

 Training Accreditation Council
WESTERN AUSTRALIA

Developing
Units of Competency
for
Accredited Courses


Cherrie Hawke




 Training Accreditation Council
WESTERN AUSTRALIA

Components of a Unit of Competency (1)

TAC Unit of Competency Template
Unit of Competency Section:


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






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Components of a Unit of Competency (2)

TAC Unit of Competency Template
Assessment Requirements Section:



- Performance evidence
- Knowledge evidence
- Assessment conditions

Unit of Competency Details

Unit Codes

- Assign a unique 9-digit alpha-numeric code.
- 6 uppercase letters and 3 numbers.

A

A

A

B

B

B

9

9

9

- First 3 letters – course identifier, next three – the unit content or competency field.

J

M

S

B

N

D

6

0

7

- Numerals can include three-digits 001, 002, ...

J

M

S

B



N

D

0


0

7



Unit of Competency Details

Handout 1, Task 1 – Unit Codes



Instructions:



- Identify which of the codes in Task 1 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.

Unit of Competency Details


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.



Unit of Competency Details

Handout 1, Task 2 – Unit Titles



Instructions:


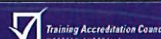
- Identify which of the titles in Task 2 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.

Unit of Competency Details


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:
This unit describes the performance outcomes, skills and knowledge to ... The unit covers ... (summary of the Elements). The unit is applied by ... who ...
- 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.*'



Unit of Competency Details

Handout 1, Task 3 – Application



Instructions:



- Identify which of the application statements in Task 3 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.

Unit of Competency Details

Prerequisites (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.


Unit of Competency Details

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.



Unit of Competency Details



Handout 1, Task 4 – Elements

Instructions:

- Identify which of the Elements in Task 4 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.



Unit of Competency Details

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


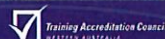
Unit of Competency Details



Handout 1, Task 5 – Performance

Criteria Instructions:



- Identify which of the Performance Criteria in Task 5 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.

Unit of Competency Details

Foundation Skills – What are they?



- Foundation Skills describe language, literacy, numeracy (LLN) and employment skills essential to performance.
- LLN skills may include reading, writing, oral communication and numeracy.
- Employment skills may include teamwork, problem solving, initiative and enterprise, planning and organising, learning, self-management and technology.

Unit of Competency Details

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






Unit of Competency Details

Range of Conditions (Optional field)

This field is restricted to essential operating conditions or other variables essential to the work environment.
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
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Unit of Competency Details

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
1:	BSBITU211 Produce digital text documents	BSBITU201 Produce simple word processed documents	Equivalent unit
2:	UNIT MAPPING INFORMATION No equivalent unit.		






Unit of Competency Details


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



Unit of Competency Details



Handout 2, Task 1 – Performance

Evidence Instructions:

- Identify which of the Performance Evidence items in Task 1 of Handout 2 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.






Unit of Competency Details

Assessment Requirements


Knowledge Evidence

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



Unit of Competency Details

Handout 2, Task 2 – Knowledge



Evidence Instructions:

- Identify which of the Knowledge Evidence items in Task 2 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.



Unit of Competency Details

Assessment Requirements:

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



Unit of Competency Details

Handout 2, Task 3 – Assessment



Conditions Instructions:

- Identify which of the Assessment Conditions in Task 3 meet the template requirements and for those that don't, highlight or mark the part/s that do not comply.

  **Next Steps**

Putting it all together - the Qualification

- Repeat the development process for each unit of competency
- Determine the AQF
- Assign course hours
- Determine core and elective units and packaging rules
- Identify the volume of learning
- Complete remaining application documents

  **Questions**



  **Contact us**

Training Accreditation Council



Phone: (08) 9224 6510
Email: taccourseaccreditation@dtwd.wa.gov.au
Web: www.tac.wa.gov.au

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