Users' guide to the Standards for VET Accredited Courses

Guide

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Australian Government
Australian Skills Quality Authority

ASQA

Working together

Digital copies of this guide are available at:
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Contents

Foreword

Accredited courses play an important role in Australia's vocational education and training (VET) sector.

In a rapidly evolving economy, accreditation provides nationally recognised training and qualifications in new and emerging skills that employers need or to meet community needs, but which are not already covered by existing training package qualifications.

The Australian Skills Quality Authority (ASQA) as the National Vocational Education and Training Regulator ensures that accredited courses meet nationally consistent standards, so that students, employers, governments and the community can have confidence in the integrity of national qualifications issued by training providers.

The *Standards for VET Accredited Courses 2021* (the Standards) and the Australian Qualifications Framework sets out the requirements courses need to meet to be accredited by ASQA.

This guide is intended to help course owners seeking accreditation for a new course or wanting to renew accreditation of an existing course. It provides guidance to understand the Standards that apply to an accredited course. It provides information about each of the standards, tips for how to gather and present the information required for the accreditation process, and case studies to illustrate how this can be done.

I urge all current and prospective course owners to use this guide to understand the Standards required for accreditation and to meet and maintain compliance with these Standards. This will ensure that Australia's VET sector continues to offer the highest possible quality training now and into the future.

Saxon Rice
Chief Executive Officer
Australian Skills Quality Authority

About the Standards for VET Accredited Courses 2021

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

The purpose of these Standards is to ensure that, when making decisions to accredit a course, renew accreditation or cancel accreditation of a course, ASQA considers whether the course:

- meets industry, education, legislative, enterprise or community needs;

- provides appropriate competency outcomes and a satisfactory basis for assessment;

- meets national quality assurance requirements; and

- is aligned to the appropriate level of the Australian Qualifications Framework where it leads to a VET qualification.

As the world of work and community interests evolve, VET accredited courses are developed to respond to changing skills requirements, especially in new areas and emerging industries. Where new job roles or tasks require skills and knowledge not covered by existing training package qualifications, an individual or organisation may develop a VET accredited course to fill the gap by providing nationally recognised, job relevant training.

The _Standards for VET Accredited Courses 2021_ (the Standards) play an important role in ensuring VET accredited courses provide high quality, nationally consistent outcomes for students, employers and the community (For more information about how the Standards benefit the VET sector, see Appendix 2).

The Standards set out how a course needs to be designed and developed to be approved for accreditation by the Australian Skills Quality Authority (ASQA).

Course accreditation

ASQA accreditation of a course gives students, employers and the community confidence that it:

- complies with the Standards and the Australian Qualifications Framework (AQF)

- will provide students with vocational skills that can lead to employment in a recognised vocation

- has support from industry and peak bodies that recognise the need for training to address a skills gap.

National accreditation

The Standards are endorsed by the Skills National Cabinet Reform, comprising Australian state and territory ministers with portfolio responsibility for skills issues in their jurisdiction. Accrediting entities are ASQA as the National VET Regulator, Victorian Registration Quality Authority and Training Accreditation Council Western Australia. Accreditation means that the course qualification is nationally recognised in all states and territories and can be issued by training providers, with the course on their scope of registration.

About this guide

This guide is intended to help course owners seeking accreditation for a new course or wanting to renew accreditation of an existing course.

The guide aims to:

- help course owners interpret and apply the Standards and the Australian Qualifications Framework
- provide resources to help course owners develop a new VET accredited course or review an existing course when seeking to renew accreditation.

Course owners may also find the guide useful when monitoring and evaluating existing courses to ensure they remain relevant and current.

It may also be used by ASQA officers to ensure consistency when assessing courses for accreditation.

This guide is not part of the Standards and has no legal authority. It does not prescribe what evidence is needed to demonstrate compliance with the Standards and it should not be considered as a checklist. Each course is different, so individual course owners are best placed to decide how to demonstrate that a proposed course complies with the relevant requirements.

The guide aims to help course owners better understand the requirements for accreditation by providing a detailed explanation of each of the relevant standards, tips on how to collect and present required information, and real world case studies to illustrate how the standards apply in practice.

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

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

> This image is used throughout this guide to indicate information or attachments you should include when completing the National course document template.

National course document template

All VET accredited courses are nationally recognised, so it is essential that key information relating to the training and assessment of each course is presented in a consistent format, using the National course document template.

The template is included in the Standards as Appendix 1 and includes:

- specifications for the course
- essential course information, including packaging rules, skill and knowledge outcomes, assessment and resource requirements
- suggested formatting for presenting information, such as tables and appendices
- a unit of competency template for developing enterprise units of competency.

The completed National course document template is known as the 'course document' and is the legally recognised specification for the course. Training providers registered to deliver the course will use the course document as the basis for developing training and assessment strategies.

The course document is divided into three sections as shown in Table 1.

Table 1: About the National course document template

National course document template	
Section A: Applicant and course classification information	• information about type of application, i.e. initial accreditation renewal of accreditation or amendment application • copyright, licensing and franchise information • course classification • period of accreditation
Section B: Course information	• the course code • title • nominal duration • outcomes and description • development of the course • qualification level • foundation skills • recognition • licensing or regulatory requirements • structure • entry requirements • assessment strategy • trainer and assessor competencies • delivery requirements • pathways and articulation • ongoing monitoring, evaluation and compliance strategy • mapping information to previous course (if applicable)
Section C: Units of competency	• enterprise units of competency, i.e. units developed by the course owner for this particular course • training package units of competency are not included in the course document Note: a course owner can develop a VET accredited course consisting of training package units of competency; or they may develop their own units of competency, known as enterprise units of competency.

Standards overview

The purpose of the Standards is to ensure that an accredited course:

- meets industry, education, legislative, enterprise or community needs;
- provides appropriate competency outcomes and a satisfactory basis for assessment;
- meets national quality assurance requirements; and
- is aligned to the appropriate level of the Australian Qualifications Framework where it leads to a VET qualification.

The *Standards for VET Accredited Courses 2021* is a legislative instrument comprising three parts, plus an Appendix containing the National course document template. Parts 1 and 2 cover preliminary information, introduction and purpose of the Standards. This guide focuses on Part 3, consisting of Standards 9 and 10, which concern the development and/or redevelopment of accredited courses.

Standard 9

> " VET accredited courses must not duplicate by title or coverage the outcomes of an endorsed Training Package, skill set or accredited course.

Standard 9 relates to Section B: 1.1, 2.1, 2.2 and 3.1 of the National course document template.

As accredited VET courses are developed to meet vocational skill requirements not already covered in nationally endorsed VET training packages, ASQA cannot accredit or renew a course if the proposed course outcomes are already covered by a training package.

Standard 9 requires the course owner to make sure that the proposed course does not duplicate either the title or the outcomes of an existing training package, accredited course or skill set.

Duplication with existing accredited courses

It is possible that another VET accredited course may have already been developed, which provides similar outcomes to your proposed course. You can search for the title and owner of existing courses on the National Training Register: training.gov.au.

If a similar VET accredited course already exists, this does not necessarily prevent accreditation of your proposed course, but you may be able to use the existing course instead of developing a new one for accreditation. Some course owners agree to share or license their course to interested parties. You can contact the relevant course owner directly to find out if they are willing to license their course to you.

Duplication with existing training packages

Australia has a significant number of nationally endorsed training packages, which have been designed to meet the needs of an industry or group of industries and include qualifications, units of competency and non-endorsed skill sets. Endorsed training packages are available on the National Training Register: training.gov.au.

As per Standard 9, ASQA is unable to accredit a course that duplicates by title or coverage the outcomes of an endorsed training package, including qualifications, skill sets and units of competency. Refer below for more details.

Qualifications

Training packages often provide students with flexibility in the units of competency needed to gain a qualification. For example, the packaging rules, which set out what units of competency are needed to gain a particular qualification, may allow students to choose electives from another training package or accredited course.

It is important to take this flexibility into account when checking to make sure your proposed course does not duplicate existing training package outcomes.

ASQA cannot accredit a course if:

- it provides the same outcomes that students could achieve through the packaging rules of a training package or accredited course, e.g. undertaking electives from another course;

- it is a skill set or subset of a single training package qualification that could be recognised through a statement of attainment (i.e. partial completion of the existing qualification);

- it duplicates a training package qualification and includes additional units of competency from a training package or accredited course that could be recognised through a statement of attainment.

Units of competency

Training package units of competency often address transferrable skills that can be used across a range of different contexts and courses. For example, a communication unit from the BSB Business Services Training Package could be used in many different qualifications or courses. The training provider can then deliver the unit within the relevant context of their course or industry, while still maintaining the unit's integrity.

Some training package implementation guides include rules that advise training providers how to contextualise training and assessment of units of competency from that package.

The 'application' section of a training package unit of competency, published on the National Training Register, may also include information on whether the unit is suitable for cross-sector training and assessment.

As units of competency are transferable, ASQA cannot accredit a new unit of competency if it duplicates an existing unit of competency. Course developers must provide evidence that they have undertaken research and determined that existing units of competency don't contain the transferrable skills required to address the specific context of their proposed unit/s.

Jobs and Skills Councils

Nationally endorsed training packages are created and managed by Jobs and Skills Councils. The Jobs and Skills Councils (JSCs) are not-for-profit companies that are industry-owned and industry-led and are funded by the Commonwealth government through the Department of Employment and Workplace Relations (DEWR).

Each JSC represents specific industries, and they are responsible for workforce planning, industry stewardship and developing and managing national training packages available on the National Training Register. More information: Jobs and Skills Councils.

ASQA-initiated cancellation

If a nationally endorsed training package is released on the National Training Register and it duplicates or subsumes an approved accredited course, the accredited course will no longer meet the requirements for Standard 9. In this situation ASQA is required to contact the course owner and commence an ASQA initiated cancellation of the accredited course.

This is further reason why ASQA recommends engagement with Job and Skills Councils during course development. This provides JSCs the opportunity to share information about future training package development activities that may impact the long-term viability of an accredited course.

Providing evidence with your application

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

In most instances this will include:

1. Providing evidence that you've undertaken thorough research to ensure that the proposed course will not duplicate any existing nationally endorsed training products listed on the National Training Register: training.gov.au.

2. Providing evidence that you have contacted one or more Jobs and Skills Councils (JSCs) to assess your proposed course for duplication with nationally endorsed training products.

   Refer to Appendix 5 for JSC industry areas and contact details.

   The *VET accredited course Jobs and Skills Council consultation form* provides further guidance on this consultation process.

Case study – Avoiding training package development duplication for a proposed course

Queensland Mines Rescue Service Limited would like to develop a course in Underground Coal Mines Emergency Response and Rescue.

The organisation reviews the National Training Register to identify qualifications, skills sets and units of competency that may achieve the same outcome. It finds the following products that require further investigation.

Qualifications

- *RII30719 Certificate III in Emergency Response and Rescue*

Units of competency:

- *HLTAID011 Provide first aid*

- *PUATES001 Work in a team*

- *RIIERR302E Respond to local emergencies and incidents*

- *RIIERR201E Conduct fire team operations*

- *PUAFIR207 Operate breathing apparatus open circuit*

- *RIIERR303E Operate in self-contained regenerative oxygen breathing apparatus*

- *RIIERR305E Control underground fires*

- *RIIERR306E Conduct underground searches*

- *RIIEERR307E Extricate casualties from underground incidents*

- *RIIERR309D Establish and operate from fresh air base*

Queensland Mines Rescue Service Limited conducts a thorough investigation into whether the training package qualification is a suitable training product to meet its needs. They identify that the qualification does not address the specialist skills and knowledge required by emergency response team members in an underground coal mine environment.

The organisation determines that the training package units of competency relate to the intended outcomes of its proposed course and are suitable for inclusion. But it also identified that some additional units (enterprise units) specifically related to underground coal mine response and rescue needed to be developed.

Once Queensland Mines Rescue Service Limited have developed the packaging rules for the course, it continues with its consultation and validation activities to confirm the proposed course does not duplicate training package outcomes. The organisation conducted consultation and validation activities including reviewing and gathering feedback on the course content from the relevant Industry Reference Committee (precursor to Jobs and Skills Council) and key stakeholders including major employers, union representatives and industry regulators.

As a result, the organisation restructured the course, removing some units and developing new ones. The organisation provided evidence of these activities in the form of copies of emails, minutes of meetings, letters of support, marked- up copies of the course description including enterprise units of competency showing suggested changes.

Note: This case is modelled on the accredited course 10876NAT Certificate III in Underground Coal Mines Emergency Response and Rescue. The course owner, Queensland Mines Rescue Service Limited granted permission for ASQA to use this information.

Standard 10.1

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

This Standard relates to Sections B: 3.1 and 3.2 of the National course document template.

Standard 10.1 requires course owners to:

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

It is important to conduct research and consult with key stakeholders throughout the course development process in order to confirm and gather evidence that there is a need for a new nationally VET accredited course and to ensure it does not duplicate existing training package content.

The table below explains what you need to do at each stage of the process.

Table 2: Summary of stakeholder consultation for new and existing VET accredited courses

	Initial accreditation	Renewal of accreditation
Preliminary consultation and research	• Conduct preliminary research and consultation to establish that there is a need for the course which is not currently being met by a training package outcome. • Define the proposed course outcomes and prepare a draft course structure.	• Conduct preliminary research and consultation to establish there is an ongoing need for the course that is still not being met by training package outcomes.
Ongoing consultation	• Consult with key stakeholders as you refine the course structure, develop units of competency, and develop training and assessment guidelines to ensure these meet identified needs.	• Consult with key stakeholders to validate course structure, units of competency, training and assessment guidelines and ensure they reflect current needs. Make changes where required.
Validation of final course document	• Gain key stakeholders' agreement that the proposed course (end product) will meet identified needs.	• Gain key stakeholders' agreement that the course still meets identified needs.

Identifying stakeholders

Before starting the consultation process, you will need to identify a list of key stakeholders relevant to the course.

Stakeholders may include:

- Regulatory and/or licensing bodies[1] – consultation with these bodies is mandatory. If the course is proposing a regulatory or licensed outcome, it is critical that the qualification will be recognised by the relevant industry regulator
- Employers – relevant where the course has a vocational outcome
- Industry/professional associations – relevant where the course has a vocational outcome
- Industry peak bodies – that represent the area in which the course is being accredited
- Unions representing employee interests
- Group training organisations
- Graduates of the course – where a course is currently delivered as non-accredited training or to support an application for renewal of accreditation
- Subject matter experts – relevant to all courses
- Experienced developers of VET courses and units of competency – relevant to all courses.

Jobs and Skills Councils

In addition to their role in managing nationally endorsed training packages, Jobs and Skills Councils (JSCs) are also responsible for broader industry stewardship and they undertake a significant amount of stakeholder engagement through committees and project work.

ASQA recommends that you send the list of stakeholders that you intend to engage with to the relevant JSC/s to obtain their guidance on whether you have identified all relevant stakeholders. The *VET accredited course Jobs and Skills Council consultation form* can be used to facilitate this process. Refer to Appendix 5 for JSC industry areas and contact details.

Conducting preliminary research and consulting with stakeholders

To enable stakeholders to provide feedback on whether they support the accreditation of a new nationally recognised course, you will first need to define the course's intended skill and knowledge outcomes, as well as the target student group or groups.

Section B: 2.1 of the National course document template requires you to define the intended vocational outcome or job role a student will achieve on completing the course. You may also include functions associated with the job role in this section.

If you are seeking to renew accreditation for an existing course, research and consultation with stakeholders at this stage will confirm whether or not there is an ongoing need for course accreditation.

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1 Standard 2.2b of the Standards for VET Regulators 2015 requires RTOs to consult with the industry regulator where the course results in a regulated or licensed outcome.

Demonstrating an established market demand

In order to demonstrate a market demand for the course, your course document should include analysis of industry market needs, and evidence of industry trends and developments requiring new and emerging skills, supported by employers, industry or professional bodies and other relevant stakeholders.

Establishing packaging rules

VET accredited courses comprise units of competency which can be:

- imported from a current nationally endorsed training package
- developed specifically for the course (enterprise units of competency)
- imported enterprise units of competency from another accredited course (with permission from the course owner).

Before determining the units of competency to include in the course, you will first need to identify and define the intended skill and knowledge outcomes. This may be done using surveys, interviews, observation or job and functional analysis, and should consider:

- relevant industry or educational standards
- research findings, such as occupational analysis, skills audits, data on emerging technology and industry trends
- manuals, operating procedures and textbooks
- position descriptions and role statements.

Once you have defined the intended skill and knowledge outcomes, you will be able to:

- select units of competency from training packages that meet these outcomes
- identify enterprise units of competency that need to be developed
- determine the most appropriate packaging rules to achieve the desired outcomes.

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

Ongoing consultation during course development

It is essential to continue consulting with key stakeholders throughout the development process to ensure that the course:

- provides the skills and knowledge outcomes required
- reflects current and future skill requirements
- will meet the needs of students most likely to enrol in the course
- provides the most flexible course structure to meet identified needs.

The breadth and depth of consultation and research needed will depend on the size, complexity and required outcomes of the course. For example, a course designed to be delivered for a particular enterprise and a very specific target group will likely require less consultation than one intended for broader national delivery.

While the course document remains the intellectual property of the course owner at all times and it is up to the individual how much is disclosed, it is important to provide stakeholders with enough information to enable meaningful consultation and validation.

Some course owners choose to share the entire proposed course document with stakeholders while others may limit what they share to the course structure and enterprise units of competency.

As a minimum, key stakeholders should receive sufficient information to provide feedback on:

- course entry requirements
- course packaging rules
- specific assessment requirements
- the appropriate qualification type from the AQF or whether the proposed course will be delivered as a 'Course in…', i.e. a course that does not achieve an AQF qualification.
- pathways into the course and after course completion.

When applying to renew of accreditation of an existing course, you will also need to consult with key stakeholders to validate that all aspects of the existing course meet current needs.

Validating the final course

It is important to give key stakeholders an opportunity to comment on the completed course document, in order to demonstrate that they agree the course content and structure (including any enterprise units of competency you have developed) meet an established need.

Evidence of consultation and validation activities

Section B: 3.1 of the National course document template requires you to describe stakeholder consultation and validation activities and demonstrate how these contributed to the development of the course, its structure and any enterprise units of competency.

Your application will need to include evidence to support these activities, such as:

- verifiable evidence of the established need for a nationally recognised qualification
- enrolment projections for a 3 to 5 year period
- details of any current training package qualifications and/or accredited courses with similar outcomes, together with an explanation why those qualifications or accredited course do not meet the identified need. Or, in the case of a similar accredited course, why that course cannot be provided through licensing arrangements with the existing course owner.)
- letters of support (preferably not duplicated generic statements)
- minutes of meetings or memos
- copies of relevant email communication
- if stakeholders are identified in the course document by name, the application should also include their written permission to be named.

Providing evidence with your application

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

In most instances this will include:

1. Where appropriate, providing evidence that you have contacted one or more Jobs and Skills Councils (JSCs) to obtain their input regarding the appropriate identification of stakeholders.

   Refer to Appendix 5 for JSC industry areas and contact details.

   The *VET accredited course Jobs and Skills Council consultation form* provides further guidance on this process.

2. Providing evidence that you have consulted with relevant stakeholders to:

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

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

Case study – Development of a new course in cognitive behavioural therapy

CBT Institute was set up in 2016 by clinicians who delivered the Beyond Blue NewAccess pilot, to continue to roll out low intensity cognitive behavioural therapy (CBT) services across Australia. This involved training to competently assess and treat common mental health problems using evidence-based low intensity cognitive behavioural therapy. CBT Institute identified a need to develop a validated course to meet the demands of the expanding workforce of Australian low intensity practitioners.

To determine the need, course developers consulted with a variety of public and private sector services, including Beyond Blue, Darling Downs West Moreton PHN, several Australian service providers and low intensity practitioners.

Consultation with stakeholders confirmed there is a need for a nationally recognised course. It was unanimously agreed that the training should be in the VET sector due to its focus on units of workplace competency. This apprenticeship approach exceeds limitations of a graduate model for this field while offering recruitment and career opportunities to a larger and more diverse section of the Australian community. Research also concluded this need could not be met through any existing training package qualification.

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

After receiving the initial evaluation of the course document, the advisory group discussed the draft units and determined that additional enterprise units of competency were required to ensure all vocational tasks and outcomes were captured appropriately. The course developer identified some units of competency from existing training packages that could be included in the course structure.

The advisory group were encouraged to contribute and provide feedback to the proposed updates to the course structure and enterprise units.

Evidence of consultation activities were provided in the form of copies of emails, minutes of meetings, letters of support, marked-up copies of the course document, including suggested changes to proposed enterprise units of competency.

Positive feedback was provided, and the course was submitted by CBT Institute for final review for initial course accreditation.

Note: This case study is modelled on the accredited course 10965NAT Diploma of Low Intensity Cognitive Behavioural Therapy. The course owners, The Trustee for Cromarty Family and The Trustee for Gallagher Family Trust, granted permission for ASQA to use information from this accredited course.

Monitoring a VET accredited course

Once a course has been accredited, course owners are required to monitor and evaluate their courses on an ongoing basis. This may result in:

- updating training package units of competency to current versions
- updating enterprise unit of competency content
- changes to course structure that do not impact the course outcome
- changes to assessment requirements
- the course owner cancelling the VET accredited course
- changes to the course contact person
- changes to course owner.

When seeking to renew accreditation, Section B: 3.2 of the National course document template requires course owners to include information on the outcomes of these reviews.

Specifically, you should provide information on:

- what monitoring and evaluation processes have been undertaken while the course has been accredited
- a full review of the course outcomes and course document (including all enterprise units of competency)
- how the reviews confirmed that the need for the course and its outcomes are still current
- a summary of the main feedback gathered from key stakeholders
- how this feedback informed the review and development of the course
- any changes made to the course since it was initially accredited
- enrolment figures throughout the accreditation period
- the number of providers that have delivered the course
- the number of graduates who gained employment upon completion of the course
- whether the course submitted is equivalent to the existing course
- how the existing course structure compares to the new course structure
- how continuing students from the previous accredited course will be transitioned to the new course in accordance with the transition and teach-out arrangements from the *2025 Standards for Registered Training Organisations.*

Standard 10.2 and Standard 10.3

> ❝ VET accredited courses must be based on nationally endorsed units of competency or modules developed specifically for inclusion in the course.
>
> A VET accredited course must include skills and knowledge components expressed as a unit of competency or module.

This Standard relates to Section C of the National course document template.

Developing units of competency

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

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

Units of competency should be developed in close consultation with practitioners and technical experts from industry and the VET sector.

Each unit of competency should describe:

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

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

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

This information can be sourced from:

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

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

Writing the unit of competency

Each enterprise units of competency should be documented on a unit of competency template structured according to Table 4 below. You will also need to document the assessment requirements for each enterprise unit on the assessment requirements template, according to the structure set out in Table 5. Both tables should be circulated in draft form to key stakeholders for comment and revised as required. Stakeholders should then have the opportunity to review the revised unit of competency for comment.

Unit of competency template

This table sets out how enterprise units of competency should be structured in the course document. You can find additional guidance about each component of this template on the national course document template, on ASQA's website.

Table 4: Unit of competency template components

Unit of competency template components	
Unit code	ASQA will assign a unique code to each enterprise unit
Unit title	A title that concisely describes the outcome
Application	A brief description of the unit content, how the unit is applied and any licensing, legislative, regulatory or certification requirements that apply to the unit.
Pre-requisite unit (Optional)	A list of any units in which the student must be deemed competent prior to undertaking this unit. Note: As this component is optional, insert a row into the template if pre-requisite study is identified.
Competency field	Detailed (six digit) field of education (FOE) code is assigned to each unit to identify a type of work. Note: The FOE code assigned to training package units can be found on the National Training Register: training.gov.au. For enterprise units, you will find the relevant code on the Australian Bureau of Statistics website: Australian Standard Classification of Education (ASCED).
Unit sector (Optional)	Relates to the categorisation of units of competency to a particular industry sector. Note: As this component is optional, insert a row into the template if industry sector information is being identified.
Elements	Describe the essential outcomes of the unit by breaking down the unit into actions or outcomes.
Performance criteria	Relate directly to the corresponding element, breaking down the element into tasks, roles and skills, and applied knowledge that reflect the required standard of performance in the workplace, education or community environment.

Unit of competency template components	
Range of conditions (Optional)	Specify different work environments and conditions that affect performance.
	This information is intended to provide additional context to assist training providers deliver the unit of competency.
	Note: As this component is optional, insert a row into the template if you are identifying range of conditions. Where a range of conditions is identified, they should represent mandatory requirements.
Foundation skills	Describes language, literacy and employment skills that are essential to performance in the workplace.
	If the foundation skills are essential to performance but not explicit in the performance criteria, include a brief description of how the skill is applied, presented as in the table below. If foundation skills are explicit in the performance criteria, you should include a statement to this effect in the course document.
	Note: Only skills applicable to the unit outcomes need to be identified in the table. Those skills that do not apply may be removed.

Skill	Description
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	

Unit mapping information	Specifies the code and title of any equivalent unit of competency e.g. a previous version of the unit.

In addition, to the above, you will need to record the assessment requirements for each unit of competency using the assessment requirements template, set out as in Table 5 below.

You can also find additional guidance about each component of this template on the national course document template, published on ASQA's website.

Table 5: Assessment requirements template components

Assessment requirements template components	
Title	Specifies the code and unit title that the assessment requirements relate to.
Performance evidence	Specifies process and evidence, as well as the frequency or volume of evidence, that the assessor needs to collect to determine a student's competency. Note: Elements and performance criteria should not be repeated here.
Knowledge evidence	Specifies the knowledge a student must have to perform the work tasks described in the unit of competency.
Assessment conditions	Specifies mandatory conditions, methods, contexts and resources required for assessment. This may also include: • mandated assessment methods • identified prerequisite relationships • mandated assessment tools and their implementation requirements • specialist vocational competency requirements for assessors. The information must align with the assessment strategy described in Section B: 6.1 of the National course document template.

Standard 10.4

> VET accredited courses may only include modules in exceptional circumstances where the applicant can demonstrate the need for a module and why it is not possible to develop a unit of competency prior to commencing course development.

A module has been traditionally used when the learning outcome is theoretical and focuses on knowledge rather than a practical outcome. However, there has become less need for modules as knowledge-based units of competency have become increasingly common.

The National Training Register includes more than 220 knowledge-based units of competency contained in training packages and VET accredited courses across a range of industry areas.

Some examples of endorsed knowledge-based units of competency include:

DEFEXO082	Apply knowledge of explosives
ACMEQU205	Apply knowledge of horse behaviour
TLIX4028	Apply knowledge of logistics
CUAMLT202	Apply knowledge of music culture to music making
BSBWHS307	Apply knowledge of WHS laws in the workplace
ICTSAD602	Conduct knowledge audits
NAT10932006	Apply biomechanics, anatomy, and physiology knowledge to yoga teaching practice
NAT10958002	Develop and apply knowledge of Analects
NAT10908003	Develop knowledge of Indigenous writing and history for performance
NAT10866014	Share knowledge of people and faiths of other world religions
NAT10926011	Use knowledge of oral pathology and general medicine in dental hygiene practice

Before submitting a request to develop a module, you are strongly advised to refer to existing knowledge-based units of competency on the National Training Register: training.gov.au, for guidance on how to develop knowledge-based units of competency.

Standard 10.5

> VET accredited courses either:
> (a) lead only to a VET qualification and have course outcomes that are consistent with the Australian Qualifications Framework descriptor identified for the course; or
> (b) lead only to a 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.

This Standard relates to Section B: 4.1 of the National course document template.

Australian Qualifications Framework levels

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

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

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

Note: A 'Course in' does not have an assigned AQF level. See Table 8.

The AQF describes what a graduate is expected to know, understand and be able to do as a result of completing their qualification. This is expressed in terms of the knowledge, skills, and the application of knowledge and skills required by a graduate, underpinned by the volume of learning required for the AQF level.

It is important to ensure that your proposed accredited course aligns to the nominated AQF level. To do this you will need to compare the complexity and depth of knowledge, skills, application of knowledge and skills and volume of learning to be covered in your course with the criteria outlined in each AQF level and qualification type descriptor. Details of the requirements for each level can be found on the AQF website: AQF levels.

The National course document template (Section B: 4.1 'Qualification level') requires you to explain how your course meets the AQF level criteria and the qualification type descriptor for the nominated qualification type.

This information should be presented as per Table 6.

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

AQF level criteria	Qualification type descriptor
• Summary • Knowledge • Skills • Application of knowledge and skills	• Purpose • Knowledge • Skills • Application of knowledge and skills • Volume of learning

Volume of learning

You will also need to describe the volume of learning for the course in the 'packaging rules' component of the National course document template (Section B: 5.1 'Course structure').

The AQF defines volume of learning as a 'dimension of complexity of a qualification'. It is used, along with the AQF level criteria and qualification type descriptor, to determine the depth and breadth of a qualification's learning outcomes.

The volume of learning indicates the notional duration of all the activities needed to achieve the learning outcomes for a particular qualification type. It includes all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace, and assessment activities.

The AQF expresses learning in terms of full-time years. Table 7 shows this converted to hours.

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

Training providers need to apply the appropriate AQF volume of learning to programs they deliver and should develop and implement strategies for training and assessment consistent with the AQF.

You can calculate the volume of learning as follows:

Nominal (supervised) hours + unsupervised hours = volume of learning

Nominal (supervised) hours represent the supervised structured learning and assessment activities required to sufficiently address the content of each unit (acknowledging that progress can vary between students) These activities can be delivered face-to-face, online and/or through structured distance education.

Unsupervised hours represent activities that contribute to achieving the course outcomes but are not supervised by a provider's trainer or assessor. This may include non-supervised work experience, field placement, private study and/or assignment work.

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

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

Meeting the volume of learning requirements

In order to demonstrate that a proposed course meets the appropriate volume of learning for the nominated qualification type, you will need to determine the nominal (supervised) and unsupervised hours.

How to calculate nominal (supervised) hours

- For training package units of competency:

If you have included units from training packages in the course structure, the nominal hours for each unit should align to those specified in the Victorian Purchasing Guides (VPG). ASQA uses these as a guide because the National Centre for Vocational Education Research (NCVER) uses these hours for reporting purposes.

- For enterprise units of competency:

You will need to determine the nominal hours to be assigned to each unit. These hours should accurately indicate the duration of supervised structured learning and assessment activities required to cover the unit's content (acknowledging that progress can vary between students). These activities can be delivered face-to-face, online and/or via structured distance education.

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

Where your course allows students to choose from a list of electives, you should specify the total nominal (supervised) hours for the course as a range of hours based on the lowest and highest required hours.

How to calculate unsupervised hours

- For all units of competency:

Unsupervised hours are assigned to activities such as non-supervised work experience, field placement, private study and assignment work. Your course document should include an estimate of the approximate number of hours students will need to engage in unsupervised activities to complete the course. You do not need to detail unsupervised activities and hours for each unit of competency but can include the total figure for the whole course.

Please note that 'volume of learning' has a different meaning to 'amount of training'. The amount of training provided by a training provider is part of the overall volume of learning and relates primarily to formal activities, including classes as well as workplace learning. You can find further information about 'amount of training' on the ASQA website.

Case study – Determining volume of learning

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

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

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

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

For example, 112 nominal hours are allocated to NAT10914004 Devise works for screen based on the following breakdown:

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

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

The course owner documents the total nominal hours for each unit of competency in the packaging rules component of the course document using the table format suggested in the course document template.

Course owner's documentation of total nominal hours is shown below.

Unit of competency code		Field of Education	Nominal hours
Core units			
CUAIND412	Provide freelance services	100199	30
CUAACT411	Use acting techniques in performance	100103	45
CUAMPF612	Unit of competency title	080315	65
CUAPPR512	Develop sustainability of own professional practice	080305	35
CUAPRF513	Prepare for performances in a competitive environment	100199	35
CUAWHS511	Maintain a high level of fitness for performance	069903	80
NAT10914001	Apply storytelling conventions	100199	56
NAT10914002	Use performance practices to develop a production	100199	84
NAT10914003	Devise works for stage	100199	112
NAT10914004	Devise works for screen	100199	112
NAT10914005	Develop acting techniques for stage	100199	88
NAT10914006	Apply design elements for stage	100199	56
NAT10914007	Apply design elements for screen	100199	56
NAT10914008	Use technology in performance	100199	84
Total nominal hours			**938**

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

- 100 hours – independent research and learning
- 100 hours – projects and assignments
- 79 hours – observation of stage and screen productions.

However, they do not need to detail the number of required hours for each activity. They just need to provide the total number of unsupervised hours in the packaging rules section of the course document, per below

Course developer's documentation of unsupervised hours

The course requires students to undertake unsupervised activity:

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

The time required to undertake these activities will vary between students based on their experience. On average, the non-supervised activities listed above will equate to 279 hours.

Using the formula: nominal (supervised) hours + unsupervised hours = volume of learning, the volume of learning for this course is 1217 hours, which aligns to that required for a Diploma qualification type (1200 – 2400 hours).

Note: This case is modelled on the accredited course 10914NAT Diploma of Stage and Screen Performance. Permission for ASQA to use this information from the accredited course was provided by the course owner The National Institute of Dramatic Art.

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

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

Table 8: Differences between AQF qualifications and 'Course in'

	Course title	On completion of full course	If full course is not completed
AQF Qualification	The title of a course aligns to an AQF qualification type and is preceded by the qualification type, e.g. Certificate III in Aboriginal and Torres Strait Islander Education	The student achieves a Testamur indicating completion of an AQF qualification.	The student is provided with a statement of attainment which lists the units of competency successfully completed.
Course in	The title of a course does not align to an AQF qualification outcome and is preceded by 'Course in', e.g. Course in Asthma Management	The student achieves a statement of attainment which indicates completion of the 'Course in' and lists the units of competency completed.	The student is provided with a statement of attainment in partial completion of the course which lists the units of competency successfully completed.

Additional resources

- [Standards for Training Packages 2023](#)
- [Australian Qualifications Framework, Second Edition, January 2013](#)
- [Victorian training package purchasing guides](#)

Standard 10.6

> VET accredited courses must identify foundation skills relevant to the course outcomes.

This Standard relates to Section B: 4.2 and Foundation Skills information within Section C of the National course document template.

Foundation skills are an integral part of a unit of competency and need to be assessed by the course provider. Foundation skills that are essential for performance can be explicitly included in the performance criteria of a unit of competency. Or, if not explicitly included in the performance criteria, they should be described in the 'foundation skills' field of the unit of competency in the course document.

Foundation skills include:

- 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.

To help identify required foundation skills when developing performance criteria, ASQA has compiled a list of 'trigger words' that highlight where foundation skills are needed.

Table 9 provides some examples of how foundation skills can be described in a unit of competency. Only skills applicable to the unit outcomes need to be included in the table. Please remove those that do not apply.

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

Skill	Description
Reading skills	• read workplace instructions and messages • read simple information about job requirements • select, synthesise and critically evaluate ideas and information from multiple texts
Writing skills	• writing skills to complete forms • write orders and basic notes on customer preferences • record steps of calculations and result
Oral communication skills	• adapt language to audience, context and purpose • interact effectively with client to explain procedures
Numeracy skills	• interpret and utilise mathematical information related to statistical data, trends and classification systems • estimate timeframes for inspections and schedule tasks efficiently
Learning skills	• identify and use reliable sources of information regarding workplace requirements • continually research and source complex information on current and emerging service trends and synthesise this information
Problem-solving skills	• identify innovative problem-solving strategies • monitor operational efficiency of machinery and adjust accordingly during operation
Initiative and enterprise skills	• promote and model changes to improved work practice and procedures • negotiate with clients
Teamwork skills	• direct staff on responsibilities and supervise staff • share customer information with team members to ensure service in line with organisational procedures
Planning and organising skills	• sequence the preparation of services and their components to efficiently serve customers • skills to coordinate services and support activities
Self-management skills	• deal with hostile and uncooperative customers in a professional manner and in line with organisation procedures • work within confidentiality guidelines
Technology skills	• use a scientific calculator • use computers and software programs to cost and document findings

Providing evidence with your application

The National course document template requires you to provide a statement on the required foundation skills in Section B: 4.2 as well as in the foundation skills component of any enterprise unit of competency. Foundation skills may be explicitly stated in the performance criteria of a unit or identified in the unit's foundation skills field.

Note: Only skills applicable to the unit outcomes should be identified. You can find further guidance on the National course document template.

Standard 10.7

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

Where course outcomes are recognised by a professional or industry body, you will need to include those details in Section B: 4.3 of the National course document template. For example, successful completion of the course may be recognised by admission to membership of a professional body.

You should also include evidence from the relevant body confirming the recognition.

Similarly, where course outcomes satisfy licensing or regulatory requirements, you will need to provide those details in Section B: 4.4 of the National course document template.

You should also include evidence that the relevant industry regulatory stakeholders have been engaged in both:

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

You will also need to provide evidence from the industry regulator confirming that the stated regulatory outcome can be achieved upon completion of the course.

Case study – Regulatory requirements

This course does not meet any licensing requirements.

This course meets the regulatory requirements of the Queensland Coal Mining Safety and Health Act 1999 - and the Queensland Coal Mining Safety and Health Regulation 2017 for the establishment and maintenance of underground coal mines response capability in Queensland coal mines.

Note: This case is modelled on the accredited course 10969NAT Certificate III in Underground Mine Inertisation Team Operations. The course owner, the Queensland Mines Rescue Service Limited, granted permission for ASQA to use this information from the accredited course.

Providing evidence with your application

If course completion may result in membership or licensing/regulatory requirements being met, you will need to provide evidence in the National course document template confirming that the relevant professional, industry or licensing/regulatory bodies recognise the course.

Standard 10.8

> 🢥 VET accredited courses must specify rules for the structure of the course.

This Standard relates to Section B: 5.1 of the National course document template.

This section of the course document contains the course structure and the 'packaging rules' component of the course.

The course structure should be determined following consultation with relevant stakeholders.

The rules for completion of the course – also referred to as the packaging rules – reflect the skills and knowledge outcomes students need to achieve, and the pathways they may use to achieve those outcomes. Units of competency should be grouped and packaged into meaningful combinations that reflect the intended roles and skill outcomes.

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

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

All units of competency in a qualification should be described as either 'core' or 'elective'.

Core units are mandatory for all students, whereas elective units provide the student with a choice. For example, a list of seven electives could be provided, and the packaging rules may require the student to complete three. Combinations of electives that result in specialisations are should be called 'Groups' and labelled alphabetically, e.g. Group A, Group B.

You should include guidance on the sequencing of units to help training providers develop training and assessment strategies for the course.

Where there are pre-requisites, the course structure should identify these units, including pre-requisites for any imported units from a training package or existing accredited course. Note, when developing enterprise units with pre-requisite units, this relationship should be identified in the unit's 'pre-requisite unit' field.

You should include the detailed (6 digit) field of education (FOE) code for each unit of competency. You can find FOE codes for training package units of competency on National Training Register under each unit of competency.

FOE codes relating to enterprise units of competency can be found on the Australian Bureau of Statistics website: Australian Standard Classification of Education (ASCED). This code should be included in the 'Competency field' of each enterprise unit in section C of the National course document template.

You will also need to identify the nominal (supervised) hours for each unit in the course structure section. As the course owner, you will determine the hours assigned to enterprise units developed for the course. However, the assigned hours for imported training package units need to reflect those specified in the Victorian Purchasing Guides.

Case study – Demonstrating course structure of a core only model accredited course

A course owner has developed the course 10953NAT Advanced Diploma of Data Science. The course comprises training package and enterprise units of competency it has developed. The nominal (supervised) hours for the existing training package units included in the course have been allocated in accordance with the Victorian Purchasing Guide. The nominal (supervised) hours for the enterprise units were determined as a result of consultation and validation activities undertaken during the development of the course.

The course document advises that sequencing of delivery and assessment of all units should follow the order of the units as they are listed in the structure.

To be awarded the qualification, Advanced Diploma of Data Science, participants are required to successfully complete 11 units of competency comprising:

Unit of competency code	Unit of competency title	Field of Education	Nominal hours
Core units			
BSBCRT611	Apply critical thinking for complex problem solving	120599	70
ICTSAD610	Analyse stakeholder requirements	020305	70
ICTPRG554	Manage data persistence using NoSQL data stores	020103	70
NAT10593001	Apply statistical models for variance testing on data	020119	80
NAT10593002	Apply gradient boosting for classification	020119	100
NAT10593003	Implement machine learning techniques for forecasting	020119	85
NAT10593004	Apply data streaming techniques to machine learning models	020119	90
ICTPRG553	Create and develop REST APIs	020103	85
ICTPRG535	Build advanced user interfaces	020103	80
NAT10953005	Deploy a machine learning model to automation	020199	85
ICTPRG551	Apply testing techniques for software development	020103	90
Total nominal hours			**1070**

Note: This case is modelled on the accredited course 10953NAT Advanced Diploma of Data Science. Permission for ASQA to use this information from the accredited course was provided from the course owner, The Artificial Intellect Group Pty Ltd.

Case study – Demonstrating course structure of a core and specialisation model accredited course

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

The course document advises that sequencing of delivery and assessment of the following units should be as follows:

- PSPSCI013 Initiate and conduct scientific/technological research is conducted in the final stage of course delivery
- DFIDOC001 Perform general document examinations is completed before other Group B electives
- DFIDOC005 Undertake initial evaluation of handwriting is completed before DFIDOC006 Perform handwriting signature comparisons.

To be awarded the qualification, Diploma of Forensic Identification (Biometrics) (Document Examination), participants are required to successfully complete eight units of competency comprising:

- four core units
- four elective units (made up of the following)

Elective units are to be packaged as follows:

- Group A – select all Group A electives to be awarded the Biometrics stream
- Group B – select four electives from Group B to be awarded the Document Examination stream

Unit of competency code	Unit of competency title	Nominal hours
Core units		
DFIIMG001	Apply critical thinking for complex problem solving	70
DFIPPR001	Apply professional practices in specialist examination roles	70
DFIPRE001	Present evidence in a judicial system	70
PSPSCI013	Initiate and conduct scientific/technological research	80
Electives		
Group A electives – Biometrics stream		
DFIFAC001	Apply specialist facial image comparison techniques	100
DFIMBS001	Advise on multibiometric system applications and emerging technologies	85
DFIVID001	Apply specialised techniques to video and closed circuit television for forensic analysis	90

DFISTA001	Apply statistical techniques to analyse biometric data	85
Group B electives – document examination stream		
DFIDOC001	Perform general document examinations	95
DFIDOC002	Conduct examinations of printed documents and stamp impressions	100
DFIDOC003	Conduct examinations and comparison of security documents	100
DFIDOC004	Apply knowledge of instrumentation to document examinations	80
DFIDOC005	Undertake initial evaluation of handwriting and signatures	85
DFIDOC006	Perform handwriting and signature comparisons	90
Total nominal hours (Total core units + minimum/maximum of elective units)		**640–675**

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

Standard 10.9

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

This Standard relates to Section B: 5.1 of the National course document template.

Where a course allows for an early exit point for vocational or education outcomes, this will need to be identified in the course structure. Students exiting at this point will receive a statement of attainment for the unit (or units) of competency they have successfully completed.

Case study – Early exit point

The course structure includes RIIERR201E conduct fire team operations that provides an early exit point for students who only require training and assessment to meet the prescribed qualification requirements for an Underground Fire Officer in Queensland underground coal mines.

Note: This case is modelled on the accredited course 10969NAT Certificate III in Underground Mine Inertisation Team Operations. Permission for ASQA to use this information from the accredited course was provided by the course owner, The Queensland Mines Rescue Service Limited.

Standard 10.10

> " VET accredited courses must provide information on education pathways and articulation where applicable.

This Standard relates to Section B: 8.1 of the National course document template.

Information for graduates on relevant pathways into other VET and higher education courses upon completion of the VET accredited course needs to be included in the course document. For example, if a course contains training package units of competency, related training package qualifications can be identified as a pathway for further learning.

You will also need to provide details of any formal articulation arrangements that have been established with other institutions. Articulation arrangements facilitate the movement or progression of students from one qualification or course to another, or from one education and training sector to another. If you do identify articulation arrangements, you will need to provide evidence confirming these arrangements with your accreditation application.

You will also need to provide evidence of confirmed articulation arrangements, when applying to renew accreditation of an existing course.

Standard 10.11

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

This Standard relates to Section B: 5.2 of the National course document template.

Entry requirements do not form part of the course, but outline the knowledge, skills and experience required to enter and successfully undertake a VET accredited course. These requirements may be 'mandatory' or 'recommended'. Not all courses have entry requirements.

Entry requirements should be developed in consultation with key stakeholders.

Entry requirements should be expressed in terms of qualifications, units of competency or required experience on the course document and may include licensing or industry recognised standards.

For example, students may be required to:

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

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

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

If you do identify requirements that limit entry, you will need to justify these. A course cannot impose any explicit limitations to entry that are discriminatory, such as requirements based on gender or social background.

Standard 10.12

> VET accredited courses must include course assessment strategies which:
> (a)   are valid, reliable, flexible and fair
> (b)   support the collection of evidence that is sufficient, valid, authentic and current
> (c)   are consistent with assessment requirements in the relevant training package(s) where nationally endorsed units of competency are used
> (d)   are consistent with the assessment requirement in the relevant VET accredited course where units from an accredited course are used
> (e)   ensure that workplace and regulatory requirements, where relevant, are met, and
> (f)   identify and justify any requirements for workplace and/or simulated assessment.

This Standard relates to Section B: 6.1 of the National course document template.

This part of the course document requires you to outline the approach to assessment and evidence-gathering that should be followed by a training provider delivering your course.

The assessment strategy should provide a general overview that will guide training providers when developing their assessment strategy. This will not be the same as the training provider's specific strategy for implementing the course.

You should describe how the assessment approach will ensure that a training provider's assessor can make sound judgements about student competency and achievement of course outcomes.

Your course's assessment strategy may contain 'mandated' and/or 'suggested' requirements for assessment of the units of competency. Keep in mind that mandated requirements apply not only to delivery of the course by the course owner but to all training providers that may enter into a licensing arrangement with the course owner. As such it is important to avoid writing the assessment strategy based on a particular training provider's strategy.

Mandated requirements should match the information provided in the assessment requirements template for all units that make up the course.

Students will be assessed against all the tasks required by each unit. They need to be able to demonstrate that they can perform these tasks to an acceptable level, and that they have all the required skill and knowledge identified in the unit assessment requirements.

Your assessment strategy should also clearly identify any workplace and/or regulatory requirements (such as legislative requirements) so that training providers can develop their assessment strategies, tools or processes to meet these requirements.

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

If units of competency are imported from another VET accredited course, the information in your assessment strategy should match the assessment guidelines in that course.

Training providers are required to conduct assessment in accordance with the Principles of Assessment and the Rules of Evidence from the 2025 Standards for Registered Training Organisations. These principles are set out in Appendices 6 and 7 to this Guide.

Case study – Describing an accredited course assessment strategy

Section B: 6.1 Assessment Strategy in the National course document template.

The assessment strategy for this course includes:

- Assessment of practical skills must be conducted via direct observation in a simulated environment. The simulated environment must reflect actual workplace and industry conditions.

- Knowledge requirements must be assessed via oral/written questions and role plays. Oral/written questioning will be used to elicit a broad range of general and specific underpinning knowledge. Written questioning will include both multiple choice and short answer questions.

- Workplace observed practice. Workplace activities must be signed off by a peer for validation by the assessor. A report will be supplied by a member of staff that works in the primary healthcare setting in which the participant is undertaking the course, typically this will be the General Practitioner or Registered Nurse. GP/RN roles will include agreeing to support and engage with the participant, to create and provide a positive learning environment within the workplace for the duration of the course.

All assessment strategies for this course are mandated.

The assessment incorporates all unit requirements, including the specific performance evidence and knowledge evidence.

All workplace observed activities must be undertaken in accordance with workplace policies and procedures of the facility where the activity is being conducted.

Note: This case is modelled on the accredited course 10754NAT Course in Immunisation Practice in Primary Healthcare. Permission for ASQA to use this information from the accredited course was provided by the course owner, The Benchmarque Group Pty Ltd.

Case study – Describing an accredited course assessment strategy

(Section B: 6.1 Assessment Strategy in the National course document template.)

The strategy must enable the student to demonstrate their practical skills in a real work environment over a period of time to provide sufficient judgement opportunities.

Practical skill assessments must be conducted by direct observation by the training provider assessor.

Assessment of knowledge may be conducted in the form of:

- oral questioning
- practical demonstration
- direct observation
- written tasks and assignments
- theoretical examination
- third-party evidence.

Assessment of skills must take place under the following conditions:

- in a therapeutic equine program, which may include:
- therapeutic riding or diving
- equine facilitated health and well-being programs
- unmounted equine programs.

Skills must be demonstrated in an environment that meets the requirements of the Code of Practice – Managing risks when new or inexperienced riders or handlers interact with horses in the workplace.

Demonstrations may include individuals without disability if the student is able to demonstrate the application of their skills and knowledge sufficiently. In the case where a wheelchair user is required, the use of a person without disability will enable practical assessment of students to go ahead if there is not a wheelchair user available. This will ensure that the student or training provider is not disadvantaged.

Assessment in a workplace environment is a mandatory requirement due to the complex nature of the operating environment which includes horses, individuals with disability or impairment, support assistants and horses. The assessment must ensure that a student is able to meet performance criteria of enterprise units and respond to immediate hazards. This cannot be simulated in a classroom or role play without the use of horses and people in an equine environment.

Note: This case is modelled on the accredited course 10776NAT Certificate III in Equine Therapy Programs for People with Disabilities. Permission for ASQA to use this information from the accredited course was provided by the course owner, Riding for the Disabled Association (NSW).

Case study – Describing an accredited course assessment strategy

(Section B: 6.1 in the National course document template.)

Assessment must be conducted in accordance with the requirements for assessment described within the *2025 Standards for Registered Training Organisations (RTOs)*.

Enterprise units of competency:

Each unit must be assessed in accordance with the requirements of the assessment conditions section of each unit. For example, there must be demonstrated evidence the student has completed the following tasks:

- maintained at least 2 bolt action rifles safely and in accordance with authorised instructions and organisational procedures
- diagnosed and repaired a fault in at least 2 different component parts of one or more bolt action rifle safely and in accordance with authorised instructions and organisational procedures.

Skills must be demonstrated in an authorised and licensed weapon repair facility.

Assessment in a simulated environment:

If assessment cannot take place in a workplace for reasons of safety or access to equipment and resources, a simulated environment may be used to provide the full range of contexts and situations. Simulated assessment environments must simulate the real-life working environment where the skills and knowledge of the unit would be performed, with all the relevant equipment and resources of that working environment.

A training provider should ensure any simulated environment used provides opportunities for students to:

- test the full range skills and knowledge
- use up to date equipment and resources
- reflect time pressures and deadlines
- show the complexity of dealing with multiple tasks
- involve prioritising among competing tasks
- deal with clients, including difficult ones
- work with others in a team, if relevant
- communicate with diverse groups, if relevant
- find, discuss and test solutions to problems
- explore health and safety issues
- answer practically oriented, applied knowledge questions; and
- show the level of written and verbal expression sufficient for, but not exceeding, the work requirements.

Skills must be demonstrated over time and in a variety of situations.

There are no prescribed methods of assessment for the units of competency. A range of assessment methods should be used to assess practical skills and knowledge. Such methods may include:

- written and/or oral presentations
- portfolios of evidence, including work samples
- written and/or oral questions
- direct observation
- demonstration of skills
- role plays.

An assessment strategy designed with reference to the above will contribute to a valid, reliable, flexible and fair assessment approach which will facilitate consistency with the assessment requirements of the course and support the collection of sufficient, valid, reliable and authentic evidence.

Note: This case is modelled on the accredited course 10925NAT Certificate IV Small Arms Weapon Maintenance. Permission for ASQA to use this information from the accredited course was provided by the course owner, Thales Australia Pty Ltd.

Standard 10.13

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

This Standard relates to Section B: 7.1 of the National course document template.

In some circumstances, specific modes of delivery may be essential to achieving the course outcomes. For example, delivery may need to take place in a simulated environment.

If this is the case, you will need to identify any limitations to delivery under 'Delivery Modes' in the course document. You will also need to provide justification for any limitations, based on regulatory requirements and/or feedback from key stakeholders.

Details of any requirements for on-the-job training should also be included in this section.

If the course includes imported units of competency from a training package, that package or its implementation guide may include advice regarding specific delivery requirements.

If the course includes imported units of competency from another VET accredited course, that course will include advice regarding specific delivery requirements.

Standard 10.14

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

This Standard relates to Section B: 6.2 and 7.2 of the National course document template.

Your course document should provide information on any required specialist facilities and resources needed to deliver the course. This includes the requirements for trainers and assessors as specified in the 2025 Standards for Registered Training Organisations (RTOs) and, if applicable, any additional specialist vocational requirements for trainers and assessors.

Rather than specifying the requirements for trainers and assessors from the 2025 Standards for Registered Training Organisations (RTOs), you may include the following generic statements in the course document:

- Section B: 6.2 – All assessment must be undertaken by assessors who meet the requirements stated to apply under the 2025 Standards for Registered Training Organisations (RTOs).

- Section B: 7.2 – All delivery must be undertaken by trainers who meet the requirements stated to apply under 2025 Standards for Registered Training Organisations (RTOs)

Specialist vocational competency requirements for trainers and assessors

VET accredited courses may require trainers and/or assessors to hold vocational requirements in addition to those specified in the 2025 Standards for Registered Training Organisations (RTOs). You should consider all units of competency (including imported units) in your proposed course to ensure that any specific requirements for trainers and assessors are met.

Details of specialist vocational competency requirements for assessors and trainers should be identified in Sections B: 6.2 and 7.2 of the course document, respectively.

Where you do identify additional requirements for trainers or assessors, you will need to include a justification in the relevant section.

Specialist facilities and resources

Section B: 7.2 Resources in the National course document template requires you to identify any specialist facilities and resources needed for training and/or assessment.

These may:

- have been determined by key stakeholders in the development of the course and enterprise units of competency

- relate to imported units of competency and be required by the parent training package or implementation guide

- relate to imported units of competency from other VET accredited courses and be required by that VET accredited course.

Standard 10.15

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

This Standard relates to Section B: 9.1 of the National course document template.

This section requires you to describe the process for monitoring and evaluating the course throughout the accreditation period, to maintain its relevance and currency.

Monitoring and evaluation activities would include:

- the course development committee undertaking periodic reviews of course content and outcomes
- seeking feedback and conducting surveys of training providers, employers, and graduates
- conducting trend analyses of the industry and identifying emerging trends
- regular liaison with regulatory/industry association and peak bodies
- if a course contains training package units of competency, a review of parent training packages to ensure currency.

The information provided should not relate to the outcomes of assessment moderation/validation activities, unless these concern monitoring and evaluating course content and outcomes.

Appendix 1: Definitions

Term	Definition
Access and equity	Policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.
Accreditation	Formal recognition of a course by the National VET Regulator under the Act.
Act	National Vocational Education and Training Regulator Act 2011
Amount of training	The amount of training is part of the overall volume of learning. It relates primarily to formal activities, including online or self-paced study.
Articulation	The arrangements that facilitate movement or progression of students from one qualification or course to another, or from one education and training sector to another.
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or VET accredited course.
Assessment requirements	The endorsed component of a VET accredited course. Assessment requirements set out the approach to valid, reliable, flexible and fair assessment.
Australian and New Zealand Standard Classification of Occupations (ANZSCO)	A classification system used in the collection, publication and analysis of occupation statistics, managed by the Australian Bureau of Statistics. *Note: ANZSCO was replaced by Occupation Standard Classification for Australia (OSCA) on 6 December 2024.*
Australian Qualifications Framework (AQF)	The framework for regulated qualifications in the Australian education and training system, as agreed by the Australian Government, state and territory ministerial council with responsibility for higher education.
Australian Skills Quality Authority (ASQA)	The agency established in 2011 to support the National VET Regulator in their decision-making.
Australian Standard Classification of Education (ASCED)	Two statistical classifications used to collect and analyse data on educational activity and attainment, namely, 'level of education' and 'field of education'.
Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)	A national data standard for VET providers that ensures consistent and accurate capture of VET information about students, courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system.

Term	Definition
Code	The unique identifier for units of competency, skill sets, VET accredited courses, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses 2021.
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Course document	The legal specification of a VET accredited course in the prescribed format. The course document describes essential course information and provides the basis for the development of strategies for training and assessment for each training provider.
Credit arrangements	The arrangements that facilitate the movement or profession of students from one qualification or course to another, or from one learning education and training sector to another.
Enterprise unit of competency	A unit of competency developed specifically for inclusion in an accredited course to meet a vocational, education, legislative, enterprise or community need, that is not covered by a training package unit of competency.
Industry	The bodies that have a stake in the development of courses and the training and assessment services provided by training providers These can include: • regulatory and/or licensing bodies, • employers, • industry/professional associations, • industry peak bodies, and • unions.
Industry regulator	A body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.
Jobs and Skills Australia (JSA)	JSA is an independent agency, responsible for providing advice to the Australian Government to underpin Australia's response to current, emerging and future labour market and workforce skills and training needs.
Jobs and Skills Councils (JSCs)	Not-for-profit companies that are industry-owned and industry-led and are funded by the Commonwealth government through the Department of Employment and Workplace Relations (DEWR). Each JSC represents specific industries, and they are responsible for workforce planning, industry stewardship and developing and managing national training packages available on the National Training Register. *Note: JSCs replace Skills Service Organisations (SSOs) and Industry Reference Committees (IRCs).*

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

Term	Definition
Occupation Standard Classification for Australia (OSCA)	A standardised framework for storing, organising and reporting occupation-related information, managed by the Australian Bureau of Statistics. *Note: OCSA replaced the Australian and New Zealand Standard Classification of Occupations (ANZSCO) on 6 December 2024.*
Packaging rules	The rules which state what units of competency must or can be selected to make up a qualification or a 'Course in'.
Pathways	A path or sequence of learning or experiences that can be followed to attain competency. These can be specific mandated pathways or may vary to reflect individual needs.
Qualification	Formal certification issued by a relevant approved body, to recognise that a person has achieved learning outcomes or competency relevant to identified individual, professional, industry or community needs.
Recognition of prior learning (RPL)	A process that assesses an individual's formal, non-formal and informal learning to determine the extent to which the individual meets the requirements specified in the training package or VET accredited course. See also Learning for further learning definitions.
Registered training organisation (RTO)	A training organisation listed on the National Training Register as a registered training organisation.
Registration	Registration as a registered training provider by the VET regulator where that registration is entered on the National Training Register.
Scope of registration	The activities a registered training organisation is registered to do, such as: • provide training and assessments resulting in the issue of VET qualifications or VET statement of attainment; or • provide assessments resulting in the issue of VET qualifications or VET statement of attainment.
Skill set	A single unit of competency or a combination of units of competency from a training package that link to a licensing or regulatory requirement, or a defined industry need.
Standards for training packages	One of three products (along with the Training Package Products Policy and the Training Package Development and Endorsement Policy) that form the organising framework that supports the development of industry training packages.
Statement of Attainment	A statement issued to a person confirming that they have satisfied the requirements of a specified unit or units of competency.
Student	A person being trained and/or assessed by a training provider for the purpose of issuing AQF certification documentation.

Term	Definition
Training and assessment	The training and/or assessment provided to a student by a training provider or its subcontractor in relation to the AQF qualifications and/or units of competency within the training provider's scope of registration.
Training package	The components endorsed by the Skills Minister or its delegate in accordance with the Standards for Training Packages. The endorsed components of a training package are: • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. A training package also consists of a non-endorsed, quality assured companion volume, which does not form part of the requirements that a training provider must meet under Standard.
Unit of competency	The specification of the standards of performance required in the workplace.
Unsupervised hours	The hours associated with the activities that contribute to achieving unit of competency/course outcomes that are not supervised by training provider trainer or assessor, e.g. work experience, field placement, private study and/or assignment work.
VET	Vocational education and training
VET accredited course	A course accredited by the VET regulator in accordance with the *Standards for VET Accredited Courses 2021*.
VET qualification	A testamur given to a person confirming that they have achieved learning outcomes and competencies that satisfy the requirements of a qualification recognised under the Australian Qualifications Framework.
VET regulator	The National VET Regulator (ASQA's chief executive officer) and/or a non-referring state body responsible for VET.
VET statement of attainment	A statement given to a person confirming that they have satisfied the requirements of specified units of competency.
Vocational competencies	Broad industry knowledge and experience, usually combined with a relevant industry qualification. Vocational competency is determined on an industry-by-industry basis and with reference to the relevant training package or VET accredited course.
Vocational outcome	An occupational or job-specific workplace outcome.
Volume of learning	The national duration of all activities required for achieving learning outcomes. Volume of learning includes nominal (supervised) hours and unsupervised hours.

Appendix 2: Benefits of the Standards for VET Accredited Courses 2021

The Standards for VET Accredited Courses 2021 apply under the National Vocational Education and Training Regulator Act 2011, which aims to:

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

How the Standards for VET Accredited Courses 2021 benefit Australia's VET sector:	
Students	✓ Students achieve up-to-date skills and knowledge that meet industry needs. ✓ Students have access to nationally recognised training that is based on industry needs.
Industry	✓ Industry is involved in shaping responsive nationally recognised training that meets identified training gaps in their sector. ✓ VET accredited courses can be aligned to the membership requirements, or recognition requirements, of industry associations or peak bodies.
Government	✓ VET accredited courses do not duplicate training package content but provide nationally recognised training in response to industry needs. ✓ The *Standards for VET Accredited Courses 2021* provide confidence in the quality of VET accredited courses. ✓ VET accredited courses can be accredited with an AQF qualification outcome, resulting in increased access to qualification outcomes for students.
Community	✓ Community organisations are involved in shaping responsive nationally recognised training that meets identified training gaps in their sector. ✓ Community organisations can develop courses with a specific vocational outcome.
Providers	✓ Providers can apply to accredit a course in cases where they identify a vocational, education, legislative, enterprise or community need that is not addressed by an existing training package. ✓ Accredited courses, including units of competency are developed using national templates making them familiar for trainers and assessors that use a variety of nationally recognised training products.

Appendix 3: Related legislation and standards

Australian Qualifications Framework

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

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

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 Regulators 2015

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

About the Standards for VET Regulators 2015

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

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

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

Appendix 4: ASQA's regulatory roles and responsibilities

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

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

Responsibility for course accreditation depends on the following:

a) if the course owner is a registered training organisation under ASQA's jurisdiction, they are required to apply to ASQA for accreditation of courses

b) if the course owner is a registered training organisation regulated by TAC or VRQA, then they must apply to TAC or VRQA respectively for accreditation of courses

c) if the course owner is not a registered training provider, they can apply to any one of the three VET regulators for course accreditation.

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

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

On 24 August 2020 new governance arrangements to support ASQA's continued evolution as a best-practice regulator were passed by the Australian Parliament. The new arrangements replaced commissioners with a single chief executive officer who is the National Regulator.

Appendix 5: Jobs and Skills Councils

Jobs and Skills Councils (JSCs) are not-for-profit companies that are industry-owned and industry-led and are funded by the Commonwealth government through the Department of Employment and Workplace Relations (DEWR). Each JSC represents specific industries, and they are responsible for workforce planning, industry stewardship and developing and managing national training packages available on the National Training Register. More information: Jobs and Skills Councils.

Jobs and Skills Council role in VET accredited course development:

- Duplication: as the owners of nationally endorsed training packages, JSCs can check if a proposed accredited course may duplicate an existing national training package qualification or skill set, or a national training product that is under development.

- Stakeholder identification: as industry stewards, JSCs may be able to provide advice on stakeholders that should be consulted during the VET course development process.

Important note: as the focus of Jobs and Skills Councils is the management of nationally endorsed training packages, Jobs and Skills Councils **are not able to provide advice on the development of VET accredited courses**. These types of queries should be addressed to ASQA.

JSC	Industry coverage	Emerging industries	Training packages	Website and contact method
BuildSkills Australia	**Building, Construction, Property and Water** Covering industries that provide property services, small or large scale construction services, traditional building as well as large scale civil infrastructure services and water infrastructure operations.		• CPC Construction, Plumbing and Services • CPC08 Construction, Plumbing and Services • CPP Property Services • NWP National Water • RII Resources and Infrastructure Industry (civil infrastructure)	buildskills.com.au Submit your request via the online webform: buildskills.com.au/contact

JSC	Industry coverage	Emerging industries	Training packages	Website and contact method
Future Skills Organisation	**Finance, Technology and Business** Covering professional services or otherwise supporting the needs of a successful business including marketing, accounting, human resources, digital literacy, and information and communication technologies. Emerging industries include cyber security, financial technologies, artificial intelligence and the internet of things.	Financial technologies, cyber security, AI, virtual/ augmented reality, Internet of Things, block chain, financial sustainability	• BSB Business Services • FNS Financial Services • ICT Information and Communications Technology	www.futureskillsorganisation.com.au Submit your request via the online webform: www.futureskillsorganisation.com.au/contact-us
HumanAbility	**Aged Care and Disability Support, Children's Education and Care, Health, Human Services, Sports and Recreation** Covering industries that offer community services and support such as aged care, disability services, mental health, early childhood education and health, and sport and recreation services.		• CHC Community Services • HLT Health • SIS Sport, Fitness and Recreation	www.humanability.com.au Submit your request via the online webform: www.humanability.com.au/contact.aspx

JSC	Industry coverage	Emerging industries	Training packages	Website and contact method
Industry Skills Australia	**Transport and Logistics** Covering industries involved in warehousing and distribution operations as well as transport, including rail, maritime, aviation, and logistical support and supply chains. Emerging industries include omnichannel logistics and distribution and air and space transport and logistics.	Omnichannel logistics and distribution, air and space transport and logistics	• AVI Aviation • MAR Maritime • TLI Transport and Logistics	industryskillsaustralia.org.au Submit your request via the online webform: https://www.industryskillsaustralia.org.au/contact-us
Manufacturing Industry Skills Alliance	**Manufacturing** Covering industries of manufacturing and engineering, light manufacturing including pharmaceuticals, print, food and advanced manufacturing. Emerging industries include defence and space technologies.	Advanced manufacturing and production, 3D print, bio-print and new print technologies, defence and space technologies	• FBP Food, Beverage and Pharmaceutical (food and beverage production) • FBP Food, Beverage and Pharmaceutical (pharmaceutical production) • ICP Printing and Graphic Arts • MEA Aeroskills • MEM Manufacturing and Engineering • MEM05 Metal and Engineering • MSA07 Manufacturing • MSL Laboratory Operations • MSM Manufacturing • MSS Sustainability • PMA Chemical, Hydrocarbons and Refining • PMB Plastics, Rubber and Cablemaking	manufacturingalliance.org.au Submit your request via the online webform: manufacturingalliance.org.au/engage

JSC	Industry coverage	Emerging industries	Training packages	Website and contact method
Mining and Automotive Skills Alliance	**Mining and Automotive** Covering industries involved in mineral exploration and extraction operations, and automotive. Emerging industries include driverless automotive technologies.	Driverless automotive technologies, electric vehicles	• AUM Automotive Manufacturing • AUR Automotive Retail, Service and Repair (retail qualifications only) • AUR Automotive Retail, Service and Repair (service & repair) • RII Resources and Infrastructure Industry (mining)	ausmasa.org.au Submit your request via the online webform: ausmasa.org.au/contact-us
Powering Skills Organisation	**Energy, Gas and Renewables** Covering the industries of electricity, gas, renewable energy and storage or the use of resources in the production of energy. Emerging industries include hydrogen.	Renewables, hydrogen and energy storage	• UEE Electrotechnology • UEG Gas Industry • UEP Electricity Supply Industry – Generation Sector • UET Transmission, Distribution and Rail Sector	poweringskills.com.au Submit your request via the online webform: poweringskills.com.au/contact
Public Skills Australia	**Public Safety and Government** Covering industries directly involved in public service (e.g., local government, police, corrective services, public safety).		• CSC Correctional Services • DEF Defence • LGA Local Government • POL Police • PSP Public Sector • PUA Public Safety	publicskillsaustralia.org.au Submit your request via the online webform: publicskillsaustralia.org.au/contact

JSC	Industry coverage	Emerging industries	Training packages	Website and contact method
Service and Creative Skills Australia (SaCSA)	**Arts, Personal Services, Retail, Tourism and Hospitality** Covering 'high street' human services such as hairdressing, floristry, travel, hospitality as well as the creative economy with fine art, ceramics, music, dance, theatre and screen. Wholesale and retail services, including emerging industries such as online sales.	Online sales	• CUA Creative Arts and Culture • SFL Floristry • SHB Hairdressing and Beauty Services • SIF Funeral Services • SIR Retail Services • SIT Tourism, Travel and Hospitality	sacsa.org.au Submit your request via the online webform: sacsa.org.au/contact-us
Skills Insight	**Agribusiness, Fibre, Furnishing, Food, Animal and Environment Care** Covering industries of primary production — plants and animals — as well as textiles, clothing and footwear, forestry, timber and furnishing. Emerging industries include natural resources security and environmental management.	Water, natural resources security and environmental management	• ACM Animal Care and Management • AHC Agriculture, Horticulture and Conservation and Land Management • AMP Australian Meat Processing • FWP Forest and Wood Products • MSF Furnishing • MST Textiles, Clothing and Footwear • PPM Pulp and Paper Manufacturing Industry • RGR Racing and Breeding • SFI Seafood Industry	skillsinsight.com.au Submit your request via the online webform: skillsinsight.com.au/contact

Appendix 6: Principles of assessment

Principles of Assessment in the 2025 Standards for Registered Training Organisations (RTOs)

Principles of Assessment	
Fairness	• assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary
Flexibility	• assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge
Validity	• assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting
Reliability	• assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment

Appendix 7: Rules of evidence

Rules of evidence in the 2025 Standards for Registered Training Organisations (RTOs)

Rules of Evidence	
Validity	• assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product
Sufficiency	• the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product
Authenticity	• the assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student
Currency	• the assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge