

Training Package policy and competency standards

Competency standards define the requirements for effective workplace performance in a discrete area of work, work function, activity or process. They are used as the basis for describing learning outcomes and assessment benchmarks within the vocational education and training (VET) sector.

Competency standards are expressed in outcome terms. They specify knowledge and skill, and the application of that knowledge and skill, to the standards of performance required in the workplace.

The units of competency that set out the competency standards, and the assessment requirements associated with the units, have a set format stipulated in the *Standards for Training Packages*. The templates for both a unit of competency and its assessment requirements are attached.

Obviously the primary focus when populating these templates is to ensure that industry requirements are accurately reflected so that Training Package content is truly industry driven. However there are also policy directives associated with each section in a template that Training Package developers must follow. These policy directives, also stipulated in the *Standards for Training Packages*, aim to ensure a nationally consistent product that supports portable qualifications.

Understanding competency and units of competency

What is competency?

Competency:

- is the consistent application of knowledge and skill to the standard of performance required in the workplace for an occupation
- embodies the ability to transfer and apply skills and knowledge to new situations and environments
- includes the capacity to perform individual tasks, manage a range of different tasks, respond to contingencies or breakdowns and deal with responsibilities of the workplace, including working with others
- covers all aspects of workplace performance, including the foundation skills that someone needs
- can be demonstrated consistently over time and covers a sufficient range of experiences.

What is a unit of competency?

Units of competency are developed by industry to meet identified skill needs.

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency.

Units of competency are used as the standard against which competency is assessed. They are the smallest component of achievement that can be recognised in Australia's national training system. Note that it is the unit of competency as a whole, not individual elements or performance criteria, which is recognised.

Units of competency **do not** describe the procedures to be followed in order to achieve a work outcome, as these may vary between workplaces or between different settings in one workplace.

Reading a unit of competency should help everyone, including learners, employers, trainers and assessors, to have a consistent understanding of the:

- specific work activity and outcome, and what they involve
- particular skills, and level of skills, needed to perform the work activity
- the knowledge needed to perform the work activity
- any essential conditions and contexts in which the work activity is conducted.
- foundation skills (language, literacy and numeracy and employment skills) needed to achieve the work outcome to the required standard.

The unit can also include information relating to the different work environments and conditions that may affect performance.

What are a unit's assessment requirements?

The assessment requirements associated with a unit of competency are also developed by industry in parallel to the unit.

Broadly, a unit's assessment requirements must specify:

- the performance evidence that someone must provide so that they may be deemed competent in the unit
- the knowledge evidence that someone must demonstrate so that they may be deemed competent in the unit
- any conditions under which evidence for assessment must be gathered
- any unit-specific requirements that assessors must meet (e.g. licences, qualifications, industry experience, etc.) in order to assess the unit.

Unit of Competency Template

<p>UNIT CODE <i>Mandatory field</i></p>	<p>The unit code contains the three alpha characters identifying the Training Package, followed by alpha and/or numeric characters. It must comply with the length specified in the AVETMIS Standard (no more than 12 characters).</p>
<p>UNIT TITLE <i>Mandatory field</i></p>	<p>The title concisely describes the unit outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters)</p>
<p>APPLICATION <i>Mandatory field</i></p>	<p>The application section briefly describes how the unit is practically applied in the industry and in what context(s) the unit may be applied. It includes:</p> <ul style="list-style-type: none"> • a summary statement of unit content; • focused, useful information on how and where the unit of competency could be practically applied and who might use it; and • the unit of competency’s relationship to any licensing, legislative, regulatory or certification requirements. <p>Where no requirements exist, insert:</p> <p style="text-align: center;"><i>No licensing, legislative or certification requirements apply to this unit at the time of publication.</i></p>
<p>PREREQUISITE UNIT <i>Optional field</i></p>	<p>List any unit(s) in which the candidate must be deemed competent prior to the determination of competency in this unit.</p>
<p>COMPETENCY FIELD <i>Optional field</i></p>	<p>Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to a type of work.</p>
<p>UNIT SECTOR <i>Optional field</i></p>	<p>Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector.</p>
<p>ELEMENTS <i>Mandatory field</i></p> <p>Elements describe the essential outcomes.</p>	<p>PERFORMANCE CRITERIA <i>Mandatory field</i></p> <p>Performance criteria describe the performance needed to demonstrate achievement of the element.</p>
<p>1. Elements describe actions or outcomes that are demonstrable and assessable.</p>	<p>1.1 Performance criteria clearly relate to the element. 1.2 They are expressed as a standard. 1.3 They specify the required performance in relevant tasks, roles, and skills. 1.4 They reflect the applied knowledge that enables competent performance.</p>

<p>FOUNDATION SKILLS <i>Mandatory field</i></p> <p>This section describes those language, literacy, numeracy and employment skills that are essential to performance.</p> <p>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</p> <p>Where all foundation skills essential to performance in this unit are explicit in the performance criteria insert:</p> <p style="text-align: center;"><i>Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.</i></p>	
<p>RANGE OF CONDITIONS <i>Optional field</i></p> <p>Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.</p> <p>Range is restricted to essential operating conditions and any other variables essential to the work environment.</p>	
<p>UNIT MAPPING INFORMATION <i>Mandatory field</i></p>	<p>Specifies code and title of any equivalent unit of competency.</p> <p>If no equivalent insert:</p> <p style="text-align: center;"><i>No equivalent unit.</i></p>
<p>LINKS <i>Mandatory field</i></p>	<p>Link to Companion Volume Implementation Guide.</p>

Assessment Requirements Template

<p>TITLE <i>Mandatory field</i></p>	<p>Assessment Requirements for [insert Unit of Competency Code and Title]</p>
<p>PERFORMANCE EVIDENCE <i>Mandatory field</i></p>	<ul style="list-style-type: none"> • specifies the required product and process evidence. • specifies the frequency and/or volume of product/process evidence. • specifies the relationship between the product and process evidence and the performance criteria.
<p>KNOWLEDGE EVIDENCE <i>Mandatory field</i></p>	<ul style="list-style-type: none"> • specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency. • relates directly to the performance criteria and/or range of conditions. • indicates the type and depth of knowledge required to meet the demands of the unit of competency.
<p>ASSESSMENT CONDITIONS <i>Mandatory field</i></p>	<ul style="list-style-type: none"> • stipulates any mandatory conditions for assessment. • specifies 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 supervisor, relationship with client/customer, and timeframe. • specifies assessor requirements, including any details related to qualifications, experience and industry currency.
<p>LINKS <i>Mandatory field</i></p>	<p>Link to Companion Volume Implementation Guide.</p>