**Developing Units of Competency for Accredited Courses** is a complementary webinar to **The Course Accreditation Process** provided by the Training Accreditation Council. This handout provides background information as well as content from the Course Accreditation Process workshop. Reviewing these notes and reference documents will enable you to participate fully in the webinar session. A recording of a previous workshop is available via the following link [*The Course Accreditation Process* (workshop recording)](https://tac.wa.gov.au/Pages/The-Course-Accreditation-Process.aspx).

**References and Resources**

The workshop is supported by the following documents available from the [TAC Accreditation Application forms webpage](https://www.tac.wa.gov.au/course-accreditation/Pages/Application-forms.aspx):

* Unit of Competency Template
* Qualification Template
* Accredited Course Document Template
* [Course Accreditation Application Process Flowchart](https://www.tac.wa.gov.au/SiteCollectionDocuments/TWD%20D21%201184724.pdf#search=Flowchart)

Additional reference documents:

* [AQTF2021 Standards for Accredited Courses](https://www.dese.gov.au/national-regulatory-framework/resources/aqtf2021-standards-accredited-courses)
* [Standards for Training Packages](https://www.dese.gov.au/training-packages)
* [Archived Training Package Development Handbook](https://vetnet.gov.au/Public%20Documents/training_package_development_handbook.pdf)

**Setting the Scene**

To reach the point where you are ready to develop your units of competency you will have already undertaken a number of tasks which have been discussed in detail in [The Course Accreditation Process webinar](https://tac.wa.gov.au/Pages/The-Course-Accreditation-Process.aspx).

**Tasks already completed:**

**Consultation**

You will have consulted with industry, enterprises, community or education stakeholders. This may also have included likely course participants.

**Need for the course**

You will have established a genuine need for a course to meet industry, educational or community needs and you will have evidence of this.

**Course outcomes**

You will have confirmed the broad course outcomes required:

* For vocational outcomes this will be the main work functions to be reflected in the units of competency.
* For community or educational outcomes this may be the knowledge and/or skill areas to be covered.

**No duplication of Training Package products**

You will have confirmed that the required vocational, educational or community outcomes for at least some of your proposed outcomes cannot be met by using existing nationally endorsed units of competency or qualifications available on the [national register](http://training.gov.au/). Remembering that your course can consist of a mix of nationally recognised units of competency and units of competency developed for the course, which is the focus in this webinar.

You will be required to make the following statement as part of the [Accredited Course Document](https://tac.wa.gov.au/course-accreditation/Documents/Accredited%20Course%20Document%20Template%20V0-19.zip) you develop:

This course:

* does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification;
* is not a sub-set 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; and
* does not comprise modules that duplicate the units of competency of a training package qualification.

**Preparation**

1. **Content development**

To assist with developing your course content you may decide to set up a Course Accreditation Committee, a Project Steering Committee or a Working Group to provide input and advice during the development process.

1. **Technical expertise**

Depending on the expertise you need to assist you in the process you may want to include Subject Matter Experts, VET experts, and/or technical writers. If you are an industry expert yourself, you may benefit from including a VET expert to ensure that RTOs will be able to deliver and assess the course in accordance with the Standards for RTOs or you may need an expert in composing units of competency to work with you, to translate your industry requirements into unit of competency requirements. If you are a VET expert or a unit of competency expert, then you will need a Subject Matter Expert to assist.

1. **Guidance materials**

The TAC website has [policies and guidelines](https://tac.wa.gov.au/about-us/Pages/Policies-guidelines-factsheets.aspx) on the Accreditation Process and a link to the [AQTF2021 Standards for Accredited Courses](https://www.dese.gov.au/national-regulatory-framework/resources/aqtf2021-standards-accredited-courses) which are referenced in the [Accredited Course Document Template](https://tac.wa.gov.au/course-accreditation/Documents/Accredited%20Course%20Document%20Template%20V0-19.zip).

The [Training Package Development Handbook](https://vetnet.gov.au/Public%20Documents/training_package_development_handbook.pdf) has been archived and is no longer used by national Training Package developers. Although it is outdated in terms of the components we now have within our units of competency, it is still a useful resource for developing your elements and performance criteria, as it contains many examples of good practice versus poor practice, and advice on language, literacy, numeracy, and access and equity.

1. **TAC Templates**

The [Unit of Competency Template](https://tac.wa.gov.au/SiteCollectionDocuments/2018-16978.zip) included in the handouts for this webinar is also available from the [TAC website](https://www.tac.wa.gov.au/course-accreditation/Pages/Application-forms.aspx). This template mirrors the template in the [Standards for Training Packages](https://www.dese.gov.au/training-packages). It is important that you always download the latest template, as TAC materials are continuously improved to reflect state and national policies and standards. This is particularly relevant for anyone reaccrediting a course after 5 years with units of competency now expressed in a streamlined format, employability skills replaced by foundation skills, and the volume of learning requirement having more prominence in determining the [AQF](http://www.AQF.edu.au) levels of our qualifications.

There is also an optional [Qualification Template](https://tac.wa.gov.au/SiteCollectionDocuments/2018-16976.zip) which we don’t go through in this webinar. Given the course structure is embedded within the [Accredited Course Document](https://tac.wa.gov.au/course-accreditation/Documents/Accredited%20Course%20Document%20Template%20V0-19.zip), some course owners prefer to also have a separate document mirroring the information for Training Package qualifications on the [national register](http://training.gov.au/). This identifies the packaging rules, core and elective units and any options for selecting Training Package units as electives.

1. **Clarification**

After studying the requirements of the TAC templates, it is important that you contact TAC via [email](mailto:taccourseaccreditation@dtwd.wa.gov.au) or phone on (08) 9224 6510 to clarify anything that is not absolutely clear to you. The templates contain blue guidance text that must be deleted before submission, but there are still many occasions where the requirements of the templates have not been met by applicants. Time will be saved if all guidance is followed and any grey areas are clarified at the time of development.

**Planning and organising tasks**



**What is a Unit of Competency?**

1. **Units of Competency with Vocational Outcomes**

* Each unit of competency provides a specification for the standard of performance of a particular work function.
* This includes the performance outcomes, skills and knowledge requirements for the work function, the contexts and any conditions related to the work, and the evidence needed to determine if someone has achieved the unit.
* Units are expressed as outcomes.

We will commence the webinar looking at the components of a unit of competency, but for this to make sense within the context of vocational education and training we need to consider and always be mindful of the formal definition of competency, which applies to units with vocational outcomes.

Competency means 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.

In developing our units of competency we need to consider each work function or activity to identify what it involves and we also need to capture the complexity or sophistication of the work so we can align our eventual qualification to a level in the [Australian Qualifications Framework](http://www.aqf.edu.au/).

It is important to do this at the end after all the units of competency (work functions) have been identified and the course structure is agreed. Experience shows that it is always a mistake to determine the level of the qualification first, and then try to massage the work requirements to fit.

1. **Units of Competency with Educational or Community Outcomes**

* Units generally represent a specific area of learning or skill development.
* Requirements are expressed as outcomes – what will be achieved, not what a person will learn, or what a trainer will teach.

If you write units of competency with educational or community outcomes, these knowledge and/or skills-based units must still conform to all requirements of the TAC template.

A point of difference may be the way the Assessment Requirements section of the template is completed. If the unit itself identifies all the knowledge that will be assessed, the Knowledge Evidence section may be used to identify the amount and type of knowledge evidence rather than simply providing a list of knowledge.

**Modules**

Where there are no vocational outcomes, knowledge-based courses may be developed as a set of learning modules rather than units of competency. If you believe that it is not possible to develop units of competency, you can apply to TAC for approval to develop modules which contain learning outcomes and assessment criteria, rather than elements and performance criteria. The [approval form](https://tac.wa.gov.au/course-accreditation/Pages/Application-forms.aspx) requires you to justify your position that it is not possible to develop units of competency.

**We look forward to welcoming you to our webinar on**

**Developing Units of Competency for Accredited Courses**