses in the VET system are designed for new and emerging industries – where no Training Package exists. They are not designed as a means of getting Training Package qualifications changed or developed more quickly than the current process allows. For the skills that both Rio Tinto and Siemens needed – Training Packages existed which could have been modified to include the new skills. Instead the employers, their training provider partners, and respective state governments chose the accredited course option as a timelier means of getting qualifications developed.

Given the problems with the Training Package model, and the fact that so many students gain jobs in occupations outside those they train for, it is beyond time that the Australian VET system asked if Training Packages really make sense for all industries?

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<sup>5</sup> The Training and Accreditation Council.

<sup>6</sup> The Victorian Registration and Qualifications Authority.

### 3. Assessment

At the time that Training Packages were conceived there were strong debates within the sector about the exclusion of educators from the Training Package development process. What is less well known is that these debates also occurred within the agency responsible for their development (the Australian National Training Authority). The former CEO of ANTA and a former ANTA senior executive, in an important review of TAFE South Australia,<sup>x</sup> have now conceded that there must be a role for educators in the Training Package process. They are right.

As they note “the Training Package development model does not include a role for high-quality teaching. Nor does it acknowledge the importance of appropriate pedagogy and methodologies to support learning, or the fact this responsibility should sit with the RTO. Of the 64 IRCs currently on the AISC website, only 13 include representation from an RTO and only five include representation from a State industry training body or equivalent. While the voice of industry is pivotal, the voice of the education expert, whose responsibility it is to unpack Training Packages and develop high-quality learning and assessment strategies, is omitted.” (p. 24)

Using examples from higher education and VET nursing education, Moran and Bannikof succinctly outline how assessment now drives teaching in the VET sector, and how “Regulation through ASQA... (applies) detailed, risk-averse controls at the delivery end of the system – an approach that polices the VET system in line with what Training Packages regard as competencies and the way they are assessed.” The many arguments against this approach and the damage it is causing to VET teaching are well made by Moran and Bannikof and should be considered by this review.

### 4. Employer incentives

When I started work in VET, there were relatively few incentives to encourage employers to use the formal VET system. In 1996 employers invested approximately \$1.4 billion on structured training each year. By 2001 that had increased to almost \$3 billion per annum. The ABS noted that this increase reflected both the “large increase in the proportion of businesses providing training, and high employment growth over this period. Growth in expenditure has been partly offset by high growth in government subsidies for training (up 201%), following the federal government's expansion of the New Apprenticeship Scheme.”<sup>x</sup>

Today the Commonwealth (\$511.7million), Queensland (\$59.2 million) and Western Australia (\$20.3 million) collectively invest almost \$600 million annually on direct employer incentives.<sup>xi</sup>

Due to changes in survey methodology the current statistics collected by the ABS on employer training practices are not directly comparable with those of the late 1990s and early 2000s. Nonetheless in 2016 participation in work related training had declined to just 22 percent of the workforce (and not all of this was within the formal VET sector).<sup>xii</sup>

This raises the question, after 20 years of reforms to ensure the training system meets employers' needs and billions of dollars having been spent to incentivise employers to use the formal training system – has this investment been successful? Should governments continue to direct more money to employers if after two decades of reforms and funding they do not see VET as intrinsically valuable? There is an obvious economic argument for governments to assist with the training costs of small and microbusinesses. Why though do medium and large employers still need incentives to invest in VET for their workers if the system we have developed over the last two decades is truly meeting their needs?

## What changes would you make to the sector?

### 1. Establish a National VET Commission<sup>7</sup>

There is an urgent need for the Commonwealth and state governments to agree on a set of principles for the VET system and its funding which delivers a reliable and simplified system, as opposed to the current arrangements where policies are changed with each change of government. The system needs a set of governance and funding arrangements which providers and employers can have certainty in, and which are modified only as a result of strong and compelling evidence.

While New Zealand's Tertiary Education Commission is involved in directly funding institutions and providers – a similar VET Commission in Australia need not be so hands-on. With agreement on consistent funding arrangements – states and territories would continue to fund their training systems and still be able to introduce new VET initiatives – but as an adjunct to the broader funding approach rather than in a manner which turned previous policies on their head. All new state and national programs should be piloted *and evaluated* before a wider roll out.

In short, we need to stop treating VET like a political football. I can only conceive that this can be achieved by an independent agency with national responsibilities.

### 2. Training Packages only for licensed trades<sup>8</sup>

While I strongly agree with the principle of an industry-led training system, on the basis of the evidence of how the current Training Package model is being used – it is clear that these arrangements are only working in a small number of industries/occupations. I would therefore recommend that the Training Package model be limited only to licensed industries and those where specific industrial relations arrangements apply.

The VET system should continue to be led by employers and unions – but there are other ways for them to work in concert with educators – to develop formal training that meets the needs of businesses and their employees. Moran and Bannikof propose some options for this new thinking in their review. Their ideas deserve further thought. I am also impressed by the way New Zealand employers, unions and training providers, working with Industry Training Organisations, are able to develop and deliver meaningful, work relevant education without the need for Training Packages. The focus on work-based learning in New Zealand, beyond just apprenticeships, is an idea worth considering in the Australian context. While I understand reforms are being considered in New Zealand to the current industry training framework, lessons from the “New Zealand model” should be considered when thinking about how to make improvements to Australia's industry training approach. Reforms should also include a requirement that employers make a direct contribution to the government funded training their employees are accessing, as they do in New Zealand.

### 3. Amend the role of the Skills Service Organisations

Skills Service Organisations would still have a role to play in the VET sector, even if most were no longer involved in the minutiae of amending Training Packages. The VET sector as a whole (as well as individual providers, employers and industries) would benefit from SSOs being funded as a ‘knowledge hub’ for their industries.

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<sup>7</sup> Or a broader Tertiary Education Commission if closer links between VET and higher education are envisaged.

<sup>8</sup> And those industries/occupations where industrial relations arrangements mandate specific qualifications.



They could help to identify future skill needs (see below) and work, as the New Zealand ITOs do, to strengthen assessment in the training system. They should also be given responsibility for allocating some VET funding (under the oversight of the National VET Commission).

#### 4. Stronger support for educators

Research released last week by HolonIQ,<sup>9</sup> the global education market intelligence firm, finds that formal education around the world is being left behind in a period where Artificial Intelligence and other digital technologies are transforming education, and learners and employers are looking beyond the formal traditional models of learning for their upskilling needs.

“The Outlook finds a grossly under-digitized industry (less than 3% of expenditure), unable to scale and meet the needs of an additional 500 million students around the world by 2025. The half a billion un-served students represent a critical source of human capital for global growth - for developing and developed economies alike. A protracted decline in public funding and ongoing political instability, are producing a significant delay in both reform and innovation policy from many governments around the world.

HolonIQ's Smart Estimate™ for Total Global Education Expenditure is \$8 trillion for 2025. While the formal sector is not expected to change significantly over that period, Education Technology Expenditure, fueled by Artificial Intelligence (AI), is expected to double, reaching \$341 billion by 2025, evidenced by the aggressive acceleration in venture capital invested through 2018, which reached a record \$8 billion. Education focused AI expenditure itself is estimated to be a \$6 billion market by 2025.”<sup>xiii</sup>

If the Australian VET system does not invest as a national priority in upskilling its trainers and assessors and helping to prepare them for the digital revolution impacting on training (particularly for existing workers), we run the risk of employers drifting to the non-accredited sector for their workplace training needs (except in licensed occupations).

#### **How can VET help Australians prepare for the future workforce (as industry requirements and job patterns change)?**

Now and in the foreseeable future, the VET sector will need to grapple with the impact of digital change (particularly AI) on its educational delivery model – at the same time that it needs to understand the technological changes happening in the world of work and the consequent skill requirements. To succeed in keeping Australia competitive within the global economy, the VET system will need to be able to help employers and their workers learn new skills in a much timelier manner than is currently the case with the Training Package model.

The World Economic Forum<sup>xiv</sup> advises that “mismatches may emerge not just between the current supply of, and demand for, contemporary skills but also between those contemporary skills and those that will be required in the future. Closing these gaps will require a solid understanding of the existing skills bases in particular countries and industries, and of how disruptive change will dictate new skills requirements in every case.” In Australia, consultancy firm, AlphaBeta’s recent research for Google found that “advances in technologies and automation sweeping through everything from

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<sup>9</sup> I am a contributor to HolonIQ’s research activities. A copy of the report can be provided if it would prove useful to the review.



supermarket checkouts to farming will drive dramatic shifts in Australia's education and training requirements."<sup>xv</sup>

Australia's SSOs are well placed to identify innovation in industries and to manage pilot projects of new methods of industry training and/or teaching new skills relevant to specific industries.

In addition to funding for pilot projects managed by the SSOs, funding also needs to be available for providers to innovate with their employer partners. TAFE NSW is leading the way in systematically addressing changes in the skills workers need which are not currently reflected in Training Packages, as well as in improving their digital delivery. Speaking at the 2018 World Federation of Colleges and Polytechnics, representatives from TAFE NSW described the establishment of their Digital Learning Lab which by October 2018 had 23 staff involved with:

- different industries to find out what new technologies are being integrated in to workplaces (but which have not yet been included in Training Packages) - and then bringing that technology back into TAFE NSW so students get a taste of the technology in addition to studying all of the units in their Training Package qualification (so they graduate fully job ready even while the content of the Training Package is out-of-date), and
- ed-tech companies operating in Australia to identify the best learning technologies for online delivery/resource development. To support their decision making on which technologies to use within TAFE NSW for their students, they are working with a US firm, Emotive, to map different learning designs and determine which work best for student learning in real-time trials.

TAFE NSW is to be commended for their leadership in this important area. They are fortunate that they have the size and scale (and funding) to make this important investment. As the largest training provider in the country (educating 81.3 percent of all government funded VET students in NSW)<sup>xvi</sup> their size matters. Other training providers do not have nearly the same size and scale. There is an argument therefore that investment in professional development and innovative trials – by the SSOs (under the direction of a National VET Commission) would enable a more systemic improvement across the VET system, which would in turn benefit employers and learners and help to keep Australia competitive as the world moves through the fourth and fifth industrial revolutions.

Finally, funding must follow function. The Australian VET system is one where for decades most people have not sought full qualifications. While a full qualification is important for new entrants to the labour market and for some people when moving to new industries – the majority of VET learners require part qualifications/micro-credentials for the jobs they current hold and to succeed in the changing world of work. Funding more of this activity will be important in a responsive, innovative VET system.

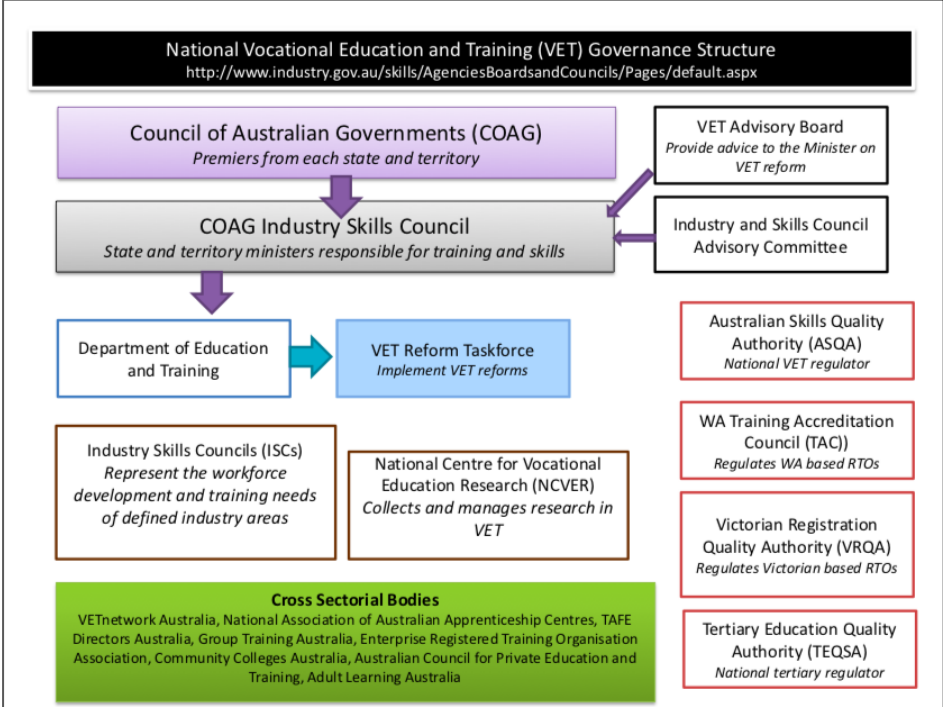
In summary, the Australian VET sector is both reform-weary *and* in desperate need of reform. I wish you well in your endeavours with this review.

## Endnotes

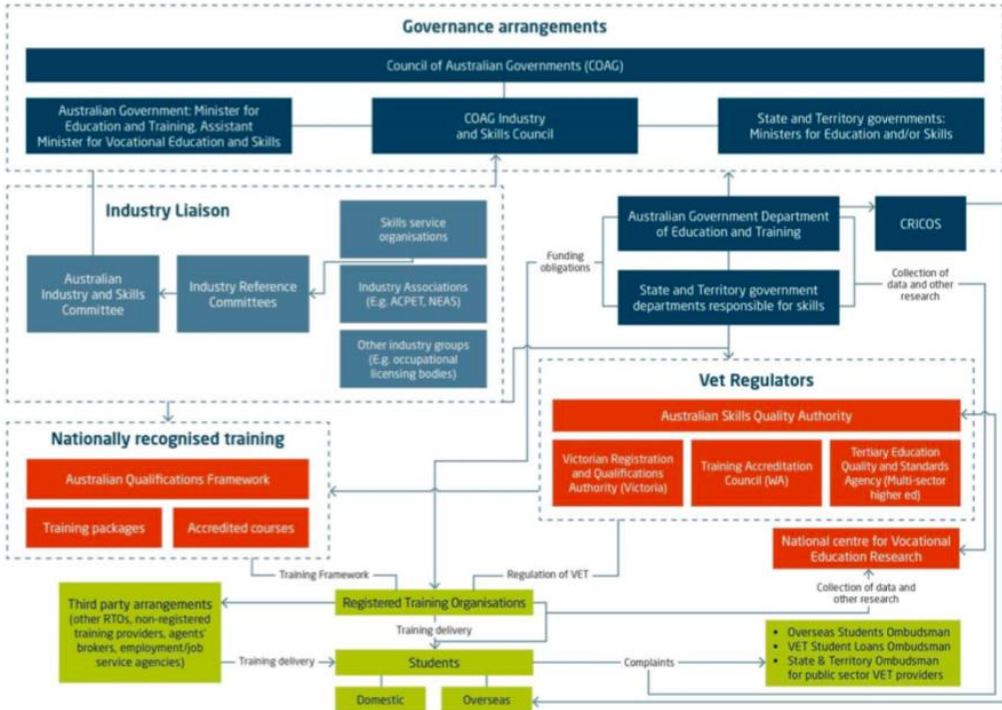
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- <sup>i</sup> Reeson, A, Mason, C, Sanderson, T, Bratanova, A & Hajkowicz, S, 2016, THE VET ERA: Equipping Australia's workforce for the future digital economy. Report for TAFE Queensland, CSIRO  
<https://publications.csiro.au/rpr/download?pid=csiro:EP162981&dsid=DS2>
- <sup>ii</sup> NCVET, VOCEdPlus, VET Knowledge Bank, *Timeline of VET Policy Initiatives 1998 – 2017*, <https://www.voced.edu.au/vet-knowledge-bank-timeline-australian-vet-policy-initiatives-1998-2017>
- <sup>iii</sup> Hoeckel, K; Field, S; Justesen, T.R and Kim, M, 2008, *Learning for Jobs: OECD Reviews of Vocational Education and Training Australia* <https://www.oecd.org/australia/41631383.pdf>
- <sup>iv</sup> Moran, T & Bannikof, K, 2018, *TAFE SA Strategic Capability Review 2018*  
<http://www.parliament.sa.gov.au/HOUSEOFASSEMBLY/BUSINESSOFTHEASSEMBLY/RECORDSANDPAPERS/TABLEDPAPERSANDPETITIONS/Pages/TabledPapersandPetitions.aspx> (Tabled 4 September 2018)
- <sup>v</sup> *ibid*
- <sup>vi</sup> *ibid*
- <sup>vii</sup> <https://stats.oecd.org/Index.aspx?DataSetCode=MISMATCH>
- <sup>viii</sup> Moran and Bannikof op cit.
- <sup>ix</sup> *ibid*
- <sup>x</sup> ABS, 2003, *Employer Training Expenditure and Practices 2001–02* (Cat No. 6362.0)  
[http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/0C527E2814C26297CA256CFC00030A59/\\$File/63620\\_2001-02.pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/0C527E2814C26297CA256CFC00030A59/$File/63620_2001-02.pdf)
- <sup>xi</sup> NCVET, 2019, *Government funding of VET 2017* <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/government-funding-of-vet-2017>
- <sup>xii</sup> ABS, 2017, *Work-Related Training and Adult Learning, Australia, 2016-17* (Cat No. 4234.0)  
<http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/4234.0Media%20Release12016-17?opendocument&tabname=Summary&prodno=4234.0&issue=2016-17&num=&view=>
- <sup>xiii</sup> <https://www.holoniq.com/news/global-education-technology-market-reach-341b-2025/>
- <sup>xiv</sup> <https://toplink.weforum.org/knowledge/insight/a1Gb0000001RlhBEAW/explore/dimension/a1Gb000000027vYXEAY/summary>
- <sup>xv</sup> <https://www.alphabeta.com/our-research/future-skills-report/>
- <sup>xvi</sup> NCVET, 2019, op cit

**Appendix A: Governance of the Australian VET sector**

The VET sector in May 2015 (when responsibility for VET sat within the Department of Industry)



ASQA submission to the review of the NVETR Act (undated)



## Appendix B: UEENEEJ165A Evaluate thermodynamic and fluid parameters of refrigeration systems

<b>Elements and Performance Criteria</b>			
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>		
1	Prepare to evaluate fluid and thermodynamic parameters of refrigeration systems	1.1	OHS procedures for a given work area are identified, identified, obtained and understood
		1.2	Established OHS risk control measures and procedures are followed in preparation for the work.
		1.3	The extent of evaluation is determined from specifications for the refrigeration system and discussion with appropriate personnel.
		1.4	Advice is sought from the work supervisor to ensure the work is coordinated effectively with others.
		1.5	Tools, testing devices, and materials needed to carry out the work are obtained and checked for correct operation and safety.
2	Evaluate fluid and thermodynamic parameters of refrigeration systems.	2.1	OHS risk control measures and procedures for carrying out the work are followed.
		2.2	The need to test or measure live is determined in strict accordance with OHS requirements and when necessary conducted within established safety procedures.
		2.3	In-depth knowledge of the fluid and thermodynamic parameters is applied to the evaluation process
		2.4	Energy evaluation tests are set up in accordance with established test methods and procedures for each particular parameter under scrutiny.
		2.5	Fluid and thermodynamic parameters evaluation tests are carried out methodically and results and comments systematically noted.
		2.6	Unexpected situations are dealt with safely and with the approval of an authorised person.
		2.7	Evaluation is carried out without damage to systems, circuits, the surrounding environment or services and using sustainable energy practices.
3	Report on evaluation of fluid and thermodynamic parameters of refrigeration systems	3.1	OHS work completion risk control measures and procedures are followed.
		3.2	Work site is cleaned and made safe in accordance with established procedures.
		3.3	Results of fluid and thermodynamic parameters evaluation are documented for use in design work
		3.4	Energy evaluation report is forwarded to appropriate person(s) for endorsement.

## Appendix C: BSBADM502 Manage meetings

### Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Prepare for meetings	1.1 Develop agenda in line with stated meeting purpose 1.2 Ensure style and structure of meeting are appropriate to its purpose 1.3 Identify meeting participants and notify them in accordance with organisational procedures 1.4 Confirm meeting arrangements in accordance with requirements of meeting 1.5 Despatch meeting papers to participants within designated timelines
2 Conduct meetings	2.1 Chair meetings in accordance with organisational requirements, agreed conventions for type of meeting and legal and ethical requirements 2.2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes 2.3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues 2.4 Brief minute-taker on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting
3 Follow up meetings	3.1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions 3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements 3.3 Report outcomes of meetings as required, within designated timelines