Year One Business Case
Information and Communications Technology (ICT)

Project 1F

Review qualifications relating to telecommunications technology that may not be fit for purpose

Version 1.0 – October 2016
ICT Project 1F – Review qualifications relating to telecommunications technology that may not be fit for purpose

**Case for change**

This Business Case was established as a result of initial research and consultations outlined in the Four Year Work Plan for the ICT Industry Reference Committee (IRC) and subsequent endorsement by the Australian Industry and Skills Committee (AISC). Following the release of version 3.0 of the ICT Training Package it has been identified that qualifications relating to telecommunications technology require review. The objective of this project is to ensure that these qualifications are fit for purpose and support skills needs and job outcomes.

The following qualifications and the Units contained within them are in scope of this project:

- ICT20215 Certificate II in Telecommunications Network Build and Operate
- ICT20315 Certificate II in Telecommunications Technology
- ICT30215 Certificate III in Telecommunications Digital Reception Technology
- ICT30315 Certificate III in Telecommunications Rigging Installation
- ICT30415 Certificate III in Telecommunications Network Build and Operate
- ICT30515 Certificate III in Telecommunications Technology
- ICT41115 Certificate IV in Telecommunications Network Design
- ICT41215 Certificate IV in Telecommunications Engineering Technology

**Industry drivers of change**

This project is proposed in response to concerns with current training, and due to emerging challenges and trends in the telecommunications industry, including:

- Rapid expansion of the NBN workforce, set to double by 2018;
- Shifts in the workforce, seeing opportunities for small business /sub- contract work rise;
- Concerns about the current suitability of Core Units and the extent of duplication contained in Elective Units; and
- General confusion relating to the above qualifications due to breadth of electives, inconsistent entry requirements, and distinct purpose of each qualification given significant overlap.

It is important to note that some issues relating to the above qualifications have been addressed via the proposed changes in Project 1D (creation of new skill sets).

**Current state**

Certificate II - III qualifications in this area are primarily undertaken by individuals looking to enter the workforce for the first time, often as part of a traineeship arrangement. Employers tend to view these qualifications as establishing a base level of foundational knowledge to enable the commencement of work, but find that significant on the job training and coaching is subsequently required.

While there are varied employment outcomes from Certificates II - III in Telecommunications Technology, examples of entry level roles include communications linesworker, cabler, rigger, and wireless network technician.

Industry expectations in relation to training highlight the importance of short term duration and directly applicable sets of skills to enable the earliest possible commencement of work. Employers place significant weight on the value of practical work experience, and consultation showed that currently there is some dissatisfaction with the amount of classroom based delivery.

Individuals are unlikely to undertake a Certificate II followed by a Certificate III in Telecommunications Technology. In this context, both contain significant content overlap and tend to have similar outcomes.

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2 Discussion with telecommunications employer, October 2016.
3 ICT20315, ICT30515.
4 Discussion with ICT IRC members, September 2016.
Despite the higher level of qualification, the entry requirements to the in-scope Certificate IV qualifications are generally non-existent, or at least not stringent. As a result, entry level workers commonly undertake Certificate IV level qualifications.

**Industry perspectives**

**Consultation approach**
The consultation approach for business cases is designed to build on research and consultations undertaken in development of the Four Year Work Plans. For business cases, we have relied on subject matter expertise gained from structured interviews with IRC members and industry representatives to whom we were referred. More broadly, we published a survey to enable industry participants to provide feedback on key questions relating to training products within the scope of this business case. For this project, 24 responses were received and their feedback included in this document.

Experts who were consulted during the development of this business case include:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Title</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Wall</td>
<td>National General Manager, Professional Development</td>
<td>NBN Co.</td>
</tr>
<tr>
<td>Dominic Schipano</td>
<td>CEO</td>
<td>CITT</td>
</tr>
<tr>
<td>Jim Wyatt</td>
<td>Deputy CEO</td>
<td>Optimi Digital</td>
</tr>
<tr>
<td>Gabriel Giofre</td>
<td>Industry and Operations Manager</td>
<td>Australian Digital and Telecommunications Industry Association (ADTIA)</td>
</tr>
<tr>
<td>Greg Maslen</td>
<td>General Manager</td>
<td>Ramsden Telecommunications Training</td>
</tr>
<tr>
<td>Colin Thompson</td>
<td>Senior Consultant</td>
<td>Telstra</td>
</tr>
<tr>
<td>Patrick Emery</td>
<td>Consultant</td>
<td>Australian Communications Media Authority (ACMA)</td>
</tr>
</tbody>
</table>

**Issues identified**

- **Length of training**: new employees are often sourced by delivery partners to meet an urgent need. A commitment to a full qualification including regular time in the classroom can undermine the value that an inexperienced worker can offer to an NBN delivery partner.

- **Breadth of qualifications**: employers are uncertain about exactly what they can expect a new worker to be competent in based on a full qualification. Depending on the electives selected, two individuals completing the same qualification may have significantly different capabilities.

- **Unsuitable Core Units** – there is significant overlap of Core Units across qualifications, which confuses both learners and employers and undermines the function of lower level qualifications to provide pathways. It has also been identified that, in some instances, Core Units do not align to what employers consider to be core skills in related job roles.

- **Duplication of electives** – the breadth and quantity of electives within the in scope qualifications makes it challenging for learners to select the suitable combination for their own needs. In several instances, duplication has been identified, further confusing what employers are looking for and reducing the consistency of outcomes for individuals on completion of the same qualification. The issue of duplication also poses the risk of enabling learners to complete full qualifications without undertaking the intended volume of learning.

- **Structure of qualifications** – the structure of the qualifications and the way that they work together is a contributing factor to unclear employment outcomes. The lack of stringent entry requirements to Certificate IV qualifications has seen entry level workers undertaking these qualifications, thus confusing the distinction between Certificate IV and Certificate III in this area.

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5 Discussion with peak body representative, September 2016.
6 Discussion with telecommunications organisation representative, October 2016.
7 Discussion with peak body representative, October 2016.
# Project 1F – Review qualifications relating to telecommunications technology that may not be fit for purpose

## Proposed changes

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Proposed change(s)</th>
<th>How the change addresses the issue(s)</th>
<th>Key benefits of change</th>
</tr>
</thead>
</table>
| **Evaluate and modify Core Units across qualifications** | All Core Units within the below in scope qualifications require both content review and review of their classification as a Core Unit.  
* ICT20215 Certificate II in Telecommunications Network Build and Operate  
* ICT30415 Certificate III in Telecommunications Network Build and Operate  
* ICT41115 Certificate IV in Telecommunications Network Design  
* ICT41215 Certificate IV in Telecommunications Engineering Technology | Improving the suitability of Core Units has the potential to improve the work readiness of learners by focusing on the skills that industry requires | • Reduced overlap of Core Units resulting in more distinction between qualifications  
• Improved employer confidence in what to expect from training  
• Increased clarity of employment outcomes |
| **Modify identified Elective Units**              | • ICTCB1307 and ICTCB1308 - significant duplication of content. Ensure that only one of these Units is available as an elective within a single qualification.  
• ICTCB1310 and ICTCB1214 – significant duplication of content. Proposed to streamline into one fit for purpose Unit, or at a minimum ensure that only one of these Units is available as an elective within a single qualification.  
• HLTAD001 and HLTAD003 – significant duplication of content. Ensure that only one of these Units is available as an elective within a single qualification.  
• ICTCB1310 and ICTCB1214 - significant duplication of content. Proposed to streamline into one fit for purpose Unit, or at a minimum ensure that only one of these Units is available as an elective within a single qualification.  
• CPCPCM2055A and RIIWHS204D – significant duplication of content. Proposed to review suitability of both Units and ensure that only one is available as an elective within a single qualification  
• ICTCB1302 – in order for individuals to utilise this knowledge, require ICTCB236 and ICTCB237 as pre-requisites in order to comply with ACMA regulatory requirements. Proposed to include as pre-requisites or otherwise clearly indicate in packaging rules. Alternatively, ICTCB302 could be removed as an Elective Unit from qualifications not containing ICTCB236 and ICTCB237. | Several specific industry concerns have been raised relating to Elective Units and the resulting impacts to job outcomes and work readiness  
Reduction of duplicated content will ensure that time spent training delivers value for employees and employers | • Increased consistency in skills held by individuals with the same qualifications  
• Reduced duplication providing greater opportunity for learners to select electives in relevant areas  
• Reduced confusion for learners and employers  
• Improved preparedness of individuals to commence work |
| **Improve structure of qualifications**           | A review of pre-requisites, entry requirements, and alignment of qualification levels is required. The need for this has been identified due to concerns about the work readiness of entry level workers, inexperienced learners undertaking Certificate IV qualifications, and overlap in the purpose of qualifications. | Introducing some control around entry into Certificate IV qualifications will improve the suitability of learners to go into supervisory level job roles. | • Improved clarity of purpose for different levels of qualifications |
ICT
Project 1F – Review qualifications relating to telecommunications technology that may not be fit for purpose

Total proposed changes (Project 1F)*

<table>
<thead>
<tr>
<th>Total proposed changes to training products</th>
<th>Number of training products</th>
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<tbody>
<tr>
<td>Existing units of competency to be reviewed</td>
<td>48 (estimate)</td>
</tr>
<tr>
<td>New units of competency to be created</td>
<td>3 (estimate, based on initial opportunities to streamline Units)</td>
</tr>
<tr>
<td>New qualifications to be created</td>
<td>0</td>
</tr>
<tr>
<td>New skill sets to be created</td>
<td>0</td>
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</tbody>
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*Given the size and extent of the structural issues in relevant qualifications it is difficult to identify an exact number of units of competency that may need to be reviewed, abolished or developed in this project. We anticipate that through consultations aimed at addressing structural issues it will be necessary to consolidate duplicate or redundant units or parts thereof, or amend content within individual units that is deemed not fit for purpose. The numbers above represent training products that we have been able to identify through the business case process.