



Australian Government  
Australian Skills Quality Authority

# Users' guide to the *Standards for VET Accredited Courses*



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[www.asqa.gov.au/standards-vac](http://www.asqa.gov.au/standards-vac)

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# Contents

<b>Foreword</b>	<b>1</b>
<b>About the <i>Standards for VET Accredited Courses 2012</i></b>	<b>2</b>
Course accreditation	2
National support for the Standards	2
Related legislation and standards	3
About the <i>Standards for VET Regulators 2015</i>	3
Regulatory arrangements	4
<b>About this guide</b>	<b>5</b>
<b>Accredited course document template</b>	<b>6</b>
<b>Course design standards—Overview</b>	<b>7</b>
<b>VAC 6.1</b>	<b>9</b>
Case study—Avoiding training package duplication for a proposed course	13
Further resources	13
<b>VAC 7.1</b>	<b>14</b>
Identifying stakeholders	14
Conducting preliminary research and consulting with stakeholders	15
Demonstrating an established market demand for the course	15
Establishing the packaging rules for a VET accredited course	15
Conducting ongoing consultation during course development	16
Validating the final course	16
Evidencing consultation and validation activities	16
Providing evidence with your application	17
Case study—Development of a new course in Health Technology	17
Additional resources	17
Monitoring the accredited course	18
<b>VAC 7.2</b>	<b>19</b>
Developing enterprise units of competency	19
Unit of competency template	20
<b>VAC 7.3</b>	<b>22</b>
Australian Qualifications Framework levels	22
Volume of learning	23
Meeting the volume of learning requirements	23
Case study—Determining volume of learning	24
‘Course in’—VET accredited courses that do not align to an AQF qualification type	25
Further resources	25

<b>VAC 7.4</b>	<b>26</b>
<b>VAC 7.5</b>	<b>28</b>
<b>VAC 7.6</b>	<b>29</b>
Case study—Demonstrating course structure for a Certificate III	29
Case study—Demonstrating course structure for a Diploma	30
<b>VAC 7.7</b>	<b>32</b>
<b>VAC 7.8</b>	<b>33</b>
<b>VAC 7.9</b>	<b>34</b>
<b>VAC 7.10</b>	<b>35</b>
Case study—Describing an accredited course assessment strategy	36
Section B: 6.1	36
<b>VAC 7.11</b>	<b>37</b>
<b>VAC 7.12</b>	<b>38</b>
Specialist vocational competency requirements for trainers and assessors	39
Specialist facilities and resources	39
<b>VAC 7.13</b>	<b>40</b>
<b>Definitions</b>	<b>41</b>



# Foreword

Accredited courses play an important role in Australia's vocational education and training (VET) sector. They address the skills requirements for industry, enterprise and the community where these are not covered in nationally endorsed training packages.

The Australian Skills Quality Authority (ASQA) accredits courses that may be offered and/or delivered by registered training organisations (RTOs). Accreditation with ASQA ensures that courses are nationally recognised and meet an established industry, enterprise, educational, legislative or community need.

In 2011, the *Standards for VET Accredited Courses* were implemented to coincide with ASQA's establishment as a new national regulator for VET. These Standards were amended in 2012.

ASQA has developed this guide to provide information and guidance that may help course owners to achieve and maintain compliance. This version of the guide also includes information on developing units of competency for inclusion in an accredited course against the *Standards for Training Packages 2012*.

While this guide is not intended to provide a checklist for course owners, it does provide information about each standard, how each course owner can demonstrate compliance and examples of what compliance may look like. Equipped with this information, each course owner can apply the Standards to their unique course.

I urge all current and prospective course owners to use this guide to its full potential to work to achieve and maintain compliance with the national Standards. This will ensure that Australia's VET sector continues to offer the highest possible quality training, both now and into the future.

## **Mark Paterson AO**

Chief Commissioner

Australian Skills Quality Authority

# About the *Standards for VET Accredited Courses 2012*

The *Standards for VET Accredited Courses 2012* apply to the design and development of VET accredited courses. VET accredited courses address the skills requirements where these are not covered in nationally endorsed training packages. Training packages are developed by Service Skills Organisations (SSOs) to meet the training needs of an industry, or a group of industries. Training packages do not suggest how a learner should be trained rather, they specify the skills and knowledge required to perform effectively in the workplace.

Accredited courses have the capacity to respond and address changes in skill needs, and the needs of emerging industries and industry sectors. In addition, the Standards ensure VET accredited courses provide consistency amongst nationally recognised training products by aligning to the requirements for developing Training Packages (as specified in the *Standards for Training Packages*).

For a course to be considered for national recognition the course accreditation application must:

- demonstrate the course outcomes will provide the learners with vocational outcomes that lead to employment in a recognised vocation
- include evidence of support from industry and peak bodies that nationally recognised training is required to address the identified training gap.

## Course accreditation

Accreditation of a course is confirmation by ASQA that the course meets both the *Standards for VET Accredited Courses 2012*, *Standards for Training Packages* and the Australian Qualifications Framework (AQF). Accreditation means the course is nationally recognised and that an RTO can issue a nationally recognised VET qualification or, following full or partial completion by learners, a VET statement of attainment. Once a course has been accredited, it is listed on the national register, [training.gov.au](http://training.gov.au).

## National support for the Standards

The Council of Australian Governments (COAG) Industry and Skills Council is responsible for endorsing VET Standards. The Council consists of Australian, state and territory ministers with responsibility for skills within their jurisdiction. These Standards have been endorsed by a body representing the interests of all Australian states and territories and the Australian Government.

The *Standards for VET Accredited Courses 2012* apply under the *National Vocational Education and Training Regulator Act 2011*, which aims to:

- provide national consistency in regulation of the VET sector, using a standards-based quality framework and a risk-based approach
- promote quality, flexibility and innovation in VET
- promote Australia's reputation for VET locally and overseas
- provide a VET system that meets Australia's social and economic needs
- protect students undertaking or proposing to undertake VET in Australia
- ensure access to accurate information regarding the quality of VET.

### How the *Standards for VET Accredited Courses 2012* benefit Australia's VET sector

<b>Learners</b>	<ul style="list-style-type: none"><li>✓ Learners achieve up-to-date skills and knowledge that meet industry needs.</li><li>✓ Learners have access to nationally recognised training that is based on industry needs.</li></ul>
<b>Industry</b>	<ul style="list-style-type: none"><li>✓ Industry is involved in shaping responsive nationally recognised training that meets identified training gaps in their sector.</li><li>✓ VET accredited courses can be aligned to the membership requirements, or recognition requirements, of industry associations or peak bodies.</li></ul>



## How the *Standards for VET Accredited Courses 2012* benefit Australia's VET sector

<b>Government</b>	<ul style="list-style-type: none"><li>✓ VET accredited courses do not duplicate training package content, but provide nationally recognised training in response to industry needs.</li><li>✓ The <i>Standards for VET Accredited Courses 2012</i> provide confidence in the quality of VET accredited courses.</li><li>✓ VET accredited courses can be accredited with an AQF qualification outcome, resulting in increased access to qualification outcomes for learners.</li></ul>
<b>Community</b>	<ul style="list-style-type: none"><li>✓ Community organisations are involved in shaping responsive nationally recognised training that meets identified training gaps in their sector.</li><li>✓ Community organisations are able to develop accredited courses with a specific vocational outcome.</li></ul>
<b>Providers</b>	<ul style="list-style-type: none"><li>✓ Providers can apply to accredit a course in cases where they identify a vocational need that is not addressed by an existing training package.</li><li>✓ Accredited courses and units of competency are set out in a similar format to training packages, making them familiar for trainers and assessors that use a variety of nationally recognised training products.</li></ul>

## Related legislation and standards

### Australian Qualifications Framework

The *Standards for VET Accredited Courses 2012* require VET accredited courses to comply with the AQF.

Implementation of the current AQF commenced on 1 January 2013 and full compliance with all aspects of the AQF has been required since 1 January 2015.

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 Training Packages*

The *Standards for Training Packages* ensure the design and development of training packages are of a high quality and meet workforce development needs. Enterprise units of competency developed for inclusion in a course accredited by ASQA must comply with Standards 4 – 7 of the *Standards for Training Packages*.

### *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 Regulators 2015*

The *Standards for VET Regulators 2015* apply to ASQA as the national regulator and provide standards that ASQA must meet when exercising its accreditation.

## About the *Standards for VET Regulators 2015*

In 2011, the Australian Government established a new national regulator for VET called for VET called ASQA 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 2012*
- ensure courses that result in a licensed 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 assist them to comply with the *Standards for VET Accredited Courses 2012*
- 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 their role as a regulator, using publicly available processes
- make service standards publicly available, and regularly review their performance against these service standards and the regulator standards.

## Regulatory arrangements

ASQA came into operation as the National VET Regulator on 1 July 2011, under the *National Vocational Education and Training Regulator Act 2011* and associated legislation. Since then, ASQA has assumed responsibility for course accreditation functions previously carried out by course accrediting bodies in New South Wales, Australian Capital Territory, Northern Territory, Tasmania, South Australia and Queensland.

Both Victoria and Western Australia are 'non-referring jurisdictions'. The Victorian Registration and Qualifications Authority (VRQA) and Western Australia Training Accreditation Council (TAC) retain some course accreditation functions within their respective jurisdictions.

ASQA assumes responsibility for course accreditation in Victoria and Western Australia where:

- the course is developed or owned by an RTO registered with ASQA, or
- the course is intended for delivery outside Victoria or Western Australia.

ASQA can consider applications for accreditation and accredit courses originating from any Australian state or territory. ASQA can monitor, amend or cancel (either by application by course owner or on its own initiative) any VET accredited course where ASQA has accredited, renewed or assumed regulatory responsibility for the course.

In managing course accreditation functions, ASQA must meet the requirements of the *Standards for VET Regulators 2015* as per the *National Vocational Education and Training Regulator Act 2011*.



## About this guide

This guide is for course developers seeking to accredit a course or course owners seeking to renew the accreditation of an existing course.

The guide aims to help course developers and owners to:

- interpret, understand and apply the *Standards for VET Accredited Courses 2012*, *Standards for Training Packages* and the AQF
- locate resources that may help them develop or a review a VET accredited course for renewal of accreditation purposes.

This guide may also be used by:

- course owners conducting monitoring and evaluation processes to ensure the ongoing currency and relevancy of their course
- ASQA officers applying the Standards to achieve consistency in carrying out course accreditation functions.

This guide is not part of the Standards and has no legal authority; it does not prescribe what specific evidence must be provided to demonstrate compliance and should not be considered as any form of checklist. Each course is different and, as such, course developers and course owners are best placed to decide the most suitable way for them to present evidence to demonstrate that the proposed course complies with the relevant requirements. Course developers and course owners should use the guide to obtain a clearer understanding of the relevant requirements for a course to be accredited.

The guide will be updated from time to time. Updated versions will be published on [ASQA's website](#) and any printed copies should be checked for currency against the most recent digital copy.

The purpose of this guide is to explain each of these Standards in more detail and provide course developers or owners with an overview of the requirements and evidence needed to demonstrate compliance with each Standard.

Case studies are also included to aid understanding of how the Standards apply in practice.



This image is used throughout this guide to indicate a direct quote from the *Standards for VET Accredited Courses 2012*.



This image is used throughout this guide to indicate information or attachments you must include when completing ASQA's [accredited course document template](#).

# Accredited course document template

All VET accredited courses are nationally recognised training products. Each course must be presented using ASQA's [accredited course document template](#) to ensure all information critical for training and assessment of the course is provided in a consistent format.

ASQA's accredited course document template:

- describes essential course information and provides the specifications for the course
- provides the basis for RTOs to develop strategies for training and assessment
- describes essential course information including packaging rules, skill and knowledge outcomes, standards for assessment and resources needed
- includes further guidance in each section about the information to be included in a course
- includes suggested formatting to guide how information can be presented e.g. tables
- includes the enterprise unit of competency template from the *Standards for Training Packages*.

The accredited course document template is known in the sector as the 'course document'. The course document is the legally recognised specification for the course. It provides the basis for the development of strategies for training and assessment by each RTO registered to deliver the course, and describes essential course information. The document is divided into three sections, as shown in Table 1.

**Table 1: About the accredited course document template**

Accredited course document template	
<b>Section 1: Copyright and course classification information</b>	Information about copyright, course classification and type of application i.e. initial accreditation or renewal of accreditation.
<b>Section 2: Course information</b>	Details of the course purpose, outcomes, structure, entry and delivery requirements, assessment strategies, mapping information to the previous course (if applicable) and credit information.
<b>Section 3: Units of competency</b>	The units of competency developed as part of the course are included in the course document.

# Course design standards—Overview

The *Standards for VET Accredited Courses 2012* is a legislative instrument comprising eight parts; Part 3 consists of the course design standards.



## VAC 6.1

The course must not duplicate, by title or coverage, the outcomes of an endorsed Training Package qualification.

## VAC 7.1

VET accredited courses are based on an established industry, enterprise, education, legislative or community need.

## VAC 7.2

VET accredited courses are based on nationally endorsed units of competency where these are available and where these are not available the course is based on:

- a) units of competency developed as part of the course, or
- b) modules.

These units of competency or modules are developed in consultation with, and validated by, industry, enterprise, community and/or professional groups and documented in accordance with nationally agreed specifications, consistent with the requirements of the Training Package Development Handbook.<sup>1</sup>

Consultation with Industry Skills Council<sup>2</sup> must take place to ensure that the course does not duplicate, by title or coverage, the outcomes of an endorsed Training Package qualification.

## VAC 7.3

VET accredited courses either:

- a) lead only to a VET qualification and have course outcomes that are consistent with the Australian Qualifications Framework qualification descriptor identified for the course, or
- b) lead only to a VET statement of attainment when course outcomes meet an identified industry/enterprise/community need but do not have the breadth and depth required for a VET qualification as stated in the guidelines for qualifications in the Australian Qualifications Framework. The course title will read 'Course in...'

## VAC 7.4

VET accredited courses identify employability skills<sup>3</sup> relevant to the course outcomes.

## VAC 7.5

VET accredited courses confirm recognition to be given to the course by licensing, regulatory, professional or industry bodies where applicable.

<sup>1</sup> ASQA is complying with development requirements endorsed by the then Standing Council on Tertiary Education, Skills and Employment (SCOTSE) for training products developed and delivered in the VET sector. The Standards for Training Packages supersede the Training Package Development Handbook. The Standards for Training Packages do not accommodate the development of modules in VET accredited courses.

<sup>2</sup> The Standards require consultation with Industry Skills Councils (ISCs). However, under the new arrangements for training package development introduced on 1 January 2016, Industry Skills Councils no longer have responsibility for the content of training packages. Industry Reference Committees (IRCs), supported by their SSOs now have that responsibility.

<sup>3</sup> Research evidence reveals that increasingly, the term 'foundation skills' is used to describe the five core skills of the Australian Core Skills Framework (ACSF) plus Employability Skills. That is, foundation skills include employability skills. Foundation skills' is the term that Australian Government agencies have started to use to cover the ACSF's five core skills, plus the employability skills or the Core Skills for Work framework. However, this is not a definitive definition and it's worth noting that the Foundation Skills Training Package covers core skills plus digital literacy. The changes to the VET accredited course template used by ASQA were made to streamline the development process for training products in the VET sector.

**VAC 7.6**

VET accredited courses specify rules for the structure of the course.

**VAC 7.7**

VET accredited courses identify exit points from the course which provide for vocational or educational outcomes where applicable.

**VAC 7.8**

VET accredited courses provide information on educational pathways and articulation where applicable.

**VAC 7.9**

VET accredited courses specify any entry requirements to the course and justify any explicit limitations to access.

**VAC 7.10**

VET accredited courses specify course assessment strategies, which:

- a) are valid, reliable, flexible and fair
- b) support the collection of evidence that is sufficient, valid, authentic and current
- c) are consistent with the assessment requirements in the relevant Training Package(s) where nationally endorsed units of competency are used
- d) ensure that workplace and regulatory requirements, where relevant, are met, and
- e) identify and justify any requirements for workplace and/or simulated assessment.

**VAC 7.11**

VET accredited courses provide guidance on appropriate delivery modes, together with advice on limitations on course delivery modes and any requirements for on-the-job training.

**VAC 7.12**

VET accredited courses specify specialist facilities and resources and the vocational competency requirements of trainers and assessors essential for the delivery of the course.

**VAC 7.13**

VET accredited courses identify course monitoring and evaluation processes which will ensure that the course content and outcomes are reviewed and remain current and relevant throughout the period of accreditation.

## VAC 6.1



The course must not duplicate, by title or coverage, the outcomes of an endorsed Training Package qualification.

VAC 6.1 requires the course owner to ensure:

- the course title does not duplicate, either wholly or substantially, that of a training package qualification
- the course outcomes do not duplicate any existing training package qualification or skill set
- enterprise units of competency in the course do not duplicate outcomes that can be achieved by an existing training package unit of competency.

Accredited courses are developed to address skill requirements for vocational needs where these are not covered in nationally endorsed training packages. A VET accredited course cannot be accredited or renewed if the outcomes are already covered by a qualification, a skill set, or a unit or units of competency from an endorsed training package. Courses that achieve the same outcomes as existing training package products are considered to 'duplicate' outcomes.

Australia currently has 59 endorsed training packages, covering a number of industry areas and contain more than 1430 qualifications, 1390 skill sets and 16,000 units of competency. You need to conduct thorough research into existing training package content to confirm that the course outcomes cannot be achieved through an existing training package qualification, skill set or unit of competency.

To ensure your proposed course does not duplicate training package content, use key words to search for existing training packages, qualifications, skill sets and units of competency on the national register ([training.gov.au](http://training.gov.au)).

An accredited course that meets the same outcome as your proposed course may have already been developed and accredited. If such a course exists, it does not prevent the accreditation of your proposed course; however, you may be able to use the existing course rather than developing and accrediting a new course. Some course owners choose to share or license their course to interested parties. Contact the course owner directly to find out if they are willing to license their course to you. Course owner details are on the national register at [training.gov.au](http://training.gov.au).

**Table 2: List of Skills Service Organisation coverage areas**

SSO	Training packages	Industry Reference Committees (IRCs)
<b>SkillsIQ</b>	<ul style="list-style-type: none"> <li>• CHC Community Services Training Package</li> <li>• HLT Health Training Package</li> <li>• LGA04 Local Government Training Package</li> <li>• PSP Public Sector Training Package</li> <li>• SFL Floristry Training Package</li> <li>• SHB Hairdressing and Beauty Services Training Package</li> <li>• SIF Funeral Services Training Package</li> <li>• SIR Retail Services Training Package</li> <li>• SIS Sport, Fitness and Recreation Training Package</li> <li>• SIS10 Sport, Fitness and Recreation Training Package</li> <li>• SIT Tourism, Travel and Hospitality Training Package</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Health Worker Industry Reference Committee</li> <li>• Aged Services Industry Reference Committee</li> <li>• Ambulance and Paramedic Industry Review Committee</li> <li>• Children's Education and Care Industry Reference Committee</li> <li>• Client Services Industry Reference Committee</li> <li>• Community Sector and Development Industry Reference Committee</li> <li>• Complementary Health Industry Reference Committee</li> <li>• Cross-Sectoral Skills Committee</li> <li>• Dental Industry Reference Committee</li> <li>• Direct Client Care and Support Industry Reference Committee</li> <li>• Disability Support Industry Reference Committee</li> <li>• Enrolled Nursing Industry Reference Committee</li> <li>• First Aid Industry Reference Committee</li> <li>• Local Government Industry Reference Committee</li> <li>• Personal Services Industry Reference Committee</li> <li>• Public Sector Industry Reference Committee</li> <li>• Sport and Recreation Industry Reference Committee</li> <li>• Technicians Support Services Industry Reference Committee</li> <li>• Tourism, Travel and Hospitality Industry Reference Committee</li> <li>• Wholesale and Retail Industry Reference Committee</li> </ul>

SSO	Training packages	Industry Reference Committees (IRCs)
<b>Artibus Innovation</b>	<ul style="list-style-type: none"> <li>• CPC Construction, Plumbing and Services Training Package</li> <li>• CPC08 Construction, Plumbing and Services Training Package</li> <li>• CPP Property Services Training Package</li> <li>• CPP07 Property Services Training Package</li> </ul>	<ul style="list-style-type: none"> <li>• Construction, Plumbing and Services Industry Reference Committee</li> <li>• Property Services Industry Reference Committee</li> </ul>
<b>Skills Impact</b>	<ul style="list-style-type: none"> <li>• ACM Animal Care and Management Training Package</li> <li>• ACM10 Animal Care and Management Training Package</li> <li>• AHC Agriculture, Horticulture and Conservation and Land Management Training Package</li> <li>• AMP Australian Meat Processing Training Package</li> <li>• FBP Food, Beverage and Pharmaceutical Training Package</li> <li>• FWP Forest and Wood Products Training Package</li> <li>• PPM Pulp &amp; Paper Manufacturing Industry Training Package</li> <li>• RGR Racing and Breeding Training Package</li> <li>• SFI11 Seafood Industry Training Package</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture and Production Horticulture Industry Reference Committee</li> <li>• Amenity Horticulture, Landscaping, Conservation &amp; Land Management Industry Reference Committee</li> <li>• Animal Care and Management Industry Reference Committee</li> <li>• Aquaculture and Wild Catch Industry Reference Committee</li> <li>• Food, Beverage and Pharmaceutical Industry Reference Committee</li> <li>• Food Management and Harvesting Industry Reference Committee</li> <li>• Forest Management and Harvesting Industry Reference Committee</li> <li>• Meat Industry Reference Committee</li> <li>• Pharmaceutical Manufacturing Industry Reference Committee</li> <li>• Pulp and Paper Manufacturing Industry Reference Committee</li> <li>• Racing Industry Reference Committee</li> <li>• Timber and Wood Processing Industry Reference Committee</li> <li>• Timber Building Solutions Industry Reference Committee</li> </ul>
<b>PwC's Skills for Australia</b>	<ul style="list-style-type: none"> <li>• AUM Automotive Manufacturing Training Package</li> <li>• AUR Automotive Retail, Service and Repair Training Package</li> <li>• BSB Business Services Training Package</li> <li>• CUA Live Performance and Entertainment Training Package</li> <li>• FNS Financial Services Training Package</li> <li>• FSK Foundation Skills Training Package</li> <li>• ICP Printing and Graphic Arts Training Package</li> <li>• ICT Information and Communications Technology Training Package</li> <li>• RII Resources and Infrastructure Industry Training Package</li> <li>• TAE Training and Education Training Package</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive Allied Industry Reference Committee</li> <li>• Automotive Light Vehicle Industry Reference Committee</li> <li>• Automotive Heavy Vehicle Industry Reference Committee</li> <li>• Automotive Vehicle Body Repair Industry Reference Committee</li> <li>• Automotive Industry Reference Committee</li> <li>• Business Services Industry Reference Committee</li> <li>• Civil Infrastructure Industry Reference Committee</li> <li>• Coal Mining Industry Reference Committee</li> <li>• Culture and Related Industries Industry Reference Committee</li> <li>• Drilling Industry Reference Committee</li> <li>• Education Industry Reference Committee</li> <li>• Extractive Industry Reference Committee</li> <li>• Financial Services Industry Reference Committee</li> <li>• Information and Communications Technology Industry Reference Committee</li> <li>• Metalliferous Mining Industry Reference Committee</li> <li>• Naval Shipbuilding Industry Reference Committee</li> <li>• Printing and Graphic Arts Industry Reference Committee</li> </ul>



SSO	Training packages	Industry Reference Committees (IRCs)
<b>Australian Industry Standards</b>	<ul style="list-style-type: none"> <li>• AVI Aviation Training Package</li> <li>• CSC Correctional Services Training Package</li> <li>• DEF Defence Training Package</li> <li>• MAR Maritime Training Package</li> <li>• NWP National Water Training Package</li> <li>• POL Police Training Package</li> <li>• PUA12 Public Safety Training Package</li> <li>• TLI Transport and Logistics Training Package</li> <li>• UEE Electrotechnology Training Package</li> <li>• UEE11 Electrotechnology Training Package</li> <li>• UEG Gas Industry Training Package</li> <li>• UEP Electricity Supply Industry – Generation Sector Training Package</li> <li>• UET12 Transmission, Distribution and Rail Sector Training Package</li> </ul>	<ul style="list-style-type: none"> <li>• Aviation Industry Reference Committee</li> <li>• Corrections Industry Reference Committee</li> <li>• Electricity Supply Industry Generation Industry Reference Committee</li> <li>• Electricity Supply Industry Transmission, Distribution and Rail Industry Reference Committee</li> <li>• Electrotechnology Industry Reference Committee</li> <li>• Gas Industry Reference Committee</li> <li>• Maritime Industry Reference Committee</li> <li>• Public Safety Industry Reference Committee</li> <li>• Rail Industry Reference Committee</li> <li>• Transport and Logistics Industry Reference Committee</li> <li>• Water Industry Reference Committee</li> </ul>
<b>IBSA Manufacturing</b>	<ul style="list-style-type: none"> <li>• LMT07 Textiles, Clothing and Footwear Training Package</li> <li>• MEA Aeroskills Training Package</li> <li>• MEM Manufacturing and Engineering Training Package</li> <li>• MEM05 Metal and Engineering Training Package</li> <li>• MSA07 Manufacturing Training Package</li> <li>• MSF Furnishing Training Package</li> <li>• MSL Laboratory Operations Training Package</li> <li>• MSM Manufacturing Training Package</li> <li>• MSS Sustainability Training Package</li> <li>• MST Textiles, Clothing and Footwear Training Package</li> <li>• PMA Chemical, Hydrocarbons and Refining Training Package</li> <li>• PMB Plastics, Rubber and Cablemaking Training Package</li> </ul>	<ul style="list-style-type: none"> <li>• Aerospace Industry Reference Committee</li> <li>• Furnishing Industry Reference Committee</li> <li>• Manufacturing and Engineering Industry Reference Committee</li> <li>• Process Manufacturing, Recreational Vehicles and Laboratory Industry Reference Committee</li> <li>• Sustainability Industry Reference Committee</li> <li>• Textiles, Clothing and Footwear Industry Reference Committee</li> </ul>

## Researching duplication at a qualification level

Training package qualifications often provide learners with flexibility in the units of competency they can choose to gain a qualification. For example, a qualification may allow the learner to choose electives from a large selection listed in the qualification packaging rules or from another training package or accredited course. Note that ASQA will not accredit:

- a course if its outcomes can be achieved through the packaging rules applicable to a training package qualification
- a course that is a subset of a single training package qualification that could be recognised through a Statement of Attainment
- a course that duplicates a training package qualification and includes additional competencies from a training package or accredited course that could be recognised through Statements of Attainment.



## Researching duplication at a unit of competency level

Where a training package unit of competency is available that addresses skill and knowledge outcomes required in your course, the training package unit must be used.

Training package units are often generic enough to allow delivery in a variety of contexts. For example, a communication unit from the BSB Business Services Training Package could be used in a variety of courses. The unit would be contextualised in an RTO's delivery, whilst still maintaining the integrity of the unit to the relevant workplace or industry sector.

Some training package implementation guides contain specific contextualisation rules that provide advice to RTOs on how they can contextualise training and assessment of units of competency from that training package.

## Providing evidence with your application

The application for accreditation (initial or renewal) requires you to describe the process undertaken to ensure the proposed course does not duplicate training package content.

### Case study—Avoiding training package duplication for a proposed course

Queensland Mines Rescue Service Limited would like to develop a course in Underground Coal Mine Inertisation Team Operations.

The organisation reviews the National Register ([training.gov.au](http://training.gov.au)) to identify qualifications, skill sets and units of competency that may achieve the same outcome and finds the following products that require further investigation:

- Qualifications:
  - *RII30215 Certificate III in Underground Coal Operations*
- Skill Sets:
  - *RIISS00033 Underground coal mine safety skill set*
- Units of competency:
  - *PUAEQU001B Prepare, maintain and test response equipment*
  - *PMAOSH211B Prepare equipment for emergency response*
  - Four units from the *RII09 Resources and Infrastructure Industry Training Package*.

Queensland Mines Rescue Service Limited conducts a thorough investigation into whether the training package qualification and/or skill set are suitable training products to meet its needs, but identifies they do not include the focus on specific machinery that is required by industry.

The organisation determines that two training package units relate to the intended outcomes of the course; however, as the units have similar outcomes only one is required for inclusion in the course structure. Another four units from the RII09 Resources and Infrastructure Industry Training Package are considered relevant to the intended outcomes and will be considered for inclusion in the packaging rules of the new course.

Once Queensland Mines Rescue Service Limited have developed the packaging rules for the course it continues with its consultation and validation activities to confirm that the proposed course it has developed does not duplicate training package outcomes.

**Note:** This case study is modelled on the current accredited course 10242NAT Certificate III in Underground Coal Mine Inertisation Team Operations. Permission for ASQA to use information from this accredited course was provided from the course owner, Queensland Mines Rescue Service Limited.

## Further resources

- [training.gov.au](http://training.gov.au)—the register of nationally endorsed training package qualifications, units of competency and accredited courses in Australia.

## VAC 7.1



VET accredited courses are based on an established industry, enterprise, education, legislative or community need.

This Standard relates to Sections B: 3.1 and 3.2 of ASQA's [accredited course document template](#).

VAC 7.1 requires you to:

- establish the need for the course by engaging with key stakeholders
- validate that the course content meets that need through ongoing consultation with key stakeholders
- demonstrate enterprise units of competency are developed in consultation with, and validated by key stakeholders.

You need to conduct research and consult with key stakeholders at various stages throughout the course development process to establish and evidence the need for the course to be accredited and to ensure it does not duplicate training package outcomes.

The table below explains what you need to do for both new and existing VET accredited courses.

**Note:** Consultation with IRCs is required prior to the course accreditation application being submitted to ASQA. IRCs are supported by their SSOs — refer to Table 2 for coverage areas.

**Table 3: Summary of stakeholder consultation for new and existing VET accredited courses**

	Initial accreditation	Renewal of accreditation
<b>Preliminary consultation and research</b>	<ul style="list-style-type: none"><li>• Conduct preliminary research and consultation to establish there is a need for the course that is not currently being met by a training package outcome.</li><li>• Define the proposed course outcomes and prepare a draft course structure.</li></ul>	<ul style="list-style-type: none"><li>• Conduct preliminary research and consultation to establish there is an ongoing need for the course that is still not being met by a training package outcome.</li></ul>
<b>Ongoing consultation</b>	<ul style="list-style-type: none"><li>• Consult with key stakeholders as you refine the course structure, develop units of competency and develop training and assessment guidelines to ensure these meet identified needs.</li></ul>	<ul style="list-style-type: none"><li>• Consult with key stakeholders to validate course structure and units of competency, and ensure they reflect current needs. Make changes where required.</li></ul>
<b>Validation of final course document</b>	<ul style="list-style-type: none"><li>• Gain key stakeholders' agreement that the proposed course (end product) will meet identified needs.</li></ul>	<ul style="list-style-type: none"><li>• Gain key stakeholders' agreement that the proposed course (end product) will meet identified needs.</li></ul>

## Identifying stakeholders

Prior to consultation, you need to identify and prepare a list of key stakeholders relevant to the course.

Stakeholders may include:

- **SSOs**—if your intended course outcomes fall within an SSO's area of industry coverage
- **Regulatory and/or licensing bodies**<sup>4</sup>—consultation with these bodies is mandatory if the course is proposing a regulatory or licensed outcome; it is critical the course outcomes will be recognised by the relevant industry regulator
- **Employers**—relevant where the course has a vocational outcome
- **Industry/Professional associations**—relevant where the course has a vocational outcome
- **Peak bodies**—that represent the area in which the course is being accredited
- **Graduates of the course**—where a course is currently delivered as non-accredited training or to support an application for renewal of accreditation
- **Subject matter experts**—relevant to all courses
- **Experienced developers of** VET courses and units of competency.

<sup>4</sup> Standard 2.2 b of the *Standards for VET Regulators 2015* requires RTOs to consult with the industry regulator where the course results in a regulated or licensed outcome.

## Conducting preliminary research and consulting with stakeholders

Prior to developing a new course, you must conduct preliminary research and consultation with relevant stakeholders to determine if there is an established labour market demand for the proposed course.

To enable stakeholders to provide feedback on whether they support the need for a new nationally recognised course to be accredited, you will need to define your course in terms of the intended skill and knowledge outcomes and target learner group/s before you begin your consultation.

The intended vocational outcome (job role) a learner will achieve upon completion of the course must be clearly identified in Section B: 2.1 of the course document. Functions associated with this role may also be described in this section.

If you are submitting an existing course for renewal of accreditation, your research and consultation at this stage aims to confirm the ongoing need for the course.

## Demonstrating an established market demand for the course

Analysis of industry market needs, identification of upcoming industry trends and developments requiring new and emerging skill demands must be evidenced and supported by relevant stakeholders including industry/professional/peak bodies, employers and so on.

Anticipated student numbers should be identified to demonstrate there is a sustainable demand for the course. Provide relevant documentation from the research conducted to determine these figures with the course accreditation application.

For renewal of accreditation applications, include information on enrolment and completion data in the submission.

## Establishing the packaging rules for a VET accredited course

VET accredited courses are made up of units of competency, which can be:

- imported from a current nationally endorsed training package
- developed specifically for the course, or
- imported from another accredited course (with permission from the course owner).

Before determining the units of competency to be included in the course, identify and define the intended skill and knowledge outcomes using techniques such as job and functional analysis, surveys, interviews, group processes and observation. Consider:

- relevant industry or educational standards
- research findings (e.g. occupational analyses, skills audits, data on emerging technology and industry trends)
- manuals, operating procedures and textbooks
- position descriptions and role statements.

Once you have defined the intended skill and knowledge outcomes:

- select units of competency from training packages that align to these outcomes
- identify units of competency that require development
- determine the most appropriate packaging rules.

When developing courses with a workplace outcome a combination of technical and generic units of competency will usually be required. For example, a course designed for instructional staff will include generic units that relate to instruction and facilitation skills and occupational health and safety along with units relevant to the specific/technical skill.

Stakeholder consultation and validation of course content, including enterprise units developed for inclusion in the course, must occur throughout all stages in the development of the course.



## Conducting ongoing consultation during course development

As you are developing the course, it is critical that you consult with key stakeholders to ensure the course:

- accurately reflects the market segmentations of potential employers and learners
- achieves realistic needs
- provides the skills and knowledge outcomes required
- reflects current and future skill requirements
- will meet the needs of learners most likely to enrol in the course
- provides the most flexible course structure to meet identified needs.

The breadth and depth of consultation and research required for a course will depend on the size, complexity and required course outcomes. For example, a course designed to be delivered for a particular enterprise and a very specific target group is likely to require less consultation than one intended for broader national delivery. The course document remains the intellectual property of the course developer/owner at all times. Disclosure and confidentiality is managed at the course developer's/owner's discretion; however, sufficient information must be provided to stakeholders for meaningful consultation and validation activities to be undertaken. Some course owners may disseminate the entire proposed course document to stakeholders while others may share parts of the course such as course structure and enterprise units. To confirm all aspects of the course meet identified needs, key stakeholders must receive sufficient information to provide feedback on:

- entry requirements for the course
- packaging rules for the course
- specific assessment requirements
- appropriate qualification type from the AQF or whether the proposed course will be developed as a 'Course in'
- enterprise unit of competency content
- pathways into the course and after course completion.

In the case of an existing course being submitted for renewal of accreditation, your consultation with key stakeholders at this stage must validate that all aspects of the existing course meet current needs.

## Validating the final course

It is critical that you provide key stakeholders with an opportunity to comment on the final course. You must demonstrate that key stakeholders agree the final course content and structure (including developed enterprise units) meets an established need.

## Evidencing consultation and validation activities

The consultation and validation activities undertaken and how they contributed to the development of the course, its structure and any developed enterprise units of competency are to be described in the course document at Section B: 3.1. Evidence to support these activities must be submitted with the application for course accreditation. This evidence may include:

- verifiable evidence of the established demand
- enrolment projections for a three to five year period
- the identification of current training package qualifications and/or accredited courses with similar outcomes together with an explanation why those qualifications/accredited courses do not meet the identified need (or for accredited courses, why they are not available through licensing arrangements with the respective course owner)
- letters of support (preferably not comprising duplicated generic statements)
- minutes of meetings/memos
- copies of relevant emails.





## Providing evidence with your application

The application for accreditation (initial or renewal) requires you to provide documentary evidence of consultation with relevant stakeholders to:

- demonstrate there is an established need for the course
- validate course content to confirm that this will meet the identified need.

The format of this evidence is not prescribed, but is commonly provided as a collection of documentation including minutes of meetings, emails, letters of support and survey results.

## Case study—Development of a new course in Health Technology

Queensland-based Prosthetists/Orthotists and Rehabilitation Engineers identified a need to develop a course that trains people to provide specialised technical expertise that contributes to the design, development and fabrication of prostheses, orthoses, assistive devices and wheelchairs. To determine the need, the course developers consulted with a variety of public and private sector services that employ technicians both in Australia and overseas, including the peak professional bodies, the 'Australian Orthotic Prosthetic Association' and 'Engineers Australia'.

Consultation with these stakeholders using a combination of email, phone and face to face meetings was conducted. Feedback confirmed there is a need for a nationally recognised course. Research also concluded this need cannot be met through any existing training package qualification.

The course developer identified numerous units of competency from existing training packages that could be included in the course structure.

They also identified that the following enterprise units need to be developed for inclusion in the course structure:

- HTDFAB501A *Use specialist machinery*
- HTDFAB502A *Undertake fabrication in prosthetics, orthotics and rehabilitation engineering environments*
- HTDFAB503A *Use biomechanics principles to inform technical aspects of fabrication*
- HTDTEC501A *Provide technical support in client assessment, fitting and medication process*
- HTDART501A *Maintain market awareness.*

An advisory group including key stakeholders was formed to discuss the course and the draft units of competency during course development. After several meetings and emails, the advisory group agreed that the final product met industry needs, and the application for accreditation was submitted for accreditation.

**Note:** This case study is modelled on the current accredited course 10050NAT Diploma of Health Technology (Prosthetics and Orthotics) (Rehabilitation Engineering). Permission for ASQA to use information from this accredited course was provided by the course owner, Queensland Government Department of Health.

## Additional resources

- [\*Standards for VET Regulators 2015—Standard 2.2 b.\*](#)

## Monitoring the accredited course

Accredited courses are to be monitored and evaluated throughout the period of accreditation. Monitoring activities could result in:

- updating training package units to current versions
- updating enterprise unit content
- changes to course structure
- changes to assessment requirements
- the course owner cancelling the accredited course.

For renewal of accreditation applications, you must include information regarding the outcomes of these reviews in Section B: 3.2 of the course document.

You should provide information on:

- what monitoring and evaluation processes have been undertaken during the accreditation period
- a full review of the course outcomes and course document (including all enterprise units of competency if developed)
- how the reviews confirmed there is an ongoing need for the course and its outcomes are still current
- a summary of the main feedback gathered from key stakeholders
- how this feedback informed the development of the proposed course being presented for renewal of accreditation
- changes made to the course since it was previously accredited
- enrolment figures throughout the accreditation period
- the number of RTOs that have delivered the course
- the number of graduates who gained employment upon completion of the course.

Transition and teach-out arrangements apply for learners under the *Standards for Registered Training Organisations (RTOs) 2015*. Information regarding the transitioning of continuing students from the previous accredited course to the new course is to be included in Section B: 3.2.



## VAC 7.2



VET accredited courses are based on nationally endorsed units of competency where these are available and where these are not available units of competency are developed specifically for the course.

This Standard relates to Section C of ASQA's [accredited course document template](#).

VAC 7.2 requires the course owner to ensure units of competency are developed in accordance with the *Standards for Training Packages*.

### Developing enterprise units of competency

VET accredited courses and qualifications, skill sets and units of competency from training packages are all nationally recognised training.

On 1 January 2014, the Training Package Development Handbook was superseded by the *Standards for Training Packages*. These Standards include a unit of competency template and an assessment requirements template. Enterprise units of competency developed for inclusion in a course accredited by ASQA must be developed in accordance with these templates.

These templates are included in ASQA's [accredited course document template](#).

Enterprise units of competency should be written to reflect the standard of skills and knowledge of a competent person in the workplace, rather than focusing on how the unit will be trained or assessed by an RTO. This focus on the workplace outcome must be clear throughout the unit of competency.

Units of competency must be developed in close consultation with technical experts (VET and industry) and practitioners.

Each unit of competency describes:

- a specific work activity
- the standards of performance required in the workplace
- assessment requirements, which specify the evidence and required conditions under which the unit is conducted
- evidence that can be gathered to assist an Assessor to determine a judgement of competency.

#### Research content

To develop a unit of competency, you need to clearly 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 learner 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.

You can source this information from:

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



Once you have clearly defined the outcome of the unit, conduct a further review of existing training package units of competency to ensure the same outcome cannot be achieved. If a training package unit covers the same outcome, the training package unit must be included in the course structure, rather than proceeding with development of an enterprise unit of competency.

## Write the unit of competency

Each unit of competency must be documented on a unit of competency template and assessment requirements template following the guidance text provided. Circulate the draft enterprise units of competency to key stakeholders for comment, and make changes as required. Provide key stakeholders with a further opportunity to comment on the revised unit of competency.

## Unit of competency template

Enterprise units of competency must be structured to comply with the unit of competency template, which consists of the components in Table 4.

Additional guidance about each component of this template is provided in ASQA's [accredited course document template](#).

**Table 4: Unit of competency template components**

Unit of competency template components																									
<b>Unit code</b>	A unique code will be assigned to an enterprise unit by ASQA.																								
<b>Unit title</b>	A title that concisely describes the unit outcome.																								
<b>Application</b>	A brief description of the unit content, how the unit is applied and any licensing, legislative regulatory or certification requirements that apply to the unit.																								
<b>Pre-requisite unit (OPTIONAL)</b>	A list of any unit/s in which the learner must be deemed competent prior to the determination of competency in this unit.																								
<b>Elements</b>	Describe the essential outcomes of the unit by breaking down the unit into actions or outcomes.																								
<b>Performance criteria</b>	Relate directly to the corresponding element. Performance criteria break the corresponding element down into tasks, roles and skills and applied knowledge that reflect the required standard of performance in the workplace, education or community environment.																								
<b>Foundation skills</b>	<p>If the performance criteria of the unit <b>explicitly include</b> all the foundation skills essential for performance, the following statement is to be included:</p> <p><i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i></p> <p><b>or</b></p> <p>If the foundation skills <b>are not explicit</b> in the performance criteria, describe the ACSF and Employability Skills that are essential to performance of the unit in the below table and include the following statement:</p> <p><i>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.</i></p> <p><b>Note:</b> Only skills applicable to the unit outcomes need to be identified in the table. Those that do not apply may be removed.</p> <table border="1"> <thead> <tr> <th>Skill</th><th>Description</th></tr> </thead> <tbody> <tr><td>• Reading skills</td><td></td></tr> <tr><td>• Writing skills</td><td></td></tr> <tr><td>• Oral communication</td><td></td></tr> <tr><td>• Numeracy skills</td><td></td></tr> <tr><td>• Learning skills</td><td></td></tr> <tr><td>• Problem-solving skills</td><td></td></tr> <tr><td>• Initiative and enterprise skills</td><td></td></tr> <tr><td>• Teamwork skills</td><td></td></tr> <tr><td>• Planning and organising skills</td><td></td></tr> <tr><td>• Self-management skills</td><td></td></tr> <tr><td>• Technology skills</td><td></td></tr> </tbody> </table>	Skill	Description	• Reading skills		• Writing skills		• Oral communication		• Numeracy skills		• Learning skills		• Problem-solving skills		• Initiative and enterprise skills		• Teamwork skills		• Planning and organising skills		• Self-management skills		• Technology skills	
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<b>Unit mapping information</b>	Specifies the code and title of any equivalent unit of competency e.g. a previous version of the unit.																								

You must record the assessment requirements for each unit using the assessment requirements template, which consists of the components in Table 5. Detailed guidance on each component of this template is provided in ASQA's [accredited course document template](#).

**Table 5: Assessment requirements template components**

Assessment requirements template components	
<b>Title</b>	Specifies the code and unit title that the assessment requirements relate to.
<b>Performance evidence</b>	<p>Specifies process and product evidence and the frequency/volume of evidence that needs to be collected by an assessor to determine competence.</p> <p>Elements and performance criteria are not to be reiterated in this field.</p>
<b>Knowledge evidence</b>	Specifies knowledge a learner must have to perform the work tasks described in the unit of competency.
<b>Assessment conditions</b>	<p>Specifies conditions, methods, contexts and resources required for assessment.</p> <p>Advice may also include:</p> <ul style="list-style-type: none"> <li>• mandated assessment methods</li> <li>• identified co-requisite relationships</li> <li>• mandated assessment tools and their implementation requirements.</li> </ul>

## VAC 7.3



VET accredited courses either:

- (a) lead to a VET qualification and have course outcomes that are consistent with the Australian Qualifications Framework qualification descriptor identified for the course, or
- (b) lead only to a VET statement of attainment when course outcomes meet an identified industry/enterprise/community need but do not have the breadth and depth required for a VET qualification as stated in the guidelines for qualifications in the Australian Qualifications Framework. The course title will read 'Course in ...'

## Australian Qualifications Framework levels

The [AQF](#) is the national policy for qualifications in the Australian education and training system. The AQF provides a framework of '**AQF levels**', which contain one or more qualification types. For example, AQF level 1 only contains the Certificate I qualification type, but AQF level 8 contains the Graduate Certificate and the Graduate Diploma qualification types.

The following AQF qualification types are recognised in the VET sector:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma
- Graduate Certificate
- Graduate Diploma.

**Note:** a 'Course in' does not have an assigned AQF level.

The AQF describes what a graduate is expected to know, understand and be able to do as a result of learning. This is expressed in terms of the knowledge, skills, the application of knowledge and skills required by a graduate, underpinned by the volume of learning requirements for the AQF level. Ensure your course aligns to the nominated AQF level by comparing the complexity and depth of knowledge, skills, application of knowledge and skills and volume of learning to be covered by your course with the criteria outlined in each AQF level and qualification type descriptor (see Table 6).

ASQA's [accredited course document template](#) requires you to justify how your course meets the AQF level criteria and descriptor for the nominated qualification type.

Describe this information in Section B: 4.1 'Qualification level' component of the course template. Describe the volume of learning for the course in the 'Packaging Rules' component of the course template at Section B: 5.1 'Course structure'.

**Table 6: Criteria for each Australian Qualifications Framework level and qualification type**

AQF level criteria	Qualification type descriptor
<ul style="list-style-type: none"><li>• Summary</li></ul>	<ul style="list-style-type: none"><li>• Purpose</li></ul>
<ul style="list-style-type: none"><li>• Knowledge</li></ul>	<ul style="list-style-type: none"><li>• Knowledge</li></ul>
<ul style="list-style-type: none"><li>• Skills</li></ul>	<ul style="list-style-type: none"><li>• Skills</li></ul>
<ul style="list-style-type: none"><li>• Application of knowledge and skills</li></ul>	<ul style="list-style-type: none"><li>• Application of knowledge and skills</li></ul>
	<ul style="list-style-type: none"><li>• Volume of learning</li></ul>

## Volume of learning

The AQF defines the volume of learning as 'a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.'

The AQF volume of learning is part of the complexity requirements of a qualification. The AQF provides a guide to the volume of learning which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency would take to develop all the required skills and knowledge.

The AQF specifies the volume of learning in years. The conversion to hours is shown in Table 7.

RTOs are required to comply with the AQF in applying the volume of learning to programs and must develop and implement strategies for training and assessment that are consistent with the AQF.

The volume of learning identifies the notional duration of all activities required to achieve the learning outcomes of the course, including all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities.

You can calculate the volume of learning as follows:

$$\text{nominal (supervised) hours} + \text{unsupervised hours} = \text{volume of learning}$$

**Nominal (supervised) hours** represent the supervised structured learning and assessment activity required to sufficiently address the content of each unit (acknowledging that progress can vary between learners). Nominal (supervised) hours are assigned to learning and assessment activities that are delivered via face-to-face, online and/or structured distance education.

**Unsupervised hours** represent activities that contribute to achieving the course outcomes that are not supervised by an RTO trainer or assessor. These may include activities such as non-supervised work experience, field placement, private study and/or assignment work.

**Table 7: Conversion of Australian Qualifications Framework volume of learning to hours**

Certificate I	Certificate II	Certificate III	Certificate IV	Diploma	Advanced Diploma	Graduate Certificate	Graduate Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years	0.5 – 1 year	1 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 2400 hours	600 – 2400 hours	1200 – 2400 hours	1800 – 2400 hours	600 – 1200 hours	1200 – 2400 hours

## Meeting the volume of learning requirements

To enable ASQA to assess whether your course meets the volume of learning for the nominated qualification type, you need to determine the nominal (supervised) and unsupervised hours so these can be described in the course document.

### How to calculate nominal (supervised) hours

- **For training package units of competency:**

If you have included units from training packages in the course structure, the nominal hours for each unit must align to those specified in the Victorian Purchasing Guides. The National Centre for Vocational Education Research uses these hours for AVETMISS reporting purposes; therefore, ASQA uses these hours as a benchmark.

- **For enterprise units of competency:**

You must determine the nominal hours to be assigned to each unit. These hours should be an accurate indicator of the duration of supervised structured learning and assessment activity required to sufficiently address the content of the unit (acknowledging that progress can vary between learners).

- **For courses that have electives and/or elective groups**

Where your course allows the learner to select electives from a list or group of electives, specify the total nominal (supervised) hours for the course as a range of hours based on the lowest and highest achievable hours.

## How to calculate unsupervised hours

- **For all units of competency:**

Unsupervised hours are assigned to activities such as non-supervised work experience, field placement, private study and/or assignment work. In the course document, provide an approximate number of hours a learner will need to engage in unsupervised activities to complete the course. Unsupervised activities and hours can be described as a total for the course, rather than for each unit of competency.

**'Amount of training'** has a different meaning to volume of learning. The amount of training provided by an RTO is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning. Further information regarding the amount of training can be found in ASQA's *Users' Guide to the Standard for Registered Training Organisations 2015*.

### Case study—Determining volume of learning

A course developer is developing a Diploma of Stage and Screen Performance.

The course developer needs to determine the volume of learning for their proposed course, which includes training package and enterprise units of competency.

The nominal (supervised) hours for the existing training package units included in the course are sourced from the Victorian Purchasing Guides.

To determine the nominal (supervised) hours for the enterprise units of competency, the course developer calculates the hours of supervised training and assessment activities needed to achieve competence in each unit of competency.

For example, 112 nominal hours are allocated to *DSSDW504 Devise works for screen* based on the following breakdown:

- 60 hours of classroom based training and assessment
- 24 hours of online directed study classes
- 28 hours of practice (supervised by the RTO trainer/assessor).

Each unit's breakdown of hours, as provided in the example above, does not need to be listed in the course document.

The course developer documents the **total nominal hours** for each unit of competency in the packaging rules component of the course document using the table format suggested in ASQA's *accredited course document template*:

#### Course developer's documentation of total nominal hours

Unit of competency code	Unit of competency title	Nominal hours
<b>Core units</b>		
CUAIND402	Provide freelance services	30
CUAACT401	Use a range of acting techniques in performance	45
CUAMPF602	Manage stagecraft aspects of performances	65
CUAPPR502	Develop own sustainable professional practice	35
CUAPRF503	Prepare for performances in a competitive environment	35
CUAWHS501	Maintain a high level of fitness for performance	80
DSSASC501	Apply storytelling conventions	56
DSSUPP502	Use performance practices to develop a production	84
DSSDW503	Devise works for stage	112
DSSDW504	Devise works for screen	112
DSSDAT505	Develop acting techniques for screen	84
DSSADE506	Apply design elements for stage	56
DSSADE507	Apply design elements for screen	56
DSSUTP508	Use technology in performance	84
<b>Total nominal hours:</b>		<b>934</b>

The course developer calculates the **unsupervised hours** for the course will be made up of:

- 100 hours—-independent research and learning
- 100 hours—projects and assignments
- 70 hours—observation of stage and screen productions

The course developer identifies the unsupervised hours for the course in the packaging rules component of the course document by providing a total for the unsupervised component of the course, rather than listing the hours associated with each activity:

### Course developer's documentation of unsupervised hours

This course requires students to undertake the following unsupervised activity:

- independent research and learning
- projects and assignments
- observation of stage and screen productions.

The time required to undertake these activities will vary between students based on their experience. On average, the non-supervised activities listed above will equate to 270 hours.

Using the formula nominal (supervised) hours + unsupervised hours = volume of learning, the volume of learning for this course is 1204 hours which aligns to the volume of learning for Diploma qualification type (1200 - 2400 hours).

**Note:** This case study is modelled on the current accredited course 10196NAT Diploma of Stage and Screen Performance. Permission for ASQA to use information from this accredited course was provided from the course owner the National Institute of Dramatic Art.

## 'Course in'—VET accredited courses that do not align to an Australian Qualifications Framework qualification type

Where a course does not meet the requirements of a qualification but does meet an identified need, a 'Course in' can be developed. The main differences between a VET accredited course that aligns to an AQF qualification type and a 'Course in' are shown in Table 8.

**Table 8: Differences between Australian Qualifications Framework qualifications and 'courses in'**

	Course title	On completion of full course	If full course is not completed
<b>AQF Qualification</b>	The title of a course aligns to an AQF qualification type and is preceded by the qualification type e.g. Certificate III in Underground Coal Mine Inertisation Team Operations.	The learner achieves a Testamur indicating completion of an AQF qualification.	The learner is provided with a Statement of Attainment which lists the units of competency successfully completed by the learner.
<b>'Course in'</b>	The title of a course does not align to an AQF qualification outcome and is preceded by 'Course in' e.g. Course in Asthma Management.	The learner achieves a Statement of Attainment which indicates completion of the 'Course in' and lists the units of competency completed.	The learner is provided with a Statement of Attainment in partial completion of the course which lists the units of competency successfully completed by the learner.

### Further resources

- [Standards for Training Packages](#)
- [Australian Qualifications Framework, Second Edition, January 2013](#)
- [Victorian Purchasing Guides](#).

## VAC 7.4



VET accredited courses identify employability skills relevant to the course outcomes.

This Standard relates to Section B:4.2 and Section C of the ASQA [accredited course document template](#).

*The Standards for Training Packages unit of competency template identifies 'foundation skills' rather than 'employability skills'. The term 'foundation skills' is used to describe the five core skills of the ACSF plus 'employability Skills' or the Core Skills for Work Framework.*

To streamline the development process for training products in the VET sector, ASQA requires enterprise units developed for inclusion in a course to meet the requirements of the *Standards for Training Packages*. Therefore, information on 'foundation skills' is required to be included in courses accredited by ASQA.

Foundation skills are an integral part of a unit of competency and must be assessed. A unit's performance criteria can explicitly include foundation skills essential for performance. Alternatively, if foundation skills are not explicit in the performance criteria they must be described in the 'foundation skills' field of the unit of competency.

Foundation skills are identified as:

- reading skills
- writing skills
- oral communication
- numeracy skills
- learning skills
- problem-solving skills
- initiative and enterprise skills
- teamwork skills
- planning and organising skills
- self-management skills
- technology skills.

When developing performance criteria, 'trigger words' can help identify where foundation skills are needed. Examples of trigger words can be found on [ASQA's website](#).

Table 9 provides some examples of how foundation skills can be described in of a unit of competency.

**Note:** Only skills applicable to the unit outcomes are to be identified in the table. Those that do not apply may be removed.



**Table 9: Examples of foundation skills in a unit of competency**

Skill	Description
<b>Reading skills</b>	<ul style="list-style-type: none"> <li>• Read workplace instructions and messages</li> <li>• Read simple information about job requirements</li> <li>• Select, synthesise and critically evaluate ideas and information from multiple texts.</li> </ul>
<b>Writing skills</b>	<ul style="list-style-type: none"> <li>• Writing skills to complete forms</li> <li>• Write orders and basic notes on customer preferences</li> <li>• Record steps of calculation and result.</li> </ul>
<b>Oral communication</b>	<ul style="list-style-type: none"> <li>• Adapt language to audience, context and purpose</li> <li>• Interact effectively with clients to explain procedures.</li> </ul>
<b>Numeracy skills</b>	<ul style="list-style-type: none"> <li>• Interpret and utilise mathematical information related to statistical data, trends and classification systems</li> <li>• Estimate timeframes for inspections and schedule tasks efficiently.</li> </ul>
<b>Learning skills</b>	<ul style="list-style-type: none"> <li>• Identify and use reliable sources of information regarding workplace requirements</li> <li>• Continually research and source complex information on current and emerging service trends and synthesise this information.</li> </ul>
<b>Problem-solving skills</b>	<ul style="list-style-type: none"> <li>• Identify innovative problem-solving strategies</li> <li>• Monitor operational efficiency of machinery and adjust accordingly during operation.</li> </ul>
<b>Initiative and enterprise skills</b>	<ul style="list-style-type: none"> <li>• Promote and model changes to improved work practice and procedures</li> <li>• Negotiate with clients.</li> </ul>
<b>Teamwork skills</b>	<ul style="list-style-type: none"> <li>• Direct staff on responsibilities and supervise staff</li> <li>• Share customer information with team members to ensure service in line with organisational procedures.</li> </ul>
<b>Planning and organising skills</b>	<ul style="list-style-type: none"> <li>• Sequence the preparation of services and their components to efficiently serve customers</li> <li>• Skills to coordinate services and support activities.</li> </ul>
<b>Self-management skills</b>	<ul style="list-style-type: none"> <li>• Deal with hostile and uncooperative customers in a professional manner and in line with organisational procedures</li> <li>• Work within confidentiality guidelines.</li> </ul>
<b>Technology skills</b>	<ul style="list-style-type: none"> <li>• Use a scientific calculator</li> <li>• Use computers and software programs to cost and document findings.</li> </ul>



ASQA's [accredited course document template](#) requires you to provide a statement on the Foundation skills in Section B: 4.2 and in the Foundation skills field in any developed enterprise units of competency. Foundation skills essential to performance may be explicit in the performance criteria of a unit or they may be identified in a unit's Foundation skills field. **Note:** Only skills applicable to the unit outcomes are to be identified. Further guidance is included in the accredited course document template.

## VAC 7.5



VET accredited courses confirm recognition to be given to the course by licensing, regulatory, professional or industry bodies where applicable.

Where the outcomes of a course are recognised by a professional or industry body, information is to be included in the course document at Section B: 4.3. For example, successful completion of the course may be recognised in the form of membership to a professional body being granted.

You must submit evidence from the relevant body confirming the recognition with your course accreditation application.

Where the outcomes of a course satisfy licensing or regulatory requirements, information is to be provided in the course document at Section B: 4.4.

You must provide evidence to demonstrate that the relevant industry regulatory stakeholders have been engaged in both:

- consultation activities (to establish a need for the course)
- the course development process.

You will also need to provide evidence from the industry regulator confirming the regulatory outcome can be achieved upon completion with your course accreditation application.



If course completion may result in membership or licensing/regulatory requirements being met, ASQA's accredited course document template requires you to provide evidence confirming any recognition given to the course by professional, industry or licensing/regulatory bodies.

## VAC 7.6



VET accredited courses specify rules for the structure of the course.

Section B: 5.1 of ASQA's [accredited course document template](#) contains the course structure and the 'packaging rules' component of the course. The course structure will be determined by the outcomes of the consultation undertaken with relevant stakeholders during the development of the course.

The rules for completion of the course—also referred to as the packaging rules—reflect the skills and knowledge outcomes identified for the course and the pathways that learners may use to achieve those outcomes. Units of competency must be grouped and packaged into meaningful combinations that reflect the intended roles and skill outcomes.

The course structure may take a variety of forms, including:

- core only model
- core and electives model
- core and specialisation(s) model
- core, specialisation(s) and electives model
- electives only.

All units of competency in qualifications are to be described as either 'core' or 'elective'. Core units are mandatory for all learners, whereas elective units provide the learner with a choice. For example, a list of seven electives could be provided, and the packaging rules may require the learner to complete three. Combinations of electives that result in particular specialisations are to be called 'Groups' and labelled alphabetically e.g. Group A, Group B.

The course structure must also identify the nominal (supervised) hours for each unit. The course owner determines the hours assigned to the enterprise units developed for the course; however, for imported training package units the assigned hours are to reflect those specified in the Victorian Purchasing Guides.

Guidance on the sequencing of units should be included in Section B: 5.1 to inform an RTO's development of its training and assessment strategies for the accredited course.

Where pre-requisite relationships exist, the course structure must include the identified pre-requisite units, including those required for any imported units from a training package or existing accredited course. Note when developing enterprise units that pre-requisite unit relationships must be identified in the unit's 'Pre-requisite unit' field.

### Case study—Demonstrating course structure of a core only model accredited course

A course owner has developed the course 10242NAT Certificate III in Underground Coal Mine Inertisation Team Operations. The course comprises training package and enterprise units it has developed. The nominal (supervised) hours for the existing training package units included in the course have been allocated in accordance with the Victorian Purchasing Guides. The nominal (supervised) hours for the enterprise units were determined as a result of the consultation and validation activities undertaken during the development of the course.

The course document advises that sequencing of delivery and assessment of all units should follow the order of the units as they are listed in the structure; however, they must be delivered and assessed in a sequence that satisfies the identified pre-requisite relationships.

To be awarded the qualification, Certificate III in Underground Coal Mine Inertisation Team Operations, participants are required to successfully complete 21 units of competency comprising:

Participants who exit the program without completing all of the units will receive a Statement of Attainment identifying those units that they have achieved.

Unit of competency code	Unit of competency title	Pre-requisite	Nominal hours
<b>Core units</b>			
HLTAID006	Provide advanced first aid	Nil	30
HLTAID007	Provide advanced resuscitation	Nil	14
PMAWHS211	Prepare equipment for emergency response	Nil	20
PMAOPS305	Operate process control systems	Nil	60
PUAFIR207B	Operate breathing apparatus open circuit	PUAFIR215	60
PUAFIR215	Prevent injury	Nil	8
PUATEA001B	Work in a team	Nil	20
RIIERR201D	Conduct fire team operations	Nil	40
RIIERR302D	Respond to local emergencies and incidents	Nil	20
RIIERR304D	Control emergencies and critical situations	Nil	30
RIIRIS301D	Apply risk management processes	Nil	40
UCMINW301	Operate underground coal mine inertisation unit water system	Nil	60
UCMINF302	Operate underground coal mine inertisation unit fuel system	Nil	60
UCMINJ303	Operate underground coal mine inertisation unit jet engine	Nil	60
<b>Total nominal hours</b>			<b>522</b>

**Note:** This case study is modelled on the current accredited course 10242NAT Certificate III in Underground Coal Mine Inertisation Team Operations Permission for ASQA to use information from this accredited course was provided from the course owner, the Queensland Mines Rescue Service Limited.

## Case study—Demonstrating course structure for a core and specialisation model accredited course

A course owner has developed the course 10732NAT Diploma of Forensic Identification (Biometrics) (Document Examination). The course comprises a training package unit and enterprise units it has developed. The nominal (supervised) hours for the existing training package units included in the course have been allocated in accordance with the Victorian Purchasing Guides. The nominal (supervised) hours for the enterprise units were determined as a result of the consultation and validation activities undertaken during the development of the course.

### Packaging rules:

- eight units must be selected for award of this qualification, including:
  - four core units
  - four elective units (made up of the following).

### Elective units are to be packaged as follows:

- Group A electives for the award of the Biometrics stream of this qualification must select all four electives in Group A
- Group B electives for award of the Document Examination stream of this qualification must select four electives in Group B.

Unit of competency code	Unit of competency title	Nominal hours
<b>Core units</b>		
DFIIMG001	Apply specialist digital imaging techniques	70
DFIPPR001	Apply professional practices in specialist examination roles	70
DFIPRE001	Present evidence in a judicial system	70
PSPSCI013	Initiate and conduct scientific/technological research	80
<b>Electives</b>		
<i>Group A electives – Biometrics stream</i>		
DFIFAC001	Apply specialist facial image comparison techniques	100
DFIMBS001	Advise on multibiometric system applications and emerging technologies	85
DFIVID001	Apply specialised techniques to video and closed circuit television for forensic analysis	90
DFISTA001	Apply statistical techniques to analyse biometric data	85
<i>Group B electives – Rehabilitation Engineering stream</i>		
DFIDOC001	Perform general document examinations	95
DFIDOC002	Conduct examinations of printed documents and stamp impressions	100
DFIDOC003	Conduct examinations and comparisons of security documents	100
DFIDOC004	Apply knowledge of instrumentation to document examinations	80
DFIDOC005	Undertake initial evaluation of handwriting and signatures	85
DFIDOC006	Perform handwriting and signature comparisons	90
<b>Total nominal hours</b>	<b>(Total core units + minimum/ maximum of elective units)</b>	<b>640 – 675</b>

**Note:** This case study is modelled on current accredited course 10732NAT Diploma of Forensic Identification (Biometrics) (Document Examination). Permission for ASQA to use information from this accredited course was provided by the course owner, Canberra Institute of Technology.

## VAC 7.7



VET accredited courses identify exit points from the course which provide for vocational or educational outcomes where applicable.

Where an early ‘exit point’ provides for a vocational or educational outcome, you must identify this in the course structure at Section B: 5.1. Students exiting at this point receive a Statement of Attainment for the unit/s of competency they have successfully completed.

## VAC 7.8



VET accredited courses provide information on educational pathways and articulation where applicable.

Information for graduates on relevant pathways into other VET and higher education courses on completion of the course is required to be included in Section B: 8.1 of the course.

For example, if a course contains training package units of competency, related training package qualifications can be identified as a pathway for further learning.

You must provide the details of any formalised articulation arrangements that have been established with other institutions. 'Articulation' means the arrangements that facilitate the movement or progression of learners from one qualification or course to another, or from one education and training sector to another. If you have identified articulation arrangements, you must also submit evidence confirming these arrangements are in place with your course accreditation application.



## VAC 7.9



VET accredited courses specify any entry requirements to the course and justify any explicit limitations to access.

This Standard relates to Section B: 5.2 of ASQA's [accredited course document template](#).

'Entry requirements' do not form part of the qualification, but are specific to the knowledge, skills or experience required to enter and successfully undertake an accredited course. They may be 'mandatory' or 'recommended'.

Not all courses have entry requirements.

You should develop the entry requirements for your course in consultation with key stakeholders.

Your entry requirements should be expressed in terms of qualifications, units of competency or required experience and may include licensing or industry recognised standards.

For example, you may require learners to:

- hold a particular qualification or industry membership
- hold a particular industry-relevant licence
- demonstrate two years' experience in industry.

The course may also identify recommended entry requirements that will assist participants in achieving the intended course outcomes. For example:

- specifying the level of language, mathematical or other skills that are required by the course
- requiring the learner to demonstrate potential to undertake study at the relevant AQF level.

If a course has limitations to entry these must be justified. A course may not contain any explicit limitations to access and delivery pathways that are discriminatory i.e. based on gender or social background.

## VAC 7.10



VET accredited courses specify course assessment strategies which:

- (a) are valid, reliable, flexible and fair
- (b) support the collection of evidence that is sufficient, valid, authentic and current
- (c) are consistent with assessment requirements in the relevant Training Package(s) where nationally endorsed units of competency are used
- (d) ensure that workplace and regulatory requirements, where relevant, are met, and
- (e) identify and justify any requirements for workplace and/or simulated assessment.

In Section B: 6.1 of ASQA's [accredited course document template](#), you must outline the approach to assessment and evidence-gathering that an RTO delivering your accredited course must follow.

The assessment strategy in your course document must provide a general overview that will act as a guide to RTOs when they develop their assessment strategy. The information in the course document informs an RTO's training and assessment strategy. It is not the same as the RTO's specific strategy for its implementation of the course.

The strategy should describe how the assessment approaches will ensure that an RTO's assessor can make sound judgements of 'learner competence' and 'achievement of course outcomes'.

Your accredited course's assessment strategy may contain 'mandated' and/or 'suggested' requirements for assessment of the units of competency. When developing your course, keep in mind that mandated requirements apply not only to the course owner's RTO's delivery of the course but to all RTOs the course owner may enter into a licensing/franchise arrangement with to deliver the course during its accreditation period. Therefore, your information should not be written around a particular RTO's strategy.

Mandated requirements must align with the information in the assessment requirements template for all units that comprise the course.

A learner must be assessed against all of the tasks required by the unit/s and demonstrate they are capable of performing these tasks to an acceptable level. In doing so, they must demonstrate they hold all of the required skill and knowledge, as identified in the unit/s assessment requirements.

Any workplace and/or regulatory requirements must be clearly identified to ensure RTOs develop assessment strategies and assessment tools/processes that will meet these requirements, for example, legislative requirements.

Where units of competency are imported from a training package the information in the assessment strategy must align with the assessment guidelines in the parent training package and its implementation guide.

RTOs are required to conduct assessment in accordance with the Principles of Assessment and the Rules of Evidence. See Table 1.8-1 and 1.8-2 from the *Standards for Registered Training Organisations (RTOs) 2015* (see Tables 10 and 11).

**Table 10: Principles of Assessment (Table 1.8-1 in the *Standards for Registered Training Organisations (RTOs) 2015*)**

Principles of Assessment	
<b>Fairness</b>	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
<b>Flexibility</b>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"><li>• reflecting the learner's needs</li><li>• assessing competencies held by the learner no matter how or where they have been acquired, and</li><li>• drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.</li></ul>

## Principles of Assessment

<b>Validity</b>	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> <li>Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance</li> <li>assessment of knowledge and skills is integrated with their practical application</li> <li>assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations, and</li> <li>judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</li> </ul>

**Table 11: Rules of Evidence (Table 1.8-2 in the *Standards for Registered Training Organisations (RTOs) 2015*)**

## Rules of Evidence

<b>Validity</b>	The assessor must be assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirement.
<b>Sufficiency</b>	The assessor must be assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.
<b>Authenticity</b>	The assessor must be assured that the evidence presented for assessment is the learner's own work.
<b>Currency</b>	The assessor must be assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## Case study—Describing an accredited course assessment strategy

### Section B: 6.1

The assessment strategy that the RTO designs for the course must meet the requirements of the *Standards for Registered Training Organisations (RTOs) 2015*, including the *Principles of Assessment* and *Rules of Evidence*.

Assessment evidence gathered **must**:

- align to, and meet, all the requirements of the units of competency included in the course structure that have been imported from national training packages
- meet all the requirements of each enterprise unit of competency
- confirm the learner's ability to demonstrate their competence in a real or simulated workplace environment with access to resources required by the industry.

A holistic approach to assessment is encouraged to enable learners to demonstrate the application of their skills and knowledge in an environment that reflects real workplace situations and time constraints.

Assessment of practical skills **must** be conducted via observation by the RTO's assessor and may be undertaken in a simulated environment.

Assessment **must** be conducted using a variety of methods over time to ensure a sufficient range of valid evidence is gathered to base a judgement of competence. Additional assessment methods may include:

- case studies/scenarios
- written and/or oral exams
- assignments, and/or
- portfolios of evidence.

RTOs must ensure that recognition of prior learning is offered to all learners.

## VAC 7.11



VET accredited courses provide guidance on appropriate delivery modes, together with advice on limitations on course delivery modes and any requirements for on-the-job training.

In some circumstances, specific modes of delivery may be essential to achieving the course outcomes. If this is the case, you will need to identify and justify the essential modes of delivery in Section B: 7.1 of the course document, 'Delivery Modes'.

Any limitations to the delivery modes for the course are also to be identified at Section B: 7.1 and a justification provided. Your justification for these should be based on regulatory requirements and/or feedback from key stakeholders. An example of a limitation to delivery is where it is determined that delivery must take place in a simulated environment.

Include advice at Section B: 7.1 about any requirements for on-the-job training.

**Note:** If the course includes imported units of competency the parent training package and/or its implementation guide may include advice regarding specific requirements for delivery of those units.

## VAC 7.12



VET accredited courses specify specialist facilities and resources and the vocational competency requirements of trainers and assessors essential for the delivery of the course.

Your course document must provide information on any required specialist facilities and resources. This includes the requirements for trainers and assessors as specified in the *Standards for Registered Training Organisations (RTOs) 2015* and, if applicable, any additional specialist vocational requirements for trainers and assessors.

It is acceptable to include the following statements in the course document rather than specifying the requirements for trainers and assessors in the *Standards for Registered Training Organisations (RTOs) 2015*.

- **Section B: 6.2**—All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015*.
- **Section B: 7.2**—All delivery must be undertaken by trainers who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015*.

### Specialist vocational competency requirements for trainers and assessors

Accredited courses may require trainers and assessors to hold specialist vocational requirements in addition to those specified in the *Standards for Registered Training Organisations (RTOs) 2015*. Consider all units of competency (including imported units) to ensure that specific requirements for trainers and assessors are met. Details of specialist vocational competency requirements for assessors and trainers are to be identified in Sections B: 6.2 and 7.2 respectively. Where additional requirements for trainers/assessors are identified for a course a justification is also to be included in each relevant section of the course document.

### Specialist facilities and resources

Identify any specialist facilities and resources required for training and/or assessment in Section B: 7.2 'Resources'.

These may:

- have been determined by key stakeholders in the development of the course and enterprise units, or
- for imported units of competency, be required by the parent training package/implementation guide.

The information included in Section B: 7.2 must align with the requirements of the units' assessment template.

## VAC 7.13



VET accredited courses identify course monitoring and evaluation processes which will ensure that the course content and outcomes are reviewed and remain current and relevant throughout the period of accreditation.

Describe the process to be followed for monitoring and evaluating the course to maintain its relevance and currency in Section B: 9.1 of the course document. Include advice on how frequently the monitoring and evaluation activities will be undertaken (e.g. annually).

Monitoring and evaluation activities undertaken during the course's accreditation period would include, for example:

- the course development committee undertaking periodic reviews of the course content and outcomes
- seeking feedback and conducting surveys of RTOs, employers and graduates
- conducting trend analyses of the industry and emerging trends
- regular liaison with regulatory/industry associations and peak bodies.

The information to be included should not relate to the outcomes of assessment moderation/validation activities unless these relate to informing the monitoring and evaluation of the course content and outcomes.

# Definitions

Term	Definition
<b>accreditation</b>	Formal recognition of a course by the National VET Regulator under the Act.
<b>access and equity</b>	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.
<b>Act</b>	<i>National Vocational Education and Training Regulator Act 2011</i>
<b>amount of training</b>	The amount of training is part of the overall volume of learning. The amount of training relates primarily to formal activities including online or self-paced study.
<b>articulation</b>	The arrangements that facilitate the movement of progression of learners from one qualification or course to another, or from one education and training sector to another.
<b>Assessment</b>	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 a VET accredited course.
<b>Australian Industry and Skills Committee (AISC)</b>	A committee of industry leaders from across Australia which will make decisions about what qualifications are needed and when.
<b>Australian and New Zealand Standard Classification of Occupations (ANZSCO)</b>	A classification system for use in the collection, publication and analysis of occupation statistics.
<b>Australian Standard Classification of Education (ASCED)</b>	Two statistical classifications used to collect and analyse data on educational activity and attainment: namely, 'level of education' and 'field of education'.
<b>Australian Qualifications Framework (AQF)</b>	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.
<b>AVETMISS</b>	Australian Vocational Education and Training Management Information Statistical Standard. A national data standard for VET providers that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.
<b>code</b>	The unique identifier for units of competency, skill sets, VET accredited courses, AQF qualifications or training packages as required by the <a href="#">Standards for Training Packages</a> and <a href="#">Standards for VET Accredited Courses 2012</a> .
<b>competency</b>	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.
<b>course document</b>	The legal specification of a VET accredited course in the prescribed format. ASQA's prescribed format is the <a href="#">accredited course document template</a> . The course document describes essential course information and provides the basis for the development of strategies for training and assessment by each RTO.
<b>credit arrangements</b>	The arrangements that facilitate the movement or progression of learners from one qualification or course to another, or from one education and training sector to another.
<b>Enterprise unit of competency</b>	A unit of competency developed specifically for inclusion in an accredited course to meet a vocational, education or community need that is not covered by a training package unit of competency.
<b>industry</b>	The bodies that have a stake in the services provided by RTOs. These can include: <ul style="list-style-type: none"> <li>• enterprise/industry clients e.g. employers</li> <li>• group training organisations</li> <li>• industry organisations</li> <li>• industry regulators</li> <li>• skills service organisations</li> <li>• industry training advisory bodies, and</li> <li>• unions.</li> </ul>
<b>Industry and Skills Council</b>	Australian Government, state and territory ministerial council established by the Council of Australian Governments (COAG), or its successor.

Term	Definition
<b>Industry Reference Committees (IRCs)</b>	Committees made up of people with experience, skills and knowledge of particular industry sectors which will ensure that training packages meet the needs of employers.
<b>industry regulator</b>	A body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.
<b>learner</b>	A person being trained and/or assessed by an RTO for the purpose of issuing AQF certification documentation.
<b>learning</b>	<p>The process followed by a learner. There are three types:</p> <p><b>Formal learning</b>—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).</p> <p><b>Non-formal learning</b>—learning that takes place through a structured program of instructions, but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business).</p> <p><b>Informal learning</b>—learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).</p>
<b>licensed or regulated outcome</b>	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.
<b>mode of delivery</b>	The method adopted to deliver training and assessment, including online, distance, or blended methods.
<b>National Register</b>	<p>Means the register maintained by the Australian Government department responsible for VET and referred to section 216 of the <i>National Vocational Education and Training Regulator Act 2011</i>, located at training.gov.au</p> <p>It is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and registered training organisations.</p>
<b>national RTO code</b>	The registration identifier given to the RTO on the National Register, training.gov.au.
<b>Nationally Recognised Training (NRT) logo</b>	The logo used nationally to signify training packages and VET accredited courses.
<b>National VET Regulator</b>	Australian Skills Quality Authority.
<b>nominal/supervised hours</b>	Nominal (supervised) hours represent the supervised structured learning and assessment activity required to sufficiently address the content of each unit (acknowledging that progress can vary between learners).
<b>pathways</b>	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.
<b>packaging rules</b>	The rules which state what units of competency must or can be selected to make up a qualification, or a 'Course in'.
<b>qualification</b>	Formal certification, issued by a relevant approved body, to recognise that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs.
<b>Recognition of Prior Learning</b>	<p>An assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.</p> <ul style="list-style-type: none"> <li>• <b>Formal learning</b>—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).</li> <li>• <b>Non-formal learning</b>—learning that takes place through a structured program of instructions, but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business).</li> <li>• <b>Informal learning</b>—learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).</li> </ul>
<b>registration</b>	Registration as an RTO by the VET regulator, where that registration is then entered on the National Register.
<b>registered training organisation (RTO)</b>	A training organisation listed on the National Register as a registered training organisation.





Term	Definition
<b>scope of registration</b>	The activities a registered training organisation is registered to do, such as: <ul style="list-style-type: none"> <li>provide training and assessments resulting in the issue of VET qualifications or VET statements of attainment; and provide assessments resulting in the issue of VET qualifications or VET statements of attainment, or</li> <li>provide assessments resulting in the issue of VET qualifications or VET statements of attainment.</li> </ul>
<b>Skills Service Organisations</b>	Organisations that support IRCs to develop the training packages that industry needs.
<b>Standards for Training Packages</b>	The Industry and Skills Council Advisory Committee (previously National Skills Standards Council) policy for the development of training packages. This policy applies to all training packages developed and endorsed through the Industry and Skills Council Advisory Committee development and endorsement processes.
<b>skill set</b>	A single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.
<b>statement of attainment</b>	A statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency specified in the statement.
<b>training and assessment</b>	The training and/or assessment provided to a learner by an RTO or its subcontractor in relation to the AQF qualifications and/or units of competency within the RTO's scope of registration.
<b>training package</b>	The components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the <i>Standards for Training Packages</i> . The endorsed components of a training package are: units of competency, assessment requirements (associated with each unit of competency), qualifications and credit arrangements. A training package also consists of a non-endorsed, quality assured companion volume, which does not form part of the requirements that an RTO must meet under these Standards.
<b>units of competency</b>	The specification of the standards of performance required in the workplace.
<b>unsupervised hours</b>	The hours associated with the activities that contribute to achieving unit of competency/ course outcomes that are not supervised by an RTO trainer or assessor e.g. work experience, field placement, private study and/or assignment work.
<b>VET</b>	Vocational education and training.
<b>VET accredited course</b>	A course accredited by the VET regulator in accordance with the <i>Standards for VET Accredited Courses 2012</i> .
<b>VET qualification</b>	A testamur given to a person confirming that the person has achieved learning outcomes and competencies that satisfy the requirements of a qualification recognised under the Australian Qualifications Framework.
<b>VET statement of attainment</b>	A statement given to a person confirming that the person has satisfied the requirements of units of competency specified in the statement.
<b>VET regulator</b>	The National VET Regulator (ASQA) and/or a body of a non-referring state responsible for VET.
<b>vocational competencies</b>	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.
<b>vocational outcome</b>	An occupational or job specific workplace outcome.
<b>volume of learning</b>	The notional duration of all activities required for achieving learning outcomes. Volume of learning includes nominal (supervised) hours and unsupervised hours.

