



Australian Government

Department of Education, Employment and Workplace Relations

Secretary
Lisa Paul PSM

Mr Glenn Worthington
A/g Secretary
Standing Committee on Education and Training
PO Box 6021
Parliament House
CANBERRA ACT 2600

Dear Mr Worthington

I write in response to your letter dated 26 March 2008 advising that the Standing Committee on Education and Training has proposed to conduct a public hearing as part of a review of the Department of Education, Science and Training's 2006–07 Annual Report.

The Standing Committee advised five topics of interest (listed below) and a background paper on these topics has been prepared for your consideration.

Topics of interest

- The decline in enrolments in the enabling sciences at Australian universities ([Attachment A](#))
- Issues concerning mature age apprentices ([Attachment B](#))
- The education of children with special needs (including gifted students) ([Attachment C](#))
- Skills training to meet emerging trade demands ([Attachment D](#))
- The Australian Qualifications Framework—specifically the processes for ongoing updating and deletion of competencies and packages that have become redundant. ([Attachment E](#))

Representatives from my department will attend the public hearing on Friday 6 June 2008 between 8.30am and 11.00am.

Should you have any questions prior to the hearing, please contact Angie McKenzie, A/g Director, Planning and Performance Team on 6200 2156.

Yours sincerely

Lisa Paul

26 June 2008



THE DECLINE IN ENROLMENTS IN THE ENABLING SCIENCES AT AUSTRALIAN UNIVERSITIES

Background

The definition of 'enabling science' varies throughout the relevant literature. The definition adopted previously by this Department is the narrow fields of Mathematical Sciences, Biological Sciences, Chemical Sciences and Physics and Astronomy. The concern over decline in enrolments in Australia dates from at least 1998 when the Australian Council of Deans of Science commissioned a report on trends in Science.

These fields are considered important internationally because "economic development internationally is critically dependent on technological advances which require a solid and well developed scientific foundation to underpin every aspect of commercial and industrial development" (Australian Academy of Science).

Current state of play

The latest available full year enrolment data is from 2006. In 2006, there were 15,059 domestic students enrolled at the undergraduate level in the enabling sciences, and a further 10,444 at the postgraduate level (Attachment 1). Compared to 2005, enrolments in the enabling sciences at the undergraduate level decreased by 1.8% and at the postgraduate level increased by 3.1%.

Since 2004, over 2,000 new commencing Commonwealth supported sciences places and over 100 mathematics places have been allocated to higher education providers nationally.

Key issues

While trends may vary within the narrow enabling science fields, more data is available on the broader Natural and Physical Sciences field of education. Half year figures for 2007 in Natural and Physical Science enrolments show a 3.3% increase on the figures recorded at the same time in 2006, suggesting increases may be expected for 2007.

Applications are a lead indicator of future enrolment trends. For the broader Natural and Physical Sciences field of education, demand when measured by first preferences of eligible applicants has dropped by 3.1% between 2001 and 2008. Between 2007 and 2008, there was a 1.3% increase in the number of eligible applications for Natural and Physical Sciences.

Between 2001 and 2006, there have been increases in both undergraduate and postgraduate completions for Natural and Physical Sciences. However, in the enabling sciences there has been a 3.1% decrease in undergraduate completions but a 16.2% increase for postgraduate.

Supply of Natural and Physical Science bachelor graduates into full-time employment grew by 3.9 percentage points between 2002 and 2006, while those continuing into full-time study fell by 5.5 percentage points. In 2006, 34.2% of bachelor graduates from Natural and Physical Science degrees were employed full-time and 43.1% continued onto further full-time study.

There are a number of factors that influence demand for Science in higher education. The DEST Audit of Science, Engineering and Technology (SET) Skills in 2006 found that the shortage of higher education SET graduates was partly attributed to the lack of SET skills of high school leavers, poor

careers advice to students and the community in general on SET, and the low profile of SET careers. The Government will provide incentives for people to study maths and science by reducing HECS for students studying maths and science from \$7,412 to the lowest 'national priority' rate of \$4,162 (2009 rates). Compulsory repayments will also be reduced (by around half on average) for up to five years for eligible maths and science graduates who take up related occupations.

The Scholarships for a Competitive Future Initiative aims to double the number of Commonwealth Scholarships from 44,000 to 88,000 by 2012. Maths and Science have been identified as fields under the new National Priority Scholarships - category to be introduced in 2009.

Enrolments in the Enabling Sciences

<u>Domestic Undergraduate Enrolments</u>	2001	2002	2003	2004	2005	2006	Change 01-06	Change 05-06
Mathematical Sciences	2,215	2,347	2,316	2,393	2,282	2,177	-1.7%	-4.6%
Physics and Astronomy	784	880	937	989	957	898	14.5%	-6.2%
Chemical Sciences	1,209	1,143	1,214	1,558	1,143	1,145	-5.3%	0.2%
Biological Sciences	10,198	11,011	11,133	11,512	10,952	10,839	6.3%	-1.0%
Total Enabling Sciences	14,406	15,381	15,600	16,452	15,334	15,059	4.5%	-1.8%
Total Natural and Physical Sciences	51,826	52,476	53,311	54,500	53,951	53,939	4.1%	0.0%

<u>Domestic Postgraduate Enrolments</u>	2001	2002	2003	2004	2005	2006	Change 01-06	Change 05-06
Mathematical Sciences	749	907	919	1,011	959	1,005	34.2%	4.8%
Physics and Astronomy	833	894	957	1039	1010	1042	25.1%	3.2%
Chemical Sciences	1,016	868	888	910	871	933	-8.2%	7.1%
Biological Sciences	3,238	3,502	3,703	3,891	3,523	3,580	10.6%	1.6%
Total Enabling Sciences	5,836	6,171	6,467	6,851	6,363	6,560	12.4%	3.1%
Total Natural and Physical Sciences	8,361	9,014	9,503	10,020	10,094	10,444	24.9%	3.5%

Source: DEEWR: Students Higher Education Statistics. Data extraction 5 May 2008.

ISSUES CONCERNING MATURE AGE APPRENTICES

Background

The Support for Mid-Career Apprentices initiative was announced in October 2006. Support for Mid-Career Apprentices provides financial assistance to employers (as a wage subsidy) or to Australian Apprentices (as income support) depending upon industrial arrangements. The amount payable is \$150 per week (\$7,800 per year) in the first year and \$100 per week (\$5,200 per year) in the second year.

The initiative was introduced following an analysis of commencement rates for Australian Apprenticeships which showed significantly lower levels for persons aged 30 and over in trades experiencing strong skill shortages.

Consequently, the initiative targets Australian Apprentices who are aged 30 years or over when they commence their Australian Apprenticeship at the Certificate III or IV level in a trade experiencing a skill shortage. The aim of the initiative is to remove disincentives to engaging Australian Apprentices in this age group,

Current state of play

The initiative was successfully implemented from 1 July 2007. Consistent with the implementation of other programs, uptake in the first year has been gradually increasing as industry and potential or actual Australian Apprentices become aware of the initiative. At 6 May 2008, there were approximately 7 000 recipients.

Data on this and other Australian Apprenticeships incentives commencements are collected by the National Centre for Vocational Education Research (NCVER). However, there are no time series data available for this initiative as the most recent data from NCVER are commencement figures for September 2007.

THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS (INCLUDING GIFTED STUDENTS)

The education of children with special needs—Students with Disability

Background

The Australian Government provides support for all students, including students with disability through its General Recurrent Grants program. Students with disability also benefit from capital funding provided to schools. In addition, the Commonwealth Government provides targeted funding for students with disability through the Literacy, Numeracy and Special Learning Needs (LNSLN) program. Over the 2005-08 quadrennium, \$2 billion will be provided under the LNSLN program.

Under the LNSLN Program, funding is provided to state and territory government and non-government education authorities who are responsible for the day-to-day operation of their schools and related student support services. They determine priorities within their jurisdictions and have the flexibility to allocate funds accordingly.

Current state of play

Investigating the feasibility of flexible funding for students with disability

In 2006, the Commonwealth Government committed \$5.8 million to investigate funding arrangements for students with disability. Monash University was engaged by the Department to undertake a scoping including consulting with stakeholders across education sectors, collecting and analysing data and development and costing of viable models.

Helping children with autism

In response to the increasing numbers of children with autism spectrum disorder (ASD), the Australian Government is providing targeted support for these children, their families and teachers through the cross-portfolio *Helping children with autism* package. This package is funded at a total of \$190 million over 5 years from 2007–08. The two initiatives being delivered through the Department are:

- professional development for teachers and other school staff to support school students with ASD to achieve better educational outcomes (\$16.3 million); and
- workshops and information sessions for parents and carers of school students with ASD to help them develop effective partnerships with their child's teachers and school (\$7 million).

Support for Students not Achieving Literacy and Numeracy Benchmarks – An Even Start National - Tuition Program

Those students with disability who did not achieve the Year 3, 5 or 7 benchmarks in reading, writing or numeracy in 2007, are being assisted through the An Even Start – National Tuition Program. In 2008 these students will be eligible to receive \$700 in personalised tuition to address their literacy or numeracy learning needs. Funding of around \$108 million is available under the Program to assist all students below benchmarks. The program will undergo careful

evaluation in 2008 to identify what can be learned from it, and to inform the development of the National Action Plan on Literacy and Numeracy.

Key issues

The Commonwealth Government is working cooperatively with state and territory government and non-government education authorities to improve the education of students with disability.

The education of children with special needs—Gifted Students

Background

- The Senate Employment, Workplace Relations, Small Business and Education References Committee report, *The Education of Gifted Students* (2001), identified the need for a greater focus on support for regional and remote areas in gifted education.
- In response to the Senate Inquiry's report, the Australian Government has provided \$3.4 million over 2005-2008 for activities to improve the education of gifted students:
 - \$2.3 million for the development and national delivery of professional learning materials. In 2004, a professional learning package in CD-ROM format, developed by the Gifted Education Research and Information Centre (GERRIC) was sent to all Australian schools. The package was intended to help teachers identify and support the diverse needs of gifted students within the mainstream classroom. In 2005, states and territories used the package to implement gifted education programs within their jurisdictions.
 - Grants of \$10,000 to assist teacher education faculties in universities to acquire expertise in gifted education. A total of 16 universities applied for grants and undertook studies in gifted education.
 - \$550,000 for 50 parent workshops. In 2006, 2341 parents of gifted children registered for the 46 on-site workshops which were held in regional and remote areas and 88 parents participated in the on-line seminars.
 - \$200,000 was allocated for 20 workshops for teachers of gifted children in regional areas over 2007-2008.

Current state of play

- Currently, 20 workshops in the extension and specialisation modules of the gifted education learning package are being held for teachers throughout Australia. Workshops are due to be completed in mid 2008.
- The Council of Australian Governments has identified the need to increase the number of high performers in international tests results for Australia. The 2006 results from the *OECD Programme for International Student Assessment (PISA)*, demonstrate that while Australia's mean scores are above the OECD average, Australia is not among the six high-performing countries. This may suggest that our gifted and talented students are not receiving optimal educational support.

Key issues

- Some researchers have identified that in Australia the education of gifted and talented children is regarded as elitist, non-egalitarian and detracts financial and pedagogical

attention from disadvantaged students. However, the findings of the 2001 Senate Inquiry report remind us that gifted and talented children come from a range of backgrounds including Indigenous and/or low socio-economic status.

- Gifted and talented students can have special needs because:
 - Underachievement can be a characteristic of gifted and talented children, especially for those whose abilities have not been identified;
 - The needs of many gifted and talented students may be ignored because research shows that untrained teachers are more likely to identify those children who are “teacher-pleasers” and students from the dominant culture as gifted and,
 - Even for the majority of students who are identified as gifted there is evidence of intense social isolation.

The education of children with special needs—Early Childhood

Macquarie University Children and Families Research Centre project

Background

The Australian Government has made a funding grant to the Children and Families Research Centre at Macquarie University of \$750,000 over three years (\$250,000 per year) from the Quality Outcomes Program – Other Initiatives (QOP – Other). The contract was executed on 30 May 2007 and the final report is due in June 2010.

High level background to the area of interest

A key priority of the Research Centre is early childhood education. In the first year of operation, the Research Centre will focus its research on special groups which are under-represented or not receiving the full benefits of early childhood education (that is, gifted children, Indigenous children, children of new arrivals in Australia and children with disabilities).

Current state of play

The first year of the project is currently underway, including research into the education of children with special needs such as gifted students.

Key issues

This research project will support the Australian Government’s early childhood reform agenda.

Inclusion Support Subsidy

Background

The Inclusion Support Subsidy (ISS) provides funding to child care services to assist them to include children with ongoing high support needs, including children with a disability, into quality child care.

The ISS aims to facilitate the inclusion of children in a mainstream child care environment where they have the opportunity to learn and develop with other children.

The ISS is available to eligible child care services as a contribution towards the costs associated with engaging an additional staff member to increase the staff to child ratio; to engage relief staff to enable regular carers to attend inclusion training; and for specialist equipment.

High level background to the area of interest

The ISS is one component of the broader Inclusion and Professional Support Program (IPSP).

Over \$90 million per year has been committed to the IPSP to ensure that all eligible child care services, regardless of geographical location, have access to quality inclusion and professional support.

Current state of play

All IPSP funding agreements end in December 2008. We are currently awaiting Ministerial decision on the continuation of the program.

Key issues

The ISS is a demand driven program with a capped allocation. If demand for this Subsidy exceeds available funding, child care services may be placed on waiting lists to receive support. The allocated funding for this program (\$51 million) is currently at capacity.

The department is currently reviewing the service delivery model, funding, reporting, guidelines and administrative processes of the ISS in order to streamline and simplify the program for the department, service providers and child care services.

Please note that there is currently no link between the ISS and the delivery of educational services. The ISS aims to facilitate the inclusion of children with a disability into mainstream child care services, not into an “educational setting”.

Inclusion Support Agencies

Background

Inclusion Support Agencies (ISAs) provide support to child care services to assist them develop the knowledge and capacity to successfully include children with additional needs into quality child care. This support is provided through a network of skilled Inclusion Support Facilitators who specialise in helping child care staff develop practical solutions for including children with additional needs into a mainstream child care environment.

ISAs are also responsible for administering Flexible Support Funding (FSF). This funding is a contribution towards the costs associated with engaging an additional staff member to increase the staff to child ratio. FSF is time-limited support and complements the Inclusion Support Subsidy (ISS) by providing staff release time so that staff have more time to assist

with the planning and inclusion of a child with additional needs and attend specialised training.

There are 67 ISAs operating around Australia. Most ISAs are sponsored by non-profit community organisations, or by Local Government. Some ISAs are also child care providers.

High level background to the area of interest

The ISAs are one component of the broader Inclusion and Professional Support Program which aims to ensure child care services have the access to inclusion and professional that will assist them provide quality care to all children, including those with additional needs.

Approximately \$30 million per year has been allocated to Inclusion Support Agencies, including \$4 million per year for Flexible Support Funding.

Current state of play

All ISA funding agreements end in March 2009. We are currently awaiting a Ministerial decision on the continuation of the program.

Key issues

The Department is currently reviewing the service delivery model, funding, reporting, guidelines and administrative processes of ISAs in order to streamline and simplify the program.

ISAs do not provide educational services for children but aim to help child care staff facilitate their inclusion into mainstream care.

Early Years Learning Framework

Background:

The National Early Years Learning Framework will describe the capabilities which demonstrate the continuum of development for babies, infants toddlers and preschoolers, with a focus on play-based learning, the role of teachers in facilitating children's learning, the development of early literacy and numeracy skills and successful transition to formal schooling.

High level background to the area of interest:

The Framework will be available across a range of early childhood settings as it will address:

- the development of key goals and objectives and program standards/learning and development in the early years;
- enhancing the integration of early childhood care and education services through a focus on individual and group learning and development for all children in early childhood;
- enhancing the professional profile and approach to the early years workforce through a common understanding of child development and learning and consistent practice and language;

- promoting continuity of learning for children across early childhood settings and the early years of school;
- addressing issues related to literacy and numeracy development; and
- addressing issues of cultural inclusiveness and diversity.

Current state of play:

A consultation process is in progress.

Key issues:

The Framework will address issues of cultural inclusiveness and diversity.

Autism-specific centres

Background:

The Australian Government is committed to establishing up to 260 new Early Learning and Care Centres nationally by June 2014. Six of these will be autism-specific child care centres. This is a joint initiative between the Department of Education, Employment and Workplace Relations (DEEWR) and the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA). The establishment of the six autism-specific centres will complement the existing \$190 million *Helping Children with Autism* package.

High level background to the area of interest:

The six autism-specific centres will be staffed by trained teachers and child care workers specialising in working with children with autism spectrum disorders.

Current state of play:

Consultations have commenced with the state governments to determine possible geographical locations for these centres.

Key issues:

The establishment of the six autism-specific centres will better support children with autism spectrum disorders and their families by providing dedicated early intervention programs for these children in a long day care setting.

SKILLS TRAINING TO MEET EMERGING TRADE DEMANDS

Background

Australia has enjoyed sustained economic growth for more than a decade. This, coupled with near full employment, has driven up the demand for skilled workers in many areas including the trades.

Research indicates that this demand is likely to increase over the next decade as the population ages, whilst the demand for workers with a vocational education and training (VET) qualification grows. For example, the Centre for the Economics of Education and Training at Monash University found that the challenge for the sector over the next decade will be to maintain the effort at the Certificate III and Certificate IV levels, grow higher level qualifications and respond to any shortfall in qualified people that arises from the ageing of the workforce.

Research from the former Queensland Department of Employment and Training indicates that 62% of future jobs will require vocational and technical skills. This is more than a doubling of the current 30% of the workforce with vocational and technical qualifications.

According to the National Centre for Vocational Education Research the number of apprentices and trainees in training as at 31 December 2007 was 405,529, an increase of 1% from one year earlier. There were 190,654 'traditional apprentices' in training up 2% from one year earlier.¹

The number of people in training is not the only indicator of success. In order to meet the needs of industry, training needs to be relevant, of high quality, timely and delivered in a manner that encourages engagement. To meet emerging needs it needs to be flexible and responsive. Hence, governance and quality assurance arrangements are particularly important in a federation such as Australia where responsibility for the national system is shared.

Current state of play

The *2006-2007 Annual Report of the Department of Education Science and Training* provides an overview of VET programs and initiatives that existed in that financial year. Since November 2007 a number of new initiatives have been put in place, some previous initiatives have ceased, and others remain unchanged.

Skilling Australia for the Future outlines new initiatives that aim to increase productivity and address skills needs, particularly, persistent trade skills shortages. It provides a multidimensional approach to addressing skills needs as it makes additional places available and establishes governance and industry advisory arrangements that aim to make the national system more responsive to emerging needs. Key elements of this policy include:

¹ NCVET, *Australian vocational education and training statistics, Apprentices and trainees*, December quarter 2007, pages 1-2.

- 630 000 new training places, 85 000 of which are apprenticeships. The places will be at the Certificate II to Advanced Diploma level with the majority of places at higher qualification levels;
- establishing Skills Australia, an independent statutory body that will play a central role in analysing emerging skills needs and demand across industry sectors; and
- strengthening the role of Industry Skills Councils to advise the Government on the training needs of the workforce and to liaise with employers and training providers to match training to specific needs.

The Australian Skills Vouchers Program has been wound back. The issuing of vouchers ceased on 31 March 2008, though training utilising the vouchers will continue to occur in 2008. Australian Technical Colleges continue to operate and existing contracts will be honoured through to 2009.

The Australian Apprenticeships system continues to be a key to increasing the number of qualified tradespeople. It provides a range of financial incentives to both employers and individuals to encourage the take-up of Australian Apprenticeships and provides additional benefits to those undertaking qualifications which are in identified national skills shortage. The network of Australian Apprenticeship Centres has taken on additional roles to become Skills and Training Information Centres – a key vehicle through which information and advice on skills and training will be provided to employers, employees, job-seekers and other interested parties.

The Australian Qualifications Framework and the Australian Quality Training Framework 2007 remain key vehicles for ensuring national consistency and quality.

Industry advisory arrangements continue to ensure that training is relevant to the current and changing needs of industry. Industry continues to be engaged in the development of Training Packages through Industry Skills Councils. The Commonwealth Government, states and territories and industry remain involved in the endorsement process through the National Quality Council and other processes. A new process for the development and endorsement of training packages was introduced on 1 January 2008 and from 1 July 2008 all Training Package development will be compliant with this new model. The new process aims to strengthen quality assurance arrangements for example through continuous improvement processes, and also provides some streamlining of the endorsement process.

Key issues

Addressing emerging trade demands requires multiple solutions. Initiatives to encourage the take up of places by those in the workforce and those presently outside it are important and are a focus of Commonwealth Government effort. Equally as important are governance and quality assurance arrangements. Addressing emerging trade demands cannot be achieved without actively engaging industry in the process used to identify and address needs.

A responsive and flexible national system is a key to addressing skills needs. The renewed focus on Commonwealth-State relations provides an opportunity to address any remaining barriers to this being achieved.

Planning for a number of new initiatives, including those under *Skilling Australia for the Future*, has been undertaken through the Council of Australian Governments. This approach maximises the use of public funding and avoids duplication of effort by ensuring that initiatives are delivered in a collaborative fashion supported by all governments.

THE AUSTRALIAN QUALIFICATIONS FRAMEWORK—SPECIFICALLY THE PROCESSES FOR ONGOING UPDATING AND DELETION OF COMPETENCIES AND PACKAGES THAT HAVE BECOME REDUNDANT

Background

The Australian Qualifications Framework (AQF) is the national framework for all qualifications in post-compulsory education and training. It provides qualification titles for the AQF's fifteen qualifications and guidelines on how to determine which qualification applies to a particular development. The AQF does not prescribe processes for the development of Training Packages or units of competency.

Training Packages are developed by Industry Skills Councils and comprise national qualifications, units of competency and assessment guidelines. They specify the skills and knowledge people need to perform effectively in the workplace. They do not prescribe how an individual should be trained; the 'how to' for training is developed by trainers and supervisors.

The *National Quality Council* (NQC) is a committee of the Ministerial Council for Vocational and Technical Education (MCVTE) and prescribes the development and endorsement process for Training Packages and units of competency. The NQC reports to MCVTE on the operation of the National Skills Framework, including Training Packages, accredited courses, the Australian Quality Training Framework and the AQF. It has specific decision-making powers in relation to the endorsement of Training Packages and other aspects of quality assurance under the National Skills Framework. The NQC reports to each meeting of MCVTE against its approved annual work plan and also provides MCVTE with an annual report on its operations.

Industry Skills Councils (ISCs) are independent, not-for-profit companies run by an industry-based board of directors, a Chief Executive Officer and supporting secretariat. ISCs are funded by the Australian Government to provide a range of training advisory services to industry on a national basis, and to give feedback to government on industry training needs. ISCs focus on the development of industry-wide units of competency for particular occupations and cross industry competencies where appropriate. These units of competency are then formed into qualifications and packaged together into Training Packages. This process includes full national consultation and validation with industry and other relevant stakeholders.

Current state of play

In July 2007 the NQC approved a new Training Package development and endorsement process. An element of the new process, which has been progressively implemented from 1 January 2008, is the development of a *Continuous Improvement Plan* (the Plan) by each ISC. The Plan sets out the changes that need to be made to endorsed components of Training Packages to enable them to meet existing and emerging skill needs of industry. The Plan is developed as a rolling three year plan and updated annually.

The *Training Package Development Handbook* has been substantially revised to support the new process. The revised handbook, which became available on 1 April 2008, clearly articulates the NQC policy for the development of Training Packages. Together, the new process and handbook enable the development and continuous improvement of consistent, relevant, quality training products. The handbook is available to committee members at www.tpdh.deewr.gov.au.

Key issues

ISC Funding Agreement

ISCs are required to carry out a wide range of activities outlined in funding agreements between individual ISCs and the Department of Education, Employment and Workplace Relations. As part of their work ISCs are expected to undertake activities in relation to identifying and removing duplicate units of competence. This includes cross-industry cooperation to utilise relevant units of competency from other industries where appropriate. As part of this process, ISCs are reviewing and rationalising qualifications within Training Packages to reduce duplication.

Rationalisation

ISCs have been asked to work with one another on cross industry projects to encourage more use of relevant cross industry competency standards, qualifications and training packages. All ISCs have indicated good progress in this ongoing process.

Qualifications can be accredited by states and territories outside the Training Package process. Currently, state and territory qualifications will not be accredited if the course duplicates, by title or coverage, the outcomes of an endorsed Training Package qualification. Developers are encouraged to use existing Training Package units of competency when developing a course for accreditation.

Review and Continuous Improvement

Training Packages are normally endorsed for a three year period and are subject to continuous improvement during this period. This process is open and transparent and each ISC is required to detail the work to be undertaken on the endorsed components of Training Packages in its *Continuous Improvement Plan*.