



Training Accreditation Council
WESTERN AUSTRALIA

Developing Units of Competency for Accredited Courses

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Setting the Scene

Tasks already completed:

★ Consultation

★ Need established

★ Broad course outcomes confirmed

★ Research to ensure no suitable NRT units available



Preparation

Planning and Organising Tasks

1

- Identify willing stakeholders, content experts or critical friends (content)

2

- Identify technical expertise in units of competency/qualification development

3

- Gather guidance materials

4

- Download the latest TAC templates

5

- Study and obtain clarification from TAC on template requirements





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 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.



What is a Unit of Competency?

2. Units of Competency with Educational or Community Outcomes

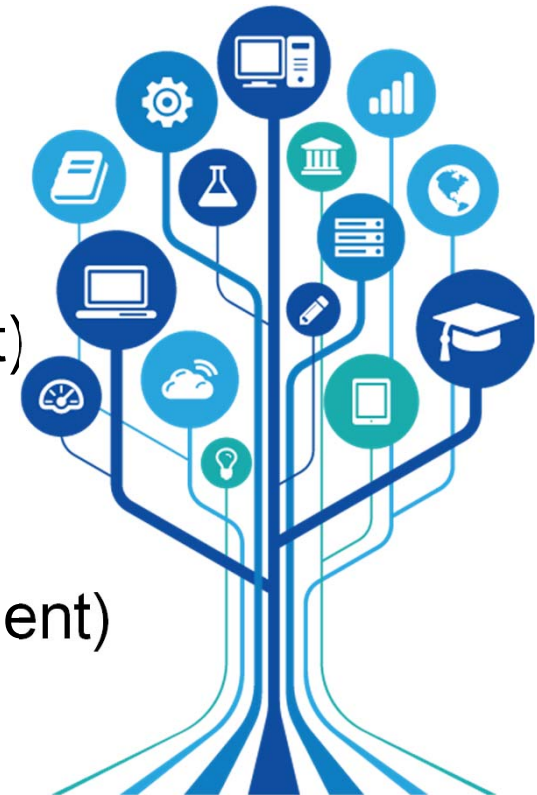
- Units generally represent a specific area of learning or skill development.
- Requirements are expressed as outcomes.



Components of a Unit of Competency (1)

TAC Unit of Competency Template – Unit of Competency Section:

- Unit Code and Unit Title
- Application
- Prerequisite units (optional component)
- Elements and Performance Criteria
- Foundation Skills
- Range of Conditions (optional component)
- Unit mapping information





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

TAC Unit of Competency Template – Unit Codes

- Assign a unique 9-digit alpha-numeric code.
- 6 uppercase letters and 3 numbers.
- First 3 letters – course identifier, next three – the competency field or unit content.
- Numerals can include an AQF identifier (1 – 6, 8) followed by 01, 02 ... OR three-digits 001, 002, ...
- Version identifiers – A, B, C ... are no longer used.
- No spaces between the characters in the code.



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

Handout 1, Task 1 – Unit Codes:

1. **DSWP**PLA501**A** Develop a workplace safety plan (Diploma of Safe Work Practice)
2. **CIV**MAN002 Manually handle goats (Certificate IV in Goat Breeding and Care)
3. OSMRCP403 Research customs and protocols (Certificate IV in Off Shore Marketing)
4. **ABC**PRO601, **ABC**PRO602, **ABC**PRO603 ... (Adv Dip of Project Integration – owner **ABC** Pty Ltd)



Unit of Competency Details

TAC Unit of Competency Template – Unit Titles

- Unit titles must concisely describe the unit outcome.
- Titles are limited to 100 characters including spaces.
- Unit titles must commence with a Verb (Do something).
- Unit titles must be in sentence case ‘Undertake home improvements’ not title case (Undertake Home Improvements) or all caps (UNDERTAKE HOME IMPROVEMENTS).
- Unit titles 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

Handout 1, Task 2 – Unit Titles :

1. Drive a **vehicle** to **ensure safe operation**
2. Manually handle goats using **appropriate** techniques **to avoid injury**
3. Address **C**lient **N**needs
4. **Explore** and **effectively** apply the **New Testament**
5. Manage financial resources



Unit of Competency Details

TAC Unit of Competency Template – 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 ...
- 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

Handout 1, Task 3 – Application

- This unit **introduces the concept of** green economics including ...
- The unit is applied by licensed electricians working in hazardous areas who ...
- This unit **applies to persons who are being trained** in the art of self-diagnosis.
- The unit is applied by designers and engineers who work one-on-one with clients to develop workable solutions for ...



Unit of Competency Details

TAC Unit of Competency Template – 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

TAC Unit of Competency Template – Elements

- Elements reflect the essential outcomes of the unit – actions and outcomes that are demonstrable and assessable.
- Elements focus on work outcomes, not learning outcomes.
- They are expressed in active voice – commencing with a verb (and in sentence case).
- Each element 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

Handout 1, Task 4 - Elements

- Understand Basic Geometry
- Archiving and deleting documents
- Build your business
- Outline the steps required to lead a group discussion with an appropriate level of skill
- Demonstrate awareness of the principles of aeronautics
- Undertake a SWOT analysis



Unit of Competency Details

TAC Unit of Competency Template – 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

Handout 1, Task 5 – Performance Criteria

1. Develop **appropriate** levels of **self-awareness** and **understanding**.
2. Identify the steps **you need to take** to set up a business.
3. **Consider** the impact of **COVID-19** on the environment.
4. Assist clients to access resources that address their needs.
5. Hazards are reported **appropriately** to **relevant** personnel.



Unit of Competency Details

TAC Unit of Competency Template – 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 skills.



Unit of Competency Details

TAC Unit of Competency Template – 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

TAC Unit of Competency Template – Range of Conditions (Optional field)

- This field is restricted to essential operating conditions or other variables essential to the work environment. For example:

<p>Driving conditions must include:</p>	<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

TAC Unit of Competency Template – 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.

1:	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
2:	UNIT MAPPING INFORMATION No equivalent unit.		



Unit of Competency Details

TAC Unit of Competency Template – 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 directly assessable.



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

Handout 2, Task 1 – Performance Evidence

1. **Understand** the difference between **good and evil**
2. Prepare a response to at least one request for tender
3. Use **appropriate software applications**
4. Facilitate at least two management meetings
5. **Demonstrate an in-depth understanding of** Contract Law
6. **Apply insight** to **their** own behaviour in relation to **their** professional practice
7. Apply **applicable** standards
8. Prepare a flowchart of the project management process from initiation to close-out



Unit of Competency Details

TAC Unit of Competency Template – 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

Handout 2, Task 2 – Knowledge Evidence

To achieve competency in this unit an individual must demonstrate knowledge of:

1. The **Old Testament**
2. **Typical problems** that can occur when introducing workplace change
3. Targets and associated measures for output and quality
4. **Research and document** intervention strategies and devices
5. **Professional development**
6. **Be aware of** contraindications for the treatment
7. **Relevant** legislation and regulations
8. Developmental milestones for children 0 – 5 years of age



Unit of Competency Details

TAC Unit of Competency Template – Assessment Conditions


This section stipulates only:

- mandatory conditions under which evidence must be collected
- mandated assessment contexts and resources
- mandatory relationships with other units, if any
- unacceptable assessment methods eg. assessment cannot be undertaken using a simulator
- assessor requirements especially 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.



Unit of Competency Details

Handout 2, Task 3 – Assessment Conditions

1. Assessment must occur in a workplace or a simulated workplace that replicates workplace conditions.
2. Assessment **should be** in the form of **observation and questioning**
3. Assessment must include **achievement of classifying samples**
4. Students must have access to materials, tools and equipment, including PPE required for tool setting
5. This unit **may be** co-assessed with the following (3) units
6. In addition assessors must have a minimum of 5 years' industry experience in (the work reflected in the unit)



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



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WESTERN AUSTRALIA



Questions



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