Users' guide to developing a course document

Guide

Australian Government
Australian Skills Quality Authority

ASQA

(Working together)

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About the National course document template

When deciding whether to grant an application for the accreditation of a course, ASQA determines whether the course meets the Standards for VET Accredited Courses 2021 and the Australian Qualifications Framework.

The Standards for VET Accredited Courses 2021 include a National course document template at Appendix 1. It ensures each course is presented in a consistent format.

The National course document template includes:

- specifications for the course

- essential course information, including packaging rules, skill and knowledge outcomes, assessment and resource requirements

- suggested formatting for presenting information, such as tables and appendices

- a unit of competency template for developing enterprise units of competency.

The National course document template contains the following sections:

Section A: • Applicant and course classification information	• information about type of application, i.e. initial accreditation, renewal of accreditation or amendment application • course contact details • course copyright, licensing and franchise information • course classification • period of accreditation
Section B: • Course information	• the course code and title • nominal duration • outcomes and description • development of the course • qualification level • foundation skills • recognition of course outcomes • licensing or regulatory requirements • structure • entry requirements • assessment strategy • trainer and assessor competencies • delivery requirements • pathways and articulation • ongoing monitoring, evaluation and compliance strategy • mapping information to previous course (if applicable)
Section C: • Units of competency	• enterprise units of competency, i.e. units developed by the course owner for this particular course • imported training package and other enterprise units of competency from accredited courses are not included in the course document as they can be accessed from the national register.

	Note: a VET accredited course can consist of training package units of competency, developed enterprise units of competency, or a combination of both.

About this guide

The guide aims to help course owners better understand the requirements for accreditation by providing a detailed explanation of each of the relevant Sections of the National course document template.

The guide aims to:

- help course owners interpret and apply the Standards and the Australian Qualifications Framework in relation to the completion of the National course document template

- provide information and examples on content to be included within the National course document template.

The guide will refer to each Section of the National course document template and the information required for each numbered part of the section.

The guide will be updated from time to time on the ASQA website. Any printed copy of the guide should be checked for currency against the most recent digital version published on the ASQA website.

"	This image is used throughout this guide to indicate a direct quote from the *Standards for VET Accredited Courses 2021.*

💡	This image is used throughout this guide to indicate tips, suggestions recommendations and reminders.

Section A

> Section A provides information about persons in respect of whom a course is to be accredited and course classification code.

1. Person in respect of whom the course is being accredited

Legal entity:

The name of the legal entity or individual who is the copyright owner of the course being submitted for accreditation must be included. These copyright details must also align to the ABN/ACN details provided on the application form. This will be the 'entity' registered with ASQA and will be the course copyright owner details listed on the National Register (TGA - training.gov.au) for the course.

Course owner number:

Existing course owners will previously have been assigned by ASQA a 'Course owner number' which identifies their legal entity as a course owner with ASQA. Upon approval of a course ASQA will assign a course owner number to a new legal entity.

Example:

1. Person in respect of whom the course is being accredited	KER Professional Services Pty Ltd Course owner number: CO10001

2. Address

Copyright holder details must include:

- name of contact person
- physical address
- email address and
- contact number.

Example:

2. Address	Mr P D James Managing Director KER Professional Services Pty Ltd 270 Queens Parade SUBURB NSW Postcode Postal address: PO Box 1111 SUBURB NSW Postcode Email address: pdjames@karj.com.au Phone: 07 4321 5678

	• Review course copyright and course contact details on TGA are current and advise the Course accreditation team of any required changes.

3. Type of Submission

The type of submission is dependent upon whether the application for accreditation is an initial, renewal or amendment.

Example:

3. Type of submission	Renewal of accreditation – Include course number and title of course being renewed

4. Copyright acknowledgement

The information provided must align with the units of competency included in the course structure at Section B: 5.1.

This information must include reference to, as applicable:

• the enterprise units developed for inclusion in the course,

• training package units of competency imported into the course and

• enterprise units of competency imported from other accredited courses.

Evidence of permission to import enterprise units of competency from other accredited courses must be included with the submission of the application, where applicable. This may be in the form of an email, letter or copyright approval agreement provided from the accredited course copyright owner.

Example:

4. Copyright acknowledgement	The copyright owner of the following units of competency developed for inclusion in this course is KER Professional Services Pty Ltd:
	• [code and title]
	• [code and title]
	The following units of competency:
	• [code and title]
	• [code and title]
	are from the [code and title] Training Package administered by the Commonwealth of Australia.
	© Commonwealth of Australia
	The copyright owner of the following units of competency is MET Trading Pty Ltd:
	• [code and title]
	• [code and title]

5. Licensing and franchise

If the course may be used under licence or franchise arrangement, contact information for parties seeking information about a licence/franchise arrangement must be included.

If no licence or franchise requirements apply, e.g. the course owner does not intend to licence the delivery of the course to another Registered Training Organisation/s, a succinct statement advising so is required.

Example:

5. Licensing and franchise	KER Professional Services Pty Ltd will establish licensing or franchising arrangements with interested parties and reserves the right to levy a licensing or franchising fee. Information on such arrangements can be obtained from:
	Mr P D James
	Managing Director
	KER Professional Services Pty Ltd
	Email address:
	pdjames@ker.com.au
	Phone: 07 4321 5678

OR

5. Licensing and franchise	There are currently no licensing or franchising arrangements in place for this course.

6. Course accrediting body

The course accrediting body for all applications made to ASQA is The National VET Regulator.

Example:

6. Course accrediting body	The National VET Regulator

7. AVETMISS information

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) classification codes relate to codes assigned to qualifications, courses and units of competency for reporting purposes on the National Register (TGA -training.gov.au) and are used by regulated providers.

This section requires the inclusion of an Australian and New Zealand Standard Classification of Occupations (ANZSCO) 6 digit code and Australian Standard Classification of Education (ASCED) 4 digit code.

The ANZSCO code is used to identify the occupation/field that would apply to the outcome/s of the course. Information relating to ANZSCO codes can be found on the abs website.

If the course outcome is for educational purposes only and does not result in a vocational outcome one of the following general education codes must be used:

- GEN-19 General education – not occupationally specific
- GEN-20 Non-industry specific training

The ASCED code relates to the narrow field of education code assigned to the qualification or course. Information relating to ASCED codes can also be found on the abs website.

The National course code will be assigned by ASQA on approval of the initial or renewal of accreditation application. This can be left blank as the code will be unknown.

Example:

7. **AVETMISS information**	ANZSCO Code – 6 digits	232111 Architect
	ASCED Code – 4 digits	0401 Architecture and Urban Environment
	National course code	*For ASQA use only – do not enter data in this field.*

8. Period of accreditation

ASQA can accredit courses for a period of up to 5 years. At the time of approval, the period of accreditation will be published in the course document.

Note: For renewal applications, the accreditation commencement date will be the day after the current course expires.

Example:

8. **Period of accreditation**	*For ASQA use only – do not enter data in this field.*

Section B

> Section B contains details of industry, education, legislative, enterprise or community needs, and the rules under which the course may be accessed, delivered and assessed.

1. Nomenclature

1.1 Name of qualification

The course title of the qualification or 'Course in' must clearly reflect the overall intended vocational/educational outcomes of the course (Course standard 10.1) and must be consistent throughout the course document. Additionally, the course title must:

- not duplicate a current training package qualification, skill set or accredited course in accordance with Course standard 9,
- be named in accordance with the Australian Qualifications Framework (AQF) 'qualification type',
- not contain the words 'Australian', or 'National' in the title,
- be less than 100 characters including spaces in accordance with AVETMISS reporting requirements.

Note, at the time of approval ASQA will include the national course code assigned to the qualification.

Example:

1.1 Name of qualification	e.g.: Certificate IV in..., Diploma of …, Advanced Diploma of..., Graduate Certificate in… OR Course in…

1.2 Nominal duration of the course

The duration of the course in nominal (supervised) and unsupervised hours must be identified and then totalled to calculate the volume of learning (VOL) for the course.

Nominal (supervised) hours + Unsupervised hours = Volume of learning

Example:

1.2 Nominal duration of the course	Supervised:	630 hours
	Unsupervised:	215 hours
	Volume of learning:	845 hours

If a range in nominal duration is appropriate due to flexibility afforded in selecting elective units, include a range of nominal (supervised) hours. The range of hours is determined by the total hours of the core units added to the lowest and highest combination of hours for the elective units.

Example:

1.2 Nominal duration of the course	Supervised:	630 - 790 hours
	Unsupervised:	215 hours
	Volume of learning:	845 - 1005 hours

Consideration must be given to the assigned VOL to ensure it is within the range identified in the AQF for the qualification level. Note: A 'Course in…' does not require the VOL to be identified. See the volume of learning for each AQF level qualification here.

	• The identified supervised, unsupervised hours and VOL must align to information contained at Section B: 5.1. • The VOL should not be confused with the Amount of Training as required under the Standards for RTOs 2015. The VOL relates to the total number of hours required for a learner to obtain all the required skills and knowledge of the course.

2. Vocational or educational outcomes

2.1 Outcome(s) of the course

The intended outcome(s) of the course must be identified and describe Vocational (i.e. job roles), General education or Community outcomes for the proposed course. The outcomes for the course must align to the:

- purpose of the course,
- need for national recognition as identified in Section B: 3.1,
- course structure and
- unit outcomes.

It is not a requirement to provide information on all three outcomes. For example, if the course results in a vocational outcome it is not appropriate to include education and community outcomes.

Example:

2.1 Outcome(s) of the course	Vocational outcomes: This course is intended to provide participants with the following vocational outcomes: • [Vocational outcome] • [Vocational outcome] Additional information in relation to the function/duty/specialist skill should also be provided. • [insert function/duty/specialist skill] • [insert function/duty/specialist skill] **OR** General education outcomes: This course is intended to provide participants with the following general education outcomes:

	• [insert education outcome]
	• [insert education outcome]
	OR
	<u>Community outcomes:</u>
	This course is intended to provide participants with the following skills and knowledge to contribute to community outcomes such as:
	• [insert outcome]
	• [insert outcome]

2.2 Course description

A short description outlining the course outcomes must be provided. This description will be published on the National Register (TGA - training.gov.au).

Example:

2.2 Course description	*This course is designed to…*
	This course will provide participants with a range of knowledge and skills to….
	Graduates will…

3. Development of the course

3.1 Industry, education, legislative, enterprise or community needs

The information provided in this section must:
- confirm there is an established need and support for the proposed course
- summarise the consultation and validation activities undertaken with relevant stakeholders
- identify the major client and/or industry groups engaged
- confirm that the proposed course does not duplicate a qualification or skill set

Evidence to support the above claims must be provided external to the course document and be submitted with the application.

At the time of renewal of accreditation, Section B: 3.1 must confirm there is a current ongoing need and continued support for the course to be nationally accredited. Information within Section B: 3.1 must be reviewed and amended to outline the consultation and validation activities undertaken during the period of accreditation and redevelopment of the course for renewal of accreditation. Information pertaining to initial accreditation and/or previous renewal applications can be summarised to demonstrate the history of the courses' accreditation.

Points to consider in presenting the above information and gathering evidence to submit with the application:
- Letters must be signed and dated,
- A broad representational group of stakeholders within the relevant industry is to be included in consultation and validation activities. They must not largely include only graduates or RTO staff etc. Peak bodies/associations, employers etc must also be included,

- Information and supporting evidence must demonstrate significant engagement with stakeholders throughout the development of the course drafts before finalisation and submission to ASQA,

- This includes evidence the stakeholders have reviewed the course content and developed enterprise units of competency content. A way of demonstrating this is via documents with tracked changes showing stakeholder's feedback, or a summary of stakeholders' feedback. Any additional documentation that demonstrates the developmental journey of the course should also be provided OR additional information about the iterations of the course throughout its development,

- If stakeholders are named in this section, written evidence of their permission to be named must be obtained and provided and

- Numerous generic template letters containing the same content are not considered valid evidence.

Example:

3.1 Industry, education, legislative, enterprise or community needs	The need for the development of the course was identified at the Course Accreditation Moderation meeting in May 2021.
	The outcomes of this course meet ASQA's Course Accreditation teams' need to develop the competency of staff members in the assessment and evaluation of course accreditation applications. The review of ASQAs audit practices and principles may require auditors and new staff to become adept with Course Accreditation processes.
	Support for the course has been provided by major industry stakeholders within and external to ASQA. Written evidence of support and contribution to the development of the course has been provided by the following persons:
	• Director, Course Accreditation • 2 x Course Accreditation Assessors • Industry Engagement Officer • A/ Manager, Finance Management • 2 x Course Accreditation Consultants
	Initial surveys identified the need to develop three enterprise units of competency to cover learning outcomes not available through training package units.
	The draft enterprise units were provided to the major industry stakeholders and other key stakeholders for validation and comment in October 2020. This resulted in some minor amendments to the structure and content of the units of competency.
	The final validation of the course structure and content was agreed to at a Course Accreditation meeting on 28 October 2021.

	• When referencing evidence or documentation submitted to support the course, do not include 'refer to Attachment 1' or 'refer to Appendix A'. No attachments or appendices are included with the course document on approval.

3.2 Review for renewal of accreditation

This section is to be completed when a course is submitted for renewal of accreditation.

If the course application is for initial accreditation this section should contain 'Not applicable' and not be completed.

Information provided in this section must:

- Provide details of how monitoring and evaluation throughout the accreditation period have contributed to the development of the revised course.
- Include information that clearly maps the existing course structure against the new course structure. This can be shown in a table, if required.
- Include a statement that clearly states whether the course submitted is equivalent or not equivalent to the existing course.

Evidence to demonstrate monitoring and evaluation activities were conducted and how they contributed to the redevelopment of the course must be provided with the accreditation application. This evidence can be provided as:

- Letters, emails, meeting minutes, and feedback from stakeholders who have reviewed the course. Note: Feedback on RTOs' delivery of the course may be included; however, the 'review for renewal of accreditation' relates to the course content.

Points to consider in the development of the above information are as per Section B: 3.1.

Example:

3.2 Review for renewal of accreditation	The FIN12345 Certificate III in Financial Literacy has been highly successful in attracting enrolments from rural and regional women. Enrolments for the 2016-2020 period total around 2500 persons, with 1800 course completions.
	One registered training organisation was licensed in each state/territory to deliver the course, with linkages established with Rural Financial Counsellors in each region. It is planned to continue this arrangement following renewal of accreditation.
	RTOs delivering the course were required to engage in annual evaluation processes and provide trend information on student satisfaction. This identified that women often found it difficult to maintain a continuity of class attendance due to seasonal farm activities and poor road conditions following wet weather.
	However, students generally supported classroom based delivery as they welcomed it as an opportunity for social interaction and direct interaction with a trainer.
	The main feedback obtained from RTOs, students, Rural Financial Counsellors and industry representatives during the accreditation period was as follows:
	o the course length was appropriate to the needs of the target group of learners – women in rural communities requiring financial literacy skills
	o there is a demand for an on-line delivery mode for the course
	o the need for more content related to superannuation

	o there is a need to expand the target group of learners to include men, women and adolescents in rural communities who require financial literacy skills.
	Feedback from stakeholders led to the following changes to the course document:
	o the inclusion of on-line learning as a recommended delivery mode and the inclusion of appropriate online assessment approaches
	o the addition of a training package unit that covers superannuation
	o a change to the course title and to the titles of the enterprise units to remove references to 'women'.

Unit of competency mapping information:

FIN1234 Certificate III in Financial Literacy	56789NAT Certificate III in Financial Literacy
FINTEC101	NAT56789001
FINTEC102	NAT56789002
FINBUS101	NAT56789003
FINBUS102	NAT56789004
FINDES103	NAT56789005
(no unit)	NAT56789006
(no unit)	NAT56789007

The FIN12345 Certificate III in Financial Literacy and 56789NAT Certificate III in Financial Literacy are deemed to be equivalent.

4. Course outcomes

4.1 Qualification level

For qualifications:

Information on how the course outcomes align to the AQF Qualification Type Descriptor for the AQF level of the course must be included.

It is not appropriate to copy or restate the descriptor. The information is to describe how the vocational knowledge and skills outcomes align to the AQF level.

In addition, the information must include a statement advising the skills and knowledge of the qualification are consistent with the AQF Qualification Type Descriptor for the qualification level.

For a 'Course in…':

The outcomes meet an identified industry/enterprise/community need but do not have the breadth and depth required for a qualification. These courses do not have to meet Volume of Learning requirements of the AQF.

Therefore, instead of including information on how the course outcomes align to an AQF Qualification Type Descriptor, the following statement must be included:

'While this course meets an identified industry/enterprise/community need it does not have the depth and breadth required of a qualification.'

Example:

4.1 Qualification level	The graduate will demonstrate the application of specialised knowledge and skills in a health services environment. They will develop and implement management strategies and systems associated with providing optimum customer service to clients seeking treatment in health care settings nationally.
	Course graduates will use technical and theoretical knowledge when analysing and investigating complex problems impacting on safety, workplace culture and funding and will apply appropriate strategies in response to dealing with these impacts.
	The graduate will demonstrate initiative, by making independent judgements when developing appropriate solutions and strategies to their field of specialty, in known or changing contexts.
	Course graduates will demonstrate a broad range of reasoning and communication skills when creating and implementing management strategies and systems within their work environment.
	This qualification is consistent with the AQF Qualification Type Descriptor for a Diploma.

OR

4.1 Qualification level	While this course meets an identified *industry/enterprise/community* need it does not have the depth and breadth required of a qualification.

4.2 Foundation Skills

Foundation skills are an integrated part of a unit and must be assessed. Accredited courses must identify foundation skills relevant to the course outcomes. Each enterprise unit of competency requires the inclusion of information pertaining to the foundation skills within the unit.

The Foundations skills are:

- Reading skills
- Writing skills
- Oral communication skills
- Numeracy skills
- Learning skills
- Problem-solving skills
- Initiative and enterprise skills
- Teamwork skills
- Planning and organising skills
- Self-management skills
- Technology skills

Therefore, the following succinct statement is to be used in this section:

4.2 Foundation skills	Foundation skills are either explicit in the performance criteria or within the Foundation skills field of a unit of competency. Refer to the units of competency at Section C.

4.3 Recognition given to the course

Details of any recognition given to the course by professional or industry bodies must be included, if applicable. Confirmatory evidence must be included to support this information with the application. If recognition has not been confirmed and cannot be supported with evidence this information must not be included.

If no formal recognition arrangements are in place, insert: 'Not applicable'.

Example:

4.3 Recognition given to the course (if applicable)	Completion of this course will enable the learner to apply for membership with the Australian Institute of Management.

4.4 Licensing or regulatory requirements

Information on the extent to which the course satisfies licensing or regulatory requirements must be described and confirmatory evidence must be provided external to the course document.

If the course does not apply to or satisfy any licensing or regulatory requirement, insert: 'Not applicable'.

Example:

4.4 Licensing or regulatory requirements (if applicable)	This course meets the requirements under Section 10A of the Weapons Act 1990 for a person to make application for a licence under the Weapons Act.

5. Course rules

5.1 Course structure

The course structure must reflect the intended skill and knowledge outcomes of the course and may be:

- core only
- core and electives
- core and specialisations
- core, specialisations and electives
- electives only.

Course structure table:

The course structure table must include:

a)   The unit codes and titles

The unit code and title of all enterprise units developed, training package units and/or accredited course units imported into the course must be listed in the course structure table.

b)   Any pre-requisites (if applicable)

If a unit within the course structure requires the completion of another unit prior to commencement it must be listed in the course structure table.

Pre-requisite units must be listed within the course structure of the course. If the completion of a unit is required prior to the completion of another unit and is not within the course structure it would be an entry requirement to the course. Nominal hours assigned to entry requirement units do not form part of the course structure and duration.

c)   The Field of Education (ASCED) 6 digit detailed code

The Field of Education code is required to be assigned to each unit of competency for reporting purposes on the National Register. The course owner will need to assign the most appropriate detailed ASCED code to enterprise units of competency by referring to the ABS website.

For training package units, the detailed ASCED codes can be obtained from the unit of competency's information on the National Register within the 'Classifications' section.

d)   Nominal hours of each unit

The nominal (supervised) hours must be allocated to each unit. The hours assigned to the enterprise units developed for inclusion in the course must be assigned by the course owner and informed by industry and stakeholder feedback.

Note: The hours must be sufficient to enable a learner to achieve the breadth and depth of learning required to achieve a competent outcome.

For imported training package units, the assigned hours are to reflect those specified in the Victorian Purchasing Guides (VPG). ASQA uses the hours in the VPG as the benchmark as they are used by the NCVER for AVETMISS reporting purposes.

Imported VET accredited course units of competency must reflect the nominal hours assigned within the accredited course document.

Course structure table formatting example:

Unit code	Unit title	Field of Education	Pre-requisite	Nominal hours
Core units				
NATXXXXX001	Create and manage compliant marketing databases	020303	BSBMKG431	80

Volume of Learning:

AQF qualifications must include information relating to the Volume of Learning. Note: Volume of Learning is not required if the outcome is a 'Course in…'. The volume of learning allocated to the accredited course must:

• be consistent with the Volume of Learning identified in the AQF Qualification Type Descriptor for the AQF qualification level and

• ensure it is the notional duration of all activities required for the achievement of learning outcomes.

Volume of learning is calculated as follows:

- Nominal (supervised) hours + Unsupervised hours = Volume of learning.

The nominal (supervised) hours represent the anticipated hours of structured and supervised learning and assessment required to sufficiently address the content of each unit. These include hours allocated for learning and assessment activities that are delivered face to face, online and/or via structured distance education. These are the hours assigned to the unit within the course structure table at section B: 5.1.

The unsupervised hours represent activities that contribute to achieving the course outcomes that are not supervised by an RTO trainer or assessor. A description of the unsupervised activities the learner will need to undertake to complete the course must also be included.

Activities that contribute to supervised or unsupervised hours:

Supervised (Nominal)	Unsupervised
- Learning Management System (LMS) training and assessment - classroom training and assessment - online exams - webinars - supervised online tutor sessions	- undertaking work experience with an employer - completing written assignments/projects - completing self-study to revise and reinforce areas of knowledge - workplace practice/application of skills and knowledge acquired through supervised learning activities - conducting research to gain up to date industry information

Early exit point/s:

Any early exit points that apply to the course must be identified where there is a vocational or general education outcome achieved by partial completion of the course.

Issuance of Statement/s of Attainment:

Section B: 5.1 must also contain a statement confirming that a VET statement of attainment will be issued for any unit of competency completed if the full VET qualification is not competed.

Example:

5.1 Course structure

To achieve the qualification [name of course] the learner must complete six units – four core and two electives. Units should be undertaken in the order listed.

Unit code	Unit title	Field of Education	Pre-requisite	Nominal hours
Core units				
BSBMKG431	Assess marketing opportunities	080505	Nil	50
NATXXXXX001	Create and manage compliant marketing databases	020303	BSBMKG431	80
NATXXXXX002	Create and market test advertising content	080507	Nil	75
BSBTWK503	Manage meetings	080901	Nil	30

Total nominal hours (core units)					**235**
Elective units (Select two)					
BSBCMM411	Make presentations	100707	Nil		30
BSBHRM413	Support the learning and development of teams and individuals	080303	Nil		40
BSBSUS411	Implement and monitor environmentally sustainable work practices	050999	Nil		40
CHCCOM002	Use communication to build relationships	120505	Nil		55
Total nominal hours (elective units)					**70 – 95**
Total nominal hours **(Total core units + minimum/ maximum of elective units)**					**305 - 330**

The volume of learning for this course is:

Nominal (supervised) hours: 305 – 330 hours

Unsupervised hours: 400 hours

Total volume of learning: 705 – 730 hours

Successful completion of this course will require learners to engage in unsupervised activities including:

- undertaking work experience with an employer

- completing written assignments/projects

- completing self-study to revise and reinforce areas of knowledge

- conducting research to gain up to date industry information.

The time required to undertake these activities will vary between students based on their experience. On average, the unsupervised activities listed above will equate to 400 hours.

The course structure includes the following three units of competency that provide an early exit point for persons who wish to work as a marketing assistant only:

- NATXXXXX001 Create and manage compliant marketing databases

- BSBTWK503 Manage meetings

- CHCCOM002 Use communication to build relationships

A Statement of Attainment will be issued for any unit of competency successfully completed if the full qualification/'Course in' is not completed.

	• Information on core units, electives units, pre-requisites and the sequencing of units must be included where applicable. • If there are no pre-requisite units, the pre-requisite column may be removed from the table. • The total volume of learning, including nominal and unsupervised hours, must align to Section B: 1.2.

5.2 Entry requirements

Entry requirements for the course may be essential or recommended. Essential entry requirements should, wherever possible, be expressed in terms of competencies. Recommended entry requirements may include language/literacy and/or numeracy skills that are likely to facilitate successful completion of the course.

If there are any limitations to entry they must be described and justified.

Example:

5.2 Entry requirements	Essential entry requirements:
	Entrants to the Diploma of Support Services for at Risk Children must:
	• be over 18 years of age
	• meet the requirements for working with children in the relevant Australian State/Territory.
	Recommended entry requirements:
	It is recommended entrants have:
	• a minimum of six months employment or volunteer experience in working with children or youth at risk.
	Limitations to entry:
	This course exposes students to challenging and emotionally confronting situations. It requires students who have sufficient maturity and work/life experience to provide professional support services within organisational and regulatory requirements.

	• Units of competency listed as mandatory entry requirements in Section B: 5.2 cannot be listed as pre-requisite units in Section B: 5.1.
	• Any essential or recommended entry requirements must be clear. For example:
	'*Entrants must hold a _relevant VET_ qualification in the industry field*'
	Guidance must be provided about what constitutes a 'relevant' VET qualification.

6. Assessment

6.1 Assessment strategy

The assessment strategy for the course must meet the requirements of the Standards for Registered Training Organisations (RTOs) 2015 (or its successor), including the Principles of Assessment and Rules of Evidence. A meaningful and well written assessment strategy contextualised to the target learner group/s will meet these requirements without repeating verbatim the Principles of Assessment and Rules of Evidence.

The assessment strategy must provide a general overview of the assessment requirements for the units to inform the development of an RTO's assessment system and assessment materials.

If licensing/franchise arrangements are in place or available, it is recommended you keep in mind that any mandated requirements will apply to all RTOs licensed to deliver the course. Therefore, the assessment strategy should not be written around any one particular RTO's assessment processes and procedures.

The assessment strategy must specify the assessment methods to be used for the units. Using a range of assessment methods helps produce valid decisions and recognises that learners demonstrate competency in a variety of ways.

The following table outlines a range of assessment methods and a description of how they might be applied in assessing learner's competence.

Method	Description
Direct observation	▪ Assessed in real time in the workplace ▪ Assessed in a simulated off-the-job situation that reflects the workplace
Product based methods	▪ Structured assessment activities such as reports, displays, work samples, role plays and presentations
Portfolio	▪ A purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner ▪ Evidence could include written documents, photographs, videos, logbooks
Questioning	▪ Generally, more applicable to the assessment of knowledge evidence ▪ Assessment could be written or oral questioning, conducting interviews and questionnaires
Third-party evidence	▪ Additional evidence provided to assessors to support a candidate's claim of competence. ▪ This could include reports from supervisors, colleagues and/or clients, testimonials from employers, work diaries, evidence of training.

The assessment methods chosen must be sufficiently rigorous for a learner to achieve the learning outcomes specified by the Australian Qualifications Framework (AQF) for the proposed level of the course. For example, short answer questions may not be suitable for a Diploma level course. The methods of assessment may be mandated, suggested or a combination of both and may include requirements for assessment in the workplace and/or a simulated environment.

If mandatory methods of assessment apply:

Mandated assessment methods may apply to some or all unit/s within the course structure. The specific unit/s (code and title) they do apply to must be identified in the assessment strategy.

Note: Any mandated assessment requirements must also be specified in the Assessment Requirements (Performance evidence, Assessment conditions) of the relevant unit/s.

Alternatively, mandated assessment requirements do not need to be explicitly described in this field. The following statement or similar can be used:

'*Mandated assessment methods and resources apply to the unit/s. Refer to the Assessment Requirements of the individual unit/s.'*

<u>If workplace and/or regulatory requirements apply:</u>

Workplace and/or regulatory requirements may not apply to all courses. Where relevant, any requirements must be identified. For example, a course related to working with Asbestos materials in Queensland would include the following:

> '*All assessment must be undertaken in accordance with 'How to Safely Remove Asbestos Code of Practice 2011.*'

<u>Recognition of Prior Learning (RPL):</u>

It is a requirement of the *Standards for RTOs 2015* that all RTOs must offer RPL to a learner. Any special arrangements that RTOs may offer to facilitate RPL are to be described. If there are no special arrangements the following statement or similar can be used:

> '*Recognition of Prior Learning (RPL) will be offered to applicants at time of enrolment.*'

<u>If units of competency are imported from other accredited courses or training packages:</u>

A succinct statement advising that assessment of the accredited course/training package unit/s imported into the course must be consistent with the assessment guidelines in the accredited course/parent training package is required.

> - Including the statement '*Assessment must be conducted in accordance with the Standards for Registered Training Organisations (RTOs) 2015 or its successor.*' will ensure that training and assessment will be conducted in accordance with the Principles of Assessment and Rules of Evidence.

Mandated assessment strategy example:

6.1 Assessment strategy	Assessment must be conducted in accordance with the *Standards for Registered Training Organisations (RTOs) 2015* or its successor.
	- Assessment of practical skills must be conducted via direct observation in a workplace or a simulated environment. The simulated environment must reflect actual workplace and industry conditions.
	- Knowledge requirements must be assessed via written questions and role plays.
	- The mandated assessment tools will be provided by the course owner as part of the licensing arrangements. These resources cannot be changed or altered without written permission from the course owner.
	Recognition of Prior Learning (RPL) will be offered to applicants at time of enrolment."
	Assessment of the training package unit/s imported into the course must be consistent with the assessment guidelines in the parent training package.

Suggested assessment strategy example:

6.1 Assessment strategy	Assessment must be conducted in accordance with the *Standards for Registered Training Organisations (RTOs) 2015* or its successor.
	Assessment must be conducted using a variety of methods over time to ensure a sufficient range of valid evidence is gathered to form a judgement of competence.

	Assessment methods may include:
	• direct observation
	• case studies
	• scenarios
	• written and/or oral questions
	• assignments
	• projects
	• portfolios of evidence.
	Recognition of Prior Learning (RPL) will be offered to applicants at time of enrolment.
	Assessment of the accredited course unit imported into the course must be consistent with the assessment guidelines in the 99999NAT Diploma of XXXX course document.

6.2 Assessor competencies

This section identifies assessor competencies required to assess learners of the course. This includes confirming assessors comply with the assessor requirements stated in the Standards for RTOs or its successor.

Any specialist vocational competency requirements in addition to the requirements in the Standards for RTOs must be described and justified.

A succinct statement advising that assessment of any accredited course and/or training package unit/s imported into the course must reflect the requirements for assessors specified in the accredited course and/or parent training package is required.

Example:

6.2 Assessor competencies	All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015.*
	Additional specialist vocational competency requirements
	Assessors of [unit code and name] must hold current certification for working in confined spaces with the relevant [State] Government authority. The requirement for assessors is a legislative requirement that is also specified in the unit of competency.
	The assessment of units of competency imported from training packages and other VET accredited courses must reflect the requirements for assessors specified in the relevant training packages and accredited course.

	• Do **not** include information in the section about trainer competencies. These details are required at Section B: 7.2.
	• Justification must be provided for any specialist vocational competency requirements specified.

7. Delivery

7.1 Delivery modes

Delivery modes identify whether or not a course or unit is delivered via internal, external or workplace-based delivery – or a combination of these modes.

- **Internal delivery** is where the student and the trainer attend scheduled training in real time. Locations may include; workshop, laboratory, simulator and classroom-based training even when the training is delivered remotely using video or internet links.

  External delivery is where the student undertakes training in their own time and location using training materials provided online or by correspondence. The student does not usually have to undertake training at a particular scheduled time. This type of training is often referred to as self-paced learning and trainer contact is usually limited to feedback on submitted work.

  Note, this delivery mode is not appropriate for courses that require observation of tasks or demonstration of skills.

- **Workplace-based** includes training activity conducted in the workplace by the registered training organisation or the employer; for example, industrial/work experience, field placement, fully on-the-job training or structured workplace training delivered at a place of employment.

Refer to the current [AVETMISS data element definitions](#) for further guidelines on the allocation of delivery mode identifiers.

Advice on delivery modes must reflect the characteristics of the target group/s and allow for flexibility.

This section must include advice regarding:

Essential delivery modes	Identify and justify any delivery modes essential to the delivery of this course, particularly workplace-based (on-the-job) training
Any limitations to delivery modes (if applicable)	Identify any limitations to the delivery modes for this course. Any limitations should be justified and based on regulatory requirements, feedback from industry/enterprise/communities etc. For instance, an industry body may determine that training of a particular unit of competency cannot be undertaken in a simulated environment.

The following information may be included if applicable:

Any educational support mechanisms for maximising participants' completion of the course	Examples of how an RTO may provide educational support services to students can be included. This could include information on: - Language, literacy and numeracy support - Supports for students with disability - How to support students with obtaining work placements.
How the course may be varied to reflect the needs of learner groups, through the contextualisation of unit content or delivery	Information on how an RTO may contextualise the units of competency of the course to reflect local skill needs can be included if applicable. Contextualisation could involve additions or amendments to the units of competency to suit particular delivery methods, learner profiles, or specific enterprise requirements. Any contextualisation

| | must ensure the integrity of the outcome of the unit of competency is maintained. |
| | Industry requirements, as described in training or job specifications, can be used to contextualise a unit of competency. |

Example:

7.1 Delivery modes	This course must only be delivered internally face to face in remote/regional Aboriginal and Torres Strait Island communities for whom the course has been developed.
	The course development reference group, comprising Indigenous representatives, health agencies and experienced trainers agreed that the target group of learners require internal face to face delivery.
	This mode is consistent with their cultural learning practices and it also provides for the reinforcement of skills and knowledge developed in the course through supervised practice and revision.
	It is recommended language and literacy support is provided to learners, before and during training as required.
	Additionally, contextualisation of unit content can be applied to reflect the individual Aboriginal and/or Torres Strait Islander communities as appropriate.

	• References to delivery <u>methods</u> (PowerPoint presentations, facilitator demonstrations, project-based, group learning activities etc.) should not be included in this section.

7.2 Resources

This section identifies essential facilities, equipment and trainer competencies required for the course.

<u>Facilities and equipment:</u>

Details of any specialised facilities and/or equipment essential for the delivery of the course must be identified. This includes all equipment that may be required in a simulated workplace.

If mandated assessment resources are required, they can be listed in this section or a succinct statement can be provided referring to the Assessment conditions of the units of competency. For example:

'*Mandated assessment resources apply to the units. Refer to the Assessment Conditions of the individual unit/s'.*

<u>Trainer competencies:</u>

Confirmation must be included that staff involved in training of the course comply with the trainer requirements stated in the Standards for RTOs or its successor.

Any specialist vocational competency requirements for trainers in addition to the requirements in the Standards for RTOs must be described and justified.

A succinct statement advising that delivery of any accredited course and/or training package unit/s imported into the course must reflect the requirements for assessors specified in the accredited course and/or parent training package is required.

Example:

7.2 Resources	Essential facilities and equipment:
	Skills must be demonstrated in a photographic make-up environment; this can be:
	• an industry workplace or
	• a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make-up assignments.
	Assessment must include access to:
	• paying clients, both new and regular or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
	• relevant workplace documentation:
	o blank client records
	o organisational policies and procedures relevant to make-up services
	o manufacturer instructions and safety data sheets.
	Trainer competence:
	All delivery must be undertaken by trainers who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015.*
	Additionally, all trainers must have at least three years' experience working in the beauty and make-up industry to demonstrate working knowledge and skills relevant to the course.
	The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers specified in the relevant training packages.

8. Pathways and articulation

8.1 Pathways and articulation

This section provides information and details of potential pathways for course participants, both into the course and into other VET and higher education courses on completion. Additionally, if the course contains nationally endorsed units of competency, any connections with other training package qualifications that are relevant to vocational pathways should be identified.

Information regarding any formal articulation and/or credit arrangements should also be included in this section. Evidence must be provided external to the course document to support the arrangements. If arrangements have not been formalised the information must not be included.

Example:

8.1 Pathways and articulation	**Potential pathways into the course**
	The accredited course 22222NAT Diploma of Creative Design provides a pathway into the 33333NAT Advanced Diploma of Creative Design.
	Potential pathways out of the course
	The 33333NAT Advanced Diploma of Creative Design includes three units of competency from the CUA Creative Arts Training Package. Completion of those units provides pathways into qualifications that include those units of competency in their course structure.
	Articulation arrangements
	The MERK Institute has a written agreement with the University of LET for the period 2021 - 2026. The agreement provides for learners successfully completing the 33333NAT Advanced Diploma of Creative Design to articulate directly into the second semester of a Bachelor of Design at the University of LET.

9. Ongoing monitoring and evaluation

9.1 Ongoing monitoring and evaluation

This section refers to the ongoing relevancy and currency of the <u>outcomes</u> and <u>content</u> of the course throughout the period of accreditation only. It <u>does not</u> refer to monitoring, evaluation and validation of training and assessment materials conducted by an RTO.

This section must:

- Describe the arrangements the copyright owner proposes to use for monitoring and evaluating the course to maintain its relevancy and currency.
- Include stakeholders who will be involved in the process to be undertaken.
- Confirm that the National VET Regulator will be informed of any proposed changes to the course resulting from course monitoring and evaluation procedures, and if required, will provide any relevant material to the National VET Regulator to enable it to determine whether the course remains current and continues to comply with the Standards.
- Confirm that if the course is changed as a result of course monitoring and evaluation, any RTO that has been licensed or franchised to deliver the course is advised of the changes by the copyright owner.

Example:

9.1 Ongoing monitoring and evaluation	The Chief Executive Officer is responsible for the monitoring and evaluation processes during the accreditation period.
	The course will be reviewed on an annual basis by the Course Advisory Committee. The committee consists of the Chief Executive Officer, Quality Manager, industry experts and nominated trainers/assessors.
	The review will evaluate course content against the course accreditation standards to inform compliance and determine any amendments that may be required.

	Specific attention will be given to the enterprise units, focusing on whether the content of the units continues to meet industry need.
	As part of their responsibilities, the committee will review any changes to the Standards for VET Accredited Courses 2021 and the Australian Qualifications Framework.
	Training package units imported into the course will be reviewed for currency and ongoing suitability to ensure intended course outcomes are being met. (Note: do not include a statement on training package units if they are not included in the course structure).
	Prior to any application for renewal of accreditation a separate round of consultation and validation will occur with key stakeholders to ensure the ongoing need and support for the course; and that the packaging rules and enterprise units continue to meet industry standards and requirements.
	The National VET Regulator will be informed of any proposed changes to the course to enable it to determine whether the course remains current and continues to comply with the Standards throughout the period of accreditation.
	If the course is changed as a result of course monitoring and evaluation, any RTO that has been licensed or franchised to deliver the course is advised of the changes by the copyright owner.

Section C

> " Section C of the course documentation consists of the units of competency making up the course

Developing units of competency

VET accredited courses comprise units of competency from nationally endorsed training packages, other VET accredited courses and/or enterprise units of competency developed for the particular course.

Enterprise units of competency should be written to reflect the standard of skills and knowledge required by a competent person in the workplace, rather than focussing on how the unit will be trained and assessed by a training provider. This focus on the workplace outcome should be clear throughout the unit of competency.

Units of competency should be developed in close consultation with practitioners and technical experts from industry and the VET sector as described in Section B: 3.1 and evidenced external to the course document.

Each unit of competency should describe:

- a specific work activity
- the standard of performance required in the workplace
- assessment requirements, specifying the required evidence of competency, and required conditions under which assessment is conducted
- other evidence that can be gathered to assist an assessor when determining competency.

In order to provide this information, you will need to research and understand the:

- work activity and what it involves
- tasks, roles and skills that make up the work activity
- generic work skills (or foundation skills) required
- knowledge required to perform the work activity
- performance evidence a student needs to demonstrate to be considered competent in the work activity
- conditions and/or context in which the unit is to be delivered and assessed
- resources that might be needed to gather the assessment evidence.

This information can be sourced from:

- interviews
- reviewing documentation e.g. position descriptions, procedures or standards
- observing the work activity
- consulting with internal and external stakeholders
- consulting with subject matter experts.

Once you have clearly defined the outcome of the unit, you must review existing training package units of competency once again, to ensure the same outcome cannot be achieved. If a training package unit covers the same outcome, then that unit must be included in the course structure, rather than developing an enterprise unit of competency.

Writing the unit of competency

Each enterprise unit of competency must be documented on a unit of competency template and assessment requirements template. Following development, the unit/s must be circulated in draft form to key stakeholders for comment and revision as required.

> - The units of competency imported from training packages or other accredited courses must be listed under the 'Section C – Units of competency' title in the National course document template.
> - The enterprise units of competency developed for the course are to be included in the course document.
> - The unit of competency and assessment requirements of imported accredited course and/or training package units of competency are not required to be copied into Section C.

Unit of competency template

Unit Code

A unique code will be assigned to each unit by ASQA on approval as follows:

- first three digits must be 'NAT'
- next five digits refer to the parent course code assigned on approval
- remaining three digits are allocated as a sequence identifier i.e. 001, 002, 003 etc.

An example of a code assigned to an enterprise unit of competency is:

UNIT CODE	NAT12345001

> - During course development or redevelopment course owners should number units 001, 002, 003, etc

Unit Title

The unit title should provide a broad description of the unit and succinctly reflect the content and workplace outcome to be achieved. The unit title must:

- be in sentence case (with capitalised proper nouns where applicable)
- commence with an action word (i.e. verb)
- comply with the length specified in the AVETMIS Standard (no more than 100 characters including spaces)

- not include acronyms, special characters/symbols or punctuation in the title (e.g. ampersands, commas, semi-colons, hyphens and full stops).
- It is recommended the words 'National' and 'Australian' are not used in the title.

Example:

UNIT TITLE	Evaluate an application for course accreditation

Application

The application section must briefly describe the content of the unit and how it is applied in industry contexts.

It includes:

- a summary of the unit content
- brief information about how and where the unit could be practically applied
- who the unit applies to; and
- information regarding the unit's relationship to any licensing, legislative, regulatory or certification requirements.

Example:

APPLICATION	This unit describes the performance outcomes, skills and knowledge required to determine compliance of initial and renewal course accreditation applications.
	It requires the ability to evaluate a course document and enterprise units of competency against the *Standards for VET Accredited Courses 2021* and the Australian Qualifications Framework*.*
	This unit applies to individuals working in Australian Skills Quality Authority's (ASQA) regulatory environment in the role of an Accreditation Assessor.
	No licensing, legislative or certification requirements apply to this unit at the time of publication.

	- The 'Application' field should commence with consistent wording across the enterprise units. That includes:
	  o This unit describes the performance outcomes, skills and knowledge required to…
	  o It requires the ability to…
	  o This unit applies to…

Prerequisite Unit

The code and title of any unit/s in which the learner must be deemed competent, prior to the learner undertaking this unit must be specified.

This field is optional and can be removed if no prerequisite competency applies.

Example:

PREREQUISITE	BSBINS503 Monitor compliance with copyright and licence requirements

	• Any pre-requisite units must also be included in the course structure at Section B: 5.1 of the course document.

Competency Field

This field is to identify the units' broad skill area and categorise the unit in relation to a type of work.

This code is the 6 digit Field of Education code as assigned to the enterprise unit at Section B: 5.1 of the National course document template.

Example:

COMPETENCY FIELD	120505 Work Practices Programmes

Unit Sector

The unit sector field is optional and is only used if the course developer wishes to categorise a set of units within a VET accredited course in relation to a particular industry sector.

Example:

UNIT SECTOR	Technical Skills – Audit and Compliance

	• As this component is optional, insert a row into the template if you are identifying a unit sector.

Elements

Elements of competency must describe the essential outcomes of the unit and reflect significant functions, tasks, actions and/or outcomes that are demonstrable and assessable. Elements describe a major skill required to carry out the work and they help to understand which specific work skills will be the focus of training and assessment.

The elements must:

- be numbered sequentially
- not duplicate performance criteria or the unit title
- succinctly describe the essential workplace outcomes of the unit i.e. not learning/assessment activities
- succinctly describe the collective outcome of the corresponding performance criteria
- align to the tasks specified in the corresponding performance criteria – not just a portion of it.

Performance Criteria

Performance criteria are statements within each element. They describe the workplace activities to demonstrate achievement of the element. Performance criteria express the context of the workplace activities and the required level of performance. Each numbered performance criterion describes an aspect of the major skill identified in the element.

Performance criteria must:

- relate and align to the element/title/application field
- be written as a workplace task a graduate would undertake in the workplace i.e. they are not written as an assessment or learning task/activity
- provide ample guidance on the context and required standard of performance i.e. they are not broad, vague or ambiguous
- be written in a logical sequential order
- not include ambiguous terms e.g. appropriate, relevant, various, effective/ly
- not duplicate the element
- not include a 'range', which is identified by terms like: 'including', 'such as', 'may include'
- not include more tasks than is appropriate for one performance criterion
- contain more than one performance criteria for each element.

Points to consider when developing Elements and Performance Criteria

1. Avoid writing elements like performance criteria:

Elements written as tasks/performance criteria	Correct element structure
✖ Seek trainee reaction to training session ✖ Review trainer's performance against objectives ✖ Summarise comments received ✖ Record details of trainees who have completed training ✖ Complete other records ✖ Provide information to management on proposed training ✖ Provide information to prospective trainees	✓ Evaluate training session ✓ Document training records ✓ Provide training information

2. Ensure elements are succinct and do not reflect performance criteria, assessment tasks or performance evidence requirements:

Lengthy elements	Succinct elements
✖ Evaluate effectiveness of psychoanalysis and psychotherapy in Physical and Mental Therapy sessions ✖ Apply knowledge of physical and Autonomic nervous system with clients ✖ Structure a Physical and Mental Therapy session incorporating props and activities	✓ Analyse psychoanalysis and psychotherapy session ✓ Provide nervous system information to clients ✓ Develop a therapy session

3. It is highly recommended the following are avoided in elements and performance criteria:

    - terms that are not directly assessable or are open to interpretation by different trainers and assessors
    - terms that do not provide sufficient detail regarding the context of the workplace tasks and the level of performance required to be demonstrated.

For example:

Avoid:	Instead use terms such as:
✗ Identify	✓ Determine
✗ Such as	✓ Research
✗ Recognise	✓ Examine
✗ Appropriate	✓ Document
✗ Relevant	✓ Analyse
✗ Various	✓ Conduct
✗ A range of	✓ Review
✗ Understand	✓ Prepare
✗ Use knowledge	✓ Modify
✗ Comprehend	✓ Communicate
✗ Demonstrate awareness	✓ Develop

4. Performance criteria must describe the tasks a graduate in the workplace would demonstrate and not reflect assessment activities/tasks.

For example:

Assessment activity or task	Workplace outcome
✗ Accurately explain the evidence to be submitted with an application for accreditation ✗ Identify and describe areas of compliance and noncompliance with the Standards ✗ List potential stakeholders ✗ Explain the process to complete an evaluation report	✓ Review evidence submitted to support application for accreditation ✓ Analyse and evaluate each Section of the course document for compliance against applicable standards ✓ Consult with external stakeholders to obtain technical advice ✓ Consult with internal stakeholders to moderate compliance decisions to ensure consistency ✓ Prepare evaluation report to record findings in accordance with organisational requirements against each applicable Standard

5. Performance criteria must provide sufficient guidance on the context and/or level of performance to be demonstrated by a learner.

Broad Performance criteria	Sufficient context and level of performance
✖ Create agenda ✖ Send meeting to participants ✖ Chair meeting ✖ Distribute meeting minutes ✖ Report on meeting outcomes	✓ Develop agenda according to meeting purpose ✓ Contact and confirm meeting with participants according to organisational procedures ✓ Chair meetings according to organisational requirements, agreed conventions for type of meeting and legal and ethical requirements ✓ Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements ✓ Report outcomes of meetings, as required, within designated timelines

Well written elements and performance criteria can be achieved when considering the above and ensuring meaningful consultation, development and validation of enterprise units is conducted with stakeholders.

The following example of a unit of competency's elements and performance criteria has been developed for information purposes only for this guide:

Unit: NAT12345001 Evaluate an application for course accreditation

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Review course information	1.1. Confirm course information has been developed and submitted in the correct format and includes all relevant fields 1.2. Review evidence submitted to support application for accreditation 1.3. Compare proposed unit outcomes against training package outcomes to identify duplication 1.4. Make findings on course document to inform compliance decisions 1.5. Conduct research on any identified issues to inform compliance requirements
2. Conduct course document evaluation	2.1. Analyse and evaluate each Section of the course document for compliance against applicable standards 2.2. Formalise findings by documenting Audit Notes on course document 2.3. Consult with external stakeholders to obtain technical advice 2.4. Consult with internal stakeholders to moderate compliance decisions to ensure consistency

3.	Complete evaluation report	3.1.	Prepare evaluation report to record findings in accordance with organisational requirements against each applicable Standard
		3.2.	Record compliance findings against each applicable Standard
		3.3.	Submit evaluation report for quality review
		3.4.	Finalise report in response to quality review feedback

- Elements and Performance Criteria should be written using active voice —that is, commence with a verb before the subject and make the statement precise and direct.
- The provision of options through the use of terms such as "and/or", 'or', throughout a unit of competency is not appropriate. Elements and performance criteria must clearly identify what workplace actions, outcomes (elements); and, tasks, roles and skills (performance criteria) a graduate would be able to perform. This is also applicable to the Assessment requirements of a unit.

Range of Conditions

The Range of Conditions are advisory in nature and aimed at assisting in the delivery of the unit of competency by providing additional context. This includes essential operating conditions and any other variables essential to the work environment. This field can only be used to identify essential conditions which are mandatory and must be met during assessment. These essential operating conditions may include work situation, needs of the candidate, accessibility of the item, and local Industry and regional contexts.

This is an optional field and can be used by a course owner if it meets the above parameters.

Example from Training Package unit of competency *UEEEL0054 - Maintain operation of electrical mining equipment and systems:*

RANGE OF CONDITIONS
Maintaining operation of electrical mining equipment must include rectifying at least four of the following faults in mining equipment and circuits:
- apparatus/component failure   - incorrect connections   - insulation failure   - open circuit   - related mechanical failure   - short circuit   - unsafe condition

- As this component is optional, insert a row into the template if you are identifying a range of conditions.

Foundation skills

The Foundation skills of a unit are assessable and as such must always relate directly to the unit. They are to be contextualised to the individual unit outcomes and not be a generic listing across a number of developed enterprise units of competency.

The description/s must reflect the skill/s required of a learner to meet the unit outcomes and how they are to be applied i.e. job function and the level of skill described must align with the AQF level of the qualification.

If the Foundation skills are explicitly included in the performance criteria, the following statement is to be included:

Example:

> **FOUNDATION SKILLS**
>
> Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

If they are not, the following statement and a table describing the applicable foundation skills is to be included.

Example:

> **FOUNDATION SKILLS**
>
> Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed below including a brief description of how the skill is applied.

Skill	Description
Oral communication skills to:	Discuss report findings with colleagues
Self-management skills to:	Conduct evaluation within prescribed service standards timeframe.

Unit mapping information

- If the table is included, skills that do not apply to the unit must be removed.
- Do not add or create additional Foundation skills. Only the nationally agreed Foundation skills are to be used.

The unit mapping information provides confirmation of any relationship the unit has with another unit of competency and identifies if they are equivalent or not equivalent. This information is usually displayed in a table.

Example:

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT12345001 Evaluate an application for course accreditation	NAT11122001 Evaluate an application for course accreditation	Equivalent

OR

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NAT12345001 Evaluate an application for course accreditation		No equivalent unit

Assessment requirements

Only mandatory requirements are to be included in the Assessment Requirements for each unit of competency. All items listed must be assessed and must be achieved by learners.

When completing the Assessment Requirements template, it is essential that no new requirements are introduced to the Performance Evidence, Knowledge Evidence or Assessment Conditions. They must be directly linked to, but not repeat the Elements, Performance criteria or Foundation skills. The only additional information allowed is where a particular volume of evidence or frequency of performance is specified in the Performance Evidence, but there must still be a direct link to the performance criteria within the unit.

💡	• It is recommended a consistent lead in statement to the Performance and Knowledge evidence sections is used for each unit within the course.

Performance evidence

Performance evidence specifies the evidence that must be collected of the learner's ability to complete tasks outlined in the elements and performance criteria of the unit.

The Performance evidence section must ensure there is a direct link to the elements and performance criteria, without copying them exactly, and without introducing new requirements that are not currently in the unit.

How much evidence, how often performance must be demonstrated and under what circumstances, are considerations when specifying the required evidence of performance. Stipulating that evidence must be demonstrated on more than one occasion is appropriate in this section as it is a performance requirement not a condition of assessment. For example:

- *'Conduct examinations of at least three minutes each for a minimum of four clients with different needs'*

- *'Produce one digital and one hand written simple, community related text'*

- *'Conduct a minimum of four examinations, each of at least 30 minutes, with a range of clients'.*

Note: indeterminate requirements such as 'over a period of time' are to be avoided as it does not provide clear information to support evidence of consistent performance.

Example:

PERFORMANCE EVIDENCE	The learner must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the learner has completed the following tasks:

	• Review, evaluate and report on two initial and two renewal course accreditation applications, comprising of:
	
	    o at least one 'Course in'
	
	    o at least one AQF level 3 (Certificate III)
	
	    o at least one AQF level 5 (Diploma).
	
	• Write clear and accurate evaluation reports in accordance with organisational requirements
	
	• Undertake evaluations in agreed workplace timelines.

Knowledge evidence

The 'Knowledge evidence' component must specify what a learner must know in order to perform the workplace task described in the unit of competency, relate directly to the performance criteria and specify the type and depth of knowledge required to meet the demands of the unit.

Knowledge evidence must:

- be relevant to the unit.
- describe the level of knowledge that would be applied in the workplace by a graduate of the AQF level of the course
- not describe skills or tasks to be demonstrated
- not duplicate the elements and performance criteria of the unit.

Example:

KNOWLEDGE EVIDENCE	The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

	• Applicable Standards:
	
	    o Standards for Training Packages
	
	    o Standards for VET Accredited Courses 2021
	
	    o Standards for VET Regulators 2015
	
	    o National Vocational Education and Training Regulator Act 2011
	
	    o Standards for Registered Training Organisations (RTOs) 2015.
	
	• The Australian Qualifications Framework (AQF)

	• VET training products (Training Packages) and how to search the National Register for:
	o Qualifications
	o Units of competency; and
	o Skill sets.
	• External Stakeholders:
	o Skill Service Organisations or their successors'
	o peak bodies
	o industry experts/organisations.

Assessment conditions

The Assessment conditions of a unit only stipulate <u>mandatory</u> conditions for assessment. This includes the conditions under which evidence for assessment must be gathered, and any details of:

- equipment and materials
- contingencies
- specifications
- physical conditions
- relationships with team members and supervisors
- relationship with clients or customers, and
- timeframes.

This information must align with requirements identified at Sections B: 6.1 and 7.2 of the course document.

If applicable, this section must specify any specialist vocational competency requirements in addition to the requirements in the Standards for RTOs. These may relate to qualifications, experience and industry currency. Alternatively, if no additional specialist vocational competency requirements are required for Assessors, the following statement can be used:

'*No specialist vocational competency requirements for Assessors apply to this unit*.'

Example:

ASSESSMENT CONDITIONS	Assessment must be conducted in an environment that replicates safe workplace conditions, with access to:
	o Organisational policy and procedures
	o Relevant legislation and Standards
	o Office equipment
	o Workplace documentation
	o Interaction with others.

	Assessor Requirements
	Assessors must:
	• have a minimum of 18 months experience in the evaluation of course documents against the requirements of the Standards for VET Accredited Courses 2021 or its successor.

	• Additional Assessor requirements included within the Assessment conditions of the units must align to the information provided at Section B: 6.2 (Assessor requirements).
	• Justification for any specialist vocational competency requirements must be provided at Section B: 6.2.

Appendix 1: Definitions

Term	Definition
Accreditation	Formal recognition of a course by the National VET Regulator under the Act.
Access and equity	Policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.
Act	National Vocational Education and Training Regulator Act 2011
Amount of training	The amount of training is part of the overall volume of learning. It relates primarily to formal activities, including online or self-paced study.
Articulation	The arrangements that facilitate movement or progression of students from one qualification or course to another, or from one education and training sector to another.
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or VET accredited course.
Assessment requirements	The endorsed component of a VET accredited course. Assessment requirements set out the approach to valid, reliable, flexible and fair assessment.
Australian Industry Skills Committee (AISC)	A committee of industry leaders from across Australia who are responsible for national training package product development under our VET sector.
Australian and New Zealand Standard Classification of Occupations (ANZSCO)	A classification system used in the collection, publication and analysis of occupation statistics.
Australian Skills Quality Authority (ASQA)	The agency established in 2011 to support the National VET Regulator in their decision-making.
Australian Standard Classification of Education (ASCED)	Two statistical classifications used to collect and analyse data on educational activity and attainment, namely, 'level of education' and 'field of education'.
Australian Qualifications Framework (AQF)	The framework for regulated qualifications in the Australian education and training system, as agreed by the Australian Government, state and territory ministerial council with responsibility for higher education.
Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)	A national data standard for VET providers that ensures consistent and accurate capture of VET information about students, courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.

Term	Definition
Code	The unique identifier for units of competency, skill sets, VET accredited courses, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited 2021.
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Course document	The legal specification of a VET accredited course in the prescribed format. The course document describes essential course information and provides the basis for the development of strategies for training and assessment for each training provider.
Credit arrangements	The arrangements that facilitate the movement or profession of students from one qualification or course to another, or from one learning education and training sector to another.
Enterprise unit of competency	A unit of competency developed specifically for inclusion in an accredited course to meet a vocational, education, legislative, enterprise or community need, that is not covered by a training package unit of competency.
Industry	The bodies that have a stake in the development of courses and the training and assessment services provided by training providers These can include: • enterprise industry clients e.g. employers • group training organisations • industry organisation • industry regulators • professional associations • skill service organisations • industry training advisory bodies, and • unions.
Industry Reference Committees (IRCs)	Committees made up of people with experience, skills and knowledge of particular industry sectors which ensure that training packages meet the needs of industry and employers.
Industry regulator	A body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.
Student	A person being trained and/or assessed by a training provider for the purpose of issuing AQF certification documentation.

Term	Definition
Learning	The process followed by a student. There are three types: • Formal learning – learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a Certificate, Diploma or University Degree). • Non-formal learning – learning that takes place through a structured program of instruction but does not lead to the attainment of a formal qualification or award (for example, in-house, professional development programs conducted by a business). • Informal learning – learning that results from work-related, social, family, hobby or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative).
Licensed or regulated outcome	Compliance with an eligibility requirement for an occupational licence or a legislative requirement to hold a particular AQF qualification, skill set, VET accredited course or unit of competency, in order to carry out an activity.
Mode of delivery	The method adopted to deliver training and assessment, including online, distance or blended methods.
Module	Relates to a specific area of learning at a given level of knowledge or skills performance and is made up of several learning outcomes and assessment criteria. It directly aligns to the stated educational, community or legislative outcomes of its course.
National register	The register maintained by the Australian Government department responsible for VET and referred to Section 216 of the National Vocational Education and Training Regulator Act 2011, located at training.gov.au It is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and registered training organisations.
National RTO code	The registration identifier given to the registered training providers on the national register.
National VET Regulator	The person appointed under subsection 162(1) to the position of the National Vocational Education and Training Regulator referred to in subsection 155(1) under the *National Vocational Education and Training Regulator Act 2011.*
Nominal/supervised hours	The supervised structured learning and assessment activity required to sufficiently address the content of each unit of competency (acknowledging that progress can vary between students).
Pathways	A path or sequence of learning or experiences that can be followed to attain competency. These can be specific mandated pathways or may vary to reflect individual needs.

Term	Definition
Packaging rules	The rules which state what units of competency must or can be selected to make up a qualification or a 'Course in'.
Qualification	Formal certification issued by a relevant approved body, to recognise that a person has achieved learning outcomes or competency relevant to identified individual, professional, industry or community needs.
Recognition of prior learning	A process that assesses an individual's formal, non-formal and informal learning to determine the extent to which the individual meets the requirements specified in the training package or VET accredited course. See also Learning for further learning definitions.
Registration	Registration as a registered training provider by the VET regulator where that registration is entered on the National Register.
Registered training organisation	A training organisation listed on the National Register as a registered training organisation.
Skills service organisations (SSOs)	Organisations that support industry reference committees to develop and review the training packages. SSOs are also a key access point for other industry stakeholders who want to contribute to the development of training packages.
Standards for training packages	One of three products (along with the Training Package Products Policy and the Training Package Development and Endorsement Policy) that form the organising framework that supports the development of industry training packages.
Statement of attainment	A statement issued to a person confirming that they have satisfied the requirements of a specified unit or units of competency.
Training and assessment	The training and/or assessment provided to a student by a training provider or its subcontractor in relation to the AQF qualifications and/or units of competency within the training provider's scope of registration.
Training package	The components endorsed by the Australian Industry Skills Committee (AISC) or its delegate in accordance with the Standards for Training Packages. The endorsed components of a training package are: • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. A training package also consists of a non-endorsed, quality assured companion volume, which does not form part of the requirements that a training provider must meet under Standard.
Unit of competency	The specification of the standards of performance required in the workplace.

Term	Definition
Unsupervised hours	The hours associated with the activities that contribute to achieving unit of competency/course outcomes that are not supervised by training provider trainer or assessor, e.g. work experience, field placement, private study and/or assignment work.
VET	Vocational education and training
VET accredited course	A course accredited by the VET regulator in accordance with the *Standards for VET Accredited Courses 2021*.
VET qualification	A testamur given to a person confirming that they have achieved learning outcomes and competencies that satisfy the requirements of a qualification recognised under the Australian Qualifications Framework.
VET statement of attainment	A statement given to a person confirming that they have satisfied the requirements of specified units of competency.
VET regulator	The National VET Regulator (ASQA's chief executive officer) and/or a non-referring state body responsible for VET.
Vocational competencies	Broad industry knowledge and experience, usually combined with a relevant industry qualification. Vocational competency is determined on an industry-by-industry basis and with reference to the relevant training package or VET accredited course.
Vocational outcome	An occupational or job-specific workplace outcome.
Volume of learning	The national duration of all activities required for achieving learning outcomes. Volume of learning includes nominal (supervised) hours and unsupervised hours.

Appendix 2: Related legislation and standards

Australian Qualifications Framework

The *Standards for VET Accredited Courses 2021* require VET accredited courses to comply with the AQF.

The AQF applies to the school and higher education sectors as well as the VET sector. Ensuring that course development and delivery align to the AQF helps to assure the skill level and employability of VET graduates.

Standards for Registered Training Organisations (RTOs) 2015

All VET accredited courses must be delivered by an RTO that has the VET accredited course on its scope of registration.

Standards for VET Accredited Courses 2021

When making a decision to accredit, cancel or renew accreditation of a course, the Regulator must consider whether the course meets the Standards for VET Accredited Courses 2021.

Standards for VET Regulators 2015

The *Standards for VET Regulators 2015* apply to the Regulator and provide standards that ASQA must meet when exercising its course accreditation functions.

About the Standards for VET Regulators 2015

In 2011, the Australian Government established ASQA as the national regulator for VET to ensure quality educational outcomes in the sector. ASQA is accountable to the Standards through external reviews directed by the Australian Government.

The *Standards for VET Regulators 2015* describe a series of outcomes that regulators must achieve, but do not prescribe the way in which they are to be achieved. The Standards require ASQA to:

- ensure courses are accredited in accordance with the *Standards for VET Accredited Courses 2021*
- ensure courses that result in a licenced or regulatory outcome are supported by the relevant industry regulator
- use accreditation assessors who meet agreed competency requirements and who consistently use contemporary best practice approaches to conducting evaluations
- provide guidance to course owners to help them comply with the *Standards for VET Accredited Courses 2021*
- implement processes that are fair, transparent, responsive and consistent
- make decisions consistent with the principles of natural justice and procedural fairness
- accept and manage complaints about its role as a regulator, using publicly available processes
- make service standards publicly available, and regularly review its performance against these service standards and the regulator standards.