

Developing Units of Competency for Accredited Courses

Cherrie Hawke

Tasks already completed

- Consultation
- Genuine need for the course established
- Broad course outcomes confirmed
- Research to ensure no suitable nationally recognised units available

Components of a Unit of Competency

TAC Unit of Competency Template

Unit of Competency Section:

- Unit Code and Unit Title
- Application
- Prerequisite Unit/s (optional component)
- Competency Field and Unit Sector (optional components)
- Elements and Performance Criteria
- Foundation Skills
- Range of Conditions (optional component)
- Unit Mapping Information



Components of a Unit of Competency



TAC Unit of Competency Template Assessment Requirements Section:

- Performance evidence
- Knowledge evidence
- Assessment conditions

Unit Codes

- Assign a unique 9-digit alpha-numeric code.
- 6 uppercase letters and 3 numbers.
- First 3 letters – course identifier, next three – the unit content or competency field.
- Numerals can include an AQF identifier (1 – 6, 8) followed by 01, 02 ... OR three-digits 001, 002, ...

A	A	A	X	X	X	9	9	9
---	---	---	---	---	---	---	---	---

O	S	O	M	K	T	6	0	3
---	---	---	---	---	---	---	---	---

O	S	O	M	K	T	0	0	3
---	---	---	---	---	---	---	---	---


Unit Titles

- Concisely describe the unit outcome.
- Limited to 100 characters including spaces.
- Must commence with a Verb (Do something).
- Must be in sentence case 'Do something'
Not title case (Do a Little Something)
Not all caps (DO NOTHING).
- Do not contain punctuation.
- Avoid terms that are vague, ambiguous, open to interpretation or not directly assessable.



Application

- Briefly describe how the unit is applied in practice (by graduates).
- Include a unit descriptor and summary of unit outcomes.
- Use consistent lead-in wording in all units:
- Include licensing or regulatory requirements or the mandatory statement '*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*'



The unit is applied by individuals working in a strategic job role, marketing services to offshore clients.

Prerequisite Units

(Optional field)

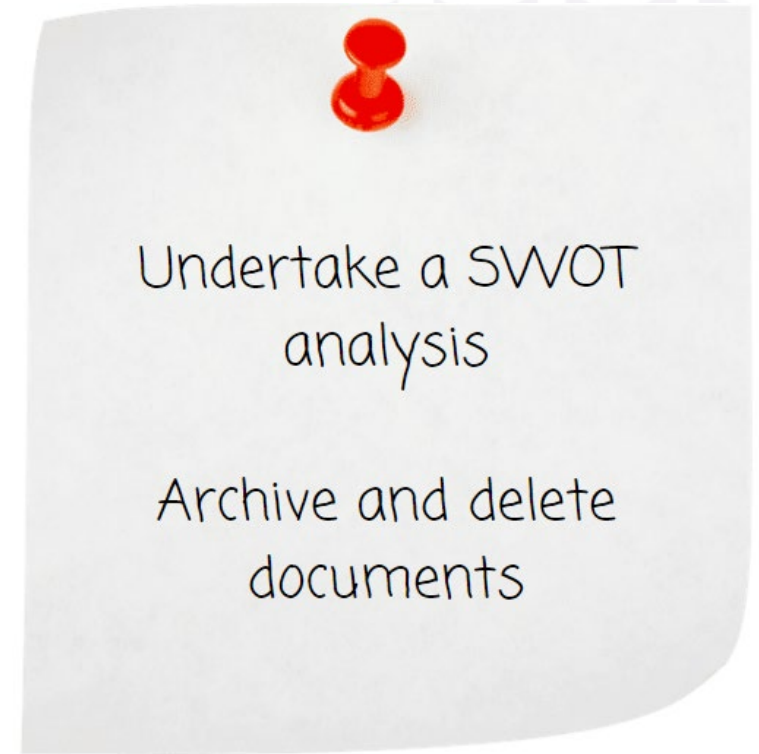
- Delete this row if there are no prerequisites
- Only include units that must be assessed prior to assessment of this unit.
- There must be a clear link between the units to justify prerequisite units.

Competency Field and Unit Sector (Optional Fields)

- Delete these rows if they will not be used.
- Only include the Competency Field if you have sets of units (more than one) related to a particular type of work and you wish to categorise the units in each set.
- Only include the Unit Sector if your course covers more than one industry sector and you wish to categorise the units for each sector.

Elements

- Reflect the essential outcomes of the unit – actions and outcomes that are demonstrable and assessable.
- Focus on work outcomes, not learning outcomes.
- Are expressed in active voice – commencing with a verb (and in sentence case).
- Must be directly related to the unit.




Performance Criteria

Performance criteria identify the performance required to demonstrate achievement of the Element.

They must:

- have a direct relationship with their Element
- be expressed as a standard (include a standard of performance)
- explicitly include Foundation Skills that are essential for performance
- use either active or passive voice but not both



Assist clients to access resources that address their needs.

Foundation skills

What are they?

- Foundation skills are core skills or competencies that underpin workforce participation, productivity, and social inclusion.
- Foundation skills include English language, literacy, numeracy, digital literacy (LLND) and employability skills essential to performance.
- LLN skills including listening, speaking, reading, writing and numeracy (the use of mathematical ideas).
- Employability skills such as initiative and innovation, planning and organising, problem solving and teamwork, but previously collaboration, problem solving, self-management, learning and ICT skills.

Foundation skills

How are they included?

- Foundation skills not already explicit in performance criteria are listed in a table with a brief context statement
- Include Foundation skills as performance not as separate skills that need to be individually assessed
- Most units will include the default statement rather than a table of skills:

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

Range of Conditions

(Optional field)

This field is restricted to essential operating conditions or other variables essential to the work environment.

Delete this field if it does not apply.

For example:

Driving conditions must include:	<ul style="list-style-type: none">• Metropolitan and non-metropolitan roads• Daytime and night-time driving• Gravel roads• Wet conditions
---	--

Unit Mapping

(Mandatory field)


This table specifies the codes and titles of any equivalent units of competency.

If there are no equivalent units, the table is still included with 'No equivalent unit' inserted.

- | Code and title current version | Code and title previous version | Equivalence Status |
|--|---|--------------------|
| BSBITU211 Produce digital text documents | BSBITU201 Produce simple word processed documents | Equivalent unit |
- | |
|--|
| UNIT MAPPING INFORMATION
No equivalent unit. |
|--|

Assessment Requirements: Performance Evidence


- This field specifies the evidence required to confirm that the requirements of the unit have been met.
- It identifies the product evidence (what must be produced) and/or process evidence (what must be done) that is required.
- It also specifies the volume (how much) and/or frequency (how often) of evidence required.
- It must be specific and directly assessable.
- Do not repeat the elements or performance criteria



Prepare a flowchart of
the project
management process
from initiation to close-
out

Knowledge Evidence

- Knowledge evidence specifies what a person needs to know to perform the work safely and effectively
- Knowledge must be confined to the context of the unit – no broad statements
- Indicate the type and breadth of knowledge required to meet the demands of the unit of competency



Developmental
milestones for children
0 - 5 years of age

Assessment Conditions

This section stipulates only:

- mandatory conditions under which evidence must be collected
- mandated assessment contexts and resources
- mandatory relationships with other units – co-requisites, if any
- unacceptable assessment methods eg. assessment cannot be undertaken using a simulator
- assessor requirements including any requirements over and above the Standards for RTOs



Assessment must occur in a workplace or a simulated workplace that replicates workplace conditions.

Putting it all together - the Qualification

1. Repeat the development process for each unit of competency
2. Determine core and elective and packaging rules
3. Assign course hours
4. Determine the AQF
5. Identify the volume of learning
6. Complete remaining application documentation

Resources

- *AQTF2021 Standards for Accredited Courses*
- Unit of Competency Template
- Accreditation Application process Flowchart
- ACC1 Application for Course Accreditation or Reaccreditation form
- Accredited Course Document Template
- Qualification Template for Accreditation/Reaccreditation (optional)

Contact TAC



Locked Bag 16
OSBORNE PARK DC WA 6916



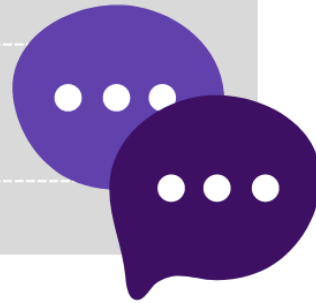
(08) 9224 6510



tac@dtwd.wa.gov.au



wa.gov.au/tac



Upcoming Events

www.wa.gov.au/organisation/training-accreditation-council/professional-development-calendar

Follow TAC



Click on link in presentation to access page



www.linkedin.com/company/training-accreditation-council/



[@trainingaccreditationcouncil](https://www.youtube.com/@trainingaccreditationcouncil)



www.wa.gov.au/service/education-and-training/vocational-education/tac-talks-podcast



www.wa.gov.au/organisation/training-accreditation-council/newsletter-subscription



<https://www.surveymonkey.com/r/7LDVCTB>