

Guide to Completing the National Course Document Template

Guide



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Australian Government
Australian Skills Quality Authority

ASQA

(Working together)



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About this guide

This guide is designed to help course owners meet the requirements for national course accreditation. It explains each section of the [national course document template](#) and provides practical examples to support compliance.

To make navigation easy, the guide includes bookmarks that allow you to jump directly to specific sections while completing the template.

We recommend reviewing the relevant section in this guide before starting each part of the template. This will ensure you understand what information is required and how it should be presented.

ASQA course accreditation process

ASQA accredits courses that address skills and knowledge gaps not covered by nationally endorsed training packages. The accreditation process involves five key steps:

Step 1 – Course concept

Submit a course concept outlining the course purpose, target learners, and industry need. ASQA will assess your concept to confirm eligibility before you proceed to course development or re-development.

Step 2 – Course development

Develop the course using the national course document template in line with the *Standards for VET Accredited Courses 2021* (the Standards) and the Australian Qualifications Framework (AQF). Consult with stakeholders and Jobs and Skills Councils and create enterprise units if no suitable nationally endorsed training package units exist.

Step 3 – Course submission

Submit the initial or renewal application together with the completed national course document template and all required evidence.

Step 4 - Assessment

ASQA reviews the application for compliance with the Standards and AQF. The assessment process includes evaluating industry need, potential duplication, and reviewing the course structure, enterprise units of competency and assessment requirements.

Step 5 - Decision

If approved, ASQA may accredit the course for up to five years. The course is then listed on the National Training Register (TGA) and can be delivered by RTOs that own or license it once the course is added to their scope.

Fees: A lodgement fee for the course concept and an assessment fee for course submission apply.

Refer to the [ASQA website](#) for more information about course accreditation.

About the National Course Document template

All accredited courses must be developed using the [national course document template](#). Completing this template is a requirement of the [Standards for VET Accredited Courses 2021](#).

The template ensures each course is presented in a consistent format and includes:

- Specifications for the course.
- Essential course information, including course rules, skill and knowledge outcomes, assessment and resource requirements.
- A unit of competency template for developing enterprise units. The unit template included in Section C must be used to ensure correct formatting and inclusion of all relevant fields. If the course includes **more than one enterprise unit**, the unit template can be copied as needed.

Structure of the template

- **Section A – Course/copyright owner and course classification information, including:**
Copyright owner(s), contact details, application type, copyright/licensing, classification details and accreditation period.
- **Section B – Course information, including:**
Course code/title, nominal duration, outcomes, development, qualification level, foundation skills, recognition, licensing, structure, entry requirements, assessment strategy, trainer/assessor competencies, delivery, pathways and monitoring.
- **Section C – Units of competency:**
Enterprise units developed specifically for the course.

Section A: Copyright and course classification information

This section captures key details about the course and the application type. It includes:

- course owner information
- contact details for the course
- application type
- information about copyright ownership, licensing arrangements, and any franchise agreements
- classification details of the course
- accreditation period.

1. Person in respect of whom the course is being accredited (Course owner/s)

Copyright ownership

List the name of the organisation or individual who will hold the copyright once the course is accredited. This organisation or individual is also referred to as the 'course owner'.

If the course is **jointly** owned, include all relevant organisations or individuals in this section.

The names of the organisations or individuals will appear as the copyright holders on the [National Training Register \(TGA\)](#).

If the copyright holder is listed on the [Australian Business Register \(ABR\)](#), ensure the name in the course document matches the legal entity name, and that the associated Australian Business Number (ABN) and/or Australian Company Number (ACN) corresponds to that entity.

Note that the ABN or ACN should **not** be included in this section of the course document.

Do **not** include the course owner's primary contact person in this section. Contact details belong in [Section A: 2](#) of the course document.

Course owner number

Existing course owners

If you have previously had a course accredited by ASQA, enter your course owner number in the course owner number field. This number was assigned to you by ASQA when your earlier course was accredited.

To find your course owner number, go to the *Contact details* tab of your course on the [National Training Register \(TGA\)](#) and look for the *Copyright ID* field. If unsure, leave the course owner number field blank.

New course owners

If this is your first application for course accreditation, leave this field blank. ASQA will assign a course owner number once the course is approved.

Multiple course owners

For jointly owned courses, only one course owner number will be assigned to represent the collective copyright owners.

EXAMPLES – Section A: 1

Example 1 (Existing course owner – organisation)

1. Person in respect of whom the course is being accredited	Example Company Pty Ltd Course owner number: CO10001
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Example 2 (New course owner – individual)

1. Person in respect of whom the course is being accredited	Elizabeth Smith Course owner number:
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Example 3 (Existing multiple course owners – organisations)

1. Person in respect of whom the course is being accredited	Example Financial Services Ltd & Example Development Group Course owner number: CO12345
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2. Address

This section must include the following details:

Name of copyright holder contact

Provide the salutation, first name and surname of the **copyright holder** contact person for the course. This name will appear on the [National Training Register \(TGA\)](#).

If the copyright holder is an organisation, also include the copyright holder contact person's position title and the name of the organisation.

Address

Provide the postal address used for correspondence.

Phone and email

Provide the phone number (mobile and/or landline) and email address of the copyright holder contact person for the course.

EXAMPLE – Section A: 2

2. Address	Ms Elizabeth Smith Managing Director Example Professional Services Pty Ltd PO Box 1111 AMAROO ACT 2000 Phone: 0466 000 000 Email address: mssmith@eps.com.au
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3. Type of submission

The type of submission depends on whether the application is for initial accreditation or renewal of accreditation:

- Tick **'Initial accreditation'** for new courses that have not been previously accredited.
- Tick **'Renewal of accreditation'** for courses that are currently accredited and require re-accreditation. Also include the course code and full title of the course being renewed.

EXAMPLES – Section A: 3

Example 1 (New course)

3. Type of submission	Initial accreditation
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Example 2 (Course that is being renewed)

3. Type of submission	Renewal of accreditation – 10000NAT Diploma of Financial Services and Compliance
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4. Copyright acknowledgement

Complete the course structure table in [Section B: 5.1 \(Course structure\)](#) of the course document **before** completing Section A: 4. Ensure the units listed in Section A: 4 **align exactly** with those in [Section B: 5.1 \(Course structure\)](#).

For each unit included in the course, provide the relevant details as outlined below, including copyright ownership and permissions where applicable:

Enterprise units developed specifically for your course

- Identify the organisation or individual who holds the copyright.
- List the unit codes and full titles of the enterprise units included in the course. For example:
 - 'NATXXXXX001 Utilise research for strategic change initiatives'

Units imported from nationally endorsed training packages

- Identify the full name of the training package from which the units are imported (e.g. BSB Business Services Training Package, CHC Community Services Training Package etc.).
- List the unit codes and full titles of the training package units.
- Acknowledge the Commonwealth of Australia as the copyright holder.
- If the course includes units from multiple nationally endorsed training packages, **clearly separate them** by parent training package and label each individual group as per the example provided below.

Enterprise units imported from other VET accredited courses

- Identify the organisation or individual who holds the copyright.
- Identify the full name of the VET accredited course from which the units are imported.
- List the codes and full titles of the units of competency.

- Include evidence of permission from the copyright holder(s) of the VET accredited course to use these units in your course. Evidence may include an email, letter, or copyright agreement. This is not required if you own the copyright.

Refer to [Section B: 5.1 \(Course structure\)](#) for more information about unit of competency types.

EXAMPLE – Section A: 4

<p>4. Copyright acknowledgement</p>	<p>The copyright owner of the following units of competency developed for inclusion in this course is Example Professional Services Pty Ltd:</p> <ul style="list-style-type: none"> • NATXXXXX001 Utilise research for strategic change initiatives • NATXXXXX002 Use literature review techniques for research activities. <p>The following unit of competency is imported from the HLT Health Training Package administered by the Commonwealth of Australia:</p> <ul style="list-style-type: none"> • HLTARES003 Research community health. <p>© Commonwealth of Australia</p> <p>The following units of competency are imported from the BSB Business Services Training Package administered by the Commonwealth of Australia:</p> <ul style="list-style-type: none"> • BSBFNG401 Plan and chair Aboriginal and Torres Strait Islander organisation board meetings • BSBFNG407 Oversee asset management in an Aboriginal and Torres Strait Islander organisation. <p>© Commonwealth of Australia</p> <p>The following units of competency are imported from the CHC Community Services Training Package administered by the Commonwealth of Australia:</p> <ul style="list-style-type: none"> • CHCLEG001 Work legally and ethically • CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety. <p>© Commonwealth of Australia</p> <p>The following unit of competency imported from 10000NAT Course in Applied Research for Community and Organisational Change is Example Trading Pty Ltd:</p> <ul style="list-style-type: none"> • NAT10000001 Plan organisational and community initiatives.
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5. Licensing and franchise

Provide details about any licensing or franchise arrangements related to the course:

If licensing or franchise arrangements apply:

- Include a clear statement indicating that the course may be delivered under licensing or franchise arrangements.
- Provide contact details for parties seeking further information, including:
 - Name of the copyright holder(s) (refer to [Section A: 1](#))
 - Full name, email address, and/or phone number of the course contact person (refer to [Section A: 2](#))
 - If the copyright holder is an organisation, also include the contact person's position title and organisation name.

If no licensing or franchise arrangements apply:

- Include a brief statement confirming that no licensing or franchise arrangements apply, e.g. the course owner does not intend to license the delivery of the course to other Registered Training Organisations.

For example:

- 'There are currently no licensing or franchise arrangements in place for this course.'

EXAMPLES – Section A: 5

Example 1 (Licensing and franchise arrangements apply)

5. Licensing and franchise	<p>Example Professional Services Pty Ltd will establish licensing or franchise arrangements with interested parties and reserves the right to levy a licensing or franchising fee.</p> <p>Information on such arrangements can be obtained from:</p> <p>Ms Elizabeth Smith Managing Director Example Professional Services Pty Ltd PO Box 1111 AMAROO ACT 2000 Phone: 0466 000 000 Email address: mssmith@eps.com.au</p>
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Example 2 (No licencing or franchising arrangements apply)

5. Licensing and franchise	<p>There are currently no licensing or franchise arrangements in place for this course.</p>
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6. Course accrediting body

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

EXAMPLE – Section A: 6

6. Course accrediting body	The National VET Regulator
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7. AVETMISS information

AVETMISS (Australian Vocational Education and Training Management Information Statistical Standard) classification codes are used for reporting purposes for qualifications, courses, and units of competency on the [National Training Register \(TGA\)](#).

Refer to the [Australian Bureau of Statistics \(ABS\)](#) when researching AVETMISS classification codes.

Assigning classification codes

The course outcome described in [Section B: 2.1 \(Outcomes of the course\)](#) must be considered when assigning classification codes to ensure consistency between the occupational or general educational intent of the course and the classification codes used.

Three codes must be included in this section:

- **ANZSCO** (Australian and New Zealand Standard Classification of Occupations) code
- **OSCA** (Occupation Standard Classification for Australia) code
- **ASCED** (Australian Standard Classification of Education) code.

Transition from ANZSCO codes to OSCA codes

From 6 December 2024, OSCA codes replaced ANZSCO codes to better reflect the current Australian labour market. During the transition period, **both ANZSCO and OSCA codes** must be included in Section A: 7.

The [ABS OSCA correspondence table](#) may assist with code selection - refer to *Table 6: OSCA 2024 v1.0 to ANZSCO 2022*.

The following explains the requirements for each code:

1. 6-digit ANZSCO code

The ANZSCO code is used to identify the occupation associated with the course outcome:

- Refer to the [ABS website](#) for ANZSCO codes published prior to 6 December 2024.
- Include both the code and its full description (e.g. 399516 Sound Technician).
- Provide only one **6-digit** ANZSCO code that best represents the occupational outcome.
- For general education courses not linked to a specific occupation, use one of the following general codes:
 - GEN-19 General education – not occupationally specific
 - GEN-20 Non-industry specific training.

2. 6-digit OSCA code

Similar to the ANZSCO code, the OSCA code is used to identify the occupation associated with the course outcome:

- Refer to the [ABS website](#) for valid OSCA codes.
- Select the OSCA code that best represents the occupation and required skill level:
 - Ensure the skill level aligns with the qualification level.

For example, *Skill Level 1* is typically used for occupations that require a Bachelor degree or higher, whilst *Skill Level 3* applies to Certificate III or Certificate IV level qualifications.

- For more information about the five skill levels and how they relate to qualifications, visit the [ABS website](#) (refer to the heading 'OSCA's five skill levels').

Note: Where the occupation selected most closely aligns to the outcome of the course but the skill level does not, you will be required to acknowledge this in the course description at [Section B: 2.2](#).

- Include both the code and its full description (e.g. 391231 Audio Engineer).
- Provide only one **6-digit** OSCA code that best reflects the core tasks and responsibilities of the course outcome.
- For general education courses not linked to a specific occupation, use one of the following general codes:
 - GEN-19 General education – not occupationally specific
 - GEN-20 Non-industry specific training.

3. 4-digit ASCED code

The ASCED code is used to identify the field of education of the course:

- Refer to the [ABS website](#) for valid ASCED codes.
- Include both the code and its full description (e.g. 0613 Public Health).
- Provide only one **4-digit** ASCED code that best represents the narrow field of education.

National course code

The National course code will be assigned by ASQA on approval of the course. The course code will consist of a five-digit number followed by the letters 'NAT' (e.g. 10000NAT). When **renewing an existing course**, the course code will be replaced with a new course code.

EXAMPLE – Section A: 7

7. AVETMISS information	ANZSCO code – 6 digits	399516 Sound Technician
	OSCA code – 6 digits	391231 Audio Engineer
	ASCED code – 4 digits	1001 Performing Arts
	National course code	For ASQA use only – do not enter data in this field.

8. Period of accreditation

ASQA can accredit courses for a maximum period of up to 5 years. Upon approval, the period of accreditation will be added to the course document by ASQA.

For **renewal applications**, the accreditation start date will be **the day after** the current course expires.

EXAMPLE – Section A: 8

8. Period of accreditation	For ASQA use only – do not enter data in this field.
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Section B: Course information

Section B provides detailed guidance on the core components of the course, including:

- course outcomes
- need and support for the course
- course structure
- rules under which the course may be delivered and assessed.

1. Nomenclature

1.1 Name of the qualification



[Standard 9 for VET Accredited Courses \(Duplication\)](#)

A course must not duplicate, by title or coverage, the outcomes of an endorsed Training Package qualification or skill set or accredited course.

Course naming requirements

When specifying the name of your course, please ensure the following:

- Include the **qualification type** or '**Course in**', followed by the **full course name** (e.g. Certificate IV in Youth Leadership and Pastoral Practice, Course in Eye Health Assessment).
- Use the correct Australian Qualifications Framework (AQF) terminology for the qualification type (e.g. use 'Certificate II in' rather than 'Certificate II of' and 'Diploma of' rather than 'Diploma in').
- The course name must clearly reflect the intended vocational or educational outcomes and must be used consistently throughout the course document.
- Avoid duplication by ensuring the course name does not duplicate any existing nationally endorsed training package qualifications, skill sets, or VET accredited courses.

To check for duplication, refer to the [National Training Register \(TGA\)](#) and confirm that the name you have selected is not already in use for existing training products listed on TGA.

- Comply with Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) requirements, which limit the course name to a **maximum of 100 characters**, including spaces.
- Do not use the words 'Australian', or 'National' in the course title.
- Do not use acronyms or punctuation in the course title.

Upon approval, ASQA will assign a national course code to the course. This code will consist of a five-digit number followed by the letters 'NAT' (e.g. 10000NAT).

EXAMPLES – Section B: 1.1

Example 1 (AQF level qualification)

1.1 Name of the qualification	XXXXXNAT Diploma of Financial Services and Compliance
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Example 2 (Course in)

1.1 Name of the qualification	XXXXXNAT Course in Cybersecurity Awareness and Risk Management
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1.2 Nominal duration of the course

	Standard 10.8 for VET Accredited Courses (Course packaging rules) A course must specify rules for the structure of the course.
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Note: Calculate the hours in [Section B: 5.1 \(Course structure\)](#) of the course document **before** completing Section B: 1.2. Ensure the hours listed in both sections **align exactly**.

For AQF qualifications

Specify the following hours based on the calculations provided under the *Volume of learning* heading in [Section B: 5.1 \(Course structure\)](#):

- supervised hours
- unsupervised hours
- total volume of learning.

If the supervised hours or total volume of learning vary, include the full range (refer to [Example 2](#) below).

For 'Courses in'

If the course is a 'Course in...', you do not need to calculate the volume of learning. It is sufficient to list the supervised hours and unsupervised hours only.

EXAMPLES – Section B: 1.2

Example 1 (AQF level qualification)

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

Example 2 (AQF level qualification, where there is a range)

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

Example 3 (Course in)

1.2 Nominal duration of the course	Supervised:	40 hours
	Unsupervised:	10 hours

2. Vocational or educational outcomes

2.1 Outcome(s) of the course



Standard 10.1 for VET Accredited Courses (Stakeholder consultation)

A course must be based on an established industry, education, legislative, enterprise or community need.

Clearly state the intended outcomes of the course. Use short statements that describe what learners will achieve by the end of the course.

These outcomes must align with:

- the purpose of the course (i.e., the core reason the course was developed)
- the need for national recognition (as outlined in [Section B: 3.1](#) of the course document)
- the course structure
- the outcomes of the individual units.

Focus on the intended outcomes of the course, not the training or delivery process. Depending on the purpose of the course the outcomes should reflect either:

- the application of skills (for vocational courses), or
- the development of knowledge (for educational courses).

Course outcomes

You do not need to include all the outcomes listed below. For example, if the course is designed to lead to a vocational outcome, only vocational outcomes should be described.

Vocational outcome(s)

- List the specific **job roles** (e.g. workplace coaching practitioner, social media assistant, youth program coordinator, community engagement officer etc.) or **functions** (i.e. occupational tasks such as planning and delivering youth-focused initiatives) that learners will be qualified to perform upon completion of the course.

These should reflect actual or emerging job titles used in industry.

- Describe the core duties and responsibilities associated with these roles or functions. Focus on practical, work-related tasks.
- Describe the typical work environments or sectors where these roles are performed.
- Highlight any specialised skills or capabilities that are relevant to the job role.

Educational outcome(s)

- Outline the knowledge and skills learners will gain that support further learning or study.

Community outcome(s)

- Describe how the course contributes to community wellbeing, development, or engagement.

Legislative outcome(s)

- Describe how the course meets or supports compliance with specific legislative or regulatory requirements.

Nesting

What is nesting?

Nesting refers to embedding qualification outcomes within another qualification. This can occur in two ways:

- **Full qualification nesting** – A complete lower-level qualification (e.g. Diploma) is embedded within a higher-level qualification (e.g. Advanced Diploma).
- **Partial unit nesting** – A higher-level qualification includes a significant number of units from a lower-level qualification (e.g. 8 out of 10 units from a Diploma included in an Advanced Diploma), even if the full lower qualification is not awarded.

Why nesting is not allowed

ASQA does not accredit courses that include nesting. This is because:

- Each AQF qualification must be distinct, with a clearly defined vocational outcome.
- Learners should not receive multiple qualifications from a single course structure, unless explicitly designed and approved.
- The volume of learning must be calculated and met independently for each AQF level.
- Nesting can blur qualification boundaries and compromise the clarity and integrity of vocational outcomes.

How to avoid nesting

- Design each qualification independently, with its own structure, purpose, and outcome.
- Avoid reusing large blocks of units from one qualification in another qualification.
- Ensure that unit selection supports the unique vocational outcome of the course, rather than replicating another qualification.

EXAMPLES – Section B: 2.1

Example 1 (Vocational outcomes)

2.1 Outcome(s) of the course	<p>This course is intended to provide participants with the following vocational outcomes:</p> <ul style="list-style-type: none">• Community Support Worker• Palliative Care Companion. <p>Key duties, specialised skills, and practical responsibilities include:</p> <ul style="list-style-type: none">• Providing emotional and practical support to individuals and families during end-of-life care• Facilitating access to community services and resources• Conducting needs assessments and developing personalised care plans• Supporting clients through grief, loss, and transition with culturally sensitive practices.
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Example 2 (Educational outcomes)

2.1 Outcome(s) of the course	This course is intended to provide participants with the following general education outcomes: <ul style="list-style-type: none">• Developing foundational English language skills for everyday communication• Improving reading comprehension and writing ability in English• Building confidence in speaking and listening in a range of social and workplace contexts• Enhancing grammar, vocabulary, and sentence structure.
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Example 3 (Community outcomes)

2.1 Outcome(s) of the course	This course is intended to provide participants with the following skills and knowledge to contribute to community outcomes, such as: <ul style="list-style-type: none">• Supporting vulnerable individuals through culturally safe and inclusive practices• Promoting mental health awareness and early intervention strategies within the community• Strengthening local networks through collaboration and advocacy• Enhancing community resilience in response to social challenges such as grief, loss, or trauma.
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2.2 Course description

Provide a **brief** description of the intended outcomes of the course.

The course description will be published on the [National Training Register \(TGA\)](#) and should therefore be written in **plain language** and accurately reflect what **graduates will be able to do upon completion of the course**.

Your description must include:

- A general statement about the purpose of the course.
- A list of specific outcomes, i.e. what will graduates know, understand, or be able to do upon successful completion of the course.
- If the course includes a **mandatory work placement component**, include a statement such as:
 - 'To achieve this qualification, the individual must have completed a total of [*specify hours*] hours of work placement. The total number of hours may be applied collectively across all units of competency that include the requirement for work placement hours.'**OR**
 - 'To achieve this qualification, the candidate must have completed at least [*specify hours*] of work as detailed in the [Assessment Requirements](#) of the units of competency.'
- Information about non-assessable work experience or optional placements **must not be included** in this section.

EXAMPLES – Section B: 2.2

Example 1

2.2 Course description	<p>This course is designed to provide graduates with the skills and knowledge to deliver advanced Pilates instruction in a variety of settings, supporting clients with diverse needs including rehabilitation, performance enhancement, and general wellbeing.</p> <p>Graduates will be able to:</p> <ul style="list-style-type: none">• Design and deliver personalised Pilates programs based on client assessments and goals.• Apply advanced knowledge of anatomy, biomechanics, and movement science to improve posture, alignment, and functional movement.• Modify exercises to accommodate injuries, special populations, and varying fitness levels.• Lead professional practice in Pilates instruction, including mentoring others and contributing to program development.• Operate within industry standards and ethical frameworks, ensuring client safety and ongoing professional development.
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Example 2 (Course includes a mandatory work placement)

2.2 Course description	<p>This course is designed to provide graduates with the skills and knowledge to support individuals and families managing chronic health conditions in a community or healthcare setting.</p> <p>Graduates will be able to:</p> <ul style="list-style-type: none">• Provide emotional and practical support to clients and their families• Apply culturally sensitive communication strategies• Coordinate care and advocate for client needs• Work collaboratively with healthcare professionals and community services <p>To achieve this qualification, the individual must have completed a total of 120 hours of work placement. The total number of hours may be applied collectively across all units of competency that include the requirement for work placement hours.</p>
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3. Development of the course

If you are applying for course accreditation for the first time, please complete this section.

If you are **renewing an existing course**, do not update Section B: 3.1. Proceed to [Section B: 3.2 \(Review for renewal of accreditation\)](#) instead.

3.1 Industry, education, legislative, enterprise or community needs

	<p>Standard 9 for VET Accredited Courses (Duplication)</p> <p>A course must not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or skill set or accredited course.</p> <p>Standard 10.1 for VET Accredited Courses (Stakeholder consultation)</p> <p>A course must be based on an established industry, education, legislative, enterprise or community need.</p> <p>Standard 10.2 and 10.3 for VET Accredited Courses (Enterprise units of competency)</p> <p>A course must be based on nationally endorsed units of competency where these are available and where these are not available the course is based on:</p> <p>(a) units of competency developed as part of the course in accordance with the unit of competency template.</p> <p>Note: Units of competency are developed in consultation with, and validated by industry, enterprise, community and/or professional groups and documented in accordance with these standards.</p>
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To support your application for initial accreditation, the information provided in this section must:

- clearly demonstrate the **need and support for national accreditation**, summarising how the course addresses an identified industry or community need
- summarise the **consultation and validation activities** undertaken with relevant stakeholders
- confirm that the proposed course **does not duplicate** an existing or planned training product.

Evidence to support the above must be provided external to the course document and submitted with the application documentation. This should include input from a broad range of stakeholders confirming the relevance of, and industry need for the course, as well as evidence of their involvement in the course development process.

Some stakeholders may provide letters confirming both their support for the proposed course and their involvement in consultation and/or validation activities. Only one letter per stakeholder is required, provided it clearly addresses **both aspects**.

Demonstrating need and support for the course

Provide a clear and concise **summary** of the need for your course to be nationally accredited. Your summary should address:

- why national accreditation is required
- how the need was identified
- which stakeholders identified the need.

To support your application for initial accreditation, you must provide **evidence of stakeholder support** confirming that the proposed course:

- addresses an identified industry/general education/community need, and
- fills a skills and knowledge gap not covered by an existing or planned training product.

a) Stakeholder support

Stakeholder engagement must be broad and representative of the relevant industry. Avoid relying solely on input from RTO staff or course graduates. Ensure consultation includes a diverse range of stakeholders to reflect genuine industry perspectives.

Stakeholders may include, for example:

- industry associations and groups
- subject matter experts
- peak industry bodies and associations
- employers and employee organisations
- professional and regulatory bodies
- community organisations
- VET experts (e.g. trainers and/or assessors).

b) Evidence of stakeholder support

Important:

- Attach all supporting evidence separately to the national course document and submit it with the application documentation.
- Do not refer to attachments in the course document itself using phrases such as “see Attachment A”, as the national course document must not include appendices.
- When referring to stakeholders by their names in this section, you must obtain and provide **written permission** from those stakeholder to include their names. Where written permission cannot be provided, only refer to the stakeholder’s organisation and their role/title.

Evidence may include, for example:

Stakeholder correspondence:

- Letters or emails from industry representatives, employers, professional associations, or regulatory bodies confirming their support for the proposed course. These should outline the reasons for their endorsement, such as identified workforce needs, alignment with sector priorities, or anticipated benefits to learners and employers.
- The letters must be specific to the proposed course; generic or templated letters/emails are not acceptable.

- Letters must be **signed**, with dates that reflect recent engagement. Avoid using letters that are significantly outdated (e.g. older than 12 months), as they may not accurately represent current stakeholder views.
- Letters and emails must include stakeholder contact details.

Meeting minutes:

- Records from meetings, roundtables, or focus groups etc. where the need for the course was discussed and recorded.

Government and strategic priorities:

- Policy documents or strategic frameworks from relevant government departments or agencies that identify the area of focus (e.g., sustainability, health, digital transformation, community development) as a national or regional priority.
- Reports or papers outlining current challenges, opportunities, or innovation needs in the sector.
- Evidence of government-funded initiatives or programs that support development in the area (e.g., grants, pilot programs, innovation hubs).

Survey results or summaries:

- Data collected from stakeholder surveys, including key findings to support national accreditation.

Labour market and skills demand:

- Labour market data showing current and projected demand for skills in the relevant field.
- Job advertisements or role descriptions that reflect the need for specific competencies or qualifications.
- Skills gap analyses from industry bodies, workforce planning reports, or Jobs and Skills Councils.

Mapping and gap analysis of existing qualifications:

- Mapping documents comparing your course content to existing qualifications, skill sets, and units of competency on the [National Training Register \(TGA\)](#), highlighting differences in outcomes or approach.
- Evaluation of existing accredited training products to demonstrate that the proposed course fills a gap or offers a unique focus.

Consultation and validation activities

Provide a summary of the consultation and validation activities undertaken during the development of the course, including **who** was consulted, **when** the activities occurred, **how** stakeholders were engaged and the outcomes of the activities – specifically how these activities influenced course development.

a) Consultation activities

Consultation activities may include, for example:

Industry roundtables or focus groups:

- Hosting structured discussions with representatives from industry, employers, and professional associations to gather insights on skills gaps and workforce needs.

Surveys or questionnaires:

- Distributing targeted surveys to stakeholders such as employers, trainers, and graduates to collect feedback on proposed course content and relevance.

One on one interviews:

- Conducting interviews with key stakeholders (e.g., industry experts, regulators, or employers) to explore specific needs or validate course outcomes.

Consultation with licensing or regulatory bodies:

- Engaging with relevant authorities to ensure the course meets licensing or regulatory requirements.

Mapping against industry needs:

- Validating that the course outcomes align with current job roles, skills gaps, and workforce development priorities through documented analysis.

Consultation with relevant Jobs and Skills Councils (JSCs):

- Correspondence from relevant JSCs indicating that the proposed course does not duplicate existing or planned training products.

Refer to the [Duplication](#) section below for further guidance on engaging with JSCs.

b) Validation activities

Validation activities may include, for example:

Validation of enterprise unit outcomes:

- Requiring relevant stakeholders (e.g., subject matter experts, industry representatives, assessors) to review the enterprise units in detail, ensuring that the elements and performance criteria are accurate and that all fields (e.g., Elements, Performance criteria, Foundation skills, Assessment requirements) align with the intended unit outcomes stated in the Application field.

Expert panel reviews:

- Convening a group of subject matter experts to review the course structure, vocational outcomes, and assessment requirements to ensure they meet industry standards.

Stakeholder feedback on draft versions of the course document:

- Sharing drafts of the course document with key stakeholders (e.g., employers, subject matter experts, trainers, regulatory bodies etc.) and collecting formal feedback to confirm its accuracy and relevance.

Validation panels or workshops:

- Running workshops with subject matter experts, trainers and assessors to review the proposed course content, delivery modes, assessment requirements for compliance against relevant standards.

Confirming licensing or regulatory requirements:

- Ensuring the course content and outcomes meet any applicable licensing or regulatory standards through consultation with relevant authorities.

Review against the Australian Qualifications Framework (AQF):

- Validating that the course aligns with the relevant [AQF level descriptors](#) which defines the expected knowledge, skills, and application for each qualification level (e.g. AQF level 5 for a Diploma level qualification).

Internal peer reviews:

- Having the course reviewed by colleagues or other educational professionals within the organisation to ensure clarity, consistency, and compliance.

Validation of work placement requirements:

- Confirming with industry partners that the proposed work placement hours and activities are appropriate, sufficient and achievable within the intended job roles.

c) Evidence of consultation and validation activities

Important:

- Attach all supporting evidence separately to the national course document and submit it with the application documentation.
- Do not refer to attachments in the course document itself using phrases like “see Attachment A”, as the national course document must not include appendices.
- When referring to stakeholders by their names in this section, you must obtain and provide **written permission** from those stakeholders to include their names. Where written permission cannot be provided, only refer to the stakeholder’s organisation and their role/title.

Evidence of consultation and validation activities may include, for example:

Stakeholder correspondence:

- Letters or emails from industry representatives, employers, professional associations, or regulatory bodies confirming their participation in consultation and/or validation activities for the course including providing feedback and suggestions relating to course development.
- The letters must be specific to the proposed course; generic or templated letters/emails are not acceptable.
- Letters must be **signed**, with dates that reflect recent engagement. Avoid using letters that are significantly outdated (e.g. older than 12 months), as they may not accurately represent current stakeholder views.
- Letters and emails must include stakeholder contact details.

Stakeholder feedback on draft course documents:

- Comments or tracked changes provided by stakeholders on draft versions of the course document, developed enterprise units of competency and/or assessment requirements.
- Evidence of feedback received (e.g., spreadsheets, reports or logs of who received the drafts and when).

Consultation logs or registers:

- A structured record of all consultation activities, including dates, stakeholders involved, methods used, and outcomes.

Meeting minutes or notes:

- Records from consultation meetings, roundtables, or focus groups showing who attended, what was discussed, and any agreed actions or feedback.

Survey results or summaries:

- Data collected from stakeholder surveys, including response rates, key findings, and how feedback was used to shape the course.

Validation panels, workshops and expert reviews:

- Documentation from collaborative sessions, including agendas, participant lists, and summaries of stakeholder input.
- Confirmation emails of panel members.
- Summary of the review process, including participants, key feedback, validation outcomes, and resulting course changes.

Validation of work placement requirements:

- Letters/emails from industry partners confirming suitability of placement hours.
- Confirmation that placement aligns with job role expectations.

Confirming licensing or regulatory requirements:

- Correspondence with licensing/regulatory bodies.
- Summary of requirements and how the course meets them.

Duplication

[Standard 9 of the Standards for VET Accredited Courses 2021](#) requires that VET accredited courses must not duplicate by title or coverage the outcomes of a nationally endorsed training package, skill set or VET accredited course.

This requirement reflects the role of VET accredited courses in supplementing those VET qualifications and skill sets developed as part of nationally endorsed training packages. When developing a VET accredited course this means that it is the responsibility of the course owner to review and analyse training package units and qualifications to ensure that any proposed course content complies with the requirements of Standard 9.

The national course document template includes the following mandatory statement in Section B: 3.1:

- “The course does not duplicate a qualification or skill set.”

Follow the steps outlined below to ensure compliance:

a) Conduct a thorough training product search

Use the [National Training Register \(TGA\)](#) to review existing qualifications, skill sets, and units of competency to help ensure your proposed course does not duplicate existing training products:

- Search by keywords, job roles, or industry sectors to identify relevant training products already endorsed or accredited.

b) Map course outcomes against existing products

Consider mapping course outcomes against existing products using a matrix that includes:

- Units of competency
- Learning outcomes
- Assessment requirements

This process helps demonstrate how your course is distinct and addresses unmet needs. Use the [National Training Register \(TGA\)](#) to identify existing qualifications, skill sets, and units of competency, and ensure your proposed course does not duplicate the outcomes of endorsed or VET accredited training products.

c) Consulting with Jobs and Skills Councils (JSCs)

[JSCs](#) are not-for-profit, industry-owned and industry-led organisations funded by the Commonwealth Government through the Department of Employment and Workplace Relations (DEWR).

They are responsible for:

- Workforce planning
- Industry stewardship
- Developing and managing nationally endorsed training packages, published on the [National Training Register \(TGA\)](#).

Engaging with the relevant JSC(s) is strongly recommended to avoid potential delays in the course accreditation process.

Why consult with JSCs?

The role of JSCs in the development of VET accredited courses:

- **Identifying duplication** – JSCs can review the analysis undertaken by course owners of training package units/qualifications. After reviewing the course owner's analysis, the JSC will be able to provide advice or confirmation about duplication. As custodians of nationally endorsed training packages, JSCs can advise whether a proposed course duplicates existing training products.
- **Flagging future developments** – JSCs can advise of planned nationally endorsed training package updates that may affect the long-term viability of a VET accredited course.
- **Advising on stakeholders** – As industry stewards, JSCs may suggest additional stakeholders to engage during course development.

If a nationally endorsed training package that duplicates or subsumes your VET accredited course is released, it will no longer meet the requirements of [Standard 9](#). In such cases, ASQA may initiate the cancellation of the VET accredited course.

This is why engagement with JSCs is strongly recommended. It allows you to:

- identify potential overlaps
- be aware of upcoming nationally endorsed training package developments
- ensure the long-term viability of your course.

Evidence of JSC consultation

It is strongly encouraged that you submit the completed [VET Accredited Course Jobs and Skills Council Consultation Form](#) as part of your application. The form captures feedback from the relevant JSC(s) regarding whether the proposed course duplicates any existing or planned training products.

JSCs may confirm that no duplication exists, or they may identify potential overlap with current or future training products. This feedback is a key factor in assessing the viability of the proposed course.

If you engage with multiple JSCs, a separate consultation form must be completed for each JSC.

A list of JSCs and additional information about their role is available on the [DEWR website](#).

EXAMPLE – Section B: 3.1

3.1 Industry, education, legislative, enterprise or community needs

The need for the development of the Certificate IV in Sustainable Urban Food Production was identified through extensive consultation with agronomists, local councils, community garden coordinators, and sustainability educators between February and June 2025. The course responds to growing demand for skilled and qualified workers who can support urban food initiatives aligned with Australia's sustainability goals, climate resilience strategies, and community wellbeing priorities.

Stakeholders consistently reported a gap in nationally accredited training that combines practical horticulture skills with urban planning, community engagement, and circular economy principles. Existing nationally endorsed training package products do not adequately cover the interdisciplinary capabilities required to design and manage productive green spaces in urban settings within local government and environmental regulatory frameworks.

This course is designed to meet the needs of employers across local government, education, environmental non-governmental organisations (NGOs), and social enterprises who are seeking qualified professionals to lead urban greening projects, strengthen local food systems, and contribute to community development.

Consultation was undertaken with a broad range of stakeholders, including:

- Urban agriculture specialists
- Sustainability officers from local councils
- Community garden and permaculture network leaders
- Environmental educators
- VET horticulture trainers and assessors.

Written support and input into course development were received from:

- Local government environment and sustainability teams
- Community food organisations
- Environmental education providers
- Industry consultants in regenerative agriculture.

Initial engagement identified the need to develop three enterprise units of competency focused on urban food system design, community engagement for food resilience, and sustainable production techniques. These units address vocational outcomes not currently covered by existing nationally endorsed training packages.

Draft units of competency were circulated to key stakeholders in May 2025, including subject matter experts, industry representatives, VET practitioners, and community organisations. Stakeholders were invited to review the draft content and provide structured feedback on the relevance, clarity, and alignment of the units with current industry practices and workforce needs.

Based on this input, refinements were made to unit titles, performance criteria, and assessment requirements to ensure the content accurately reflected vocational outcomes and was practical for delivery in diverse training contexts.

	<p>A formal validation workshop was held in July 2025, bringing together a panel of industry experts, trainers, and assessors. The workshop reviewed the finalised course structure, unit content, and assessment requirements. The validation outcomes were documented and used to finalise the course for submission.</p> <p>The course does not duplicate any existing qualification or skill set. This has been confirmed by the relevant Jobs and Skills Council, Skills Insight.</p>
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3.2 Review for renewal of accreditation

Section B: 3.2 is only to be completed when a course is submitted for **renewal of accreditation**.

If the course application is for **initial accreditation**, include 'Not applicable' in Section B: 3.2 and do not complete this section.

	<p>Standard 10.1 for VET Accredited Courses (Stakeholder consultation)</p> <p>A course must be based on an established industry, education, legislative, enterprise or community need.</p> <p>Standard 10.15 for VET Accredited Courses (Course monitoring and evaluation)</p> <p>A course must incorporate and identify course monitoring and evaluation processes which ensure that:</p> <ol style="list-style-type: none"> (a) the course content and outcomes are reviewed and remain current and relevant throughout the period of accreditation; (b) the National VET regulator is informed of any proposed changes to the course (for example, changes to entry requirements, course structure, inclusion of nationally endorsed training package units, or changes to core and elective units) and, if required, any relevant material is provided to the National VET Regulator to enable it to determine whether the course remains current and continues to comply with these standards throughout the period of accreditation; and (c) if the course is changed as a result of course monitoring and evaluation, any RTO that has been licensed or franchised to deliver the course is advised of the changes by the copyright owner.
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To support your application for renewal of accreditation, the information provided in this section must:

- clearly demonstrate the **ongoing** need and support for national accreditation
- summarise the **course monitoring and evaluation processes**, including how findings informed redevelopment
- outline the **consultation and validation activities** undertaken with relevant stakeholders
- confirm that the proposed course **does not duplicate** an existing or planned training product.
- include mapping details that show the changes between the current and proposed course structures.

Demonstrating ongoing need and support for the course

Provide a clear and concise **summary** of the ongoing need for your course to be nationally accredited.

Your summary should address:

- why ongoing national accreditation is required
- which stakeholders identified the ongoing need.

To support your application for renewal of accreditation, you must provide **evidence of stakeholder support** confirming that the course:

- still addresses an identified industry/general education/community need, and
- addresses a skills and knowledge gap not covered by an existing or planned training product.

a) Stakeholder support

Stakeholder engagement must be broad and representative of the relevant industry. Avoid relying solely on input from RTO staff or course graduates.

Stakeholders may include, for example:

- industry associations and groups
- subject matter experts
- peak industry bodies and associations
- employers and employee organisations
- professional and regulatory bodies
- community organisations
- VET experts (e.g. trainers and/or assessors).

b) Evidence of stakeholder support

Important:

- Attach all supporting evidence separately to the national course document and submit it with the application documentation.
- Do not refer to attachments in the course document using phrases such as “see Attachment A”, as the national course document must not include appendices.
- Obtain **written permission** to include stakeholder names. Where written permission cannot be provided, only refer to the stakeholder’s organisation and their role/title.

Evidence may include, for example:

Enrolment and stakeholder evidence:

- Enrolment and completion data demonstrating sustained demand for the course.
- Letters or emails from industry representatives, employers, professional associations, or regulatory bodies confirming their support for the renewal of the course. These should outline the reasons for their endorsement, such as ongoing identified workforce needs, alignment with sector priorities, or anticipated benefits to learners and employers.
- Letters or emails must specifically reference the course being renewed. Generic or templated letters or emails are **not** acceptable.

- Letters must be **signed**, with dates that reflect recent engagement. Avoid using letters that are significantly outdated (e.g. older than 12 months), as they may not accurately represent current stakeholder views.
- Letters and emails must include stakeholder contact details.

Government and strategic priorities:

- Policy documents or strategic frameworks from relevant government departments or agencies that identify the area of focus (e.g., sustainability, health, digital transformation, community development) as a national or regional priority.
- Reports or papers outlining current challenges, opportunities, or innovation needs in the sector.
- Evidence of government-funded initiatives or programs that support development in the area (e.g., grants, pilot programs, innovation hubs).

Survey results or summaries:

- Data collected from stakeholder surveys, including key findings to support ongoing national accreditation.

Labour market and skills demand:

- Labour market data showing current and projected demand for skills in the relevant field.
- Job advertisements or role descriptions that reflect the ongoing need for specific competencies or qualifications.
- Skills gap analyses from industry bodies, workforce planning reports, or Jobs and Skills Councils.

Mapping and gap analysis of existing qualifications:

- Evaluation of existing accredited training products to demonstrate that the course being renewed addresses a gap or offers a unique focus.
- Mapping documents comparing course content to existing units or qualifications, highlighting differences in outcomes or approach.

Monitoring, evaluation and redevelopment of the course

Provide the following information:

a) Course monitoring and evaluation activities

Describe the methods used to monitor and evaluate the relevance and currency of the course outcomes and content throughout the accreditation period.

This should include the approaches used to gather feedback and assess alignment with industry needs, such as:

- surveys of learners, trainers, assessors, and/or industry stakeholders
- focus groups involving key participants
- minutes from meetings, roundtables, or focus groups showing who attended, what was discussed, and any agreed actions or feedback
- interviews with key stakeholders (e.g. industry representatives, employers, professional bodies).

Specify the **frequency and timing of these activities** (e.g., annually, mid-course).

Based on the results of the monitoring and evaluation activities, describe how feedback has informed course redevelopment.

The information provided may include, for example:

Summary of key findings:

- Provide a concise overview of the main insights gathered from surveys, focus groups, and stakeholder interviews.

Linking feedback to improvements:

- Clearly demonstrate how feedback has informed and led to changes in the course.

Impact on course structure and/or content:

- Explain specific changes made in response to evaluation findings. Examples may include:
 - Updating specific units of competency and learning outcomes based on stakeholder feedback indicating outdated content.
 - Restructuring unit content or adding new electives in response to industry demand.
 - Changing delivery methods to address low learner engagement.
 - Incorporating new technologies or practices following industry input.
 - Adjusting content to ensure alignment with updated nationally endorsed training packages.

No changes recommended:

- If no changes are proposed, provide evidence that stakeholder feedback confirms the course remains current, relevant, and continues to deliver its intended outcomes.

b) Evidence of course monitoring and evaluation activities

Important:

- Attach all supporting evidence separately to the national course document and submit it with the application documentation.
- Do not refer to attachments in the course document using phrases like “see Attachment A”, as the national course document must not include appendices.

c) Consultation and validation activities

Provide a summary of the consultation and validation activities undertaken during the development of the course, detailing **who** was consulted, **when** the activities occurred, and **how** stakeholders were engaged.

Refer to [Section B: 3.1](#) for more guidance about consultation and validation activities.

Duplication

Use the [National Training Register \(TGA\)](#) to search for existing qualifications, skill sets, and units of competency by keywords, job roles, or industry sectors.

Note that new units of competency, skill sets or qualifications may have been added **since your course was last accredited**.

Refer to the information about [duplication](#) and consulting with Jobs and Skills Councils (JSCs) in [Section B: 3.1](#).

Mapping information

Clearly map the existing course structure against the new course structure. It is recommended that you present this information in a table. An example table is provided below under the heading 'Mapping information'.

You may use the following mapping statuses:

- **Equivalent** - The new unit is equivalent to the unit in the existing course (outcome of unit has not changed)
- **Not equivalent** - The new unit is not equivalent to the unit in the existing course (outcome of unit has changed)
- **Removed** - The unit in the existing course will not be included in the new course
- **New unit** - The unit was not in the existing course but will be included in the new course.

Course equivalency

Include a statement indicating whether the new course is **equivalent** or **not equivalent** to the existing course.

For example:

- "The 10000NAT Certificate III in Financial Literacy and 56789NAT Certificate III in Financial Literacy are deemed to be equivalent."

Note: Courses may still be considered equivalent even if some units have changed, provided the overall vocational outcome remains the same.

EXAMPLE – Section B: 3.2

3.2 Review for renewal of accreditation	<p>Ongoing need for national accreditation</p> <p>The need for ongoing national accreditation was confirmed through stakeholder consultation, enrolment trends, and alignment with national environmental priorities. The course continues to address a skills gap in community-led environmental management not covered by existing training products.</p> <p>Stakeholders who identified and supported the ongoing need include:</p> <ul style="list-style-type: none">• Local councils – reported a shortage of trained community members for sustainability initiatives.• Landcare and conservation groups – highlighted the value of formal training for volunteers.• Indigenous ranger programs – advocated for culturally relevant content and community engagement.• VET trainers and environmental educators – confirmed the course's relevance to emerging challenges. <p>Written support was received from regional councils, Landcare Australia, and Indigenous networks, confirming the continued relevance of the course and its alignment with strategic goals.</p> <p>The Certificate IV in Community Environmental Stewardship has demonstrated strong engagement across regional and remote communities, particularly among youth and local volunteer groups. Between 2019 and 2024, over 3,200 learners enrolled in the course, with a completion rate of approximately 85%.</p>
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Five Registered Training Organisations (RTOs) across Australia have delivered the course, often in partnership with local councils, Landcare groups, and Indigenous ranger programs. These partnerships are expected to continue following renewal of accreditation.

Course monitoring, evaluation and redevelopment

Annual course evaluations were conducted by the course owner, incorporating feedback from learners, trainers, community leaders, and environmental organisations. Key findings included:

- The course content was highly relevant to local environmental challenges, such as land degradation, waste management, and biodiversity conservation.
- Learners valued the practical, project-based components of the course, which allowed them to contribute to real-world environmental initiatives.
- There was a strong call for more flexible delivery options, including blended and online formats, to accommodate participants in remote areas.
- Stakeholders recommended the inclusion of content related to climate resilience and Indigenous land management practices.

As a result of this feedback, the following updates were made to the course:

- Inclusion of blended and online delivery options, with updated assessment strategies to suit remote learners.
- Addition of a new unit focused on climate adaptation strategies for community projects.
- Integration of Indigenous ecological knowledge into existing units, developed in consultation with Aboriginal and Torres Strait Islander representatives.
- Revision of course content to better reflect current environmental priorities and community engagement strategies.
- Inclusion of nationally endorsed training package unit BSBOPS403 Apply business risk management processes to help learners assess and manage risks in community environmental projects.

These stakeholder insights were gathered through structured consultation and validation activities - including interviews, focus groups, and expert panel reviews - conducted prior to finalising the course content.

The final validation of the course structure and content was agreed to at a meeting in August 2025.

The course does not duplicate any existing qualification or skill set. This has been confirmed by the relevant Jobs and Skills Council, Skills Insight, through formal consultation.

Mapping information

Existing course:	New course:	Mapping status
<i>10000NAT Certificate III in Financial Literacy</i>	<i>XXXXXNAT Certificate III in Financial Literacy</i>	
FINTEC101	NATXXXXX001	Equivalent
FINTEC102	NATXXXXX002	Equivalent

FINBUS101	NATXXXXX003	Equivalent
FINBUS102	NATXXXXX004	Equivalent
FINDES103	NATXXXXX005	Equivalent
FINDES104	NATXXXXX006	Not equivalent
FINDES105	Not applicable	Removed
Not applicable	BSBOPS403	New unit

The 1000NAT Certificate III in Financial Literacy and XXXXXNAT Certificate III in Financial Literacy are deemed to be equivalent.

4. Course outcomes

4.1 Qualification level



[Standard 10.5 for VET Accredited Courses - Australian Qualifications Framework \(AQF\) levels](#)

A course either leads to a:

- (a) VET qualification and have course outcomes that are consistent with the AQF qualification descriptor identified for the course;
- or
- (b) VET statement of attainment when course outcomes meet an identified industry, education, legislative, enterprise or community need but do not have the breadth and depth required for a VET qualification as stated in the Australian Qualifications Framework.

For AQF qualifications

This section must include a justification of how the course's learning outcomes - specifically the skills and knowledge developed - align with the AQF qualification type descriptor for the relevant AQF level.

Before completing this section:

- Review the [AQF qualification type descriptor](#) for the course's AQF level.
- Compare the course's complexity and depth of knowledge, application of skills, and volume of learning with the criteria outlined in the relevant AQF descriptor.
- Refer to [Section B: 5.1 \(Course structure\)](#) of this guide for more details on AQF volume of learning requirements.

Do **not** copy or restate the AQF qualification type descriptor. Instead, provide a clear explanation that:

- describes how the course outcomes reflect the complexity, breadth, and depth of knowledge and skills for the specified AQF level
- uses terminology consistent with the qualification level
- includes a statement confirming that the skills and knowledge delivered through the course are consistent with the AQF qualification type descriptor.

For a ‘Course in’

The outcomes of a ‘Course in’ address a specific industry, enterprise, or community need; however, they do not have the breadth or depth required for a full qualification. As such, these courses do not have to meet the AQF volume of learning requirements.

Instead of outlining how the course outcomes align with an AQF qualification type descriptor, the following statement must be included:

- “While this course meets an identified industry/enterprise/community [*amend as required*] need, it does not have the depth and breadth required of an AQF qualification.”

EXAMPLES – Section B: 4.1

Example 1 (AQF level 5 qualification, qualification type: Diploma)

<p>4.1 Qualification level</p>	<p>Graduates of this Diploma level course will acquire and apply specialised technical and theoretical knowledge within health service environments. The course equips learners to develop and implement management strategies and systems that enhance client service delivery across diverse healthcare settings nationally.</p> <p>Learners will demonstrate the ability to analyse and respond to complex challenges - including safety, workplace culture, and funding - by integrating theoretical frameworks with practical approaches to develop effective solutions. This reflects the depth and complexity of knowledge expected at the Diploma level.</p> <p>The course fosters independent judgement and initiative, enabling graduates to make informed decisions and adapt strategies within their area of specialisation, in both stable and evolving contexts.</p> <p>Graduates will also demonstrate a broad range of communication and analytical skills, essential for designing, implementing, and evaluating management systems in health service environments. These skills support collaboration, leadership, and continuous improvement in professional practice.</p> <p>Based on the complexity, breadth, and depth of the skills and knowledge developed, the outcomes of this course are consistent with the AQF qualification type descriptor for a Diploma.</p>
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Example 2 (Course in)

<p>4.1 Qualification level</p>	<p>While this course meets an identified industry need, it does not have the depth and breadth required of an AQF qualification.</p>
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4.2 Foundation skills

	<p>Standard 10.6 for VET Accredited Courses (Foundation skills)</p> <p>A course identifies foundation skills relevant to the course outcomes.</p>
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The following statement is to be used in this section:

- “Foundation skills are identified either within the performance criteria or in the 'Foundation Skills' section of each unit of competency. For details, refer to the units of competency at Section C.”

EXAMPLE – Section B: 4.2

4.2 Foundation skills	Foundation skills are identified either within the performance criteria or in the 'Foundation Skills' section of each unit of competency. For details, refer to the units of competency at Section C.
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4.3 Recognition given to the course

	<p>Standard 10.7 for VET Accredited Courses (Industry recognition and licensing)</p> <p>A course confirms recognition to be given to the course by licensing, regulatory, professional or industry bodies where applicable.</p>
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This section must clearly state any formal recognition granted to the course by professional, licensing, regulatory or industry bodies. Formal recognition refers specifically to arrangements such as:

- Eligibility for memberships with professional associations
- Recognition for licensing or credentialing purposes
- Endorsement by a professional body that supports the course as meeting industry standards.

If formal recognition has been confirmed:

- Describe the type of recognition (e.g., membership eligibility)
- Identify the professional or industry body
- Provide a statement of recognition (e.g., “Graduates of this course are eligible to apply for membership with...”).

You must submit **current, written evidence** of the recognition arrangement (e.g., letters of support, formal agreements) with your application documentation.

If recognition by a professional or industry body has not been confirmed or cannot be supported with documented evidence, it **must not be included** in this section. All claims of recognition must be verifiable and current at the time of submission.

If no formal recognition arrangements are in place, insert ‘Not applicable’.

EXAMPLES – Section B: 4.3

Example 1

4.3 Recognition given to the course	Graduates of this course are eligible to apply for membership with the Australian Institute of Management (AIM), subject to meeting any additional membership criteria set by AIM.
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Example 2

4.3 Recognition given to the course	<p>Graduates of the XXXXXNAT Diploma of Health Practice Management are eligible to apply for professional membership with the Australian Institute of Health & Safety (AIHS), subject to meeting any additional criteria set by the Institute.</p> <p>This recognition reflects the course's alignment with industry standards in health service administration and risk management.</p>
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Example 3

4.3 Recognition given to the course	<p>Completion of the XXXXXNAT Certificate IV in Professional Coaching qualifies graduates to apply for the Associate Certified Coach (ACC) credential with the International Coaching Federation (ICF), provided they meet ICF's additional requirements including coaching hours and examination.</p> <p>This course has been reviewed and endorsed by ICF as meeting the educational component of the ACC credential pathway.</p>
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4.4 Licensing or regulatory requirements

	<p>Standard 10.7 for VET Accredited Courses (Industry recognition and licensing)</p> <p>A course confirms recognition to be given to the course by licensing, regulatory, professional or industry bodies where applicable.</p>
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If licensing or regulatory requirements apply to the course:

- State the specific licensing or regulatory requirement the course satisfies.
- Describe how the course content and outcomes meet these requirements.
- Include the name of the relevant authority, regulator and/or legislation (e.g. Act or Regulation).
- Provide supporting written evidence (e.g. letters, formal agreements, regulatory guidelines) with your application documentation.

If no licensing or regulatory requirement apply, insert 'Not applicable' in this section.

EXAMPLES – Section B: 4.4

Example 1

4.4 Licensing or regulatory requirements	This course meets the requirements under Section 10A of the <i>Weapons Act 1990</i> (QLD) for a person to make application for a licence under the Weapons Act.
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Example 2

4.4 Licensing or regulatory requirements	<p>This course satisfies the formal training requirements for individuals seeking an Electrical Work Licence in Queensland, as outlined in the Electrical Safety Regulation 2013.</p> <p>Graduates who successfully complete this course will have met the competency requirements for the electrical training component necessary to apply for a licence through the Electrical Safety Office (ESO), which is part of the Queensland Government's Office of Industrial Relations.</p> <p>The course includes units of competency that align with the UEE Electrotechnology Training Package, covering essential knowledge and skills in electrical safety, installation, and compliance with relevant standards.</p>
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Example 3

4.4 Licensing or regulatory requirements	<p>This course satisfies the training requirements for registration as a Health Support Worker under the National Allied Health Regulatory Framework.</p>
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Example 4

4.4 Licensing or regulatory requirements	<p>This course satisfies the regulatory requirements set by the Australian Community Workers Association (ACWA) for recognition as a qualified Community Support Worker.</p> <p>Graduates who successfully complete this course will meet the minimum training standards required by ACWA for entry-level roles in community services, including competencies in case management, client advocacy, and ethical practice. The course includes units of competency from the CHC Community Services Training Package, which align with ACWA's guidelines for vocational education pathways.</p>
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5. Course rules

5.1 Course structure

	<p>Standard 10.8 for VET Accredited Courses (Course packaging rules)</p> <p>A course must specify rules for the structure of the course.</p> <p>Standard 10.9 for VET Accredited Courses (Course exit points)</p> <p>A course must identify exit points from the course which provide for vocational or educational outcomes where applicable.</p>
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The course structure must align with the intended learning outcomes of your course and may be designed using one of the following formats:

- core units only
- core and elective units
- core units and specialisation
- core units, elective units and specialisation
- elective units only.

Rules for completion

Packaging rules

Clearly specify the total number of units required to complete the course, including a breakdown of core and elective units. If the course consists only of core units, include a statement confirming the rules for completion and the total number of core units. Refer to the [examples](#) below.

Elective units

It is strongly recommended that all elective units are explicitly listed in the course structure table in [Section B: 5.1 \(Course structure\)](#) to ensure clarity and consistency.

If the course allows elective units to be selected from outside the listed options - such as from any qualification within a current nationally endorsed training package or another VET accredited course - this flexibility can support providers' contextualisation. However, it may also affect the integrity of the course by introducing units that do not fully align with the intended skills and knowledge outcomes of the course.

To maintain the quality and coherence of the qualification, external elective selections should be considered carefully.

Specialisation outcomes

If your course includes specialisations such as streams or groups, provide guidance on available specialisation outcomes and the requirements for achieving them.

Do not include specialisation names in the course title, as they are not captured in AVETMISS reporting. The National Centre for Vocational Education Research (NCVER) requires registered training organisations (RTOs) to report the course title exactly as it appears on the [National Training Register \(TGA\)](#).

However, specialisations may be listed on the [testamur](#) under the 'Occupational or functional stream' element.

If specialisations are offered, include the following statement under the *Rules for completion* heading in Section B: 5.1 of the course document.

- “The RTO testamur will display the qualification code and title, as required under [AQF guidelines](#). All completed units of competency, including those aligned to specific specialisation, will be listed on the accompanying transcript.”

EXAMPLES – Section B: 5.1 (Rules for completion)

Example 1 (Specialisation outcomes)

5.1 Course structure

Rules for completion

To achieve the qualification XXXXXNAT Diploma of [course name], sixteen (16) units of competency must be completed, comprising of:

- 10 core units, plus
- 6 elective units, comprising from any 2 of the following 3 groups:
 - Group A: [Specialisation name] (3 units)
 - Group B: [Specialisation name] (3 units)

- Group C: [*Specialisation name*] (3 units)

The RTO testamur will display the qualification code and title, as required under [AQF guidelines](#). All completed units of competency, including those aligned to specific specialisation, will be listed on the accompanying transcript.

Example 2 (Specialisation outcomes)

5.1 Course structure

Rules for completion

To achieve the qualification XXXXXNAT Certificate IV in [course name], the learner must complete all 12 core units and all units in one chosen specialisation outcome.

Specialisation A: [*Specialisation name*]

Specialisation B: [*Specialisation name*]

The RTO testamur will display the qualification code and title, as required under [AQF guidelines](#). All completed units of competency, including those aligned to specific specialisation, will be listed on the accompanying transcript.

Sequencing of units

Where applicable, sequencing should support progressive skill development, ensuring learners build foundational knowledge before advancing to more complex tasks.

Examples of sequencing guidance include:

- “Units should be undertaken in the numerical order listed.”
- “Where units are grouped, learners should complete Group 1 units before progressing to Group 2 units to ensure they build the required knowledge and skills.”

If sequencing is not applicable to your course, this section may be omitted or you may include the following statement, or similar:

- “No sequencing requirements apply. Units can be undertaken in any order.”

Course structure table

Include the following elements in the course structure table:

1. Unit codes and titles

List all units of competency included in the course. These may include enterprise units, units imported from nationally endorsed training packages and/or other VET accredited courses.

a) Enterprise units of competency

Enterprise units are developed by individuals or organisations to meet specific vocational, educational, legislative, enterprise, or community needs not addressed by nationally endorsed training products.

- Assign temporary codes during course development using the format:
 - Unit 1: NATXXXXX001
 - Unit 2: NATXXXXX002
 - etc.

- ASQA will allocate final unit codes upon accreditation.
- For naming guidance, refer to [Section C: Unit title](#).

b) Units from nationally endorsed training packages

These units are developed by [Jobs and Skills Councils \(JSCs\)](#) and reflect current industry practices.

- Search the [National Training Register \(TGA\)](#) for current nationally endorsed training package units.
- If the course includes nationally endorsed training package units, ensure they are **current and have not been superseded**.

c) Units from other VET accredited courses

These units may be included **with written permission** from the course owner.

- Submit this permission with your application documentation.
- Search the [National Training Register \(TGA\)](#) for current accredited enterprise units.
- If the course includes units from other VET accredited courses, ensure they are **current and have not expired**.

2. Pre-requisite units (if applicable)

A pre-requisite unit is a unit of competency that a learner must be deemed competent in before competency is determined in the subsequent unit. This is because it provides essential knowledge or skills required for successful completion of the subsequent unit.

If a unit has an identified pre-requisite unit, it must be listed as such in the course structure table using the unit code. Learners must successfully complete pre-requisite units before they can be assessed as competent in the associated unit.

Elective units must not be listed as pre-requisites for core units. Doing so would require all learners to complete the elective, which contradicts its optional nature.

If a pre-requisite unit is not included in the course structure table, it becomes a mandatory entry requirement and must be listed in [Section B: 5.2](#) of the course document. The nominal hours for entry requirement units are to be excluded from the total course duration.

Any pre-requisite and co-requisite relationships for training package units must align with the packaging rules specified in the relevant parent training package. For example, a unit from a VET accredited course cannot be identified as a pre-requisite for a training package unit unless this relationship is formally specified in the relevant parent training package.

If no pre-requisites apply, you may remove the Pre-requisites column from the course structure table.

3. Co-requisite units (if applicable)

A co-requisite unit is a unit of competency that must be delivered and assessed concurrently with another unit. Learners must be enrolled in both units at the same time, and the assessment of one unit depends on the simultaneous delivery and assessment of the other.

Co-requisite units must **not** be listed in the *Pre-requisite* column of the course structure table.

When co-requisite relationships are identified, include additional details in the following sections of the course document:

- [Section B: 3.1 – Consultation and validation activities](#): Describe how the co-requisite relationships were identified, why they are necessary, and their intended purpose within the course design.
- Section B: 5.1 (this section): Add a statement directly below the course structure table, noting the co-requisite relationship between the relevant units.
- [Section B: 6.1 - Assessment Strategy](#): Describe how co-requisite units will be assessed together.
- [Section C - Assessment conditions](#) (for each co-requisite unit): Clearly outline the mandatory co-requisite relationship.

Note: A unit **cannot** be both a pre-requisite and a co-requisite. Pre-requisite units must be completed **before** assessment of the subsequent unit. Co-requisite units must be assessed **concurrently**.

When determining co-requisite relationships, course developers should consider:

- the impact on learners who may wish to exit the course early (e.g. partial completions and/or Statements of Attainment)
- the potential for co-requisite units to be imported into other VET accredited courses
- whether the co-requisite relationship is essential to the course design and fundamental to the correct development of knowledge and skills as the student progresses through the course, or whether it only reflects an RTO's specific Training and Assessment Strategy (TAS)

If it is the latter, it must not be included. Keep in mind that the course structure may not be changed during the course accreditation period (maximum five years).

4. Competency Field (identified as 'Field of Education' or ASCED code on the ABS)

Carefully research and assign the correct **6-digit** ASCED code for each enterprise unit as this is a critical requirement for reporting on the [National Training Register \(TGA\)](#).

Incorrect or missing codes can lead to delays in the course approval process and inaccuracies in national data reporting.

a) ASCED codes for enterprise units

Refer to the [Australian Bureau of Statistics \(ABS\)](#) website to identify the most appropriate **6-digit** ASCED code from the *Detailed Field* category.

Enter **only the code** in the *Competency Field* column of the course structure table. The code descriptor or name is **not** required.

b) ASCED codes for imported units

For units imported from nationally endorsed training packages or other VET accredited courses, use the **6-digit** ASCED Unit of Competency Field of Education Identifier provided in the unit's *Classifications* section on the [National Training Register \(TGA\)](#).

Again, only the code is required - do not include the descriptor or name.

5. Nominal (supervised) hours for units of competency

Nominal hours (also referred to as 'supervised hours') represent the total time allocated for structured learning and assessment activities that are directly supervised by a trainer or assessor.

These hours must be recorded as a 'single total per unit' and must not be split into separate training and assessment components. This requirement applies to both enterprise units and units imported from nationally endorsed training packages or other VET accredited courses.

Unsupervised learning activities **must not** be included in the nominal hours. This ensures that the hours allocated reflect only the time during which learners are **directly supported or assessed by a qualified trainer or assessor**. Course developers must ensure that the allocated hours are sufficient for learners to achieve competency in each unit.

Use the following guidance to determine these hours for enterprise units and imported units:

a) For enterprise units of competency

Nominal hours for enterprise units are set by the course developer and must allow learners to:

- engage fully with the unit content
- participate in guided learning activities
- complete supervised assessments.

Underestimating these hours can compromise the integrity of the course and the quality of learner outcomes.

To determine appropriate supervised nominal hours, course developers should:

- **Consult stakeholders:**
Engage with industry representatives, subject matter experts, and training providers to estimate the time typically required for learners to achieve competency under supervision.
- **Review the unit thoroughly:**
Consider the elements and performance criteria, required skills and knowledge assessment requirements to help gauge the depth and breadth of learning needed.
- **Benchmark and compare:**
Compare with similar enterprise units and nationally endorsed training package units of similar complexity. Use resources such as the [Victorian Purchasing Guides \(VPGs\)](#) for benchmarking. If accessible, you may also review units from other VET accredited courses with similar learning outcomes.

b) For imported units from nationally endorsed training packages

Use the nominal hours specified in the [Victorian Purchasing Guides \(VPGs\)](#).

c) For imported units from other VET accredited courses

Use the nominal hours listed in the VET accredited course document from which the unit is imported.

Volume of learning

Information about the volume of learning in this section is required for AQF qualifications only.

For courses titled '**Course in**', it is sufficient to list the supervised (nominal) and unsupervised hours. Refer to [Example 5](#) below for how this section should be presented for a 'Course in'.

Definition and calculation of volume of learning

The volume of learning refers to the total amount of time a typical learner requires to successfully achieve all course outcomes, including structured learning, practice, and assessment activities. It is calculated as:

- Supervised (nominal) hours + Unsupervised hours = Volume of learning

Note: The total volume of learning specified in [Section B: 5.1 \(Course structure\)](#) **must align** with the information provided in [Section B: 1.2 \(Nominal duration of the course\)](#).

Supervised (nominal) hours

These are structured learning and assessment activities delivered **under the supervision of a trainer or assessor**. They may include:

- Face-to-face delivery
- Online sessions
- Structured distance education.

Supervised hours must be listed in the *Nominal hours* column of the course structure table.

Unsupervised hours

These are activities completed independently by the learner, without direct supervision by an RTO trainer or assessor, such as:

- Reading and research
- Practice and reflection
- Workplace tasks not required to be directly supervised by an RTO trainer or assessor.

Unsupervised hours must be clearly described and estimated under the *Unsupervised Activities* heading.

Refer to the [Unsupervised activities](#) section below for further guidance.

Volume of learning requirements for AQF qualifications

The volume of learning must align with the AQF qualification type descriptor. For example, an AQF level 3 qualification typically requires a volume of learning of 1 - 2 years, which equates to 1200 - 2400 hours.

Refer to Table 1 on the next page for detailed volume of learning requirements for each AQF qualification type.

Table 1 (AQF volume of learning requirements)

AQF qualification type descriptor	Qualification type	Volume of learning (Duration)	Volume of learning
Level 1	Certificate I	0.5 – 1 year	600 – 1200 hours
Level 2	Certificate II	0.5 – 1 year	600 – 1200 hours
Level 3	Certificate III	1 – 2 years	1200 – 2400 hours
Level 4	Certificate IV	0.5 – 2 years	600 – 2400 hours
Level 5	Diploma	1 – 2 years	1200 – 2400 hours
Level 6	Advanced Diploma	1.5 – 2 years	1800 – 2400 hours
Level 7	Vocational Degree	3 – 4 years*	Not yet specified
Level 8	Graduate Certificate Graduate Diploma	0.5 – 1 year	600 – 1200 hours

*Up to 6 years may be required to achieve the learning outcomes through a contract of training. Learning outcomes for qualifications of this type will be achieved through a combination of institution and work-based learning.

Addressing low volume of learning

A significantly lower proposed volume of learning (e.g. 800 hours for an AQF 3 level qualification), may indicate insufficient breadth and depth of learning.

To ensure alignment with AQF requirements, consider the following:

- expand enterprise unit coverage
- ensure unit content fully addresses required skills and knowledge
- adjust nominal hours if additional content is added
- review the hours for unsupervised activities, i.e. confirm all relevant unsupervised activities (e.g. self-directed study, practice, research) are included.

Ensure hours reflect actual learning time and are not inflated to meet AQF minimums.

If the proposed volume of learning is less than the expected range but is appropriate for the intended learner cohort (e.g. learners with significant prior experience or existing skills), a clear and evidence-based rationale must be provided.

This rationale should explain why the reduced duration is suitable for the target learners and be submitted separately from the course document as part of the application documentation.

Unsupervised activities

Unsupervised hours refer to learning activities that support achievement of course outcomes but are **not directly supervised by an RTO trainer or assessor**.

When assigning unsupervised hours:

- Identify activities that learners complete independently or under workplace supervision (i.e. not under the supervision of an RTO).
- Ensure each activity contributes meaningfully to course outcomes, such as skill development, knowledge reinforcement, or preparation for assessment.
- Exclude any assessable activities that require supervision by a trainer or assessor.
- If this section includes information about **non-assessable work experience** (that is separate to work placement), include a statement confirming it will be conducted in accordance with relevant industry and education legislation and regulatory requirements.
- List any unsupervised activities under the *Unsupervised activities* heading in [Section B: 5.1 \(Course structure\)](#).
- Do not include unsupervised hours in the total for nominal (supervised) hours.

The table below provides clarification on supervised vs unsupervised hours.

Table 2 (Comparison of supervised and unsupervised hours)

Category	Supervised (nominal) hours	Unsupervised hours
Definition	Structured learning under the supervision of an RTO trainer or assessor	Self-directed learning without supervision by an RTO trainer or assessor
Included in supervised (nominal) hours	✔ Yes	✘ No
Examples	<ul style="list-style-type: none"> • Classroom-based training and assessment • Facilitated group discussions • Live webinars or virtual classrooms to follow a live lesson • Online sessions with a facilitator • Practical workshops with trainer supervision • Role plays or scenario-based learning with trainer supervision • One-on-one coaching or mentoring • Client contact hours (if observed by an assessor) 	<ul style="list-style-type: none"> • Independent reading, journaling • Pre-reading etc. prior to commencement of course • Reflective writing • Completing written assignments/projects or other self-directed learning activities • Conducting research to gain up to date industry information • Review of case studies • Undertaking self-paced study • Work placements that do not form part of the hours required to achieve competence for a unit or units (not supervised by an RTO) • Undertaking non-assessable work experience with an employer (not supervised by an RTO) • Portfolio creation • Online quizzes or assignments completed independently

Category	Supervised (nominal) hours	Unsupervised hours
		<ul style="list-style-type: none"> Peer study groups (not facilitated) Assessment preparation Practising the delivery of lessons and language content Client contact hours (if observed by a workplace supervisor)

Early exit point/s (where applicable)

If your course allows learners to exit before completing the full qualification, and that exit results in a vocational or general education outcome, it must be identified as an early exit point.

If your course includes early exit points, you must:

- list the specific units of competency that form the exit point
- describe the vocational or educational outcome achieved by exiting at that point.

Do **not** use the term “skill set”. This term applies only to nationally endorsed training package units and must not be used for enterprise units in VET accredited courses, as ASQA does not accredit skill sets.

If an early exit point is not applicable, this section may be omitted.

Statement of Attainment

Include a statement confirming that a Statement of Attainment will be issued for any unit of competency achieved if the full VET qualification or ‘Course in’ is not completed.

EXAMPLES – Section B: 5.1

Example 3 (Example includes enterprise and nationally endorsed training package units)

5.1 Course structure

Rules for completion

To achieve the qualification, XXXXXNAT Certificate IV in [*course title*], the learner must complete 11 units, comprising of:

- 9 core units and
- 2 elective units

Unit code	Unit title	Competency Field	Pre-requisite	Nominal hours
Core units				
NATXXXXX001	[Unit title]	020303	Nil	80
NATXXXXX002	[Unit title]	080507	Nil	75
NATXXXXX003	[Unit title]	080507	Nil	120
NATXXXXX004	[Unit title]	080507	Nil	90

NATXXXXX005	[Unit title]	080507	Nil	100
NATXXXXX006	[Unit title]	080507	Nil	120
NATXXXXX007	[Unit title]	080507	Nil	90
BSBTWK503	Manage meetings	080399	Nil	30
BSBMKG431	Assess marketing opportunities	080505	Nil	50
Total nominal hours (core units)				755
Elective units (Select two)				
BSBCMM411	Make presentations	100707	Nil	30
BSBHRM413	Support the learning and development of teams and individuals	080303	Nil	40
BSBSUS411	Implement and monitor environmentally sustainable work practices	050999	Nil	40
CHCCOM002	Use communication to build relationships	120505	Nil	55
Total nominal hours (elective units)				70 – 95
Total nominal hours (Total core units + minimum/maximum of elective units)				825 - 850

Volume of Learning

The volume of learning for this course is:

Supervised hours:	825 - 850 hours
Unsupervised hours:	400 hours
Total volume of learning:	1225 – 1250 hours

Unsupervised activities

This course requires learners to engage in unsupervised activities, including:

- undertaking non-assessable work experience with an employer
- producing written assignments/projects
- revising and reinforcing areas of knowledge through self-study
- conducting research to gain up-to-date industry information.

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

Early exit points

The course structure includes the following 3 units of competency that provide an early exit point for individuals who wish to work as a marketing assistant only:

- NATXXXXX001 [Unit title]
- BSBTWK503 Manage meetings
- CHCCOM002 Use communication to build relationships.

Statement of Attainment

A Statement of Attainment will be issued for any unit of competency achieved where the full qualification is not awarded.

Example 4 (Example includes specialisations)

5.1 Course structure

Rules for completion

To achieve the qualification, XXXXXNAT Diploma of [course name], the learner must complete 11 units of competency comprising of:

- 8 core units, and
- 3 elective units.

The elective units are to be packaged as follows:

- **Group A** – select 3 electives from Group A to complete the [name of specialisation] specialisation, or
- **Group B** – select 3 electives from Group B to complete the [name of specialisation] specialisation

The RTO testamur will display the qualification code and title, as required under [AQF guidelines](#). All completed units of competency, including those aligned to specific specialisation, will be listed on the accompanying transcript.

Core units should be undertaken in the order listed.

Unit code	Unit title	Competency Field	Pre-requisite	Nominal hours
Core units				
NATXXXXX001	[Unit title]	[code]	Nil	[hours]
NATXXXXX002	[Unit title]	[code]	Nil	[hours]
NATXXXXX003	[Unit title]	[code]	Nil	[hours]
[Training package unit code]	[Unit title]	[code]	Nil	[hours]
NATXXXXX004	[Unit title]	[code]	Nil	[hours]
[Training package unit code]	[Unit title]	[code]	Nil	[hours]
NATXXXXX005	[Unit title]	[code]	Nil	[hours]
NATXXXXX006	[Unit title]	[code]	Nil	[hours]
Total nominal hours (core units)				[hours]
Elective units				
Group A Electives – [name of specialisation]				
[Training package unit code]	[Unit title]	[code]	Nil	[hours]
NATXXXXX007	[Unit title]	[code]	Nil	[hours]
NATXXXXX008	[Unit title]	[code]	Nil	[hours]

NATXXXXX009	[Unit title]	[code]	NATXXXXX002	[hours]
NATXXXXX010	[Unit title]	[code]	Nil	[hours]
Group B Electives – [name of specialisation]				
NATXXXXX011	[Unit title]	[code]	Nil	[hours]
NATXXXXX012	[Unit title]	[code]	NATXXXXX004	[hours]
NATXXXXX013	[Unit title]	[code]	Nil	[hours]
NATXXXXX014	[Unit title]	[code]	Nil	[hours]
Minimum and maximum nominal hours (elective units)				[hours]
Total nominal hours (Core + Elective units)				[hours]

Volume of Learning

The volume of learning for this course is:

Supervised hours: [number of supervised hours]

Unsupervised hours: [number of unsupervised hours]

Total volume of learning: [total number of supervised and unsupervised hours]

Unsupervised activities

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

- completing written assignments
- analysing case studies relevant to the area of study
- completing self-study activities to revise and reinforce areas of knowledge
- conducting research to gain up to date industry information.

Early exit points

The course structure includes the following 4 units of competency that provide an early exit point for individuals who wish to pursue entry-level roles in community engagement or support services:

- [Unit code] [Unit title]

Learners who exit the course after successfully completing these units may be eligible for employment as a Community Support Assistant, supporting local initiatives and providing basic client interaction services.

Statement of Attainment

A Statement of Attainment will be issued for any unit of competency achieved where the full qualification is not awarded.

Example 5 ('Course in' with core units only)

5.1 Course structure

To achieve the XXXXXNAT Course in [*course name*], the learner must complete all three units of competency:

Unit code	Unit title	Competency Field	Pre-requisite	Nominal hours
Core units				
NATXXXXX001	[<i>Unit title</i>]	120505	Nil	6
NATXXXXX002	[<i>Unit title</i>]	120505	Nil	6
NATXXXXX003	[<i>Unit title</i>]	120505	Nil	6
Total nominal hours				18

Statement of Attainment

A Statement of Attainment will be issued for any unit of competency achieved where the full 'Course in' is not awarded.

5.2 Entry requirements



[Standard 10.11 for VET Accredited Courses \(Entry requirements\)](#)

A course must specify any entry requirements to the course and justify any explicit limitations to access.

Essential and/or recommended entry requirements

Entry requirements ensure learners are adequately prepared to participate in the course. These requirements should be clearly described as either:

- **Essential** (mandatory): Learners must meet these requirements to enrol.
- **Recommended** (beneficial but not required): These support learner success but are not compulsory.

Clearly distinguish between the two.

Key considerations

If entry requirements apply, they should be:

- competency-based (e.g. qualifications, units of competency)
- explicit and measurable
- directly relevant to the course outcomes
- supportive of learner success.

Entry requirements should clearly describe specific qualifications, experience, or skills, such as:

- **Qualifications or units of competency:**
 - CHC42015 Certificate IV in Community Services
 - CHCCCS004 Assess co-existing needs

- **Timeframes and type of experience:**
 - “Minimum 2 year’s recent experience working as a caseworker in youth support services.”
- **Specific industry field:**
 - “Bachelor of Environmental Science”
- **School completion requirements:**
 - “Australian Year 11 or equivalent”
- **Skills:**
 - Technological literacy: ability to use a computer with word processing and internet-based applications.
 - Access to appropriate technology: computer with reliable internet, word processing applications (e.g. Microsoft Word), and spreadsheet applications (e.g. Excel).
 - Language, Literacy and Numeracy (LLN): ACSF Level 3 in reading, writing, numeracy, and oral communication.

Common issues to avoid

- Units of competency listed as **mandatory entry requirements** in Section B: 5.2 **must not be included** in the course structure table in Section B: 5.1.
- Do not use vague or ambiguous phrases such as:
 - “Relevant experience”
 - “Relevant VET qualification”
 - “Similar qualification”
 - “Minimum 2 years of working experience in similar industry field”
 - “Appropriate background/experience”
 - “Related to job role”
 - “Basic English skills”

Limitations to entry

Limitations to entry must be clearly described, justified, and directly relevant to course participation or outcomes. For example:

- **Age restrictions:**
 - “Learners must be over 18 years of age”.
- **Legislative compliance:**
 - “Learners must hold a current Working with Children Check or police clearance if the course involves engagement with vulnerable people”.
- **Workplace access:**
 - “Learners must have access to a suitable workplace for assessment such as a facility with a fully functioning commercial kitchen and active customer service operations.”
- **Physical ability requirements:**
 - Applicable to movement-based or physically demanding courses. Clearly outline the required abilities, why they are necessary, and how they will be assessed prior to enrolment.

EXAMPLE – Section B: 5.2

5.2 Entry requirements	<p>Essential entry requirements</p> <p>Entrants to the XXXXXNAT Diploma of Support Services for at Risk Children must:</p> <ul style="list-style-type: none">• hold HLTAID011 Provide first aid or its successor, or an equivalent or higher level first aid competency issued within the last three years• demonstrate ACSF Level 3 in reading, writing, numeracy, and oral communication. <p>Recommended entry requirements</p> <p>It is recommended that entrants have:</p> <ul style="list-style-type: none">• a minimum of 6 months employment or volunteer experience in working with children or youth at risk• completed Australian Year 12 or equivalent, preferably with subjects in community services, psychology, or health• basic technological literacy, including the ability to navigate online learning platforms and communicate via email. <p>Limitations to entry</p> <p>Entrants must</p> <ul style="list-style-type: none">• be over 18 years of age• undergo a pre-enrolment interview to confirm access to a suitable workplace to meet the volume of practice requirements• have a valid Working with Children Check (WWCC) applicable in their state or territory. This is required to ensure compliance with child safety legislation and to protect vulnerable people.
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6. Assessment

6.1 Assessment strategy



Standard 10.12 for VET Accredited Courses (Course assessment strategy)

A course must specify course assessment strategies, which:

- are valid, reliable, flexible and fair;
- provide for the collection of evidence of competency that is sufficient, valid, authentic and current;
- are consistent with the assessment requirements in the relevant endorsed training package(s) where nationally endorsed units of competency are used;
- are consistent with the assessment requirement in the relevant VET accredited course where units from an accredited course are used;
- ensure that workplace and regulatory requirements, where relevant, are met; and
- identify and justify any requirements for workplace and/or simulated assessment.

Provide a **clear and concise overview** of the course's assessment strategy. Include details about the following assessment requirements:

- Assessment methods
- Assessment resources
- Recognition of Prior Learning (RPL)
- Requirements for imported units of competency (if applicable)

This information guides RTOs delivering the course in the development of training and assessment strategies and resources.

If licensing or franchise arrangements exist or are introduced during the accreditation period, any mandated assessment methods must be applied consistently across all licensed RTOs.

The content must be written in a generic format that is applicable to **all RTOs delivering the course**. It should not be tailored to the assessment processes or practices of any specific organisation, including those of the course owner's RTO.

The overview must demonstrate how assessment will be conducted in accordance with the [2025 Standards for Registered Training Organisations \(RTOs\) \(2025 Standards for RTOs\)](#), or its successor, including the Principles of Assessment and Rules of Evidence (Refer to [Standard 1.4](#) of the *2025 Standards for RTOs*).

Assessment methods

Using a range of assessment methods helps ensure valid decisions and recognises that learners demonstrate competency in multiple ways.

Include a variety of assessment methods and how they may be applied. For example:

- **Direct observation:**
This involves assessing learners in real time, either in the actual workplace or in a simulated workplace environment that closely reflects workplace conditions.
- **Product based assessment:**
Learners complete structured tasks such as reports, displays, work samples, role plays or presentations to demonstrate their skills and knowledge.
- **Portfolio:**
Learners compile a purposeful collection of validated work samples. These may include written documents, photographs, videos, logbooks or other forms of evidence.
- **Questioning:**
This method is typically used to assess knowledge evidence. It may involve written or oral questioning, interviews, or questionnaires.
- **Third-party evidence:**
Additional evidence is provided by others to support the learner's demonstration of competence. This could include reports from supervisors, colleagues, or clients; testimonials from employers; work diaries; or records of training undertaken.

When describing assessment methods, consider the following:

a) Recommended vs mandated assessment methods

Clearly specify if the assessment methods are mandated, recommended, or a combination of both.

- **Recommended:** Use terms such as 'suggested', 'may include', 'may be used', 'is recommended', etc. to describe recommended assessment methods.
- **Mandated:** Use terms such as 'must be used', 'must include', 'is required', 'is mandatory', etc. to describe mandated assessment methods.
- **Combination of recommended and mandated:** Some assessment methods may be mandated for specific units only, while recommended for other units.

b) Mandated assessment methods applying to specific units

If mandated assessment methods apply to specific units only, you may either:

- Include this statement in Section B: 6.1:
 - "Mandated assessment methods apply to the unit(s). Refer to the Assessment Requirements of the individual unit."

Include the mandatory requirements in the [Assessment Requirements](#) of the relevant unit(s) in Section C;

OR

- Explicitly describe the mandated methods in Section B: 6.1, ensuring you:
 - identify the specific unit(s) by unit code and title
 - specify any mandatory requirements for client contact or work placement hours (if applicable)
 - identify any mandatory co-requisite relationships (if applicable).

If you describe the mandatory requirements explicitly, ensure they align with the mandated assessment methods of the specific unit(s) in the [Performance evidence](#) section of Section C.

c) Alignment with the AQF level

Assessment methods should reflect the complexity and depth expected at the relevant [AQF level](#). For example, relying solely on short-answer questions may not be sufficient for Diploma-level qualifications, which require demonstration of analytical and problem-solving skills.

Common issues to avoid

Do not include:

- **Assessment tasks instead of assessment methods**
 - Avoid overly prescriptive task details or timeframes (e.g. “2000-word report”, “10-slide presentation”, “30-minute role play”, “3 research projects”) as these limit flexibility and may not suit all learners or contexts.
 - Instead, describe the **method** (e.g. product-based assessment) and the **type of evidence** to be gathered by the assessor (e.g. “presentation demonstrating workplace communication skills”).
- **Generic, vague or undefined terms**
 - Avoid terms like “supportive”, “safe” or “adequate” (e.g. “safe or supportive environment” or “positive learning environment”).
 - Instead, clearly define these terms (e.g. “an environment free from hazards and conducive to learning” or “An environment that promotes engagement, collaboration, and respect, where learners feel supported and have access to necessary resources.”)
- **RTO specific technology or platform requirements**
 - Avoid references to RTO specific online learning management systems such as “Moodle”.
- **Information about assessors or course delivery**
 - Include assessor requirements in [Section B: 6.2 \(Assessor competencies\)](#). and delivery-related content in [Section B: 7.1 \(Delivery modes\)](#).

Assessment resources (if applicable)

Assessment resources must support the valid, reliable, flexible, and fair assessment of learner competence, in accordance with the [Principles of Assessment](#).

When describing assessment resources, consider the following:

a) Workplace or simulated workplace environments

- Specify whether assessment must occur in a real workplace or simulated workplace environment.
- If simulation is permitted, ensure the following:
 - Confirm that the described simulated workplace environment accurately reflects realistic industry settings and clearly identify the industry field.

Use the following statement, or similar:

- “Skills must be demonstrated in a workplace or a simulated workplace environment where conditions reflect those of the [*add industry field*] sector.”

- The information provided in Section B: 6.1 must align with the [Assessment conditions](#) section of the relevant unit(s) in Section C.
- If assessment is generally required to occur in a real workplace but certain units of competency allow for assessment in a simulated workplace environment under specific conditions:
 - Identify the relevant units and the exact conditions and circumstances permitting simulation in Section B: 6.1.

Use the following statement, or similar:

- “Assessment must be conducted in the workplace for all units, except where certain units allow assessment in a simulated environment under specific conditions. Refer to the [Assessment conditions](#) in Section C for details on circumstances permitting simulation and the required resources to replicate workplace conditions.”
- Ensure the information provided in Section B: 6.1 aligns with the [Assessment conditions](#) section of the relevant unit(s) in Section C.

b) Workplace regulatory requirements (if applicable)

- Specify any applicable workplace regulatory requirements. For example:
 - “All assessment must use and comply with the *How to Safely Remove Asbestos Code of Practice 2021*.”
 - “Assessment for food safety units must comply with the requirements outlined in the Food Standards Australia New Zealand (FSANZ), including safe handling and storage practices.”

Note: These requirements may not apply to your course. Include them only if relevant.

c) Resources to support assessment

Any **mandated** assessment resources required for the course do not need to be explicitly described in Section B: 6.1.

The following statement, or similar can be used:

- “Mandated assessment resources apply to the unit(s) of competency in this course. Refer to the Assessment Requirements of the individual unit.”

Repeat this statement in [Section B: 7.2 \(Resources\)](#) and include the mandated assessment resources in the [Assessment conditions](#) section of the relevant unit(s) in Section C.

Assessment resources may include, for example:

- **Mandated assessment tools, such as:**
 - Templates, case studies, checklists, and guidance documents designed to support consistent assessment practices

Note: If any mandated assessment tools are listed in this section, they must be provided by the course owner under licensing arrangements to training providers delivering the course.

- **Performance-related items, such as:**
 - Props, costumes, and footwear
 - Appropriate music or accompanists

- Stories and dance ensembles
- **Digital tools and technology, such as:**
 - Computers, internet access
 - Presentation and word processing software
 - Secure digital platforms
 - Video recording facilities and related equipment
- **Creative and practical materials, such as:**
 - Sketch pads and pencils
- **Organisational documentation and specifications, such as:**
 - Organisational policies, procedures, and templates
 - Management plans, samples, workplace manuals
 - Relevant legislation and operational guidelines
 - Codes of conduct and codes of practice
- **Interaction resources, such as:**
 - Access to peers, team members, supervisors, clients, or customers (in person or via simulation/role-play)

Recognition of Prior Learning

It is a requirement of the [2025 Standards for RTOs](#) that all RTOs must offer Recognition of Prior Learning (RPL). Include the following statement in this section:

- “Recognition of Prior Learning (RPL) will be offered to learners at the time of enrolment.”

Describe any special arrangements that RTOs may offer to facilitate RPL in this section.

Requirements for imported units of competency

If the course includes units from nationally endorsed training packages and/or other VET accredited courses, include a succinct statement advising that assessment of these imported units must align with the assessment requirements of the relevant parent training package or VET accredited course document.

a) Units imported from nationally endorsed training packages

Include the following statement (or similar):

- “Assessment of the nationally endorsed training package unit(s) imported into the course must be consistent with the assessment requirements of the [*name(s) of the training package(s), e.g. BSB Business Services*] Training Package.”

b) Units imported from other VET accredited courses

Include the following statement (or similar):

- “Assessment of the units imported from [*code and name of other VET accredited course(s)*] must be consistent with the assessment requirements of the VET accredited course document.”

EXAMPLES – Section B: 6.1

Example 1

(Example includes recommended assessment methods; mandated assessment methods applying to specific units; mandated assessment resources and tools; workplace regulatory requirements; RPL statement; imported units of competency)

6.1 Assessment strategy	<p>Assessment must be conducted in accordance with the <i>2025 Standards for Registered Training Organisations (RTOs)</i> or its successor.</p> <p>Knowledge requirements may be assessed via:</p> <ul style="list-style-type: none">• Questioning: Scenario-based oral questioning• Product based assessment: Creating risk assessment or control plans, completing written assignments• Third party evidence: Records of participation in actual asbestos removal projects, logbooks. <p>Mandated assessment methods apply when assessing practical skills. Refer to the Assessment Requirements of the individual unit.</p> <p>Assessment of practical skills must be conducted via direct observation in a workplace or a simulated workplace environment that accurately reflects construction industry conditions.</p> <p>Mandated assessment tools will be provided by the course owner as part of the licensing arrangement. These resources cannot be changed or altered without written permission from the course owner. Refer to the Assessment Requirements of the individual unit.</p> <p>Workplace regulatory requirements</p> <p>All assessment must use and be undertaken in accordance with the ‘How to safely remove asbestos Code of Practice 2021’.</p> <p>Recognition of Prior Learning</p> <p>Recognition of Prior Learning (RPL) will be offered to learners at the time of enrolment.</p> <p>Assessment requirements for imported units of competency</p> <p>Assessment of the nationally endorsed training package units imported into the course must be consistent with the assessment requirements of the BSB Business Services Training Package.</p> <p>Assessment of the units imported from 99999NAT Course in Safe Asbestos Removal Practices must be consistent with the assessment requirements of the VET accredited course document.</p>
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Example 2

(Example includes recommended assessment methods; mandated assessment methods; mandated assessment resources; workplace regulatory requirements; RPL statement)

6.1 Assessment strategy	<p>Assessment must be conducted in accordance with the <i>2025 Standards for Registered Training Organisations (RTOs)</i> or its successor.</p> <p>Assessment requirements</p> <p>A range of assessment methods may be used to ensure valid, reliable, and flexible evaluation of learner competence.</p> <p>Recommended assessment methods include:</p> <ul style="list-style-type: none">• Product-Based Assessment: Learners may be required to develop session plans, complete written assignments on anatomy and movement principles, or present case studies.• Questioning: Oral or written questioning may be used to assess underpinning knowledge, such as the principles of Pilates, contraindications, and client screening procedures.• Third-Party Evidence: Where applicable, supervisors or studio managers may provide evidence of the learner's performance in a workplace setting, such as logbooks or testimonials. <p>Mandatory assessment methods include:</p> <ul style="list-style-type: none">• Direct Observation: Learners must be observed delivering Pilates sessions in a real or simulated studio environment, demonstrating correct technique, client interaction, and safety practices. <p>Practical skills must be demonstrated in a Pilates studio or simulated workplace environment that accurately reflects industry conditions. The environment must be free from hazards and provide access to appropriate equipment such as mats, reformers, and props.</p> <p>There is a requirement for real people to participate in the Pilates classes.</p> <p>Workplace regulatory requirements</p> <p>Where applicable, assessment must be conducted in accordance with relevant industry codes of practice, health and safety legislation, and client screening protocols. Learners must demonstrate awareness of professional boundaries, ethical conduct, and duty of care.</p> <p>Recognition of Prior Learning</p> <p>Recognition of Prior Learning (RPL) will be offered to learners at the time of enrolment.</p>
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Example 3

(Example includes recommended assessment methods; mandated assessment methods applying to specific units; mandated assessment resources and tools; workplace regulatory requirements; specific information about RPL, imported units of competency)

6.1 Assessment strategy	<p>Assessment must be conducted in accordance with the <i>2025 Standards for Registered Training Organisations (RTOs)</i> or its successor.</p> <p>Assessment requirements</p> <p>Assessment methods may include:</p> <ul style="list-style-type: none">• Portfolio: Collection of coaching session plans, reflective journals or logs, client feedback or testimonials.• Self-Assessment and peer reviews: Learners reflect on their own performance and receive structured feedback from peers. <p>Practical skills across the course must be demonstrated via direct observation in a workplace. This includes access to:</p> <ul style="list-style-type: none">• Private spaces for coaching sessions• Organisational documents and wellbeing frameworks• Tools for program monitoring and evaluation. <p>Mandated assessment methods apply to the units. Refer to the Assessment Requirements of the individual unit.</p> <p>Mandated assessment tools apply to unit NATXXXXX004 in this course. Refer to the Assessment Requirements of the unit.</p> <p>For unit NATXXXXX008 <i>Lead and evaluate coaching and mentoring programs in the workplace</i>, the learner must complete 40 hours of client contact for this unit of competency.</p> <p>Workplace and/or regulatory requirements</p> <p>All assessment must be conducted in accordance with the International Coaching Federation (ICF) Core Competencies, privacy legislation and relevant workplace policies.</p> <p>Recognition of Prior Learning</p> <p>Recognition of Prior Learning (RPL) will be offered to learners at the time of enrolment.</p> <p>RTOs may facilitate RPL through:</p> <ul style="list-style-type: none">• Submission of coaching portfolios• Third-party reports from employers or clients• Interviews or observed coaching sessions to validate existing skills and knowledge. <p>All RPL applications must be assessed in accordance with the <i>2025 Standards for RTOs</i>, ensuring evidence is valid, sufficient, authentic, and current.</p> <p>Assessment requirements for imported units of competency</p> <p>Assessment of the nationally endorsed training package units imported into the course must be consistent with the assessment requirements of the CHC Community Services Training Package.</p>
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6.2 Assessor competencies



[Standard 10.14 for VET Accredited Courses \(Specialist facilities and resources\)](#)

A course must specify vocational competency requirements of assessors essential for the delivery of the course. Vocational competency must be considered on an industry-by-industry basis and with reference to the assessment requirements of the VET accredited course and assessment conditions of units of competency.

This section must clearly outline the competency requirements for assessors responsible for evaluating learners' competence in the course.

Mandated assessor requirements

All assessors must meet the requirements outlined in the [2025 Standards for Registered Training Organisations \(RTOs\) \(2025 Standards for RTOs\)](#), or its successor. This includes:

- holding the appropriate assessor credentials
- demonstrating current industry skills and vocational competencies relevant to the units they assess.

Specialist vocational competency requirements (if applicable)

Where additional specialist vocational competencies are required **beyond** the [2025 Standards for RTOs](#), or its successor, these must be:

- clearly described (e.g. specific qualifications, certifications, or specific type of work)
- measurable (e.g. “a minimum of 3 years’ experience in [*specialist area*] undertaken within the past 10 years”)
- justified (e.g. explain why these requirements are essential for effective and valid assessment beyond what is already mandated by the [2025 Standards for RTOs](#), or its successor)
- linked to the specific unit code and title if they do not apply across the entire course
- consistent with the [Assessment Conditions](#) section of each relevant unit and the information provided for trainers in [Section B: 7.2 \(Resources\)](#) of the course document.

Common issues to avoid

Avoid vague terms such as “relevant experience” or “appropriate background.”

Instead use precise language, for example:

- “Minimum 5 years’ experience in risk/resilience management”.
- “Assessors must hold HLTAID014 Provide Advanced First Aid, attained within the last three years”.

Ensure that the information about assessor competencies aligns with the trainer competencies included in [Section B: 7.2 \(Resources\)](#).

Assessor requirements for imported units (if applicable)

If the course includes units of competency imported from nationally endorsed training packages or other VET accredited courses, include the following statement, or similar:

- “Assessment of units of competency imported from nationally endorsed training packages and VET accredited courses must reflect the assessor requirements specified in the relevant training package or VET accredited course document.”

Common issues to avoid

- Do not include trainer requirements in this section. Trainer competencies must be documented in [Section B: 7.2 \(Resources\)](#).
- Do not duplicate requirements already covered by the [2025 Standards for RTOs](#), or its successor unless additional justification is provided.
- Avoid requiring assessors to hold the course qualification itself, as this may not be feasible prior to course delivery in the early stages after accreditation of the course. Assessors should instead demonstrate competency of course outcomes.

EXAMPLES – Section B: 6.2

Example 1

(Example includes specialist vocational competency requirements and justification; imported units of competency)

6.2 Assessor competencies	<p>All assessment must be undertaken by assessors who meet the requirements as stated under the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor.</p> <p>Additional specialist vocational competency requirements</p> <p>Assessors must hold current certification for working in confined spaces, issued by the relevant State Government authority. This certification is a legislative requirement and is explicitly specified in the units of competency to which it applies.</p> <p>Nationally endorsed training package/accredited course requirements</p> <p>Assessment of units imported from nationally endorsed training packages and VET accredited courses must reflect the assessor requirements specified in the relevant training package or VET accredited course document.</p>
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Example 2

(Example includes specialist vocational competency requirements for specific units and a justification; imported units of competency)

6.2 Assessor competencies	<p>All assessment must be undertaken by assessors who meet the requirements as stated under the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor.</p> <p>Additional specialist vocational competency requirements</p> <p>Assessors of the following units must hold specialist qualifications and/or experience relevant to counselling practice:</p> <ul style="list-style-type: none"> • <i>NATXXXXX004 Recognise and respond to mental health emergencies:</i> Assessors must demonstrate a minimum of 3 years’ professional experience providing counselling or crisis intervention services in a community or organisational setting.
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	<ul style="list-style-type: none"> • <i>NATXXXXX007 Develop and sustain the counselling partnership:</i> Assessors must hold a degree or diploma in counselling or psychology and maintain current membership with a recognised professional counselling association (e.g., ACA or PACFA). • <i>NATXXXXX014 Facilitate decision-making for counselling clients:</i> Assessors must have documented experience applying integrative counselling models, including at least 2 years' practice in a primary care or pastoral care context. <p>These requirements are necessary to ensure assessors can evaluate complex counselling skills and ethical decision-making in line with industry standards and the course's integrative approach.</p> <p>Nationally endorsed training package/VET accredited course requirements</p> <p>Assessment of units imported from nationally endorsed training packages and VET accredited courses must reflect the assessor requirements specified in the relevant training package or VET accredited course document.</p>
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7. Delivery

7.1 Delivery modes

	<p>Standard 10.13 for VET Accredited Courses (Delivery modes)</p> <p>A course must provide guidance on appropriate delivery modes, together with advice on limitations on course delivery modes and any requirements for work placements or on-the-job training.</p>
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In this section, you must:

- identify the delivery modes for the course (internal, external, workplace delivery, or a combination)
- specify which modes are essential or recommended
- justify any limitations on delivery modes
- provide advice on educational support and contextualisation to ensure effective learner outcomes.

Delivery modes

Delivery modes describe how a course or unit is delivered. A course may use one mode or a combination of the following modes (i.e., blended learning):

- **Internal delivery (face-to-face, real-time online face-to-face):**
Learners and trainers interact in real time at a physical training location managed by the training organisation, such as a classroom, workshop, laboratory, or simulator.
Internal delivery also includes real-time sessions delivered via video or internet links, provided both trainer and learner attend a scheduled session (virtual classroom).
- **External delivery (online self-paced learning or by correspondence):**
Learners complete training at a location of their choice using self-paced materials provided online or by correspondence. Interaction with trainers is generally limited to feedback on submitted work.

Note: Where this mode is selected, it must comply with the [2025 Standards for RTOs](#), or its successor. In some industries, this mode is not allowed due to licensing or regulatory requirements related to the work covered by the units in the course.

- **Workplace delivery:**
Structured training conducted in a real work environment, such as industrial/workplace/field placement, fully on-the-job training, or other workplace learning activities delivered at a place of employment.
- **Simulated workplace environment delivery:**
Structured training conducted in a controlled environment that closely replicates real workplace conditions. This mode is used when access to actual work sites or equipment is limited due to operational or safety constraints.

Learners develop and practise skills under the direct supervision of a suitably trainer, with activities designed to reflect authentic work tasks. Simulation should provide opportunities for skill transfer to a real workplace for consolidation of competency.

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

Essential delivery modes

Identify any delivery modes that are mandatory for the course and provide a clear justification. For example, if workplace (on-the-job) training is essential to meet industry standards, explain why this mode is required.

Your justification could, for example:

- reference stakeholder feedback, industry consultation, regulatory requirements, or best practice guidelines
- explain the link to competency outcomes, including why alternative modes would not meet the required standards
- consider learner needs and industry expectations to support practical skill development and meet workplace expectations.

Limitations to delivery modes (if applicable)

Specify any restrictions on delivery modes **and justify them**. Limitations should be based on regulatory requirements, industry feedback, or community expectations. For instance, an industry body may require that a particular unit cannot be delivered in a simulated workplace environment.

Educational support mechanisms (if applicable)

Provide examples of how an RTO can support learners to maximise course completion. This may include:

- Language, literacy, and numeracy (LLN) support before and during training.
- Assistance for learners with a disability.
- Guidance for learners when participating in work placements where required.

Contextualisation of content for delivery (if applicable)

Describe how the course may be adapted to meet the needs of different learner groups while maintaining the integrity of competency outcomes.

Contextualisation may involve:

- incorporating the learner’s specific workplace context, simulated workplace environment or using workplace specific equipment to suit specific delivery methods, learner profiles, or enterprise requirements
- using industry requirements, such as job specifications, to tailor examples and case studies.

Note: Any contextualisation must preserve the original intent and outcome of the unit of competency.

Common issues to avoid

- Including delivery **methods** (e.g., PowerPoint presentations, group activities such as demonstrations or role-playing exercises etc.) instead of delivery **modes**.
- Including workplace delivery when it only applies to assessment. This section should list workplace delivery only if training **is delivered in the workplace**, not when the workplace is used **solely** for assessment purposes.
- Failing to state whether delivery modes are **mandatory** or **recommended** - always clarify and justify.
- Adding **irrelevant content** for this section (e.g., information about assignments, attendance percentages, RTO-specific information, assessment details).

EXAMPLES – Section B: 7.1

Example 1

(Example includes guidance about essential delivery modes including justification; educational support mechanisms and contextualisation)

<p>7.1 Delivery modes</p>	<p>Essential delivery modes</p> <p>This course must be delivered only internally (face-to-face) in remote/regional Aboriginal and Torres Strait Island communities for whom the course has been developed.</p> <p>The course development reference group, comprising Indigenous representatives, health agencies and experienced trainers agreed that the target group of learners require internal (face-to-face) delivery.</p> <p>This mode is consistent with cultural learning practices and it also provides for the reinforcement of skills and knowledge developed in the course through supervised practice and revision.</p> <p>Limitation to delivery modes</p> <p>Not applicable.</p> <p>Educational support mechanisms for maximising participants’ completion of the course</p> <p>It is recommended that learners receive language and literacy support as needed, both prior to and during training.</p> <p>Cultural practices, including smoking ceremonies and talking circles, are integrated throughout the course to provide support for learners when</p>
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	<p>engaging with content that may be challenging or emotionally confronting.</p> <p>Contextualisation of unit content or delivery advice for the needs of learners</p> <p>Contextualisation of unit content can be applied to reflect the individual Aboriginal and/or Torres Strait Islander communities as appropriate.</p>
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Example 2

(Example includes guidance about recommended delivery modes, essential delivery modes including justification; limitations to delivery modes including justification; educational support mechanisms and contextualisation)

<p>7.1 Delivery modes</p>	<p>Delivery modes</p> <p>This course may be delivered through internal delivery (face-to-face including via direct video or internet links) or external delivery (online).</p> <p>Workplace delivery is essential for units requiring application of AI solutions in real-world environments:</p> <ul style="list-style-type: none"> • Unit NATXXXXX004 [<i>Unit code and title</i>] • Unit NATXXXXX008 [<i>Unit code and title</i>] <p>This will provide hands-on experience and meet industry expectations for practical competency in AI implementation.</p> <p>Limitations to delivery modes</p> <p>External (self-paced) delivery is not permitted for units involving supervised coding laboratories or hardware integration, as these require direct observation and guidance to maintain assessment integrity:</p> <ul style="list-style-type: none"> • Unit NATXXXXX006 [<i>Unit code and title</i>] • Unit NATXXXXX007 [<i>Unit code and title</i>] <p>Educational support mechanisms for maximising participants' completion of the course</p> <p>It is recommended that learners have access to:</p> <ul style="list-style-type: none"> • Language, literacy, and numeracy (LLN) support for technical terminology. • Assistive technologies for learners with disability. • Guidance in securing workplace placements for applied AI projects. <p>Contextualisation of unit content or delivery advice for the needs of learners</p> <p>Units may be contextualised to reflect industry-specific AI applications, such as healthcare analytics or financial modelling. This could involve adapting case studies, datasets, and project briefs to suit enterprise requirements while maintaining the integrity of competency outcomes.</p>
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Example 3

(Example 3 includes guidance about recommended delivery modes)

7.1 Delivery modes	<p>Delivery modes</p> <p>This course is designed to be conducted with blended learning. Delivery modes can include internal delivery (face-to-face), external delivery (online self-paced) or workplace delivery; or a combination of these delivery modes depending on which mode is most suitable to the target group.</p> <p>Limitation to delivery modes</p> <p>There are no limitations to the delivery modes for the course.</p> <p>Educational support mechanisms for maximising participants' completion of the course</p> <p>n/a</p> <p>Contextualisation of unit content or delivery advice for the needs of learners</p> <p>n/a</p>
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7.2 Resources

	<p>Standard 10.14 for VET Accredited Courses (Specialist facilities and resources)</p> <p>A course must specify facilities and resources and the vocational competency requirements of trainers essential for the delivery of the course. Vocational competency must be considered on an industry-by-industry basis and with reference to the assessment requirements of the VET accredited course and assessment conditions of units of competency.</p>
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This section details the essential resources required for course delivery, including facilities, equipment, and documentation to ensure consistency, compliance, and quality.

It also outlines any specialist vocational competency requirements for trainers.

Essential facilities and equipment

Provide details of any essential facilities and equipment required for course delivery.

This may include access to:

- **Workplace environments**, e.g.
 - work placements in specific industry settings
 - non-assessable work experience components.

Note: If a non-assessable work experience component is listed in [Section B: 5.1](#), a corresponding reference to the workplace environment must be included in Section B: 7.2.
- **Simulated workplace environments**, e.g.
 - simulated clinic settings that replicate realistic workplace conditions.
- **Physical facilities** necessary for practical training and assessment, e.g.
 - rehearsal studios, clinics, or laboratories.

- **Equipment** essential for delivery and assessment, including items required in workplace or simulated workplace environments, e.g.
 - massage tables, exercise mats, computers or computer software, internet access, whiteboards, data projectors, microscopes, science or plant equipment, personal protective equipment, etc.

Ensure that any information about essential facilities and resources for assessment aligns with [Section B: 6.1 \(Assessment strategy\)](#) and the [Assessment Conditions](#) section of the relevant unit of competency in Section C of the course document.

If no mandated facilities or resources apply, include ‘Not applicable’ under the sub-heading ‘Essential facilities and resources’.

Mandated resources for training and assessment

Provide details of any **mandated** resources required for training and assessment. This may include, for example:

- Course owner mandated resources provided to RTOs under licence agreements to ensure consistency (e.g. course manuals and materials, training resources, handbooks, handouts). Only include resources that **must apply to all RTOs**.
- Workplace documentation (e.g., client records and templates).
- Organisational policies and procedures relevant to the course, manufacturer instructions and safety data sheets.
- Legislation, regulations, guidelines, standards, and codes of practices suited to the learner’s context.
- Photographic images and data.
- Access to real/simulated clients or decision-makers.

If mandated assessment resources are required, list them in this section, or include the following statement:

- “Mandated resources apply to the unit(s). Refer to the Assessment Requirements of the individual unit.”

Include the **mandated** assessment resources in the [Assessment conditions](#) section of the relevant unit(s) in Section C.

Ensure that any information about **mandated** assessment resources provided in this section aligns with [Section B: 6.1 \(Assessment strategy\)](#) and the [Assessment Conditions](#) section of the relevant unit of competency in the course document.

Trainer competencies

All trainers must meet the requirements outlined in the [2025 Standards for Registered Training Organisations \(RTOs\)](#) (2025 Standards for RTOs), or its successor.

This includes:

- holding the appropriate trainer credentials
- demonstrating current industry skills and vocational competencies relevant to the units they deliver.

Where **additional** specialist vocational competencies are required **beyond** the [2025 Standards for RTOs](#), or its successor, these must be:

- clearly described (e.g. specific qualifications, certifications, or experience)
- measurable (e.g. “a minimum of 3 years’ experience in [*specialist area*] undertaken within the past 10 years”)
- justified (e.g. explain why these requirements are essential beyond what is already mandated by the [2025 Standards for RTOs](#), or its successor)
- linked to the specific unit code and title if they do not apply across the entire course.

Avoid vague terms such as “relevant experience” or “appropriate background.”

Instead use precise language, for example:

- “Minimum 5 years’ experience in risk/resilience management”.
- “Trainers must hold HLTAID014 Provide advanced first aid, attained within the last three years”.

Ensure that the information about trainer competencies aligns with the assessor competencies included in [Section B 6.2 \(Assessor competencies\)](#).

Trainer requirements for imported units (if applicable)

If the course includes units of competency imported from nationally endorsed training packages or other VET accredited courses, include the following statement, or similar:

- “Delivery of units of competency imported from nationally endorsed training packages and VET accredited courses must reflect the trainer requirements specified in the relevant training package or VET accredited course document.”

EXAMPLES – Section B: 7.2

Example 1

7.2 Resources	<p>Essential facilities and equipment</p> <p>Skills must be demonstrated in a commercial make-up environment; this can be:</p> <ul style="list-style-type: none"> • an industry workplace or • a simulated beauty workplace designed specifically for skills assessment, equipped to deliver beauty services to paying clients or facilitate freelance make-up assignments under realistic commercial conditions. <p>Assessment must include access to:</p> <ul style="list-style-type: none"> • paying clients, or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business • relevant workplace documentation: <ul style="list-style-type: none"> ○ blank client records ○ organisational policies and procedures relevant to make-up services ○ manufacturer instructions and safety data sheets.
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	<p>Trainer competencies</p> <p>All delivery must be undertaken by trainers who meet the requirements as stated under the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor.</p> <p>Additional specialist vocational competency requirements</p> <p>Due to the health risks associated with providing beauty and makeup services, trainers are required to have at least three years of recent experience in the beauty and make-up industry to ensure they possess current, practical knowledge and skills that reflect real-world practices.</p> <p>This depth of experience supports the delivery of authentic training, enhances the credibility of assessment, and aligns with industry expectations for professional competence.</p> <p>Trainer requirements for imported units</p> <p>Delivery of units of competency imported from nationally endorsed training packages and VET accredited courses must reflect the trainer requirements specified in the relevant Training Package or VET accredited course document.</p>
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Example 2

<p>7.2 Resources</p>	<p>Essential facilities and equipment</p> <p>Skills must be demonstrated in an environment that reflects blockchain and crypto asset industry practices. This can be:</p> <ul style="list-style-type: none"> • an industry workplace, or • a simulated workplace set up for the purpose of skills assessment, equipped with: <ul style="list-style-type: none"> ○ computers or laptops with secure internet access ○ blockchain development and crypto asset management software ○ access to a secure digital wallet environment ○ data projector or large display for collaborative activities ○ whiteboards and collaboration tools for team-based tasks. <p>Mandated assessment and training resources</p> <p>Assessment and training must include access to:</p> <ul style="list-style-type: none"> • relevant workplace documentation: <ul style="list-style-type: none"> ○ organisational policies and procedures for blockchain and crypto asset management ○ templates for transaction records and compliance reporting ○ manufacturer instructions and safety data sheets for any hardware wallets or devices ○ legislation, regulations, and standards related to blockchain, crypto assets, and cyber security. • real clients requiring blockchain or crypto asset support services, or where simulated clients are to be used, client profiles must be developed to include characteristics align to the needs of clients specified in the units of competency. • course manuals, handbooks, and training resources covering blockchain fundamentals, crypto asset systems, and cyber security awareness
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	<p>Trainer competencies</p> <p>All delivery must be undertaken by trainers who meet the requirements as stated under the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor.</p> <p>Additional specialist vocational competency requirements</p> <p>All trainers must have:</p> <ul style="list-style-type: none"> • at least three years' experience working in blockchain or crypto asset technologies, including practical application in business or ICT contexts • demonstrated knowledge of cyber security principles relevant to blockchain environments • familiarity with current blockchain platforms and crypto asset systems used in industry. <p>Trainer requirements for imported units</p> <p>Not applicable</p>
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Example 3

<p>7.2 Resources</p>	<p>Essential facilities and equipment, and mandated assessment and training resources</p> <p>Mandated resources apply to the units. Refer to the Assessment Requirements of the individual unit.</p> <p>Trainer competencies</p> <p>All delivery must be undertaken by trainers who meet the requirements as stated under the <i>2025 Standards for Registered Training Organisations (RTOs)</i>, or its successor.</p> <p>Additional specialist vocational competency requirements</p> <p>Not applicable</p> <p>Trainer requirements for imported units</p> <p>Not applicable</p>
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8. Pathways and articulation

8.1 Pathways and articulation

	<p>Standard 10.10 for VET Accredited Courses (Education pathways and articulation)</p> <p>A course must provide information on educational pathways and articulation where applicable</p>
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This section outlines the educational pathways available to learners both entering and exiting the course. It also details any formal articulation arrangements that support progression into other vocational education and training (VET) or higher education qualifications.

Pathways into the course (if applicable)

Include potential educational pathways **into** the course:

- List only **specific**, relevant training products (including correct codes and titles).

If no pathways exist, include 'Not applicable'.

Pathways following course completion (if applicable)

Include potential educational pathways available to learners after completing the course:

- List only **specific**, relevant VET training products (include correct codes and titles) or higher education qualifications (specify degree type and industry field).
- If the course includes nationally endorsed units of competency, identify any connections with relevant nationally endorsed training package qualifications.
- If the course includes units from other VET accredited courses, identify any connections with those courses.

If no pathways exist, include 'Not applicable'.

Articulation arrangements (if applicable)

Include details of any formal articulation arrangements. These arrangements must be supported by **written evidence**, submitted separately from the course document as part of the application documentation.

Articulation

Articulation refers to a formal agreement between two education providers that enables learners to progress from one qualification to another, typically at a higher level.

These arrangements:

- provide a defined pathway into another course (e.g., from a Diploma-level qualification into a bachelor's degree)
- may allow learners to enter a course at an advanced stage (e.g., second semester or second year)
- must be supported by documented evidence (e.g., signed agreements between institutions).

For example, a learner who completes a Diploma of Business may articulate into a Bachelor of Business with recognition for the first year of study.

Common issues to avoid

Do not include:

- employment pathways
- pre-requisites or entry requirements
- information about Recognition of Prior Learning (RPL)
- unconfirmed, proposed, or informal arrangements (including those under negotiation or based on verbal discussions).

EXAMPLES – Section B: 8.1

Example 1

<p>8.1 Pathways and articulation</p>	<p>Potential pathways into the course</p> <p>The accredited course [<i>Code and title of the other VET accredited course</i>] provides a pathway into the [<i>Code and title of your course</i>].</p> <p>Potential pathways following course completion</p> <p>The [<i>Code and title of your course</i>] includes three units of competency from the CUA Creative Arts Training Package. Completion of those units provides pathways into qualifications that include those units of competency in their course structure.</p> <p>Articulation arrangements</p> <p>The course owner has a written agreement with the University of [<i>Name of higher education provider</i>] for the period 2026 - 2031. The agreement provides for graduates of the [<i>Code and title of your course</i>] to articulate directly into the second semester of a Bachelor of Design at the University of [<i>Name of higher education provider</i>].</p>
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Example 2

<p>8.1 Pathways and articulation</p>	<p>Potential pathways into the course</p> <ul style="list-style-type: none"> • BSB40920 Certificate IV in Project Management Practice <p>Potential pathways following course completion</p> <p>No pathway or articulation arrangements exist following course completion.</p> <p>Articulation arrangements</p> <p>Not applicable</p>
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Example 3

<p>8.1 Pathways and articulation</p>	<p>Potential pathways into the course</p> <p>Not applicable</p> <p>Potential pathways following course completion</p> <ul style="list-style-type: none"> • The [<i>Code and title of other VET accredited course</i>] includes five units of competency from the BSB Business Services and three units of competency from the PSP Public Sector Training Package. Completion of these units may provide pathways into qualifications that include those units in their course structure. • The [<i>Code and title of your course</i>] includes two units [<i>Unit codes and titles</i>] from [<i>Code and title of other VET accredited course</i>]. Completion of these units may provide a pathway into qualifications that include them. • After successfully completing the [<i>Code and title of your course</i>], graduates may study qualifications at a higher AQF level such as <i>BSB60420 Advanced Diploma of Leadership and Management</i>. <p>Articulation arrangements</p> <p>The course owner has established an agreement with the [<i>Name of higher education provider</i>], allowing graduates of the [<i>Code and title of your course</i>] to gain admission to the MBA program with up to four units of credit, provided they have at least five years of management experience.</p>
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9. Ongoing monitoring and evaluation

9.1 Ongoing monitoring and evaluation



Standard 10.15 for VET Accredited Courses (Course monitoring and evaluation)

A course must incorporate and identify course monitoring and evaluation processes which ensure that:

- a) the course content and outcomes are reviewed and remain current and relevant throughout the period of accreditation;
- b) the National VET regulator is informed of any proposed changes to the course (for example, changes to entry requirements, course structure, inclusion of endorsed training package units, or changes to core and elective units) and, if required, any relevant material is provided to the National VET Regulator to enable it to determine whether the course remains current and continues to comply with these standards throughout the period of accreditation; and
- c) if the course is changed as a result of course monitoring and evaluation, any RTO that has been licensed or franchised to deliver the course is advised of the changes by the copyright owner.

This section must describe how the course content and outcomes will be monitored and evaluated to ensure they remain relevant, current, and compliant throughout the accreditation period.

Monitoring and evaluation processes

Include the following details:

1. Responsibility for monitoring and evaluation

Identify the **individual** or **role** responsible for overseeing the monitoring and evaluation activities throughout the period of accreditation. For example:

- Course owner [*Name of individual*]
- Director of Compliance
- Chief Executive Officer

2. Monitoring and evaluation approach

Describe the course monitoring and evaluation processes. These processes may include activities such as:

- **Stakeholder feedback:**
Gather and analyse input from students, industry partners, and other stakeholders to assess satisfaction and the course's impact on students' professional skills.
- **Performance data review:**
Evaluate academic and practical outcomes, including pass rates, assessment completion, qualification attainment, and post-course achievements.
- **Course content review:**
Regularly compare course content with current industry standards. Document recommended updates to unit outlines or criteria for future reaccreditation to maintain relevance.

- **Documentation and reporting:**
Record all validation and moderation findings, including reasons for course changes.
- **Reaccreditation reviews:**
Conduct regular reaccreditation-related consultations with stakeholders to confirm ongoing course relevance, industry alignment, and compliance with packaging rules and enterprise unit standards.

3. Review frequency

Specify how often these activities occur (e.g. annually, bi-annually, at the midpoint of accreditation etc.).

4. Stakeholder involvement

Identify the stakeholders involved in the monitoring and evaluation activities, including their job titles/roles and organisation names.

Note: If stakeholders are referred to by name, **written permission** must be obtained and provided. Where written permission cannot be provided, only refer to the stakeholder's organisation and their role/title.

Required statements

The following three statements, or similar, must be included in this section:

1. Course content review against the Standards and AQF

- “Monitoring and evaluation activities will assess the course content, including enterprise units, against the *Standards for VET Accredited Courses 2021* and the Australian Qualifications Framework (AQF) to ensure ongoing compliance. These activities will also consider any updates to the Standards or the AQF to determine whether amendments to the course are required.”

2. Advising the National VET Regulator about course changes

- “The National VET Regulator will be informed of any proposed changes. This allows the Regulator to assess whether the course remains current and compliant with the *Standards for VET Accredited Courses 2021* throughout its accreditation period.”

3. Advising licenced RTOs about course changes

- “If changes are made as a result of monitoring and evaluation, any RTO licensed or franchised to deliver the course will be advised by the copyright owner.”

Note: If licensing arrangements are not currently in place, this statement must be included to ensure future compliance.

Include the following statement **only** if the course includes **imported units** of competency:

4. Imported units of competency

- “Units imported into the course from nationally endorsed training packages or other VET accredited courses will be reviewed for currency and ongoing suitability to ensure intended course outcomes are being met.”

Common issues to avoid

Do not include:

- References to the monitoring, evaluation, or validation of **RTO-specific training and assessment materials**.
- Statements about the course owner reviewing delivery or teaching strategies, as this is the responsibility of the RTO.
- References to organisations or individuals whose role in the monitoring process is not clearly explained.
- Names of individuals unless written permission has been obtained.

EXAMPLES – Section B: 9.1

Example 1

<p>9.1 Ongoing monitoring and evaluation</p>	<p>Monitoring and evaluation processes</p> <p>The Chief Executive Officer from [course owner name] is responsible for overseeing the monitoring and evaluation of the course throughout the accreditation period.</p> <p>The course will be reviewed annually by the Course Advisory Committee, which includes the Chief Executive Officer, Quality Manager, industry representatives, and nominated trainers/assessors.</p> <p>Monitoring and evaluation activities will assess the course content, including enterprise units, against the <i>Standards for VET Accredited Courses 2021</i> and the Australian Qualifications Framework (AQF) to ensure ongoing compliance. These activities will also consider any updates to the Standards or the AQF to determine whether amendments to the course are required</p> <p>Specific attention will be given to the enterprise units, focusing on whether the content of the units continues to meet current industry needs.</p> <p>Prior to submitting an application to renew course accreditation, a separate round of consultation and validation will be conducted with key stakeholders. This process will confirm the ongoing need for the course and ensure that packaging rules and enterprise units continue to align with industry standards.</p> <p>Units imported into the course from nationally endorsed training packages will be reviewed for currency and ongoing suitability to ensure intended course outcomes are being met.</p> <p>The National VET Regulator will be informed of any proposed changes. This allows the Regulator to assess whether the course remains current and compliant with the <i>Standards for VET Accredited Courses 2021</i> throughout its accreditation period.</p> <p>If changes are made as a result of monitoring and evaluation, any RTO licensed or franchised to deliver the course will be advised by the copyright owner.</p>
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Example 2

<p>9.1 Ongoing monitoring and evaluation</p>	<p>Monitoring and evaluation processes</p> <p>Responsibility for monitoring and evaluating the course throughout the accreditation period rests with the Director of Education and Compliance.</p> <p>The Course Review Panel, comprising the Director, Curriculum Manager, subject matter experts, and experienced trainers/assessors, will conduct formal reviews annually. These reviews will assess the course content and outcomes to ensure they remain aligned with the <i>Standards for VET Accredited Courses 2021</i> and the Australian Qualifications Framework (AQF).</p> <p>Monitoring activities will include analysis of stakeholder feedback, performance data, and validation outcomes. Particular focus will be placed on the enterprise units to confirm they continue to reflect current industry practices and expectations.</p> <p>Imported units from nationally endorsed training packages will be reviewed for currency and relevance to ensure they continue to support the course's learning outcomes.</p> <p>Ahead of any reaccreditation application, a targeted consultation and validation process will be undertaken with key stakeholders to confirm the course's ongoing value and alignment with industry needs, including packaging rules and enterprise unit requirements.</p> <p>Any proposed changes to the course will be communicated to the National VET Regulator to support its assessment of continued compliance with accreditation standards.</p> <p>Where changes result from monitoring and evaluation, all RTOs licensed or franchised to deliver the course will be notified by the copyright owner.</p>
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Section C: Units of competency



[Standard 10.2 and 10.3 for VET Accredited Courses \(Enterprise units of competency\)](#)

A course must be 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 in accordance with the unit of competency template.

Note: Units of competency are developed in consultation with, and validated by industry, enterprise, community and/or professional groups and documented in accordance with these Standards.

Developing enterprise units of competency

VET accredited courses may include:

- Units developed specifically for the course (Enterprise units)
- Units from nationally endorsed training packages
- Units from other VET accredited courses.

This section provides guidance on writing enterprise units of competency.

Before developing a new enterprise unit

A course must use nationally endorsed units of competency where these are available.

Course owners must first check that the intended outcome is not already covered by an existing training product. If it is, the nationally endorsed training package unit must be used. Refer to Section B: 3.1 for further information on [duplication](#) of training products.

If no suitable unit exists, the course must include units developed specifically for the course (enterprise units) using Section C of the approved [national course document template](#).

Consultation requirements

Enterprise units must be developed in consultation with, and validated by, relevant industry, enterprise, community, and/or professional groups, and documented in accordance with the *Standards for VET Accredited Courses 2021*. Refer to Section [B: 3.1 \(Stakeholder engagement\)](#) for detailed guidance.

Focus of enterprise units

When creating enterprise units of competency, the focus must be on the skills and knowledge required **to perform workplace tasks competently**, not on how training providers will deliver or assess them.

Enterprise units should clearly describe the standard of performance expected of a competent person in the workplace. The emphasis throughout the unit must remain on the workplace outcome, rather than training or assessment methods.

The unit (and course information) should provide sufficient information for RTOs to develop their own training and assessment resources and tools. This ensures that while the unit specifies

workplace requirements, RTOs have the necessary context to design compliant and effective delivery and assessment strategies.

Each unit of competency should clearly describe:

- a specific **work activity**
- the **standard of performance** expected in the workplace
- **assessment requirements**, including the evidence needed to demonstrate competency and the conditions under which assessment must occur.

Research and development

To develop an enterprise unit of competency, course owners should research and understand:

- the work activity and its components
- tasks, roles and skills involved
- foundation (generic) skills required
- knowledge required to perform the work activity
- performance evidence learners must demonstrate
- conditions and context for delivery and assessment
- resources required to support assessment.

This information can be gathered through:

- consulting industry stakeholders and subject matter experts
- interviews with VET practitioners
- reviewing position descriptions, procedures, or standards
- observing the work activity.

Documenting enterprise units

Once drafted, enterprise units must be documented using Section C of the approved [national course document template](#). If the course includes more than one enterprise unit, the unit template in Section C of the course document may be copied as needed.

It is recommended that draft units be circulated to key stakeholders for feedback and refinement.

Section C - Cover sheet

In the cover sheet tables, list all units of competency included in the course under these categories:

- Units developed for the course
- Units imported from nationally endorsed training packages
- Units imported from other VET accredited courses.

Unit of competency template

Only enterprise units developed specifically for the course should be included in Section C to meet template requirements. Imported units are listed in the cover sheet (unit code and name) but are not copied into Section C.

The following pages provide guidance on completing each section of the unit of competency template:

- [Unit code](#)
- [Unit title](#)
- [Application](#)
- [Pre-requisite unit](#)
- [Competency field](#)
- [Elements](#)
- [Performance criteria](#)
- [Range of conditions](#)
- [Foundation skills](#)
- [Unit mapping information](#)
- [Performance evidence](#)
- [Knowledge evidence](#)
- [Assessment conditions](#)

Note: If acronyms are used in the unit of competency template, the full term must be provided at first mention, ideally in the [Application](#) section.

Unit code

Each enterprise unit of competency will be assigned a unique code by ASQA upon course approval. The format is as follows:

- The first three characters are 'NAT'
- The next five digits match the approved course code
- The final three digits are a sequential identifier (e.g. 001, 002, 003).

When renewing an existing course, the enterprise units of competency codes will be updated to new unit codes.

During course development, course owners should assign temporary codes using the format:

- NATXXXXX001 for unit 1
- NATXXXXX002 for unit 2
- NATXXXXX003 for unit 3, etc.

where 'XXXXX' represents the five-digit course code to be assigned by ASQA upon approval.

EXAMPLE – Unit code

UNIT CODE	NAT12345001
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Unit title

Each enterprise unit of competency must have a clear, concise, and meaningful title that reflects the workplace outcome a graduate will achieve. The title should describe **what the learner will do in the workplace**, not what they will learn or how they will be assessed by a training provider.

Consider the following when creating a unit title:

- Use a broad description of the workplace task or outcome.
- Begin with an action verb (e.g. Apply, Manage, Develop, Conduct)
- Keep it concise and ensure it reflects the real-world application of skills and knowledge.

Formatting requirements

- Use sentence case (capitalise only the first word and proper nouns).
- Keep the title under 100 characters, including spaces, as per the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

Do not use

- acronyms (e.g. AI, VET etc.)
- special characters or punctuation (e.g. /, &, commas, hyphens, full stops)
- the words 'National' or 'Australian'
- passive voice or vague terms like "understand" or "demonstrate understanding".

Common issues to avoid

- **Titles that describe training or assessment activities rather than workplace outcomes**
 - Avoid, for example: "Understand ethical frameworks in AI".
 - Instead use: "Apply ethical frameworks in artificial intelligence" .
- **Titles that use non-specific language**
 - Avoid, for example: "Embrace culturally responsive English teaching"
 - Instead use: "Deliver English language instruction using culturally inclusive practices".
- Titles that are **too long** or overly detailed.
- Titles that are written like performance criteria
 - Avoid, for example: "Evaluate the planning and implementation of the remediation project"
 - Instead use: "Manage structural remediation project".
- Titles that do not align to the unit content or *Application* section.
- Inconsistent titles across different sections of the course document.
- Duplicating titles of existing training products.

Examples of well-constructed unit titles

- *Evaluate course accreditation applications*
- *Develop digital content for online learning environments*
- *Deliver Aboriginal language sessions for cultural awareness training*
- *Conduct marine habitat surveys for biodiversity monitoring*
- *Apply surface preparation techniques in structural repair*

These titles:

- Start with a verb
- Describe a workplace task or outcome
- Include under 100 characters
- Use sentence case
- Reflect the application of knowledge in context
- Include no acronyms and punctuation.

Application

The *Application* section must describe how the unit is applied in a **workplace context**. It is **not** a description of a learning program.

What to include in the *Application* section

- Summary of unit content, i.e. workplace functions and tasks.
- Practical application, i.e. how and where the unit is used.
- Who the unit applies to, i.e. include job roles performing these tasks.
- Any relevant licensing or regulatory requirements achieved by the unit.

Required structure and content

Each *Application* section must include the following components, in this order:

1. Opening statement

- Begin with: “This unit describes the performance outcomes, skills and knowledge required to...”

2. Workplace function summary

- Describe the **actual tasks** or **functions** performed in the workplace.
- Avoid vague or generic statements.
- Example: “This unit describes the performance outcomes, skills and knowledge required to prepare and treat surfaces prior to structural repair using industry-standard techniques and equipment.”

3. Industry context

- Explain **how and where** the unit is applied in real-world settings.
- Be specific about sector, environment, or project type.
- Example: “These techniques are applied in civil, commercial, and residential construction environments where structural integrity must be restored.”

4. Who the unit applies to

- Describe the **job roles** or **professionals** who perform the tasks.
- Avoid using terms like “learner,” “student,” or “participant.”
- Example: “This unit applies to individuals working as structural repair technicians, remediation specialists, or asset maintenance professionals.”

5. Licensing/regulatory statement (mandatory)

- If **no** occupational licensing, certification or specific legislative requirements apply to the unit, include the following statement:
 - “No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.”
- If occupational licensing, certification or specific legislative requirements apply to the unit, include the following statement, or similar, and describe the relevant requirements:
 - “Occupational licensing, certification or specific legislative requirements apply to this unit and must be met according to jurisdictional requirements.”
- Examples of requirements include:
 - “Must hold an Electrical Worker’s Licence issued by the relevant state authority.”
 - “Requires a Plumber’s Licence and compliance with state plumbing codes.”
 - “Mandatory asbestos removal certification under Work Health and Safety Regulations.”
 - “Requires a Heavy Vehicle Driver’s Licence and compliance with fatigue management laws.”
 - “Flight instructors must meet Civil Aviation Safety Authority (CASA) licensing requirements.”

Common issues to avoid

- Do not describe training activities for learners, instead include **what graduates do in the workplace.**
- Failing to align the *Application* section with the unit’s elements and performance criteria.
- Using blanket statements that aren’t contextualised to the unit’s content.

EXAMPLES – Application

Example 1

APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to deliver structured Pilates programs designed to support physical recovery and restore functional movement for clients undergoing rehabilitation.</p> <p>It requires the ability to assess individual needs, select and adapt Pilates exercises using correct alignment, controlled movement, and appropriate equipment to improve strength, flexibility, and postural stability during rehabilitation.</p> <p>This unit applies to individuals working as Pilates instructors in physiotherapy clinics, allied health practices, and rehabilitation centres where exercise-based therapy is integrated into recovery plans.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
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Example 2

APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to safely remove asbestos-containing materials (ACMs) from buildings and structures in compliance with regulatory standards.</p>
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	<p>It requires the ability to interpret and enforce asbestos removal control plans (ARCP), coordinate licensed personnel, develop and adapt asbestos removal methodologies for complex environments.</p> <p>This unit applies to individuals working as licensed asbestos assessors, demolition workers, and hazardous material specialists in construction, building maintenance, and remediation environments.</p> <p>Occupational licensing, certification or specific legislative requirements apply to this unit and must be met according to jurisdictional requirements.</p> <p>In Australia, asbestos removal is regulated under the Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011, supported by the Code of Practice: How to Safely Remove Asbestos.</p>
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Example 3

APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to implement artificial intelligence (AI)-driven solutions to optimize business processes and decision-making.</p> <p>It requires the ability to analyse business requirements, select appropriate AI tools, and integrate machine learning models into operational workflows while ensuring compliance with data governance standards.</p> <p>This unit applies to individuals working as AI business analysts, technology consultants, or innovation managers in corporate, technology, and consulting environments.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
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Pre-requisite unit (optional field)

If applicable, this section is used to specify any unit(s) of competency in which a learner must be deemed competent prior to undertaking this unit.

What to include in the *Pre-requisite unit* section

- List the **full code and title** of each pre-requisite unit.
- Only include pre-requisite units that are part of the course structure in [Section B: 5.1 \(Course structure\)](#) of the course document. **All** pre-requisite units must form part of the course structure.
- The *Pre-requisite unit* section is **optional** and may be removed if **no** pre-requisite competency applies.

Common issues to avoid

- Do not include co-requisite units in this section. Information about co-requisites (units that must be undertaken concurrently) must be listed in the [Assessment Conditions](#) section instead.
- Do not include any entry requirements. Those should be included in [Section B: 5.2](#).
- Ensure the pre-requisite relationship is valid and necessary for the workplace outcome described in the unit.

- Do not list units as pre-requisites if they are **not** included in the course structure.

EXAMPLE – Pre-requisite unit

PREREQUISITE UNIT	BSBINS503 Monitor compliance with copyright and licence requirements
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Competency field

This field is used to identify the broad skill area of each unit of competency and classifies it according to the type of work it supports. It is a critical requirement for reporting on the [National Training Register \(TGA\)](#).

What to include in the *Competency Field* section

- Use the [Australian Bureau of Statistics \(ABS\)](#) website to find the most appropriate **6-digit ASCED code and descriptor** from the *Detailed Field* category.
- The 6-digit code must be the same as used in the *Competency Field* of the course structure table in [Section B: 5.1 \(Course structure\)](#).

Common issues to avoid

- Do not include multiple codes or descriptors – only **one** code and **one** descriptor is required
- Note:** The descriptor is not required in [Section B: 5.1 \(Course structure\)](#), but must be included in the *Competency Field* for each unit in Section C
- Leaving the Competency Field blank.

EXAMPLE – Competency field

COMPETENCY FIELD	120505 Work Practices Programmes
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Unit sector

This field is optional and may be used to group units within a VET accredited course under a relevant industry sector.

When to use this field

- Include this field only if you wish to categorise a set of units by sector
- If used, insert a row into the template to add the *Unit sector* field.

EXAMPLE – Unit sector

UNIT SECTOR	Technical Skills – Audit and Compliance
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Elements

Elements describe the essential workplace outcomes of a unit of competency. Each element represents a major skill or function that is both demonstrable and assessable.

What to include in the *Elements* field

- A succinct description of a major workplace task, skill or function at a high level that **encompasses** the activities described in the corresponding performance criteria.
- One element per major skill or function of the unit.
- Each element must directly support and align with the overall unit outcome, ensuring it contributes to achieving the unit's intended purpose.
- **Elements must contain more than one performance criterion (PC)**; a single PC usually indicates the element is too narrow and does not represent a major workplace function.

Difference between Elements and Performance criteria

- **Elements** represent **major workplace tasks, skills or functions**, i.e. responsibilities that a graduate is expected to perform repeatedly (e.g., "Manage client relationships").
- **Performance criteria** break those tasks down into specific activities and standards, i.e. the detailed actions that demonstrate competent performance in day-to-day work (e.g., "Respond to client inquiries within agreed timeframes").

EXAMPLES – Elements and Performance criteria

Example 1

ELEMENTS	PERFORMANCE CRITERIA
1. Prepare for course evaluation	<ul style="list-style-type: none">1.1 Confirm that the course document is complete and all required fields are populated in accordance with the requirements of the National Course Document template1.2 Confirm the application form is completed and correct to ensure data integrity1.3 Review supporting evidence against the accreditation application to confirm that an evaluation can commence1.4 Prepare all evaluation templates specified in the relevant evaluation procedure1.5 Ensure process status is recorded in the Client Management System in accordance with the system manual

Example 2

ELEMENTS	PERFORMANCE CRITERIA
1. Assess stock market trends	<ul style="list-style-type: none">1.1 Track sector performance to identify areas showing strong growth1.2 Analyse the stage of the earnings cycle to support effective stock selection1.3 Review yield curve variations to anticipate potential economic downturns1.4 Determine the current phase of the market cycle to guide asset allocation decisions

Formatting requirements

- Sequential numbering (e.g., 1., 2., 3. etc.)
- Use sentence case (capitalise only the first word and proper nouns)
- Use active voice, starting with a verb (e.g., Develop, Implement, Evaluate, Assess).
- Avoid “and/or” as it creates ambiguity in assessment
- Avoid acronyms unless the full term and acronym are provided in the *Application* section.

Common issues to avoid

- Elements **must not represent learning or assessment activities**; they should reflect a repeated **major skill** a graduate would undertake in the workplace.
- **Including context** already covered in the unit title or *Application* field:
 - Contextual phrases like “in a general practice setting” are often already covered in the unit’s title or application field and don’t need to be repeated in the element .
- Using **vague or non-assessable terms** like “understand”, “recognise”, “demonstrate knowledge of”, “embrace”, “effectively”, “appropriate”, or “relevant”:
 - Those terms are subjective and open to interpretation. Removing them improves clarity and consistency in assessment.
- **Writing elements like performance criteria**, with conditions or standards (e.g., do not use terms such as “efficiently”, “consistently”, “in a timely manner” etc.).
- Duplicating the unit title or performance criteria.
- Combining multiple outcomes in one element.

Table 1: Examples of poorly written elements vs improved versions

Poorly written elements	Improved versions
Apply advanced vocal techniques to singing in an ensemble setting	Apply advanced vocal techniques
Analyse the applications of robotics and artificial intelligence in sports and fitness	Analyse robotics and artificial intelligence applications
Consistently maintain physical conditioning aspects	Maintain physical conditioning
Demonstrate knowledge and/or use of basic grammatical structures	Use basic grammatical structures
Calculate basic mathematical problems using English language skills	Calculate basic mathematical problems
Develop marketing strategies and manage client communications	Split element into two elements: 1. Develop marketing strategies 2. Manage client communications
Evaluate teaching styles of self and others	Evaluate teaching styles
Use effective communication skills to instruct class	Instruct a movement class

Poorly written elements	Improved versions
Review clients' progress and effectiveness of the coaching dynamic	Evaluate clients' progress
Design a Pilates Reformer session using intermediate and advanced repertoire	Design Pilates Reformer session
Provide patient consultations in a general practice setting	Provide patient consultations
Demonstrate knowledge of infection control procedures	Apply infection control procedures
Effectively manage team communication during high-pressure situations	Manage team communication
Use appropriate software to complete data analysis tasks	Conduct data analysis
Data Visualisation	Interpret data visualisations
Develop a knowledge and understanding of workplace safety	Interpret workplace health and safety requirements
Comply with legal and ethical obligations	Instead of creating an element about complying with legislative requirements, policies, and procedures etc, include this information in the <i>Knowledge Evidence</i> section, which specifies the knowledge required to safely and effectively perform the tasks outlined in the unit's Performance criteria.

Performance criteria (PCs)

Performance criteria (PCs) are statements within each element that describe the specific workplace tasks and activities and the standard of performance required to demonstrate achievement of the element. Each criterion should represent an **observable and assessable action** that a graduate would routinely perform in the workplace.

PCs guide the RTO on the workplace performance that must be demonstrated. The RTO then develops assessment tools to gather evidence of the workplace performance described in the unit.

What to include in the *Performance criteria* section

- Workplace tasks – do not describe assessment tasks:**
 Write performance criteria as tasks a graduate would perform in the **workplace, not as learning or assessment activities.**
- Context and standard of performance:**
 Include enough detail so the assessor knows **how, why, and to what standard** the task must be performed.
- Alignment:**
 Each criterion must relate to its element and the unit outcome.
- Logical sequence:**
 List criteria in the order they would typically be performed in the workplace.

Formatting requirements

- Number PCs sequentially (e.g., 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, etc.)
- Use sentence case (capitalise only the first word and proper nouns)
- Use active voice (start with a verb e.g., Prepare, Analyse, Document)
- Avoid acronyms unless defined in the [Application](#) section.

Common issues to avoid

- **Broad or vague statements:**
Avoid terms such as “Identify information” or “Understand requirements”.
Instead, remove ambiguity by specifying **how** the information is identified and **for what purpose or to which standard**.
- **Non-assessable terms:**
Avoid terms such as “identify, understand, recognise, reflect, demonstrate knowledge of”.
Instead, use observable, measurable actions such as “apply, analyse, conduct, evaluate, or prepare” etc.
- **Ambiguous terms**
Avoid vague terms such as “appropriate, effectively, various, range of, relevant” etc. as these do not provide clear expectations.
Replace those terms with clear and concise requirements that are directly assessable.
- **Optional language:**
Avoid terms such as ‘if required’, ‘as applicable’, or similar phrases unless the condition is clearly defined (e.g. “if required by organisational procedures”). Unqualified optional language creates uncertainty about when the learner must perform the action, making it difficult to assess.
- **PCs duplicating elements or other PCs:**
Each criterion should describe a distinct task.
- **Writing PCs like an element or a unit title:**
PCs should describe discrete tasks, not broad outcomes.

Do not use:

- **Ranges:**
e.g., brackets and terms like “including”, “and/or”, and “such as”.
Terms like ‘including’ imply optionality or choice which can create ambiguity about what must be performed. Performance criteria should describe **mandatory, observable** tasks performed by a graduate in their vocational role without leaving room for interpretation.
- **Multiple tasks in one performance criterion:**
Avoid combining several tasks into a single PC. Each PC should describe one mandatory, observable task. For example, instead of writing:
“Monitor, evaluate, and discuss the mentee’s progress in working toward their own job retention priorities,” split this into two or more separate PCs so that each task is clearly defined and measurable.
- **Lists:**
Avoid lists, such as: “Reformer, Wunda Chair, mats, and resistance bands”
Instead, use collective terms: “Pilates equipment and materials”).

Detailed lists belong in the [Knowledge evidence](#) or [Assessment conditions](#) sections.

How to write well-written PCs in 5 steps:

1. Focus on the workplace task, not the assessment or training

- Elements describe broad outcomes, PCs should describe **specific, observable workplace actions** which, when combined, demonstrate achievement of the element.
- **PCs must not be written as learning objectives or assessment tasks.** They should reflect what the worker does in the workplace, not what the learner needs to know or demonstrate in an assessment.

2. Use clear, measurable actions

- Start with an active verb describing the workplace activity (e.g., apply, analyse, confirm, record, document etc.) and avoid vague or non-assessable terms like “identify, understand, or manage”.

3. Add context and a performance standard

- Include details on **how and to what standard the task is performed** (e.g., in accordance with legislation, organisational policy, safety requirements; within agreed timeframes; with accuracy; using PPE and risk controls to maintain a safe environment as per workplace health and safety procedures etc.)

Example of a well-written PC:

- “Record patient vital signs accurately in the electronic health record immediately after assessment, following clinical guidelines and privacy legislation.”

4. Ensure uniqueness and avoid duplication

- Do not repeat the wording of the element or unit title. Each PC should describe a distinct task, not a broad concept.

5. Check for clarity and assessability

- **Ask:** Can the assessor observe and measure this action in the workplace? Does it describe one distinct step in the process and specify context and standard? If not, rewrite or split into separate PCs.

Poorly written vs. improved performance criteria (PCs)

The following examples illustrate how to transform vague or non-assessable performance criteria into clear, measurable workplace tasks. Each improved version adds context, specifies standards, and uses observable actions to ensure clarity and assessment reliability.

Poorly written PCs	Improved versions	Comments
Identify basic rights and responsibilities of tenants	Review tenancy agreements to verify tenant rights and responsibilities in accordance with residential tenancy legislation.	Replaces vague language by specifying the exact action (“review tenancy agreements”), making the task observable. Clarifies how confirmation occurs by linking the action directly to the tenancy agreement. Adds a clear standard of performance through reference to residential tenancy legislation.

Poorly written PCs	Improved versions	Comments
		Ensures workplace relevance by reflecting real tasks carried out in tenancy or property roles.
Understand laboratory safety requirements	Check that safety equipment is operational prior to commencing work, in accordance with organisational protocols and WHS legislation	Replaces the vague, non-assessable term (“understand”) with an actionable verb (“check”) making the requirement assessable. Adds essential context and standards (“prior to commencing work, organisational protocols, WHS legislation”) to clearly define when and how the task must be carried out.
Use strategies to identify types of online security	Use approved digital tools to identify online security in line with organisational procedures.	Replaces the vague phrase “use strategies” with a specific, observable workplace action (“use approved digital tools”), making the requirement clearer and assessable. Adds a performance standard by specifying that the tools must be approved and used in line with organisational procedures, which increases clarity and consistency in assessment.
Reflect on own behaviours and professional practice	Evaluate own professional practice against organisational standards and document improvement actions	Replaces the subjective term “reflect” with an observable action (“evaluate” and “document”), making the task measurable. Provides clear context and standard by requiring evaluation against organisational standards.
Monitor, evaluate, and discuss mentee’s progress towards self-identified job retention goals	Split into 2 PCs: Evaluate mentee progress against agreed job retention goals and document outcomes. Discuss evaluation outcomes with mentee and agree on next steps in accordance with organisational guidelines.	Replaces vague “monitor, evaluate, and discuss” with actionable verb “evaluate.” Adds context (agreed job retention goals) for clarity. Includes observable output (document findings) for assessment. Separates discussion into its own criterion for clarity.

Poorly written PCs	Improved versions	Comments
		Adds context (organisational guidelines) and purpose (agree on next steps).
Clarify and confirm understanding of legislation, as required.	Confirm legislative requirements for compliance through consultation with compliance officer	Removes vague and optional language (“clarify and confirm understanding,” “as required”) and replaces it with a specific, observable workplace task. Adds clear context by linking the task to compliance with legislation. Specifies how the task is performed by identifying the required stakeholder (the compliance officer), making the action assessable and workplace-relevant.
Describe question and answer strategies	Apply questioning and answering techniques to gather accurate information from stakeholders	Replaces vague verb “describe” with actionable term “apply techniques”. Adds clear context by specifying why the techniques are used (“to gather accurate information from stakeholders”). Makes the performance observable by focusing on the use of techniques in real interactions rather than theoretical description. Shifts the focus from theory to a practical workplace task that can be consistently assessed.

Range of conditions

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

This is an **optional field** and can be used by a course owner if it meets the above parameters. If used, insert a row into the template to add the *Range of conditions* field.

EXAMPLE – Range of conditions

Example 1 (from Training Package unit of competency *UEEEL0054 - Maintain operation of electrical mining equipment and systems*):

RANGE OF CONDITIONS

Maintaining operation of electrical mining equipment must include rectifying at least four of the following faults in mining equipment and circuits:

- apparatus/component failure
- incorrect connections
- insulation failure
- open circuit
- related mechanical failure
- short circuit
- unsafe condition

Foundation skills

The *Foundation Skills* section identifies core skills essential for workplace performance in a unit of competency. These skills must align with unit outcomes, be assessable, and reflect how they are applied in the job role at the appropriate AQF level.

When to include foundation skills

- If a skill is already achieved by the performance criteria (PCs), **it does not need to be repeated** in the *Foundation skills* section – do not duplicate PCs.
- Include the table only when foundation skills are essential to performance but are not embedded in the PCs.
- Each description should explain how the skill is applied in the workplace, not as a learning or assessment task.

What to include in the *Foundation skills* section

- Only skills relevant to the unit and not already explicit in the PCs
- Contextualised descriptions that show how the skill is applied in the workplace
- Use nationally agreed foundation skills only:
 - Reading skills
 - Writing skills
 - Oral communication skills
 - Numeracy skills
 - Learning skills
 - Problem-solving skills
 - Initiative and enterprise skills
 - Teamwork skills
 - Planning and organising skills
 - Self-management skills

- Technology skills

Formatting requirements

- If skills are **explicit** in the PCs, only include the statement below in this section:
 - “Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.”
- If **not explicit**, include this statement and the table:
 - “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.”
 - Then complete the *Description* column in the table
 - Use active voice (start with a verb)
 - Remove skills that do not apply to the unit.

Common issues to avoid

- **Do not duplicate PCs** - if a skill is already described in the PCs, it does not need to be repeated in the *Foundation Skills* section.
- Including skills not supported by PCs.
- Using generic text that does not relate to the PCs.
- Writing descriptions as learning or assessment tasks.

EXAMPLES – Foundation skills

Example 1 (Skills described in the Performance criteria)

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Example 2 (Skills not described in the Performance criteria)

FOUNDATION SKILLS

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

Skill	Description
Reading skills to:	Interpret workplace policies and procedures to ensure compliance
Writing skills to:	Prepare accurate incident reports using organisational templates
Oral communication skills to:	Explain service options clearly to clients during consultations
Numeracy skills to:	Calculate resource quantities required for project completion
Learning skills to:	Seek feedback and adapt work practices to meet updated service standards
Problem-solving skills to:	Identify and resolve scheduling conflicts to maintain workflow efficiency

Initiative and enterprise skills to:	Suggest process improvements to enhance team productivity
Teamwork skills to:	Collaborate with colleagues to coordinate tasks and meet deadlines
Planning and organising skills to:	Prioritise tasks to complete evaluations within required timeframes
Self-management skills to:	Monitor own work progress and maintain compliance with organisational policies
Technology skills to:	Use digital platforms to record and update client information accurately

Unit mapping information

This section outlines the relationship between the current unit of competency and any previous version. It specifies whether the units are considered **equivalent**, as this is important for recognition purposes.

If there is no previous version, or if the previous version is not equivalent, this must be clearly stated. The information must be presented in a table format.

What to include in the *Unit Mapping Information* table

- The code and title of the current version of the unit
- The code and title of the previous version (if any)
- A comment indicating whether the unit is:
 - **Equivalent** - The current unit is considered equivalent to the previous version
 - **Not equivalent** - A previous version exists but is not equivalent to the current unit.
 - **No equivalent unit** - There is no previous version of the unit.

Common issues to avoid

- **Incorrect unit titles:**
Always ensure the unit titles align throughout the course document.
- **Failing to review equivalence properly:**
Minor content changes usually do not make a unit non-equivalent if the overall outcomes remain the same.

EXAMPLES – Unit mapping information

Example 1 (New unit of competency, no previous version)

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NATXXXXX001 Evaluate an application for course accreditation		

Example 2 (New unit is equivalent to a previous unit)

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NATXXXXX001 Evaluate an application for course accreditation	NAT11122001 Evaluate an application for course accreditation	Equivalent

Example 3 (New unit is not equivalent to a previous unit)

UNIT MAPPING INFORMATION	Code and Title Current Version	Code and Title Previous Version	Comments
	NATXXXXX001 Evaluate an application for course accreditation	NAT11122001 Evaluate an application for course accreditation	Not equivalent

Section C: Assessment requirements

The Assessment requirements template of a unit of competency comprises three sections. Each section serves a distinct purpose in defining what must be assessed to confirm competency:

- **Performance evidence** specifies the observable tasks and the quantity/frequency of evidence required to demonstrate consistent performance.
- **Knowledge evidence** identifies the essential knowledge underpinning those tasks, without listing skills or duplicating performance criteria.
- **Assessment conditions** outline the mandatory conditions under which assessment must occur, including resources, environment, and any specialist assessor requirements.

Understanding the difference between these sections ensures clarity, compliance with relevant legislation (where applicable), and reliable assessment outcomes.

Mandatory workplace assessment

- If specific work placement hours are required and contribute to assessment, state these hours in the [Performance evidence](#) section of the relevant unit(s). For example:
 - “This unit requires completion of 40 hours of supervised work placement delivering yoga sessions”.
- Ensure this information aligns with the details provided in [Section B: 6.1 \(Assessment strategy\)](#).

Important notes:

- Do not include details about **non-assessable work placements** in the Assessment requirements. These placements are not supervised by an RTO trainer/assessor and do not contribute to assessment. However, they may still provide third-party evidence and are in addition to nominal (supervised) hours.
- Do not include any information about **work experience**. Work experience is not assessable and must not be included in any of the Assessment requirements sections.

Performance evidence

This section describes the evidence that must be collected to confirm the learner can perform the tasks outlined in the unit’s elements and performance criteria.

- Specify **quantity, frequency, and context of performance** to ensure sufficiency and consistency.
- Provide **clear, measurable evidence requirements** linked to the unit outcomes.
- Do not introduce new requirements or duplicate performance criteria (PCs).

What to include in the *Performance evidence* section

- Workplace related activities that gather evidence of observable tasks aligned to the elements and performance criteria
- **Quantity and/or frequency** of tasks to ensure consistent performance is demonstrate (e.g., 'on at least two occasions')
- Context or range of conditions relevant to the job role to ensure the ability to respond to different situations and requirements.
- Present tasks as bullet points or numbered items
- Use active verbs (e.g., “conduct, produce, deliver”).

Common issues to avoid

- **Missing quantity or frequency:**
 - Avoid vague phrases like “over a period of time” as they do not provide clear, measurable information for consistent assessment.
Instead, always specify the amount of evidence and how often performance must be demonstrated.
- **Evidence on only one occasion:**
 - It is recommended to collect evidence from **multiple occasions** and **varied contexts** to confirm the learner’s competence and consistency.
 - Collecting evidence on only one occasion may not meet the Rule of Evidence: Sufficiency.
Sufficiency means enough evidence is collected to demonstrate consistent performance across a range of contexts.
- **Including learning activities:**
 - Performance evidence must reflect tasks performed in the workplace that enable an assessor to gather evidence to make a determination of competency. They are not to describe training or classroom activities.
- **Using vague or non-assessable terms:**
 - Avoid terms such as “understand, explore, reflect, describe, appropriate” - these cannot be reliably assessed.
 - Avoid terms such as “and/or”, “including, but not limited to”, or “e.g.” as these provide a choice and do not contribute to reliable assessment decisions.
- **Duplicating performance criteria or unit titles:**
 - Do not copy wording from the unit title or performance criteria. Instead, summarise tasks at a higher level while maintaining a direct link to the unit outcomes.

How to write well-written Performance evidence requirements in 3 steps:

Include sufficient detail for assessors to make consistent, defensible judgments.

1. Start with the required lead-in statement:

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

2. List observable workplace tasks:

- Focus on **what the learner must do**, not what they must learn.
- Ensure performance evidence requirements reflect real workplace tasks rather than training activities.
- Align tasks with the elements and performance criteria without copying them.
- Use active verbs (e.g., conduct, produce, deliver).
- Avoid vague terms (e.g., understand, explore, reflect, describe, confirm, or appropriate).

3. Specify quantity, frequency, and context:

- State **exact requirements**: **How many times** or **how much evidence** is needed.

For example:

- “Conduct a minimum of four examinations, each of at least 30 minutes, with clients from different demographics.”
- “Prepare and present at least three financial analysis reports, each covering different investment products and market conditions.”
- “This unit requires completion of 40 hours of supervised work placement delivering yoga sessions”.

- **Add context:**

- Instead of vague terms like “with a range of clients”, specify diversity:
 - “with at least three clients from different age groups and cultural backgrounds”
- Instead of “in different workplace settings”, specify environments:
 - “in both an office environment and a community outreach setting”.

- **Define scope of evidence clearly:**

- Avoid lists including the terms “e.g.”, “or”, “for example” as these introduce choice and ambiguity. Instead of:
 - “Modify session plans to accommodate at least two participants with specific needs (e.g., injury recovery, limited mobility, or sensory impairment)

Use:

- “Modify session plans to accommodate at least two participants with specific needs which must include at least one the following physical limitations:
 - Injury recovery
 - Limited mobility
 - Sensory impairments”

Poorly written vs. improved performance evidence requirements

The following examples illustrate how to transform vague or non-assessable performance evidence requirements into clear, measurable evidence.

Each improved version adds context, specifies frequency or quantity, and uses observable actions to ensure clarity and assessment reliability.

Poorly written performance evidence	Improved versions
Demonstrate understanding of financial analysis techniques	Prepare and present at least three financial analysis reports, each covering different investment products and market conditions.
Collect and analyse samples from different environments (e.g., soil, water, air, plant tissue, or microbial cultures) to identify chemical or biological properties.	Collect and analyse samples from soil, water, air, plant tissue, and microbial cultures to identify chemical and biological properties.
Explore client communication strategies	Conduct a minimum of four client consultations, each lasting at least 20 minutes, with clients from different cultural backgrounds.

Poorly written performance evidence	Improved versions
Understand workplace health and safety requirements	Implement workplace health and safety procedures on more than one occasion in two different settings (office and field environment).
Create a digital strategy	Design and present at least two comprehensive digital strategies, each for different organisational contexts (retail and professional services), incorporating emerging technologies and innovation principles.
Demonstrate knowledge of yoga poses	Plan and conduct a minimum of three yoga sessions, each incorporating a variety of poses and catering to participants with different physical abilities.
Develop marketing campaigns	Plan, execute, and evaluate two digital marketing campaigns, each targeting different audience segments and using multiple channels (social media, email, and paid advertising). Campaigns must include measurable objectives, budget allocation, and post-campaign performance analysis.
Model and promote organisational values	Demonstrate organisational values by leading three team meetings and delivering one presentation that communicates the organisation's vision and values to different stakeholder groups.

EXAMPLES – Performance evidence

Example 1

PERFORMANCE EVIDENCE	<p>The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the learner has completed the following tasks:</p> <ul style="list-style-type: none"> Plan and conduct a minimum of four yoga sessions, each incorporating a variety of poses and catering to participants with different physical abilities. Modify session plans to accommodate at least two participants with specific physical limitations, ensuring safe and effective participation. Provide verbal and physical cues during sessions to ensure correct posture and safe practice.
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Example 2

PERFORMANCE EVIDENCE	<p>The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the learner has completed the following tasks:</p>
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	<ul style="list-style-type: none"> • Deliver at least three patient care interactions, each demonstrating culturally safe practices with patients from different cultural backgrounds. • Adapt communication strategies to meet the cultural and linguistic needs of patients in two patients in two distinct healthcare environments, ensuring effective engagement and understanding. • Document cultural considerations in patient care plans and explain how these informed treatment decisions.
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Example 3

<p>PERFORMANCE EVIDENCE</p>	<p>The learner must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the learner has completed the following tasks:</p> <ul style="list-style-type: none"> • Conduct a comparative evaluation of two emerging technology solutions relevant to modern business operations, analysing their features, benefits, limitations, and alignment with organisational objectives. • Prepare and present a detailed report and a verbal summary of findings on at least two separate occasions, each addressing different technology solutions and business contexts. • Apply structured decision-making processes to recommend the most suitable technology solution, considering cost, operational impact, and compliance requirements. • Gather, analyse, and validate information from credible sources using workplace tools and resources, ensuring accuracy and relevance to organisational needs. • Communicate findings and recommendations to stakeholders in a professional format, adapting language and presentation style to suit the audience and organisational protocols.
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Knowledge evidence

This section specifies the essential knowledge a learner must have to perform the tasks described in the unit.

Knowledge evidence must be specific, relevant, and contextualised to the unit and AQF level. It should describe what the learner **needs to know**, not what they **need to do**.

What to include in the *Knowledge Evidence* section

- Knowledge directly related to the unit's performance criteria. Be precise about the topic and level of detail expected. For example:
 Instead of using phrases like: "Knowledge of safety"
 Use: "Workplace health and safety standards for manual handling and compliance obligations under relevant WHS legislation."
- Industry standards, processes, principles, and concepts relevant to the job role, tailored to the context of the unit.
- Focus solely on underpinning knowledge - not skills or tasks.

- Do not include action verbs like apply, perform, demonstrate (these belong in the [Performance Evidence](#)).
For example, instead of using phrases like: “Apply infection control procedures”
Use: “Current clinical guidelines for infection prevention and control in acute care settings.”

Formatting requirements

- Use the required lead-in statement:
 - “The learner must be able to demonstrate essential knowledge required to effectively do the tasks outlined in the elements and performance criteria of this unit, manage the tasks and manage contingencies in the context of the work role. This includes knowledge of:”
- Present all items as bullet points.
- Ensure bullet points are concise, use plain language, and avoid unnecessary jargon.
- If acronyms are included, the full term must be referenced in the first instance, preferably in the [Application](#) section.

Common issues to avoid

- **Listing skills or tasks instead of knowledge requirements:**
 - Skills and tasks = What the learner can **do** (these belong in the [Performance criteria](#) or [Foundation skills](#) sections)
 - Knowledge requirements = What the learner must **know** (these belong in the Knowledge evidence section).
- **Using vague or broad knowledge statements without context:**
 - Always define the specific type and depth of knowledge required. Clearly identify the exact policy, standard, tool, principle, strategy, or concept relevant to the unit.
 - Avoid vague terms like “and/or” and slashes “/”.
- **Duplicating knowledge evidence requirements across multiple units**
 - Tailor the requirements to the specific unit, its elements, and performance criteria.
- **Using verbs that imply performance**
 - Avoid verbs like “understand, apply, demonstrate, perform” etc.

Poorly written vs. improved Knowledge evidence

The following examples illustrate how to transform vague or overly broad knowledge evidence requirements into clear, specific, and contextualised requirements.

Each improved version specifies the type and depth of knowledge expected, provides context relevant to the unit and job role and removes performance verbs and focuses solely on underpinning knowledge.

Poorly written Knowledge evidence	Improved versions/Comments
Demonstrate knowledge of clinical guidelines for diseases including diabetes, chronic kidney disease and cardiovascular conditions etc.	<ul style="list-style-type: none"> • Current clinical guidelines for infection prevention and control in acute care settings • National clinical guidelines for chronic disease management, which must include: <ul style="list-style-type: none"> ○ diabetes ○ Chronic Kidney Disease (CKD)

Poorly written Knowledge evidence	Improved versions/Comments
	<ul style="list-style-type: none"> ○ cardiovascular conditions.
Understanding of digital platforms	<ul style="list-style-type: none"> ● Key features and functionality of digital platforms used in financial planning, specifically client relationship management systems, portfolio management tools, compliance monitoring software, and secure data storage solutions.
Outline basic medical terminology relevant to the job role	<ul style="list-style-type: none"> ● Common medical terminology used in patient documentation and communication, specifically terms related to anatomy, physiology, diagnostic procedures, and treatment plans. ● Abbreviations and acronyms frequently used in clinical settings, specifically those for medications, vital signs, and diagnostic tests. ● Meaning and correct usage of prefixes, suffixes, and root words in medical terminology to interpret and understand clinical information accurately.
Awareness of the impact of the symptoms of dementia on a person living with dementia and for others in the support relationship	<ul style="list-style-type: none"> ● Impact of the symptoms of dementia on a person living with dementia and for others in the support relationship.
Performing load calculations while factoring in pressure and flow rate variables	<ul style="list-style-type: none"> ● Principles of fluid dynamics, specifically the relationship between pressure, velocity, and load requirements in hydraulic systems. ● Formulas and factors used to determine load requirements under varying pressure and velocity conditions.
The evolution of nursing and midwifery cultural safety in Australia	<ul style="list-style-type: none"> ● Historical development and key milestones in cultural safety within nursing and midwifery practice in Australia, specifically the influence of Aboriginal and Torres Strait Islander health perspectives. ● Current cultural safety principles, frameworks, and standards that guide nursing and midwifery practice in Australian healthcare settings.
Emotional intelligence and empathy	<ul style="list-style-type: none"> ● Principles of emotional intelligence, specifically self-awareness, self-regulation, motivation, social skills, and empathy, and their application in workplace communication and team collaboration. ● Strategies for demonstrating empathy in professional interactions, specifically active listening techniques and culturally sensitive communication approaches.

Poorly written Knowledge evidence	Improved versions/Comments
	<ul style="list-style-type: none"> Impact of emotional intelligence on conflict resolution, leadership effectiveness, and client engagement within [<i>specific industry or role</i>].
Knowledge of policies and/or procedures	<ul style="list-style-type: none"> Organisational policies for data privacy and record-keeping, specifically retention periods and confidentiality requirements.
Understanding of safety and/or compliance requirements Quality and safety frameworks	<ul style="list-style-type: none"> Workplace health and safety standards for manual handling and compliance obligations under relevant WHS legislation. National and industry-specific quality assurance frameworks, specifically ISO 9001 standards and their application to continuous improvement processes.
Tools/equipment	<ul style="list-style-type: none"> Operation, maintenance, and safety requirements for hydraulic lifting equipment used in warehouse environments.
Customer service and/or communication	<ul style="list-style-type: none"> Conflict resolution strategies, and professional communication protocols for client interactions.
Legislation/regulations	<ul style="list-style-type: none"> Industry-specific environmental compliance legislation, specifically waste disposal and sustainability requirements.
Effective listening techniques to hear client's needs and concerns'	<ul style="list-style-type: none"> Remove from the Knowledge evidence section. This information would be better placed in the Foundation skills section.

EXAMPLE – Knowledge evidence

KNOWLEDGE EVIDENCE	<p>The learner must be able to demonstrate essential knowledge required to effectively do the tasks outlined in the elements and performance criteria of this unit, manage the tasks and manage contingencies in the context of the work role. This includes knowledge of:</p> <ul style="list-style-type: none"> Applicable standards and regulatory requirements: <ul style="list-style-type: none"> <i>Standards for Training Packages</i> <i>Standards for VET Accredited Courses 2021</i> <i>Standards for VET Regulators 2015</i> <i>National Vocational Education and Training Regulator Act 2011</i> <i>2025 Standards for Registered Training Organisations (RTOs)</i> Australian Qualifications Framework (AQF): <ul style="list-style-type: none"> Structure and purpose of the AQF Relationship between AQF levels and vocational outcomes VET training products and the National Training Register (TGA): <ul style="list-style-type: none"> Components of training packages, including qualifications, units
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	<p>of competency, and skill sets</p> <ul style="list-style-type: none"> ○ How to navigate and search TGA for VET training products. ● External stakeholders and industry bodies: <ul style="list-style-type: none"> ○ Roles and responsibilities of Jobs and Skills Councils ○ Functions of peak bodies and industry organisations.
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Assessment conditions

Important note:

When completing this section, review Sections [B: 6.1 \(Assessment Strategy\)](#), [B: 6.2 \(Assessor competencies\)](#), and [B: 7.2 \(Resources\)](#) in your course document to ensure consistency with any mandatory assessment requirements listed there.

The *Assessment conditions* section outlines the **mandatory conditions** under which assessment must occur. **Do not include recommended or suggested assessment conditions in this section.**

Include information about:

a) Assessment environment (if applicable)

Clearly state the **mandatory** environment and physical conditions in which assessment must occur. The information provided must align with Sections [B: 6.1 \(Assessment Strategy\)](#) and [B: 7.2 \(Resources\)](#).

Include the following details:

- **Type of assessment environment:**
 - Specify whether assessment must occur in a real workplace or a simulated workplace.
 - If simulated, confirm that it replicates real working conditions relevant to the industry and identify the industry field (e.g., dance performance settings, forensic identification etc.).

Examples of assessment environments:

- Dance studios or performance spaces with safe flooring
- Office settings with ergonomic workstations
- Forensic laboratories or simulated forensic environments
- Hospitality venues (e.g., commercial kitchens, dining areas)
- Retail environments with customer interaction areas
- Community service settings (e.g., aged care facilities with accessibility features)
- Construction sites or simulated building environments
- Digital/remote workspaces replicating organisational systems
- Construction sites with required safety barriers and personal protective equipment (PPE) access.

b) Assessment resources (if applicable)

List all **mandatory** tools and resources required for assessment (not for delivery). The information provided must align with Sections [B: 6.1 \(Assessment Strategy\)](#) and [B: 7.2 \(Resources\)](#).

Include the following details:

- **Assessment tools, e.g.:**
 - Templates, case studies, checklists, and guidance documents designed to support consistent assessment practices.
 - If any mandated assessment tools are listed in this section, they must be provided by the course owner under licensing arrangements to all training providers delivering the course.

- **Performance-related items, e.g.:**
 - Props, costumes, and footwear
 - Appropriate music or accompanists
 - Stories and dance ensembles

- **Digital tools and technology, e.g.:**
 - Computers, internet access
 - Presentation and word processing software
 - Secure digital platforms
 - Video recording facilities and related equipment

- **Creative and practical materials, e.g.:**
 - Sketch pads and pencils

- **Organisational documentation and specifications, e.g.:**
 - Policies, procedures, and templates
 - Management plans, samples, workplace manuals
 - Relevant legislation and operational guidelines
 - Codes of conduct, legislation

- **Interaction resources, e.g.:**
 - Access to peers, team members, supervisors, clients, or customers (in person or via simulation/role-play).

c) Timeframes (if applicable)

Specify any mandatory time-related requirements for assessment activities. These should align with the unit's performance evidence requirements and workplace expectations.

- **Examples of timeframes:**
 - Assessment tasks to be completed within a single performance session (e.g., live dance routine)
 - Simulated client interactions scheduled within a standard workday timeframe
 - Project-based assessments requiring submission within two consecutive shifts
 - Continuous observation over a minimum two-week period for competency validation.

d) Co-requisite relationships (if applicable)

A co-requisite unit is a unit of competency that must be delivered and assessed concurrently with another unit. Learners must be enrolled in both units at the same time, and the assessment of one unit depends on the simultaneous delivery and assessment of the other.

If any co-requisite relationships exist, specify the mandatory pairing by listing the unit code and title of the related co-requisite unit.

e) Specialist assessor requirements (if applicable)

Specify additional vocational competency requirements for assessors **beyond those outlined** in the [2025 Standards for Registered Training Organisations \(RTOs\)](#) (2025 Standards for RTOs), or its successor.

These may include:

- Specific qualifications
- Relevant industry experience
- Evidence of current industry currency.

The 2025 Standards for RTOs already require assessors to hold vocational competencies and maintain current industry skills.

Note: Any **additional requirements** listed here must be consistent with Section [B: 6.2 \(Assessor competencies\)](#). A justification for these requirements, as outlined in Section B: 6.2, is **not** required in the Assessment conditions section.

If no additional specialist vocational competency requirements are required for assessors, include the following statement:

- “No specialist vocational competency requirements for assessors apply to this unit.”

Common issues to avoid

- **Adding non-mandatory information:**
 - Only include mandatory requirements.
 - Do not add recommended or suggested conditions.
- **Adding performance evidence requirements:**
 - Do not reference activities that belong in the [Performance evidence](#) section.
- **Including ‘delivery-only’ resources**
 - Do not list facilities or resources that are only needed for training delivery. For example, training rooms or teaching aids that are not required for assessment.
- **Inconsistency across sections**
 - Ensure alignment with sections:
 - [B: 6.1 \(Assessment strategy\)](#)
 - [B: 6.2 \(Assessor competencies\)](#)
 - [B: 7.2 \(Resources\)](#).

EXAMPLES – Assessment conditions

Example 1 (includes mandated assessment environments and assessment resources, no specialist assessor requirements)

ASSESSMENT CONDITIONS	Assessment must be conducted in an environment that replicates safe dance performance conditions, with access to: <ul style="list-style-type: none">• A dance studio or performance space with appropriate sprung flooring• Required props, costumes, and footwear
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	<ul style="list-style-type: none"> • Appropriate music or accompanists • Secure digital platforms for video recording and submission of evidence • Interaction with others to reflect ensemble or group performance requirements <p>Assessor requirements</p> <p>No specialist vocational competency requirements for assessors apply to this unit.</p>
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Example 2 (includes mandated assessment environments and assessment resources, and specialist assessor requirements)

ASSESSMENT CONDITIONS	<p>Assessment must be conducted in an environment that replicates safe laboratory conditions, with access to:</p> <ul style="list-style-type: none"> • A fully equipped science laboratory or simulated laboratory environment • Required instruments and equipment (microscopes, centrifuges, spectrophotometers) • Chemicals and reagents appropriate for the tasks • Digital tools for data analysis (computers, secure platforms, scientific software) • Organisational policies and procedures for laboratory safety and handling hazardous materials • Interaction with others to reflect collaborative scientific work (e.g., team members, supervisors) <p>Assessor requirements</p> <p>Assessors must:</p> <ul style="list-style-type: none"> • Hold vocational competencies in laboratory science or a related discipline • Have a minimum of 3 years of industry experience in a scientific laboratory setting within the past 10 years • Demonstrate current industry currency through recent work in laboratory operations, research projects, or scientific analysis • Be familiar with relevant safety standards and compliance requirements
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Appendix 1: Related legislation and standards

Australian Qualifications Framework (AQF)

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

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

2025 Standards for Registered Training Organisations (RTOs)

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

Standards for VET Accredited Courses 2021

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

Standards for VET Regulators 2015

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

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

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

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