Unit of Competency – Application of Skills and Knowledge template

This document has been developed to provide guidance and design considerations to training package developers for the ASK template.

This guidance is intended to support developers to ensure policy expectations set out in the Training Package Organising Framework (TPOF) are met, with consideration for:

- the Qualification Development Quality Principles
- the Product Requirements
- the Appendix B template requirements.

These notes are not intended as drafting instructions. The TPOF allows for the necessary variability in approach to meet the breadth of needs across Australian industries. The design notes are intended to provide additional guidance to support you in developing training package products which can be consistently implemented in the Australian Vocational Education and Training sector.

Black text = Template requirements **Bold text** added for emphasis Blue text = Design notes

Field	Template Requirements	Design Notes
Unit Code *Mandatory field*	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).	No additional comment.
Unit Title *Mandatory field*	The title concisely describes the unit outcome.	No additional comment.

Field	Template Requirements	Design Notes
Unit Title cont.	It must comply with the length specified in the AVETMIS Standard (no more than 100 characters).	
Unit Outcomes *Mandatory field*	A **high-level statement** of the knowledge, skills and application of the knowledge and skills a learner will be able to demonstrate on completion of training. This section also briefly describes how the unit is **practically applied** in the industry or industries and in what context(s) the unit may be applied. Where the unit is primarily knowledge-based and/or focused on building foundation and employability skills to support a learner to undertake further vocational training OR on preparing a learner for articulation to tertiary education, this must be clearly stated.	This field asks the developer to make a high-level statement of the knowledge, skills and application of the knowledge and skills a learner will be able to demonstrate on completion of training. It should describe how the unit is **practically applied**. To describe the practical application of the unit, consider how the individual will actively use their understanding and technical abilities to fulfil the outcome in the relevant real-world situation/s. There is an additional requirement to clearly identify whether the primary purpose of the unit is to develop foundational knowledge and/or skills and/or one that prepares learners for further education or training.
Licensing/ Regulatory Information	The unit's relationship to any licensing, legislative, regulatory or certification requirements must be specified. Where no requirements exist, insert: *No licensing, legislative or certification requirements apply to this unit at the time of publication*.	No additional comment – see existing FAQs clarifying licensing / regulatory requirements. Note that TPC will automatically insert the mandatory text when the toggle is switched to 'No'.

Field	Template Requirements	Design Notes
Knowledge *Mandatory field*	Describes **what** a learner **knows and understands** upon successful completion and can be described in terms of **depth, breadth, kinds of knowledge and complexity**. Knowledge must: • Clearly relate to the unit outcome statement and required skills. • Identify the depth, breadth and complexity of knowledge required. • Be demonstrable and assessable Be expressed as a standard	This field asks the developer to focus on **what** a learner must know and understand to be considered competent. The use of verbs in this section is discouraged - the focus is on 'what' the person knows and understands rather than 'how' they demonstrate that knowledge. Ensure the knowledge: • **Aligns to the unit outcome and required skills** Include only knowledge that directly underpins competent performance. • **Specifies depth, breadth and complexity** Clearly indicate how detailed the knowledge must be, the range of knowledge required, and the level of judgement or analysis involved. Depth, breadth and complexity can be indicated using words like 'basic' 'introductory' 'fundamental' 'specialised' 'technical' 'paraprofessional' 'advanced' 'professional' 'complex'. • **Is demonstrable and assessable** Write knowledge so it can be clearly assessed through explanation, application or analysis. Avoid vague terms such as awareness of unless they are measurable. • **Is expressed as a standard** State what the learner must be able to explain or recognise. **Tip:** If each knowledge item can be clearly linked to the skills and assessed in practice, it is likely drafted at the right level. **Example:** 'Basic knowledge of current industry trends in relation to technology and processes' *or* 'Advanced knowledge of regulatory requirements for the industry'

Field	Template Requirements	Design Notes
Skills *Mandatory field*	Describes **what** a learner can **do** upon successful completion and can be described in terms of kinds and complexity, and may include cognitive skills, technical skills, communication skills, creative skills, interpersonal skills and generic skills. Skills must: • Clearly relate to the unit outcome statement and required knowledge • Identify the kinds and complexity of skills required • Be demonstrable and assessable • Be expressed as a standard	This field asks the developer to focus on **what** skills are required. The use of a verb focusses the content on what a learner can do. Ensure the skills: • **Align to the unit outcome and required knowledge** Each skill must directly support the unit outcome and be enabled by the specified knowledge. • **Identify the kinds and complexity of skills required** Clearly state the types of skills involved, such as cognitive, technical, communication, creative, interpersonal or generic skills, and the level of complexity involved (for example, routine versus non-routine tasks, analysis, problem-solving, or decision-making). • **Are demonstrable and assessable** Use clear, action-oriented verbs that describe observable performance. Avoid internal or ambiguous terms such as *understand* or *be familiar with*. • **Are expressed as a standard** State the minimum level of skill required for competence. Do not describe learning activities, training delivery or assessment methods. **Tip:** If the skill describes a clear action that can be observed, it is likely suited to this field. **Example:** 'Use industry specific language and terminology in written and oral communications' *or* 'Conduct research to determine best practice approaches'

Field	Template Requirements	Design Notes
Application of Knowledge & Skills *Mandatory field*	Describes **how** a learner applies knowledge and skill **in context** and in terms of autonomy, responsibility and accountability. Application of knowledge and skills must: • Clearly relate to the unit outcome statement • Identify necessary context • Be demonstrable and assessable • Be expressed as a standard	This field asks the developer to focus on how a learner **applies** the skills and knowledge described in the unit. Ensure the application: • **Aligns to the unit outcome** The description should reflect the overall intent of the unit and the expectations of performance in a real or realistic setting. It should clearly link to the described knowledge and skills. • **Identifies the necessary context** Specify the environment or conditions in which the skills and knowledge are applied (e.g. degree of supervision, collaboration with others, the nature of tasks or problems encountered, workplace or simulated environment). • **Describes autonomy, responsibility and accountability** Clearly indicate the level of independence required, responsibility for decision-making, and accountability for own work and, where relevant, the work of others. These terms point to the AQF as a good source of language to consistently describe the environmental and personal context for the unit. • **Is demonstrable and assessable** Write in a way that allows application to be observed and assessed in practice or through realistic simulation. • **Is expressed as a standard** Describe the expected level of application for competent performance. Avoid repeating skill statements or knowledge content.

Field	Template Requirements	Design Notes
Application of Knowledge & Skills cont.		**Tip:** If the statement explains *under what conditions* and *with what level of independence* a learner performs, it belongs in this field rather than the Skills field. **Example:** 'Opportunities to collaborate with others' *or* 'Under close supervision'
Pre-requisite unit *Optional field*	List any unit(s) in which the candidate must be deemed competent prior to the determination of competency in this unit.	No additional comment. Noting that TPC automatically inserts the mandatory wording when the editor in the Prerequisites field is left empty.
Competency Field *Optional field*	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.	No additional comment.
Unit Sector *Optional field*	Used only when the Training Package developer wishes to categorise a set of units within a Training Package in relation to an industry sector.	No additional comment.
Foundation Skills *Optional field*	Where a unit of competency is a standalone unit or has high delivery as a single unit (e.g. First Aid) or as part of a training package skill set, Jobs and Skills Councils may use this field to describe foundation skills that are essential to performance.	This is an **optional** field unless the unit is intended to be stand-alone. If it's used, it describes only those foundation skills essential to performance. IMPORTANT NOTE: any skills listed are required foundation skills regardless of whether they are implicit or explicit.

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Range of Conditions *Optional field*	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. Range is **restricted** to essential operating conditions and any other variables essential to the work environment.	This is an **optional** field. It specifies **essential** operating conditions for the **work environment**. The field will be unused if the unit is "*focused on building foundation and employability skills to support a learner to undertake further vocational training OR on preparing a learner for articulation to tertiary education*".

Assessment Requirements – Application of Skills and Knowledge template

Assessment Requirements describe **what** must be demonstrated, not **how** it is taught or assessed. Assessment Requirements must support consistent assessment of the unit content. Performance and Knowledge Evidence must directly relate to the unit content and cannot introduce new items.

Field	Template Requirements	Design Notes
Performance Evidence *Mandatory field*	• specifies the **evidence required** for an individual to demonstrate they can competently apply what they have learnt in different contexts. • specifies the relationship between the performance evidence and the application of knowledge and skill.	This field requires a specification of the **evidence** required, rather than restating the content of the unit. Items need to be framed as evidence requirements (what must be demonstrated), not delivery instructions (how to do it).

Field	Template Requirements	Design Notes
Performance Evidence cont.		The performance evidence specifies the relationship between the evidence and the application of knowledge and skill, meaning drafting should start with identifying **what evidence** would be required to demonstrate that the content of the unit can be applied by the competent individual. **Example:** 'The learner must apply the skill and knowledge specified in this unit to: • research, plan and document a proposed approach to project delivery based on job specifications • update the proposed approach to address feedback from others.'
Knowledge Evidence *Mandatory field*	• specifies **what** the individual must know to competently meet the unit outcomes. • relates directly to the knowledge criteria and/or range of conditions. • indicates the breadth, depth and complexity of knowledge required to meet the demands of the unit of competency. • JSCs may provide mandatory information on grading/proficiency or non-mandatory guidance in the CVIG.	Knowledge evidence mirrors the Knowledge domain without repeating extended explanations, reducing duplication while maintaining clear assessment requirements. The instructions in the template might be seen to promote duplication between this field and the 'Knowledge' field in that they both require a specification of what the individual must know. However, the title of the field (Knowledge **Evidence**) indicates a greater emphasis on the evidence a competent person needs to provide to **demonstrate** the knowledge requirements rather than simply restating the list of knowledge. **Example:** 'Basic knowledge of trends impacting technology use and process requirements in the industry' *or* 'Advanced knowledge of industry regulatory requirements across every Australian jurisdiction, including requirements for:

Field	Template Requirements	Design Notes
Knowledge Evidence cont.		• Business owners • Management • Staff • Contractors.'
Assessment Conditions *Mandatory field*	• stipulates any mandatory conditions for assessment. • specifies the conditions under which evidence for assessment must be gathered. • specifies if assessment should be undertaken in a real or simulated work environment. • specifies assessor requirements, including any details related to qualifications, experience and industry currency.	Can **only** specify **mandatory** conditions for assessment. Redundant/generic statements such as '*Assessors must hold credentials specified in the Standards for RTOs*' are strongly discouraged. **Example:** 'Assessment must be conducted in a simulated environment accurately reflecting the work environment.' 'Assessors must hold a current [relevant occupation license]'
Mandatory Workplace Requirements	• stipulates any **mandatory** workplace requirements. Where no requirements exist, insert: *Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.*	No additional comment. Noting that TPC automatically inserts the mandatory wording when the editor in the MWR field is left empty.

Field	Template Requirements	Design Notes
Unit Mapping Information *Mandatory field*	Specifies code and title of any equivalent unit of competency. If no equivalent insert: *No equivalent unit.*	No additional comment.
Links *Mandatory field*	Link to Companion Volume Implementation Guide.	No additional comment.