# **Unit of Competency Template**

Unit name [and] Unit code

* Please note that this template contains **blue text** which is intended to assist you in completing each field. This should be deleted and replaced with appropriate responses (in **black text**) before submission to TAC.
* The guidance text in this template is based on, and should be read in conjunction with the AQTF2021 Standards for Accredited Courses. Units developed for your course must comply with the template. The Standards provide further information on the purpose and requirements of each component of a unit of competency.
* If your course is accredited, each unit document will form part of the official watermarked version of the course. It is your responsibility to ensure it is complete, accurate and quality-assured.
* Please keep a copy of the final (non-watermarked) unit of competency, as you may need to update and resubmit it if you wish to amend your course in the future.

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| **UNIT CODE**  *MANDATORY FIELD* | | Insert unit code here  You must assign a unique code to each unit as follows:   * First three letters – refer to the course name (and must not duplicate Training Package identifiers) * Next three letters – refer to the competency field or unit content (eg all units relating to project management might use PRO or PRM) * Seventh digit – may be used to refer to the AQF level ie the level of complexity of the unit (eg most, but not all units in a Certificate IV would be coded with a ‘4’ as the seventh digit – this is a very useful, but not mandatory requirement which enables units to be easily imported into other qualifications) – or use zero * Eight and ninth digits – sequence identifier (e.g. 01, 02, 03…)   Example (fictitious): *EPTMAS801 might represent the first (01) unit in massage (MAS) in an Equine Physical Therapy course (EPT) at graduate diploma level (8), or the unit could be coded EPTMAS001.* | |
| **UNIT TITLE**  *MANDATORY FIELD* | | (Insert unit title here)  The unit title accurately and concisely describes the unit outcome. It is a broad description reflective of the unit content.  The title must comply with the length specified in AVETMISS (no more than 100 characters, including spaces between words).  Write the unit title in sentence case commencing with a verb.  Do not include justification or purpose statements.  No acronyms, colons, semi-colons, hyphens, commas or full stops.  Do not include vague or undefined terms such as ‘appropriate/ly’, ‘relevant’, ‘effective/ly’ in the unit titles – the performance criteria will be used to define what is ‘appropriate’, ‘relevant’ or ‘effective’ performance.  Example(fictitious): *Design therapeutic equine programs* | |
| **APPLICATION**  *MANDATORY FIELD* | | 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 describes what graduates will do in the workplace. It does not describe what learners will learn or do, in a training course. | |
|  | | It includes:   * a summary statement of the unit; * 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. Where no requirements exist, insert:   *No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication*.  The Application section in all units should commence with consistent wording.  For example:  ‘This unit describes the performance outcomes, skills and knowledge required to [undertake a particular work function] ’. The unit of competency is applied by [workers] who …  Keep in mind that the unit may be imported into qualifications in other industries so do not make the language too job specific. You may indicate various environments, complexities and situations in which the skills and knowledge may be applied.  In some cases it may also be appropriate to identify what is not included in the unit or those to whom it does not apply. For example, a specialist work health and safety unit applied by professional Safety Managers, which would not be applied by managers with work health and safety as part of their management responsibilities.  Describe the application of the unit in a way that industry will find useful for the purposes of job descriptions, recruitment advice or job analysis.  Example (fictitious):  This unit describes the performance outcomes, skills and knowledge required to *design therapeutic equine programs based upon diagnosis, assessment, and the goals of each horse’s veterinarian, owners, and trainers.* The unit of competency is applied by *equine physical therapists who design individually tailored plans to treat injuries, relieve chronic pain, enhance performance, or help prevent injury.* | |
| **PREREQUISITE UNIT**  *OPTIONAL FIELD*  *(Delete this row if there are no prerequisites)* | | List any unit(s) or module(s) in which the candidate must be deemed competent prior to the determination of competency in this unit.  Avoid identifying units as prerequisites if they themselves have prerequisites.  Prerequisite units must be included in the course structure so they can be completed as part of the course.  Where a number of lower level units are required for entry into the course, these are not included here, but are identified in the course document in the ‘Entry Requirements’ section. | |
| **COMPETENCY FIELD**  *OPTIONAL FIELD*  *(Delete this row if it does not apply)* | | Used only when the course developer wishes to categorise a set of units within a VET accredited course in relation to a type of work.  This is not generally used for accredited courses as all units usually relate to the same type of work. | |
| **UNIT SECTOR**  *OPTIONAL FIELD*  *(Delete this row if it does not apply)* | | Used only when the course developer wishes to categorise a set of units within a VET accredited course in relation to a particular industry sector  This is not generally used for accredited courses as all units usually relate to the same industry sector or have cross-industry application. | |
| **ELEMENTS**  *MANDATORY FIELD* | | **PERFORMANCE CRITERIA**  *MANDATORY FIELD* | |
| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
| 1. Elements describe actions and outcomes that are demonstrable and assessable.  Use active voice. That is, commence with a verb before the subject and make the statement precise and direct.  Do not use words such as ‘You will be able to…’  Do not include purpose or context statements which belong in the performance criteria.  Describe work outcomes not learning outcomes. | | 1.1 Performance criteria clearly relate to but do not duplicate the element.  1.2 They are expressed as a standard of performance and specify the context for application (see examples).  1.3 They specify the required level of performance in tasks, roles and skills related to the element.  1.4 They reflect the applied knowledge that enables competent performance.  You should explicitly include foundation skills essential for performance where these can be expressed as performance criteria (see next section for foundation skills).  Use either active voice or passive voice (but not both) and once decided, use the same voice consistently throughout all units of competency.  In passive voice commence with the subject before the verb.  Add or remove rows from this section as required. | |
| Example (regulatory environment): | | Examples: | |
| 1 | Carry out enforcement activities | 1.1 | Information regarding non-compliant or unsafe practices is received and processed according to workplace standards. (passive voice) OR  Receive and process information regarding non-compliant or unsafe practices according to workplace standards. [active voice] |
| 1.2 | Inspections are arranged and conducted following standard operational procedures. [passive voice] OR  Arrange and conduct inspections following standard operational procedures. [active voice] |
| 1.3 | The extent of non-compliance and any risks to health and safety are assessed and responded to in accordance with legislative and organisational requirements. [passive voice] |
| 2 | Assess applications | 2.1 | Review supporting documentation [provided with applications] for accuracy, currency and completeness in accordance with approval criteria. [active voice] |
| 2.2 | Evaluate applications for compliance with legislation and regulations. |
| 2.3 | Complete evaluation reports within designated timeframes. |
| Note: at least one performance criterion per element would be expected to include a standard of performance (highlighted red above) | |

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| **FOUNDATION SKILLS**  *MANDATORY FIELD*  This section describes those language, literacy, numeracy and employment skills that are essential to the performance required by this unit of competency. They are an integral part of the unit and must be assessed.  Only those foundation skills essential to performance in this unit, but not already explicit in the performance criteria, are to be listed here along with a brief context statement.  Where all foundation skills essential to performance in this unit are already explicit in the performance criteria (this is the preferred situation whenever possible) the following statement must be inserted:  ‘*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*’  Foundation skills are defined[[1]](#footnote-1) as the combination of:   * English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and * employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life.   Only some of these skills are likely to be included in a single unit of competency.  Where foundation skills are not already explicit in the performance criteria they are presented in a table.  For example:   |  |  | | --- | --- | | **Foundation Skills** | **Context in which skills must be demonstrated** | | *Problem solving skills:* | *to determine possible responses to non-compliance* |   *This example is simply to show the format, as ‘Determine possible responses to non-compliance’ would be included explicitly in the unit as a performance criterion rather than here.*  Foundation skills relate to the job role and the unit as a whole, rather than to a single element. |

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| **RANGE OF CONDITIONS**  *OPTIONAL FIELD*  *This optional field is rarely used in units of competency, but when it is used, every item included must be mandatory and must be assessed.*  This field specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present are included. The range is restricted to essential operating conditions and any other variables essential to the work environment.  *(Delete this field if it does not apply)* | |
| **UNIT MAPPING INFORMATION**  *MANDATORY FIELD* | Specify the code and title of any equivalent unit of competency.  If no equivalent unit, insert:  *No equivalent unit.* |

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| **TITLE**  *MANDATORY FIELD* | **Assessment requirements for** [insert Unit of competency code and title] |
| **PERFORMANCE EVIDENCE**  *MANDATORY FIELD* | * This field must specify the evidence required to demonstrate that the tasks outlined in the elements and performance criteria have been completed in the context of the job role. * Where relevant to the unit or industry context this includes evidence of responding to different situations or requirements.   Performance evidence must:   * specify the required product and process evidence (what must be produced and/or what must be done). * specify the frequency (how often) and/or volume (how much/many) of this evidence. * have a direct relationship with the performance criteria (nothing new can be introduced in the assessment requirements that was not in the elements and performance criteria).   Do not simply repeat elements and performance criteria in this field.  Do not include knowledge in this field.  A consistent lead-in statement is useful, as it reminds the reader that it is the whole unit that is being assessed.  For example:  To achieve competency in this unit a person must satisfy the requirements of the elements and performance criteria, foundation skills and range of conditions included in the unit.  The person must also: *(three different industry examples)*   * *develop at least three plans for different clients with different needs (product evidence – plans; volume specified – three plans)* * *suppress a fire at least three times using correct extinguisher, procedure and PPE for at least two different types of fire (process evidence – suppress a fire; frequency specified – three times; volume specified – two types)* * *perform the activities outlined in the elements and performance criteria during a period of at least 200 hours of work in at least one regulated industry workplace (typical where work placement is mandatory)*   [The dimensions of competency (task skills, task management skills, contingency management skills and job role environment skills) should only be included in a lead-in statement if they are actually present in the unit.]   * Provide clear information that will support evidence of consistent performance, over an appropriate period of time. Examples include:   + ‘Conduct examinations of at least three minutes each for a minimum of four clients with different needs.’   + ‘Produce one digital and one hand-written, simple community-related text.’ |
| **KNOWLEDGE EVIDENCE**  *MANDATORY FIELD* | Knowledge evidence:   * specifies what the individual must know in order to safely and effectively perform the work described in the unit of competency * relates directly to the performance criteria (and the range of conditions, if applicable) * indicates the type and depth of knowledge required to meet the demands of the unit of competency   Knowledge evidence will not be identical across multiple units and is not expressed as an action/skill (describe/identify/outline …).  A consistent lead-in statement is useful.  For example:  To achieve competency in this unit, a person must demonstrate knowledge of: *(examples from three different industries)*   * *safe handling techniques for hazardous chemicals, including*   *- emergency spill control measures*  *- safe methods for diluting chemicals*  *- following safety data sheets.*   * *major food types and their characteristics:*   *- fruit*  *- vegetables*  *- dairy products …*   * *signs, symptoms and key characteristics of*   *- asthma*  *- allergy*  *- anaphylaxis.* |
| **ASSESSMENT CONDITIONS**  *MANDATORY FIELD* | Assessment conditions:   * stipulate any mandatory conditions for assessment.   For example:  A *particular environment that must be used for a valid and reliable assessment to occur. This could include real customers or an actual production or workplace environment where this is essential.*   * specify the conditions under which evidence for assessment must be gathered, including any details of essential resources, equipment and materials, contingencies, specifications, physical conditions, relationships with team members and supervisors, relationship with clients or customers, and timeframes.   For example:  *Simulated environments used for assessment must replicate real work environments with all required resources, equipment and work pressures.*   * must be consistent with the assessment strategy described in the Course Document.   Unacceptable assessment methods for the unit may also be identified.  For example:  *Simulators must not be used for assessment.*  **Assessor requirements**   * specify assessor requirements in addition to those in the standards for RTOs current at the time of assessment, including any details related to qualifications, experience and industry currency.   As a minimum, include:  Assessors must satisfy the assessor requirements in the standards for registered training organisation (RTOs) current at the time of assessment.  Add any additional industry requirements.  For example:  *Assessors must also hold a tertiary qualification (in psychology for example)*  *Assessors must have worked for at least 3 years in industry where they have applied the skills and knowledge covered in this unit of competency.* |

1. National Foundation Skills Strategy for Adults *(September 2012)* [↑](#footnote-ref-1)