

Course accreditation document template

About this template

This course accreditation document template is designed for the development of courses to be accredited or re‑accredited by the Victorian Registration and Qualifications Authority (VRQA) under the Australian Quality Training Framework (AQTF).

This is the legally-recognised specification for the course. It provides the basis for the development of strategies for training and assessment for each Registered Training Organisation (RTO) and describes essential course information.

This template is divided into three sections:

* Section A – information about copyright and course classification
* Section B –details of industry, education, legislative, enterprise or community need, support for the course and the rules under which the course may be accessed, delivered and assessed
* Section C – units of competency or modules that are contained in the course.

Supporting documentation

Supporting documents required to accompany course documentation include:

* Accreditation Adviser Declaration of Confidentiality and No Conflict of Interest form
* Accreditation submission checklist
* VRQA approved Accreditation Advisers’ declaration form
* Signed risk assessment form, if applicable
* Signed minutes of the accreditation panel meeting
* Accreditation Advisers’ report showing course developer’s responses
* Signed Course contents endorsement forms
* Minutes of Steering Committee meetings
* Letters of support for the course, e.g. from industry/enterprise/community groups/employee, employer organisations/professional associations/Skills Service Organisations and other relevant organisations or persons
* Mapping showing where relevant units of competency from training packages are not appropriate, if applicable
* Details of how the skills and knowledge outcomes were developed and validated and how they are reflected in the course
* Approved Intention to accredit application and VRQA approval letter.

Preferred text formatting (use the following layout)

[Body text]

* VRQA Bullet 1
* VRQA Bullet 2

[Body text]

1. VRQA alpha-numeric list 1
2. VRQA alpha-numeric list 2.

Font Style – VRQA Body

Arial (black) size 11

Do not change the font size in this template

**Important notes prior to submitting to the VRQA**

***Removal of blue italicised text***

* the blue *italicised* text in this document is included to provide guidance on the information required.
* delete all the blue italicised text in the document prior to submitting to the VRQA, including the first two pages of this document.
* to revert to black font, update your writing text Style.

***Proposed Title box***

* the first page of your submission is the *proposed course title* box
* include the proposed course title and version number and date.

***Table of Contents***

* ensure the table of contents and page numbers are correct prior to submitting to the VRQA
* to update page numbers, once you have completed this form, ‘click’ anywhere inside the table of contents and choose ‘update entire table’.

***Page Numbering***

* page numbering should commence after the Table of Contents.

|  |
| --- |
| Proposed Course title  *[Course code and title to be inserted once accredited]*  Version # and date  This course has been accredited under Part 4.4 of the *Education and Training Reform Act 2006.*  Accredited for the period: [insert once approved] |

|  |  |  |
| --- | --- | --- |
| Version History | | Date |
| Version 1 | Details: | DD Month 202X |

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*Note: To update page numbers once you have filled out this form, right click anywhere inside this table and ‘update field’.*

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| **Section A – Copyright and course classification information** | |
| Copyright owner of the course | *State the name of the legal entity or individual who owns copyright of the course/s being submitted for accreditation.*  ***Example private copyright:***  *ABC Enterprises Pty Ltd*  *Example Victorian Crown Copyright:*  *Copyright of this course is held by the*  *Department of Jobs, Skills, Industry and Regions , Victoria.*  *© State of Victoria (* *Department of Jobs, Skills, Industry and Regions ) 202X*  ***Example of the Victorian Skills Authority:***  *Copyright of this material is held by the*  *Department of Jobs, Skills, Industry and Regions , Victoria; and managed by the Victorian Skills Authority.*  *© State of Victoria (Department of Jobs, Skills, Industry and Regions) 202X* |
| Address | Provide street, postal and email address of the legal entity or individual that is the copyright owner.  *Provide the ongoing organisational contact details and the day to day contact details if different from the copyright above.*  ***Example private copyright:***  *Copyright Owner Organisation Name*  *Postal Address*  *City VIC Post Code*  ***Organisational Contact:***  *First Name Surname*  *Title*  *Organisation’s name*  *Telephone:*  *Email:*  ***Example for Department of Jobs, Skills, Industry and Regions:***  *Executive Director*  *Higher Education and Workforce*  *Training, Skills and Higher Education*  *Department of Jobs, Skills, Industry and Regions (DJSIR)*  *GPO Box 4367*  *Melbourne Vic 3001*  *Organisational Contact:*  *Manager, Training and Learning Products Unit*  *Victorian Skills Authority*  *Department of Jobs, Skills, Industry and Regions*  *Telephone: 131823*  *Email:* [course.enquiry@djsir.vic.gov.au](mailto:course.enquiry@djsir.vic.gov.au)  ***Day-to-day contact:***  *Curriculum Maintenance Manager (CMM)*  *CMM specific Industry*  *CMM Institute*  *Postal address*  *City State Postcode*  *Telephone:*  *Email:*  ***Example for the Victorian Skills Authority:***  *Details to be advised once provided by the Victorian Skills Authority*  *Email:* [skills.online@education.vic.gov.au](mailto:skills.online@education.vic.gov.au) |
| Type of submission | *State whether the submission is for accreditation or re-accreditation.*  If the submission *is for re-accreditation please provide the existing course code and course title.*  ***Example:***  *This submission is for accreditation.*  *OR This submission is for re-accreditation of [insert course code and title]* |
| Copyright acknowledgement | Ensure the relevant copyright approval is obtained for any units not owned by your organisation.  Provide evidence that the applicant for accreditation either owns, or is licensed to exploit the copyright in any units of competency.  Include the name of the legal entity or individuals who own the copyright.  Sample ***text for training package units of competency:***  The following unit/s of competency:  [list these – code and title]  have been imported from the [code] [title] training package administered by the Commonwealth of Australia.  © Commonwealth of Australia  If units of competency have been imported from an accredited course, provide copyright details, for example:  *Sample text for privately-owned accredited courses*:  The following unit/s of competency:  [list these – code and title]  have been imported from [list course/s code and title]:  The copyright owner of the course/s is:  List organisation or individual copyright owner/s  *Sample text for units from Victorian Crown copyright accredited courses*:  The following unit/s of competency:  [list these]  have been imported from [code] [title]  Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions 20XX. (Insert year.)  This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see [Creative Commons](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcreativecommons.org%2Flicenses%2Fby-nd%2F4.0%2F&data=05%7C01%7CSonia.Fabris%40education.vic.gov.au%7C20cb379bf1f04dfa124d08da44618563%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C637897482884045699%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RERq%2BHwmpPm5nwYpTsdp%2FzB6gdw0mFUXnjVyLSFBRzA%3D&reserved=0) for more information.).  For a Victorian Crown Copyright course – insert Footer on each page of Section A, B and C:  88x31 |
| Licensing and franchise | Indicate if this course may be used under licence or franchise and if relevant, state the requirements for use by other providers. Provide contact details for these arrangements.  For example:  [Course owner] will establish licensing or franchising arrangements with interested parties and reserves the right to levy a licensing or franchising fee. Information can be obtained from [name and contact details]  OR  There are currently no licensing or franchising arrangements in place for this course.  Sample text for Victorian Crown copyright accredited courses:  Copyright of this material is reserved to the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 20XX. (Insert year.)  This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see [Creative Commons](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcreativecommons.org%2Flicenses%2Fby-nd%2F4.0%2F&data=05%7C01%7CSonia.Fabris%40education.vic.gov.au%7C20cb379bf1f04dfa124d08da44618563%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C637897482884045699%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RERq%2BHwmpPm5nwYpTsdp%2FzB6gdw0mFUXnjVyLSFBRzA%3D&reserved=0) for more information).  You are free to re-use the work under the licence, on the condition that you credit the State of Victorian (Department of Jobs, Skills, Industry and Regions), provide a link to the licence, indication if changes were made, and comply with all other licence terms. You must not distribute modified material.  Request for other use should be addressed to:  Executive Director  Higher Education and Workforce  Higher Education and Skills  Department of Jobs, Skills, Industry and Regions (DJSIR)GPO Box 4367  Melbourne Vic 3001  Email: [course.enquiry@education.vic.gov.au](mailto:course.enquiry@education.vic.gov.au)  Copies of this publication can be downloaded free of charge from the [Department website](https://www.vic.gov.au/department-accredited-vet-courses).  Footer:  88x31  **Sample text for Victorian Crown copyright, Victorian Skills Authority, accredited courses**:  Copyright of this material is reserved to the Victorian Skills Authority on behalf of the Crown in the right of the State of Victoria. © State of Victoria (Department of Jobs, Skills, Industry and Regions) 20XX. (Insert year.)  The Victorian Skills Authority will establish licensing or franchise arrangements with interested parties and reserves the right to levy a licensing or franchising fee.  This work is licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence (see [Creative Commons](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcreativecommons.org%2Flicenses%2Fby-nd%2F4.0%2F&data=05%7C01%7CSonia.Fabris%40education.vic.gov.au%7C20cb379bf1f04dfa124d08da44618563%7Cd96cb3371a8744cfb69b3cec334a4c1f%7C0%7C0%7C637897482884045699%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=RERq%2BHwmpPm5nwYpTsdp%2FzB6gdw0mFUXnjVyLSFBRzA%3D&reserved=0) for more information).  For a Victorian Skills Authority course, on behalf of the Crown Copyright – insert Footer on each page of Section A, B and C:  88x31 |
| Course accrediting body | Victorian Registration and Qualifications Authority |
| AVETMISS information | Provide AVETMISS classification codes that describe the industry, occupational group and Field of Education for which the course is intended.  ANZSCO code – 6 digit   * [ANZSCO – Australian and New Zealand Standard Classification of Occuptions, 2022, Australian Bureau of Statistics (abs.gov.au)](https://www.abs.gov.au/statistics/classifications/anzsco-australian-and-new-zealand-standard-classification-occupations/latest-release) * Insert code and description   ASCED Code – 4 digit   * [Field of Education](http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?OpenDocument)   Insert code and description  [Classification codes for AVETMISS data may be found on the [NCVER website](https://www.ncver.edu.au)]  National course code  To be provided by the VRQA when the course is accredited. |
| Period of accreditation | *Include details of the requested period of accreditation.*  *Accreditation dates will be confirmed by the VRQA when the course is accredited.*  *Courses are accredited for a period of one to five years.* |

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| **Section B – Course information** |

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| If more than one course is included in this application, each course must be specified in each section (as applicable) |

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| Nomenclature | **Standard 4.1 and 5.8 AQTF 2021 Standards for Accredited Courses** |
| 1.1 Name of the qualification | State the name of the qualification or Course in … that will be awarded on successful completion of the course.  Note:  The course/s title must be consistent with the Australian Qualifications Framework (AQF) ‘qualification type’ ([AQF Second Edition 2013](https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf)).  The course/s title must not duplicate a training package qualification title, skill set or unit, or accredited course.  The title must be a maximum of 100 characters including spaces. |
| 1.2 Nominal duration of the course | *State the nominal duration of the course/s in hours.* |
| Vocational or educational outcomes | **Standard 5.1 AQTF 2021 Standards for Accredited Courses** |
| 2.1 Outcome(s) of the course | Note: If more than one course is included in this application, each courses outcome must be specified.  *State specifically the intended vocational/industry, legislative, community or education outcomes of the course/s being submitted.*  Example:  Insert information relating to specific vocational/industry outcome/s of the course/s, i.e. job roles:   * Vocational/Industry outcome * Vocational/Industry outcome   Include any additional information relating to the function/duty/specialised skill to be attained:   * Function/duty/specialist skill * Function/duty/specialist skill   OR  The following skills and knowledge to contribute to community outcomes:   * Outcomes * Outcomes   OR  The course is intended to provide participants with the following education outcomes:   * Education outcomes * Education outcomes |
| 2.2 Course description | *Note: If more than one course is included, a short description for each course must be outlined.*  *Provide the short description outlining the course.*  *This description will be published on the National Register of VET (*[*training.gov.au*](https://training.gov.au/)*).* |
| Development of the course | **Standards 4.1, 5.1, 5.2, 5.3 and 5.4 AQTF 2021 Standards for Accredited Courses** |

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| If more than one course is included in this application, each course must be specified in each section (as applicable) |

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| 3.**1 Industry, education, legislative, enterprise or** **community needs** | Provide evidence of industry/enterprise/community need and support for the course.  Provide a summary of evidence of industry/enterprise/community need and support for the course/s. The needs may include specific benefits to industry, emerging technology/fields, niche industry needs, responses to regulation , community demand , education needs, etc.  Support and/or funding from Department of Education, Victorian Skills Authority, or other Victorian government initiatives could also be included.  Describe the consultation and validation activities that took place and how the activities have contributed to the development of the course/s.  Identify the major clients and/or industry and/or community groups.  Include:  Brief background information about the industry and/or the sector.  Confirmation of industry/enterprise/community support for the course as it has been developed. Provide any written evidence of support from organisations.  Identification of the target group for the course/s and estimation of demand for the course.  Some indication of past demand (in the case of a reaccreditation) and the anticipated size of ongoing demand.  A summary of the skills and knowledge outcomes of the course. (Provide brief details of the consultation and validation processes that were used in identifying the required skills and knowledge outcomes.) This may be detailed in supporting documentation.  Members of the steering committee.  Confirm the proposed course/s does not duplicate a qualification or skill set or accredited course.  Included the following statement:  This/These course/s:   * does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification * is not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set * does not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification * does not comprise units that duplicate units of competency of a training package qualification. |
| 3.2 Review for re-accreditation | If applying for re-accreditation, provide the following details of:   * how monitoring and evaluation have been taken into account in the revised course/s * general enrolment figures/trends for the period of accreditation of the course/s being replaced.   Include a table to clearly map the existing course structure against the new course/s structure to indicate equivalence and non-equivalence.  Include a statement that clearly confirms the course replaces and is equivalent, or not equivalent,to the replaced course/s.  **Example of equivalent:**  The course 5678VIC Course in Basic Picture Hanging supersedes and is equivalent to 1234VIC Course in Introductory Picture Hanging.  **Example of NOT equivalent:**  The course 5678VIC Course in Basic Picture Hanging supersedes and is not equivalent to 1234VIC Course in Introductory Picture Hanging.  **Example Table:**   |  |  |  | | --- | --- | --- | |  |  |  | | **Current Code and Title** | **Superseded Code and Title** | **Relationship**  **Eg: Equivalent/Not Equivalent/No change/New unit/Newly imported unit/Deleted** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

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| Course outcomes | Standards 5.5, 5.6 and 5.7 AQTF 2021 Standards for Accredited Courses |
| 4.1 Qualification level | The Australian Qualifications Framework (AQF) level must be determined by assessing the course/s outcomes against the knowledge, skills and application of knowledge and skills specified in the AQF qualification type learning outcomes descriptors.  Refer to [Australian Qualifications Framework (2nd Edition, 2013)](https://www.aqf.edu.au/framework/australian-qualifications-framework).  Describe how the intended course/s outcomes are consistent with the AQF Qualification Type Descriptor for the AQF level in the context of the proposed level for the course/s.  Include a statement about **Volume of Learning**. State what activities, including unstructured learning, constitute the Volume of Learning, which is to be expressed in full time equivalent years. Note: This is not applicable for a “Course in…”  If seeking accreditation for a ‘Course in...’ include the following statement:  This course meets an identified industry/enterprise or community need (delete those not relevant), but does not have the breadth, depth or volume of learning of a qualification. |
| 4.2 Foundation skills | Provide a summary of the foundation skills to be achieved in the course. This is optional for a ‘Course in…’.  The summary of the foundation skills to be achieved in the course provided, must include all foundation skills not explicitly included in the performance criteria of the units of competency.  Note: foundation skills can be outlined in the table below or attached as an appendix to this document by using the Foundation skills qualification summary on the VRQA website here: [Stage 2 – Course development | vrqa.vic.gov.au](https://www2.vrqa.vic.gov.au/how-apply-course-accreditation-publication/stage-2-course-development) |
| Foundations skills summary | |

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| Reading Skills to: |  |
| Writing skills to: |  |
| Oral communication skills to: |  |
| Numeracy skills to: |  |
| Learning skills to: |  |
| Problem solving skills to: |  |
| Initiative and enterprise skills to: |  |
| Teamwork skills to: |  |
| Planning and organising skills to: |  |
| Self-management skills to: |  |
| Technology skills to: |  |
| Digital literacy skills to: |  |

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| 4.3 Recognition given to the course (if applicable) | Provide details and confirm evidence of any recognition given to the course/s by professional or industry bodies, where successful completion of the course may result in membership of a professional body.  N/A if no recognition arrangements are in place. |
| 4.4 **Licensing/regulatory requirements (if applicable)** | Provide details and confirm evidence of extent to which the course satisfies licensing/regulatory requirements or leads to registration.  *N/A if no licensing or regulatory requirements apply.* |



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| Course rules | Standards 5.8 and 5.9 AQTF 2021 Standards for Accredited Courses |
| 5.1 Course structure | All qualifications identified in the course/s structure must be accredited in their own right and assigned a course code.  Outline the structure of each course and the rules for completion. Course structure will reflect the intended knowledge and skill outcomes of each course and may be:   * core only (provide rationale for core only) * core and electives * core and specialisations * core, specialisations and electives * electives only.   Any exit points from the course that provide for vocational or educational outcomes should be identified.  Include a statement that a Statement of Attainment will be issued for each unit of competency successfully completed if the full qualification is not completed.  Course structure may be presented in table format or as a combination of text and table, including guidance on sequencing, pre-requisites and nominal hours.  The structure is accredited in its own right and assigned a national register course code.  Prerequisites must be listed in the course structure.  Units imported from endorsed training packages or other accredited courses must:   * reflect the needs of the learner * reflect the integrity of the AQF level of this qualification * support the outcome of this qualification.   **Example for a Certificate level:**  To achieve the qualification (course code and title) the learner must successfully complete a total of XX units comprising:   * XX core units * XX elective units which may be selected from:   + elective units listed below   + XX units initially packaged in an endorsed training package or accredited course.   Where the full qualification is not completd, a VET Statement of Attainment will be issued for each unit successfully completed.  **Example for a ‘Course in…’:**  To achieve the award of (insert course code and title) the learner must successfully complete XX units listed below.  Where the full course is not completed, a VET Statement of Attainment will be issued for each unit successfully completed. |

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| --- | --- | --- | --- | --- |
| **Unit of competency code** | **Unit of competency title** | **Field of Education code (six-digit)** | **Pre-requisite** | **Nominal hours** |
| **Core units** | | | | |
|  |  | Insert [ABS Field of education](http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/E7779A9FD5C8D846CA256AAF001FCA5C?opendocument) code for Enterprise units |  |  |
| Add rows as required |  |  |  |  |
| **Elective units** | | | | |
|  |  | Insert [ABS Field of education](http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/E7779A9FD5C8D846CA256AAF001FCA5C?opendocument) code for Enterprise units |  |  |
| Add rows as required |  |  |  |  |
| **Total nominal hours** | | | |  |

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|  | | **Standard 5.11 AQTF 2021 Standards for Accredited Courses** |
| 5.2 Entry requirements | Describe entry requirements **essential** to the course/s. Wherever possible, these should be expressed in terms of competencies.  Limitations to entry should be stated and justified.  Guidance on foundation skills that are likely to facilitate successful completion may be included here, for example language, literacy and/or numeracy skills. | |

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| Assessment | **Standard 5.12 and 5.14 AQTF 2021 Standards for Accredited Courses** |
| 6.1 Assessment strategy | The assessment strategy for the course/s should provide a general overview of the assessment requirements for the units to inform the development of an RTO’s assessment system and assessment materials.  Describe the course/s assessment strategy in terms of how it effectively judges participants’ achievement of outcomes. The strategy should outline the approach to assessment and evidence gathering to be followed by the RTO, including any mandated and/or recommended methods of assessment.  The assessment strategy must specify the assessment methods to be used for the units. Using a range of assessment methods helps produce valid decisions and recognises that learners demonstrate competency in a variety of ways.  The assessment methods chosen must be sufficiently rigorous for a learner to achieve the learning outcomes specified by the Australian Qualifications Framework (AQF) for the proposed level of the course. For example, short answer questions may not be suitable for a Diploma level course.  The methods of assessment may be mandated, suggested or a combination of both and may include requirements for assessment in the workplace and/or a simulated environment.  A meaningful and well written assessment strategy contextualised to the target learner group/s will meet the requirements of the assessment strategy without repeating verbatim the Principles of Assessment and Rules of Evidence.  Note: This information must be consistent with information in the assessment requirements in the units.  **Insert** the following statement to confirm that assessment of the course/s will be consistent with the AQTF Essential Conditions and Standards for Initial/Continuing Registration and the VRQA Guidelines for VET Providers or the Standards for Registered Training Organisations 2015 (SRTOs) or its successors.  All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:   * Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,   or   * the Standards for Registered Training Organisations 2015 (SRTOs),   or   * the relevant standards and Guidelines for RTOs at the time of assessment.   Identify and provide information on course assessment strategies which:   * are consistent with the Assessment Conditions in the relevant training package/s where nationally endorsed units of competency are used * are consistent with assessment requirements in the relevant accredited course/s where units from the course/s are used * ensure that workplace and regulatory requirements, where relevant, are met * justify mandatory workplace assessment, or assessment through simulation if these are to be used and include advice on how they may be achieved * identify any special arrangements that may facilitate Recognition of Prior Learning. |
| 6.2 Assessor competencies | **Include** the following statement which confirms compliance with the requirements for the competence of staff involved in assessment in the AQTF Essential Conditions and Standards for Initial/Continuing Registration and/or Standards for Registered Training Organisations 2015 (SRTOs) or its successors.  Assessment must be undertaken by a person or persons in accordance with:   * Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,   or   * the Standards for Registered Training Organisations 2015 (SRTOs),   or   * the relevant standards and Guidelines for RTOs at the time of assessment.   State and justify any specialist vocational competency requirements for assessors above the requirements in the AQTF Essential Conditions and Standards for Initial/Continuing Registration, the VRQA Guidelines for VET providers or SRTOs for the competencies of assessors, if applicable.  State that units of competency imported from training packages or accredited courses must reflect the requirements for assessors specified in that training package or accredited course.  Note: Do not include information about trainers in this section. |

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| Delivery | **Standards 5.12, 5.13 and 5.14 AQTF 2021 Standards for Accredited Courses** |
| 7.1 Delivery modes | Identify and justify any delivery modes essential to the delivery of this course, particularly on-the-job training.  Identify and justify any limitations to the delivery modes that may be chosen for this course.  Identify any educational support mechanisms for maximising participants’ completion of the course.  Indicate how the course may be varied to reflect the needs of learner groups, through the contextualisation of unit content or delivery. |
| 7.2 Resources | Provide details of any specialised facilities and/or equipment essential for the delivery of the course.  **Essential facilities and equipment example:**  Participants must have access to:   * an appropriate equine workplace or an environment that reproduces normal work conditions in a commercial industry environment * equipment and tools normally used in the equine workplace such as grooming gear, saddles and saddlery, harness, halters, bridles and bridle wear, bits, training aids, horse boots and bandages, feeders, horse rugs and rakes and shovels.   If mandated assessment resources are outlined in the individual units of competency the following statement can be included:  “Mandated assessment resources apply to the units. Refer to the Assessment Conditions of the individual units.”  **Trainer competence**  **Include** the following statement which confirms compliance with the requirements for the competence of trainers in the AQTF Essential Conditions and Standards for Initial/Continuing Registration and the VRQA Guidelines for VET Providers and/or Standards for Registered Training Organisations (SRTOs) 2015 or its successors.  Training must be undertaken by a person or persons in accordance with:  Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,  OR  the Standards for Registered Training Organisations 2015 (SRTOs),  OR  the relevant standards and Guidelines for RTOs at the time of assessment.  Provide details of and justify any specialist vocational competency requirements for trainers in addition to the requirements of the above Standards.  The delivery of units of competency that have been imported from training package/s and/or accredited course/s must reflect the requirements for trainers specified in the relevant training package/s.  **Training package/accredited course/s requirements (if applicable)**  If the course includes units of competency imported from training packages and/or accredited course/s, include the following statement:  The units of competency imported from training packages or accredited courses must reflect the requirements for resources/trainers specified in that training package or accredited course. |

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| Pathways and articulation | **Standard 5.10 AQTF 2021 Standards for Accredited Courses** |
|  | Provide details of potential pathways for course participants into other VET and higher education courses on completion.  If this course contains nationally endorsed units of competency, identify any connections with other training package qualifications that are relevant to vocational pathways for course graduates.  Refer to the [AQF 2nd Edition, 2013 Pathways Policy](https://www.aqf.edu.au/sites/aqf/files/aqf_pathways_jan2013.pdf).  Include details of any formalised articulation arrangements (arrangements where a written agreement is in place between institutions for articulation). |

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| Ongoing monitoring and evaluation | **Standard 5.15 AQTF 2021 Standards for Accredited Courses** |
|  | Describe arrangements that the copyright owner proposes to use for monitoring and evaluating the course to maintain its relevancy and currency, including who will be involved.  Confirm that significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the course accrediting body. |

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| **Section C – Units of competency** |
| *In this section include the following:*  *A list of the units of competency imported from training packages and/or accredited courses*   * *Use unit codes and title only.* * *Codes and titles must be current and identical to the code and title used in the training package or accredited course.*   *Units of competency developed for the course, which comply with the* [*AQTF 2021 Standards for Accredited Courses - Unit of Competency Template*](https://www.vrqa.vic.gov.au/Documents/VETAQTF2021standardsAccredCrses.docx)*.*   * *These are known as enterprise units.* * *When developing enterprise units of competency, the content of all material in nationally endorsed training packages is provided under a Creative Commons Attribution-No Derivative Works 3.0 Australia licence. Essentially the licence states you may not alter, transform, or build upon training package content e.g. units of competency. That is, training package unit content must not be copied to develop enterprise units. Full details of the conditions of this licence are available on the Creative Commons website (www.creativecommons.org.au).* * *The sample that follows shows the sequence of components of units of competency and provides course developers with advice on completing each unit. This advice should be removed from the document submitted to the VRQA.* * *Explanatory notes are also provided in the unit in smaller font below the sub-heading in some cells, and should be retained in the final unit version.* * *The unit template includes optional fields which may be omitted in some units but not necessarily in all units – this is a judgement call – in some cases the field will add value to the unit and in other cases it will be superfluous.* |

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| **Unit code** | **Insert unit code here**  Insert mock code such as VU0001, VU0002, VU0003 etc. to distinguish between other proposed enterprise units.  The VRQA will assign unit codes once the course is accredited. |
| **Unit title** | * Insert title of unit as a sentence   The unit title is a concise description of the outcome of the unit.  It must commence with an action word (verb) for example, “Maintain workplace safety”.  The title must not include acronyms or punctuation, ie commas, semi-colons, hyphens or full stops.  The title must be a maximum of 100 characters including spaces between words.  **Example of a unit title**: Conduct client examinations |
| **Application** | Briefly describe the content of the unit and how it is practically applied in industry/community/education contexts.  The application statement indicates various environments, complexities and situations in which the skills and knowledge may be applied. It includes:   * a summary of the unit content * brief information about how and where the unit could be practically applied * to whom the unit applies * any information about the unit’s relationship to any occupational licensing, legislative, regulatory or certification requirements.   Where no requirements exist, insert:  No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.  The application section should commence with consistent wording across the enterprise units.  **Example**  This unit describes the performance outcomes, skills and knowledge required to…  It requires the ability to…  The unit applies to … |
| **Pre-requisite Unit(s)**  Optional field | List any pre-requisite units (code and title) in which the learners must be deemed competent prior to the determination of competency in this unit.  Any pre-requisite units must be included in the course structure (Section B 5.1) of the accredited course document.  N/A if there are no pre-requisite unit/s. |
| **Competency Field**  Optional field | Use only when a course developer wishes to categorise a set of units within a VET course in relation to the type of work.  The need for this will vary between industries but essentially it classifies the units. In some cases units are classified according to common units or according to a broad skill area such as business management or agriculture. This could be further refined under Sector.  Identify the industry’s broad skill area to categorise the unit in relation to a type of work.  Insert the six digit code and field  **Example**  080301 Business Management |
| **Unit Sector**  Optional field | Use only when a course developer wishes to categorise a set of units within a VET course in relation to a particular industry sector.  Identify the industry’s sector. This is a further categorisation of competency field and identifies the next classification, for example an elective, supervision or farming field. |

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| **Element** | | **Performance Criteria** | |
| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements. | |
|  | The elements describe the activities that make up the broader function or job that can be demonstrated and assessed.  State the outcome required in active voice.  Make the statement precise and direct. |  | The performance criteria must:   * specify the required level of performance of the activities * relate clearly and directly, but not duplicate the outcome specified by the element * specify the required performance in relevant tasks, roles, and skills * reflect the applied knowledge that enables competent performance.   Use active voice (preferred but not mandated). |
| 1 | **For example**  Determine treatment needs of the patient | 1.1 | **For example**  Engage with client to settle any anxiety prior to conducting examination |
|  |  | 1.2 | Record personal history of health care previously undertaken and record on treatment chart |
|  |  | 1.3 | Conduct examination and record any treatment required on a treatment chart |
|  |  | 1.4 | Inform client of treatment required using language relevant to the client’s age |
| 2 |  | 2.1 |  |
|  |  | 2.2 |  |
|  |  | 2.3 |  |
| 3 |  | 3.1 |  |
|  |  | 3.2 |  |
|  | Insert rows as required.  The cells between Elements may be merged once completed. | 3.3 |  |

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| **Range of Conditions** |
| Optional Field  Range of Conditions specify different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on work situation, needs of the candidate, accessibility of the item and local industry and regional contexts) can be included.  Range of Conditions are advisory in nature and aimed at assisting in the delivery of the unit of competency by providing additional context. This includes essential operating conditions and any other variables essential to the work environment.  Note: Although this is optional, if any information is included in this section, the delivery and assessment of the unit must be specified.  N/A if no conditions apply. |

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| **Foundation Skills** | | | | |
| Foundation Skills describe the language, literacy, numeracy and employability skills that are essential to performance.  Refer to AQTF 2021 Standards for Accredited Courses Part 1 Definitions 1.1 Foundation Skills and [National Foundation Skills Strategy for Adults](https://www.dese.gov.au/skills-information-training-providers/national-foundation-skills-strategy-adults) and [Australian Core Skills Framework](https://www.dese.gov.au/skills-information-training-providers/australian-core-skills-framework).  Foundation skills essential to performance in this unit, but not explicit in the performance criteria must be listed here, along with a brief description and how the skill is applied. (See table below)  Where all foundation skills essential to performance in this unit are explicit in the performance criteria insert:  Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.  **Foundation skills essential to performance and not explicit in the performance criteria must be assessed.** | | | | |
| **Skill**  **Remove skills that do not apply to unit.** | | **Description** | | |
| Reading skills to: | |  | | |
| Writing skills to: | |  | | |
| Oral communication skills to: | |  | | |
| Numeracy skills to: | |  | | |
| Learning skills to: | |  | | |
| Problem-solving skills to: | |  | | |
| Initiative and enterprise skills to: | |  | | |
| Teamwork skills to: | |  | | |
| Planning and organising skills to: | |  | | |
| Self-management skills to: | |  | | |
| Technology skills to: | |  | | |
| Digital literacy skills to: | |  | | |
| Suggested approach to writing the description for each of the **relevant** foundation skills listed above:   * review the performance criteria and create a summary statement for any relevant foundation skills that are not explicit in the performance criteria. * ensure that there is a clear link between the performance criteria and the summary statements * the summary statement should describe the skill in the context of the whole unit and job function * be specific to the unit by explaining what the individual is doing with the skill. For example:   + communication skills to “use language relevant to patient’s age” * Provide guidance on the level of skills required by highlighting specific application. For example:   + problem solving skills to “determine potential treatment options” | | | | |
| **Unit Mapping Information** | Specify the code and title of any equivalent unit of competency. | | | |
| Code and Title  Current Version | | Code and Title  Previous Version | Comments |
| Insert code and title | | Insert code and title | Insert unit equivalent or not equivalent |
| OR  If this is a new unit and there is no equivalent unit, insert:  New unit, no equivalent unit. | | | |

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| **Assessment Requirements Template** | |
| **Title** | Assessment Requirements for [insert Unit of Competency Code and Title] |
| **Performance Evidence** | This field must:   * specify the evidence required to demonstrate that the tasks outlined in the elements and performance criteria have been completed in the context of the job role * specify the evidence required to demonstrate the ability to respond to different situations and requirements relevant to the unit/industry context * provide clear information that will support evidence of consistent performance, over an appropriate period of time.   **For example:**  There must be evidence the learner has completed the tasks outlined in the elements and performance criteria of this unit and:   * conduct examinations of at least three minutes each for a minimum of four clients with different needs. * produce one digital and one hand written simple, community related text. * develop, implement and review a fitness plan that supports achievement of own fitness goals.   Performance evidence is to be directly linked to, but must not repeat the elements, performance criteria and foundation skills for the unit. |
| **Knowledge Evidence** | This field must:   * specify what the individual must know in order to safely and effectively perform the work task or achieve the outcome described in the unit of competency * relate directly to the performance criteria and range of conditions * indicate the type and depth of knowledge required to meet the demands of the units of competency.   **For example:**  The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:   * basic client care principles * treatment indications, procedures and processes, including:   + client selection   + client eligibility for treatment   + indicators for unrealistic client expectations. |
| **Assessment Conditions** | Assessment conditions must:   * stipulate any mandatory conditions for assessment * specify the conditions under which evidence for assessment must be gathered, including any details of equipment and materials, contingencies, specifications, physical conditions, relationships with team members and supervisors, relationship with clients or customers, and timeframes * if applicable, specify any mandated assessment tools and their implementation requirements * specify assessor requirements in addition to the Standards for RTOs, including any details related to qualifications, experience and industry currency.   Note: The information must align with the assessment strategy described in Section B, 6.1. Mandated requirements will apply to all RTOs registered to deliver the course.  **For example:**  Assessment must be in the form of:   * video recorded procedures performed with live clients * simulations and scenarios * written assignments * theoretical examination.   Skills must be demonstrated in a fully equipped health care setting that meets health and safety standards and includes all equipment required to complete procedures.  Both practical skills and knowledge must be assessed. Simulated assessment environments must simulate the real-life working environment with access to all the relevant equipment and resources of that working environment.  All assessment must be completed in accordance with work health and safety standards and infection control policies and procedures.  **Assessor requirements**  Identify any specialist vocational competency requirements for assessors that are over and above the requirements of the AQTF Conditions and Standards for Registered Training Organisations, the VRQA RTO Guidelines, or the relevant Standards, or their successors, for example:  Assessors must have a minimum of five years’ experience in a health care practice.  OR  Insert the following statement:  No specialist vocational competency requirements for assessors apply to this unit. |