

Course Owner / Course Developer Briefing Session

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Australian Government

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Welcome

- Course accreditation in review
- Compliance with the VET Accredited Course Design Standards
- Developing enterprise units of competency
- Finish with Q&A sessions

**** Release of the Users' Guide to the Standards for VET
Accredited Courses 2012 ****

Course accreditation in review



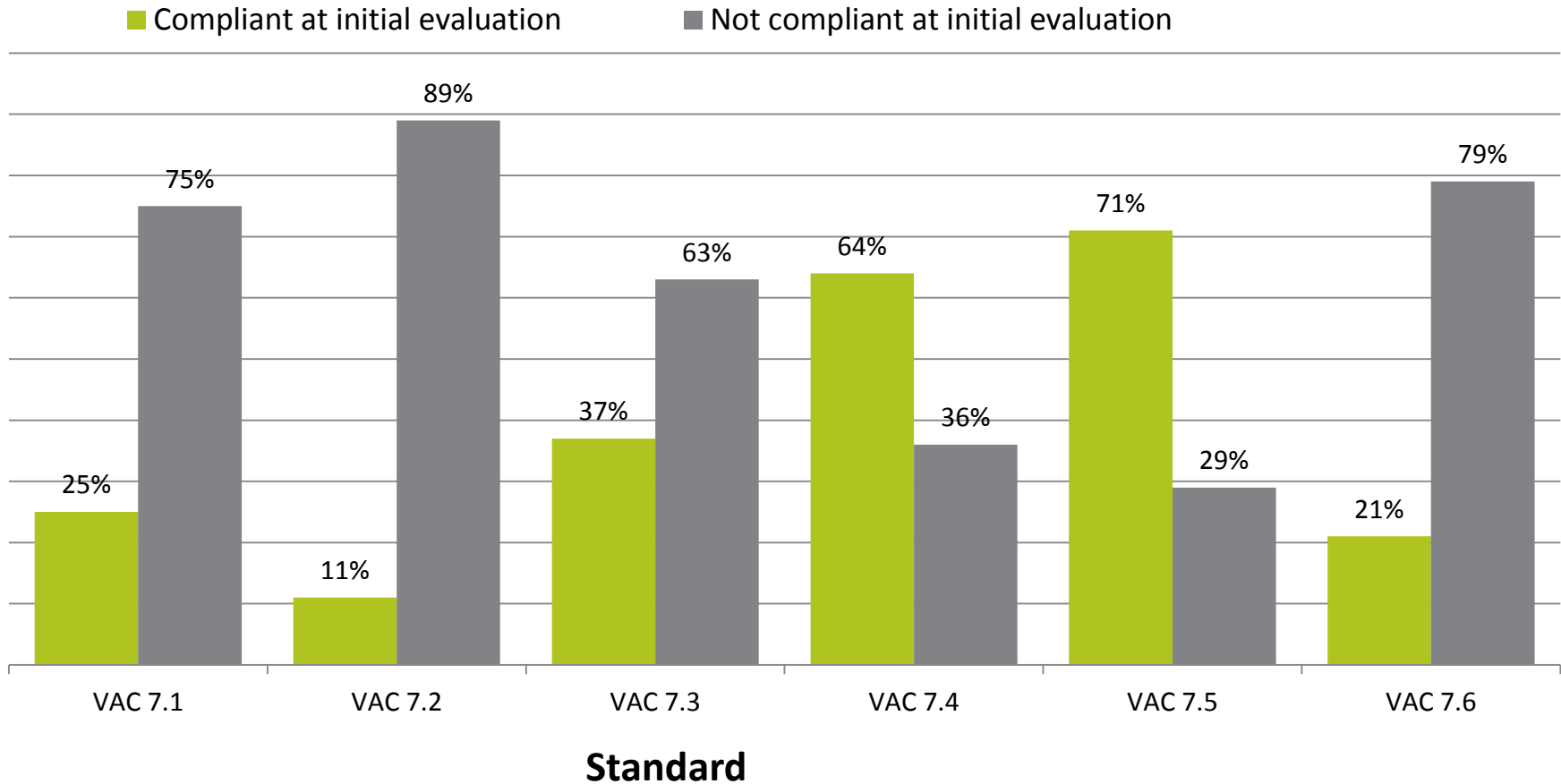
ASQA activity to date (July 2011—March 2016)

VET accredited course applications	Number received
Received	1,191
Finalised – approved	1,015
Finalised – refused	59
Finalised – withdrawn	92
To be finalised	25

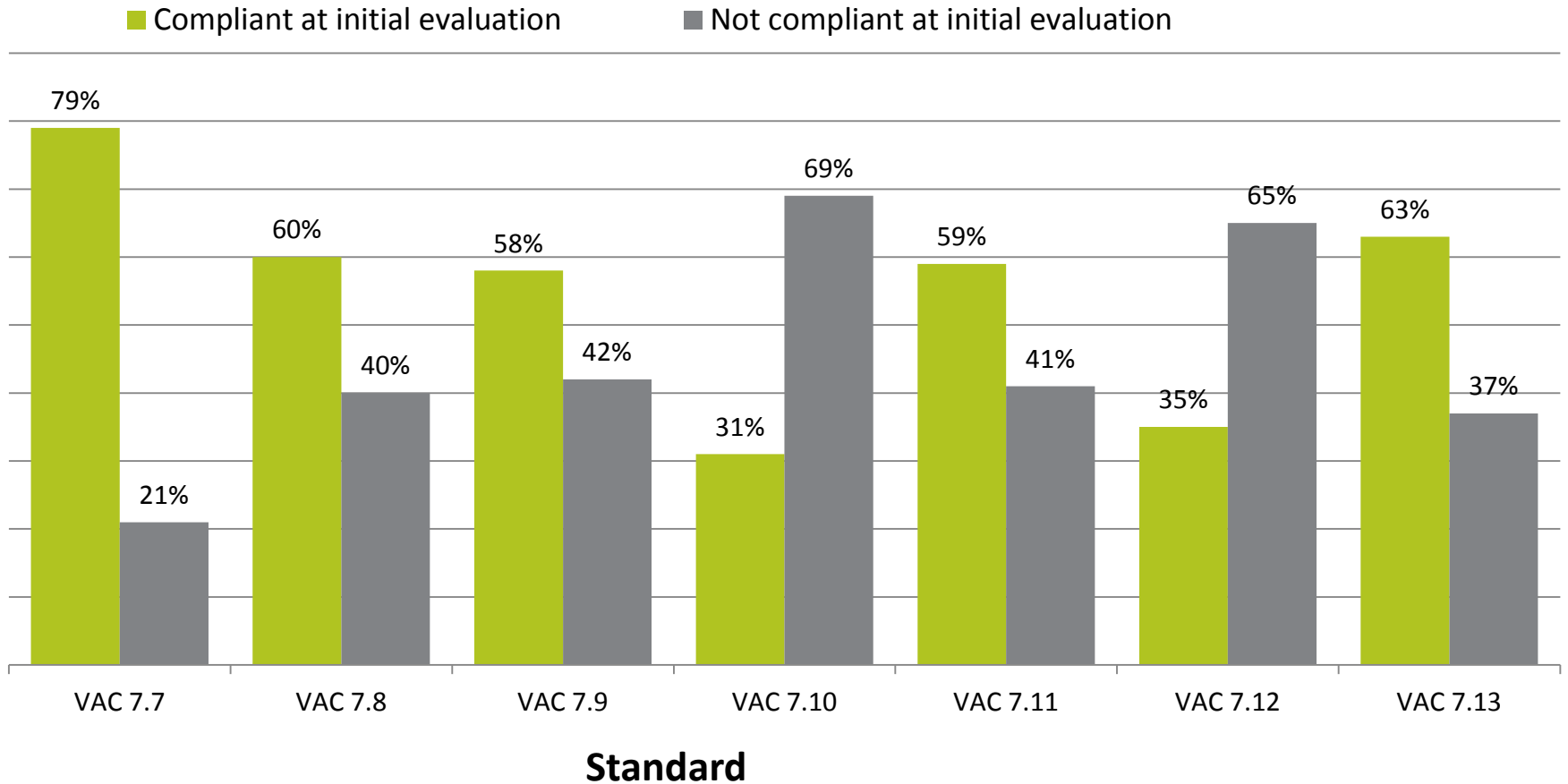
Top industry areas

Vocational training area	Coverage
General education and training	TESOL, Sign language, Employment, Life skills
Arts and entertainment	Visual arts and crafts, Photography, Dance, Performing Arts, Theatre, Musical instrument making
Health	Chronic diseases, Alternative therapies, Prosthetics and Orthotics
Business services	Asset management, Payroll administration, Governance, Risk and compliance, Trading and investing
Community services	Policing, Community mentoring, Disaster management, Youth work, Advocacy, Forensic investigation
Religion	Ministry, Pastoral care, Christian counselling

Overview of non-compliance at initial evaluation 1 July 2011—31 March 2016



Overview of non-compliance at initial evaluation 1 July 2011—31 March 2016



Compliance with the VET Accredited Course Design Standards



VAC Course design standards

7.1

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

(Section B:2.1, 3.1 and 3.2 – ASQA’s accredited course document template)

VAC Course design standard 7.1

- Purpose of the course
- Establish need for course
- Research if intended outcome/s can be achieved via existing training products
- Consultation with relevant stakeholders, peak bodies
- Validation of course content during preliminary, ongoing and final stages of development

VAC Course design standards

7.2

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

- *units of competency developed as part of the course; or*
- *modules.*

(Section C – ASQA’s accredited course document template)

VAC Course design standard 7.2

7.2

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

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

VAC Course design standards

7.3

VET accredited courses either:

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

(Section B:1.2, 4.1 and 5.1 – ASQA’s accredited course document template)

VAC Course design standard 7.3

- Describe how the knowledge, skills and application outcomes of the course align to AQF level criteria
- Performance criteria must be developed using language appropriate for the proposed AQF level

High AQF Level

design, evaluate,
analyse, synthesise

Low AQF Level

name, list,
state, show

VAC Course design standard 7.3

Volume of learning

- supervised + unsupervised hours
- is **not** the same measure as amount of training
- relates to development of training product

Amount of training

- relates to delivery of training product
- must comply with Standards for RTOs 2015

VAC Course design standards

7.4

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

(Section B:4.2 – ASQA’s accredited course document template)

VAC Course design standard 7.4

- Foundation skills are an integral part of a unit of competency and must be assessed.
- Foundation skills can be expressed explicitly in the performance criteria of the unit of competency **OR** described in its 'Foundation skills' field
- If writing explicitly, performance criteria would contain 'trigger words'

VAC Course design standards

7.5

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

(Section B:4.3 and 4.4 – ASQA’s accredited course document template)

VAC Course design standard 7.5

Do course outcomes satisfy:

- professional body registration requirements?
- industry body registration requirements?
- licensing or regulatory requirements?

VAC Course design standards

7.6

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

(Section B:5.1 – ASQA’s accredited course document template)

VAC Course design standard 7.6

- Course structure table must identify all units contained in the course
- Imported units must be the latest version as per parent training package
- Nominal hours align to those in the Victorian Purchasing Guides
- Pre-requisite unit information is identified
- Information is provided on preferred sequence of delivery
- Information on unsupervised activities and approximation of hours is included

VAC Course design standards

7.7

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

(Section B:5.1 – ASQA’s accredited course document template)

VAC Course design standards

7.8

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

(Section B:8.1 – ASQA’s accredited course document template)

VAC Course design standard 7.8

Pathways

Into other VET or higher education qualifications

Course may contain units of competency in same vocational area

Articulation

Formalised articulation arrangements between institutions

VAC Course design standards

7.9

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

(Section B:5.2 – ASQA’s accredited course document template)

VAC Course design standard 7.9

- Knowledge, skill or experience required to enter and successfully undertake the qualification
- Expressed as essential or recommended (include a justification)
- May include the specification of minimum language requirements
- Any limitations on 'entry' to a course must be justified

VAC Course design standards

7.10

VET accredited courses specify course assessment strategies, which:

- a) are valid, reliable, flexible and fair;*
- b) support the collection of evidence that is sufficient, valid, authentic and current;*
- c) are consistent with the assessment requirements in the relevant Training Package(s) where nationally endorsed units of competency are used;*

(Section B:6.1 – ASQA’s accredited course document template)

VAC Course design standards

7.10

VET accredited courses specify course assessment strategies, which:

- d) ensure that workplace and regulatory requirements, where relevant, are met; and*
- e) identify and justify any requirements for workplace and/or simulated assessment.*

(Section B:6.1 – ASQA’s accredited course document template)

VAC Course design standard 7.10

- Guides an RTO in the development of its assessment strategy
- Assessment strategy must align to assessment requirements for individual units of competency
- May contain mandated assessment requirements (not encouraged)
- If course contains training package units, assessment in accordance with training package requirements

VAC Course design standards

7.1.1

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

(Section B:7.1 – ASQA’s accredited course document template)

VAC Course design standard 7.11

- Specified delivery modes must be appropriate to achieve the course outcomes and/or industry requirements
- Essential and/or limitations to delivery modes must be justified
- Information must be provided if delivery using a 'simulated environment' is acceptable
- Guidance must be provided if delivery in a workplace takes place
- If course contains imported units, delivery must be accordance with the training package requirements

VAC Course design standards

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

(Section B:6.2 and 7.2 – ASQA’s accredited course document template)

VAC Course design standard 7.12

- Must meet the trainer/assessor requirements of the *Standards for RTOs 2015*
- Specialist vocational competencies must be justified
- Specialist facilities and resources required are to be documented
- If course contains imported units, any specialist requirements must be identified in accordance with the training package requirements

VAC Course design standards

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

(Section B:9.1 – ASQA’s accredited course document template)

VAC Course design standard 7.13

- Describe how the course will be monitored and evaluated
- Identify who will be responsible

Developing enterprise units of competency

Unit of competency template fields

- **Unit code** – ten digit code
- **Unit title** – concisely describes the unit outcome
- **Application** – brief description of the unit content, how it is applied and any licensing, legislative regulatory or certification requirements that apply
- **Pre-requisite unit** (*Optional*) - unit/s in which the learner must be already deemed competent

Unit of competency template fields

- **Elements** – essential outcomes of the unit
- **Performance criteria** – break the corresponding element down into tasks, roles, and skills and applied knowledge
- **Foundation skills** – are either explicit in the performance criteria or described in ‘Foundation skills’ field of unit
- **Unit mapping information** – code and title of any equivalent unit of competency

Assessment Requirement template fields

- **Title** – code and unit title
- **Performance evidence** – process and product evidence and the frequency/volume of evidence to be collected
- **Knowledge evidence** – knowledge learners must have to perform work tasks
- **Assessment conditions** – conditions, methods, contexts and resources required for assessment

Questions?

For more information

- Visit the ASQA website – asqa.gov.au
- Call the ASQA Info line – 1300 701 801
- Send an email – enquiries@asqa.gov.au
- Subscribe to the **ASQA Update**