

Certificate I Guideline

1. Purpose

To assist employers; employees; professional associations; unions; Training Package, course and curriculum developers; accrediting bodies; and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification. Also, to assist developers of Training Packages and courses of training to assign appropriate AQF qualifications within a Training Package, or to a course to be submitted for accreditation.

2. Context

These Guidelines replace the RATE Descriptions, which have previously been used to provide guidance on qualification levels. The Guideline for the Certificate I qualification, which is authorised by the vocational education and training sector, takes into account developments under the National Skills Framework – the introduction of Training Packages and the implementation of the Australian Quality Training Framework 2007 (AQTF 2007). Training Packages use competency standards to describe the skills and knowledge needed to perform effectively in the workplace. These competency standards are packaged into units of competency. Units of competency are components of AQF qualifications. It is a requirement of the AQTF 2007 that competency standards from relevant Training Packages be used where they exist.

Qualifications developed outside Training Packages must not duplicate qualifications contained in Training Packages. Registered Training Organisations and/or State/Territory Course Accrediting Bodies will need to be satisfied that any qualification proposed outside a Training Package cannot be achieved by the customisation and flexibility offered within a Training Package or by the issuance of a Training Package qualification together with one or more Statements of Attainment.

The National Quality Council, the body responsible for the endorsement of Training Packages, also has responsibility for the endorsement of national competency standards that are not part of Training Packages. These Guidelines apply equally to qualifications based on these competency standards.

In the vocational education and training sector there are a number of useful reference documents, which are listed in the Appendix.

3. Learning Outcomes

3.1 Authority

In the vocational education and training sector, qualifications are based on nationally endorsed competency standards where they exist or on competency standards developed by relevant industry, enterprise, community or professional groups. The qualifications certify achievement of learning outcomes generally identified as sets of competencies for levels of workplace performance reflected in the characteristics and distinguishing features of each qualification. The focus in the vocational education and training sector is on the capacity to assess directly the performance criteria in the competencies specified within the Training Package or accredited course.

Authorisation of alignment of competency standards to AQF qualifications occurs as follows:

- National Industry Skills Councils and other recognised bodies including relevant enterprises, through the process of developing Training Packages, determine the relevant qualification for each set of national competency standards in their respective Training Packages. This determination is subject to endorsement by the National Quality Council.
- State/Territory Course Accrediting Bodies, or Registered Training Organisations with delegated authority to self-manage accreditation, through the course accreditation process determine the relevant qualifications for any combined sets of national competency standards for which there is a training need, derived either from more than one Training Package and/or other endorsed sets of competency standards. The title of the new qualification must be clearly distinct from those in the related Training Packages.
- Where there is no relevant Training Package, State/Territory Course Accrediting Bodies, through the course accreditation process, determine the relevant qualification for other sets of competency standards developed by relevant industry, enterprise, community or professional bodies to meet an identified training need.

3.2 Characteristics

Characteristics of competencies include:

- breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable; and
- applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific work place skills. They may also include participation in a team or work group.

3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate I qualifications must include, or to replace the authority statement above.

Table 5:
Distinguishing
Features: Certificates
I and II

Certificate I	Certificate II
<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate knowledge by recall in a narrow range of areas</p> <p>demonstrate basic practical skills such as the use of relevant tools</p> <p>perform a sequence of routine tasks given clear direction</p> <p>receive and pass on messages/information</p>	<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate basic <i>operational knowledge</i> in a <i>moderate range</i> of areas</p> <p>apply a <i>defined range of skills</i></p> <p><i>apply known solutions to a limited range of predictable problems</i></p> <p>perform a range of tasks where choice between a <i>limited range of options</i> is required</p> <p><i>assess and record</i> information from varied sources</p> <p><i>take limited responsibility for own outputs</i> in work and learning</p>

Note: In Table 5 italicised words emphasise distinguishing features of the competencies between qualifications. In order to assist determining the relevant qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

4. Responsibility for Assessment

Qualifications issued in the vocational education and training sector certify the achievement of competency.

Assessment is the responsibility of Registered Training Organisations. These bodies must comply with the AQTF 2007 *Essential Standards for Registration*.

5. Pathways to the Qualification

5.1 **Access** to the qualification could be through:

- a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course(s) delivered by a Registered Training Organisation;
- or**
- a combination of a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course delivered by a Registered Training Organisation, plus recognition of prior learning including credit transfer and/or experience;
- or**
- the recognition of prior learning that provides evidence of the achievement of the competencies for the qualification.

5.2 Time taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area. Structured training at this level may be broad-based induction skills for work in a large and diverse industry area and therefore involve more hours than others that focus on more specific workplace skills. Nominal duration statements may appear in training programs which may be part of the non-endorsed Learning Strategies component of a Training Package. Nominal duration statements are also to be included in accreditation submissions but will not be used to determine the level of a qualification.

5.3 Examples of possible pathways include:

- Work-Based Training and Assessment
- Institution-Based Education and Training and Assessment (including schools)
- Part Institution-Based Education and Training and Assessment (including schools)/Part Work-Based Training and Assessment
- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Courses/Training Programs

NOTE: These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification.

6. Authority to Issue the Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issuance of the qualification. This responsibility is carried out by Registered Training Organisations or in some instances by a body authorised under statute. RTOs agree to AQTF 2007 Conditions of Registration within the *Essential Standards for Registration* regarding the certification and issuing of qualifications and Statements of Attainment.

7. Certification Issued

A qualification is:

formal certification, issued by a relevant approved body, in recognition that a person has achieved competencies relevant to identified individual, professional, industry or community needs.

Individuals issued with the qualification, ie Certificate I, will also receive documentation that identifies the units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. The Statement of Attainment will include, either on the Statement itself or as an attachment, the whole units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

The issuing body will be responsible for providing and maintaining records in relation to the above. See AQTF 2007 *Essential Standards for Registration* including the Conditions of Registration.

Certificate II Guideline

1. Purpose

To assist employers; employees; professional associations; unions; Training Package, course and curriculum developers; accrediting bodies; and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification. Also, to assist developers of Training Packages and courses of training to assign appropriate AQF qualifications within a Training Package, or to a course to be submitted for accreditation.

2. Context

These Guidelines replace the RATE Descriptions, which have previously been used to provide guidance on qualification levels. The Guideline for the Certificate II qualification, which is authorised by the vocational education and training sector, takes into account developments under the National Skills Framework – the introduction of Training Packages and the implementation of the Australian Quality Training Framework 2007 (AQTF 2007). Training Packages use competency standards to describe the skills and knowledge needed to perform effectively in the workplace. These competency standards are packaged into units of competency. Units of competency are components of AQF qualifications. It is a requirement of the AQTF 2007 that competency standards from relevant Training Packages be used where they exist.

Qualifications developed outside Training Packages must not duplicate qualifications contained in Training Packages. Registered Training Organisations and/or State/Territory Course Accrediting Bodies will need to be satisfied that any qualification proposed outside a Training Package cannot be achieved by the customisation and flexibility offered within a Training Package or by the issuance of a Training Package qualification together with one or more Statements of Attainment.

The National Quality Council, the body responsible for the endorsement of Training Packages, also has responsibility for the endorsement of national competency standards that are not part of Training Packages. These Guidelines apply equally to qualifications based on these competency standards.

In the vocational education and training sector there are a number of useful reference documents, which are listed in the Appendix.

3. Learning Outcomes

3.1 Authority

In the vocational education and training sector, qualifications are based on nationally endorsed competency standards where they exist or on competency standards developed by relevant industry, enterprise, community or professional groups. The qualifications certify achievement of learning outcomes generally identified as sets of competencies for levels of workplace performance reflected in the characteristics and distinguishing features of each qualification. The focus in the vocational education and training sector is on the capacity to assess directly the performance criteria in the competencies specified within the Training Package or accredited course.

Authorisation of alignment of competency standards to AQF qualifications occurs as follows:

- National Industry Skills Councils and other recognised bodies including relevant enterprises, through the process of developing Training Packages, determine the relevant qualification for each set of national competency standards in their respective Training Packages. This determination is subject to endorsement by the National Quality Council.
- State/Territory Course Accrediting Bodies, or Registered Training Organisations with delegated authority to self-manage accreditation, through the course accreditation process determine the relevant qualifications for any combined sets of national competency standards for which there is a training need, derived either from more than one Training Package and/or other endorsed sets of competency standards. The title of the new qualification must be clearly distinct from those in the related Training Packages.
- Where there is no relevant Training Package, State/Territory Course Accrediting Bodies, through the course accreditation process, determine the relevant qualification for other sets of competency standards developed by relevant industry, enterprise, community or professional bodies to meet an identified training need.

3.2 Characteristics

Characteristics of competencies include:

- performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes;
- breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied; and
- applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate II qualifications must include, or to replace the authority statement above.

Table 6:
Distinguishing
Features: Certificates
I, II and III

Certificate I	Certificate II	Certificate III
<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate knowledge by recall in a narrow range of areas</p> <p>demonstrate basic practical skills such as the use of relevant tools</p> <p>perform a sequence of routine tasks given clear direction</p> <p>receive and pass on messages/information</p>	<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate <i>basic operational knowledge in a moderate range of areas</i></p> <p>apply a <i>defined range of skills</i></p> <p>apply known solutions to a <i>limited range of predictable problems</i></p> <p>perform a range of tasks where choice between a <i>limited range of options</i> is required</p> <p><i>assess and record</i> information from varied sources</p> <p><i>take limited responsibility for own outputs</i> in work and learning</p>	<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate some <i>relevant theoretical knowledge</i></p> <p>apply a range of <i>well developed skills</i></p> <p>apply known solutions to a <i>variety of predictable problems</i></p> <p>perform processes that require a <i>range of well developed skills where some discretion and judgement</i> is required</p> <p>interpret available information, using <i>discretion and judgement</i></p> <p>take <i>responsibility for own outputs</i> in work and learning</p> <p>take <i>limited responsibility for the output of others</i></p>

Note: In Table 6 italicised words emphasise distinguishing features of the competencies between qualifications. In order to assist determining the relevant qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

4. Responsibility for Assessment

Qualifications issued in the vocational education and training sector certify the achievement of competency.

Assessment is the responsibility of Registered Training Organisations. These bodies must comply with AQTF 2007 *Essential Standards for Registration*.

5. Pathways to the Qualification

5.1 Access to the qualification could be through:

- a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course(s) delivered by a Registered Training Organisation;

or

- a combination of a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course delivered by a Registered Training Organisation, plus recognition of prior learning including credit transfer and/or experience;

or

- the recognition of prior learning that provides evidence of the achievement of the competencies for the qualification.

5.2 Time taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area. Nominal duration statements may appear in training programs which may be part of the non-endorsed Learning Strategies component of a Training Package. Nominal duration statements are also to be included in accreditation submissions but will not be used to determine the level of a qualification.

5.3 Examples of possible pathways include:

- Work-Based Training and Assessment
- Institution-Based Education and Training and Assessment (including schools)
- Part Institution-Based Education and Training and Assessment (including schools)/Part Work-Based Training and Assessment
- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Courses/Training Programs

NOTE: These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification.

6. Authority to Issue the Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issuance of the qualification. This responsibility is carried out by Registered Training Organisations or in some instances by a body authorised under statute. RTOs agree to AQTF 2007 Conditions of Registration within the Essential Standards for Registration regarding the certification and issuing of qualifications and Statements of Attainment.

7. Certification Issued

A qualification is:

formal certification, issued by a relevant approved body, in recognition that a person has achieved competencies relevant to identified individual, professional, industry or community needs.

Individuals issued with the qualification, ie Certificate II, will also receive documentation that identifies the units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. The Statement of Attainment will include, either on the Statement itself or as an attachment, the whole units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

The issuing body will be responsible for providing and maintaining records in relation to the above. See AQTF 2007 *Essential Standards for Registration* including the Conditions of Registration.

Certificate III Guideline

1. Purpose

To assist employers; employees; professional associations; unions; Training Package, course and curriculum developers; accrediting bodies; and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification. Also, to assist developers of Training Packages and courses of training to assign appropriate AQF qualifications within a Training Package, or to a course to be submitted for accreditation.

2. Context

These Guidelines replace the RATE Descriptions, which have previously been used to provide guidance on qualification levels. The Guideline for the Certificate III qualification, which is authorised by the vocational education and training sector, takes into account developments under the National Skills Framework – the introduction of Training Packages and the implementation of the Australian Quality Training Framework 2007 (AQTF 2007). Training Packages use competency standards to describe the skills and knowledge needed to perform effectively in the workplace. These competency standards are packaged into units of competency. Units of competency are components of AQF qualifications. It is a requirement of the AQTF 2007 that competency standards from relevant Training Packages be used where they exist.

Qualifications developed outside Training Packages must not duplicate qualifications contained in Training Packages. Registered Training Organisations and/or State/Territory Course Accrediting Bodies will need to be satisfied that any qualification proposed outside a Training Package cannot be achieved by the customisation and flexibility offered within a Training Package or by the issuance of a Training Package qualification together with one or more Statements of Attainment.

The National Quality Council, the body responsible for the endorsement of Training Packages, also has responsibility for the endorsement of national competency standards that are not part of Training Packages. These Guidelines apply equally to qualifications based on these competency standards.

In the vocational education and training sector there are a number of useful reference documents, which are listed in the Appendix.

3. Learning Outcomes

3.1 Authority

In the vocational education and training sector, qualifications are based on nationally endorsed competency standards where they exist or on competency standards developed by relevant industry, enterprise, community or professional groups.

The qualifications certify achievement of learning outcomes generally identified as sets of competencies for levels of workplace performance reflected in the characteristics and distinguishing features of each qualification. The focus in the vocational education

and training sector is on the capacity to assess directly the performance criteria in the competencies specified within the Training Package or accredited course.

Authorisation of alignment of competency standards to AQF qualifications occurs as follows:

- National Industry Skills Councils and other recognised bodies including relevant enterprises, through the process of developing Training Packages, determine the relevant qualification for each set of national competency standards in their respective Training Packages. This determination is subject to endorsement by the National Quality Council.
- State/Territory Course Accrediting Bodies, or Registered Training Organisations with delegated authority to self-manage accreditation, through the course accreditation process determine the relevant qualifications for any combined sets of national competency standards for which there is a training need, derived either from more than one Training Package and/or other endorsed sets of competency standards. The title of the new qualification must be clearly distinct from those in the related Training Packages.
- Where there is no relevant Training Package, State/Territory Course Accrediting Bodies, through the course accreditation process, determine the relevant qualification for other sets of competency standards developed by relevant industry, enterprise, community or professional bodies to meet an identified training need.

3.2 Characteristics

Characteristics of competencies include:

- performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints;
- breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available; and
- applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate III qualifications must include, or to replace the authority statement above.

Table 7:
Distinguishing
Features: Certificates
II, III and IV

Certificate II	Certificate III	Certificate IV
<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate basic <i>operational knowledge</i> in a <i>moderate range</i> of areas</p> <p>apply a <i>defined range of skills</i></p> <p>apply known solutions to a limited range of predictable problems</p> <p>perform a range of tasks where <i>choice between a limited range of options</i> is required</p> <p><i>assess and record</i> information from varied sources</p> <p>take <i>limited responsibility</i> for own outputs in work and learning</p>	<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate some <i>relevant theoretical knowledge</i></p> <p>apply a range of <i>well developed skills</i></p> <p>apply known solutions to a <i>variety of predictable problems</i></p> <p>perform processes that require a <i>range of well developed skills where some discretion and judgement</i> is required</p> <p>interpret available information, using <i>discretion and judgement</i></p> <p>take <i>responsibility for own outputs</i> in work and learning</p> <p>take <i>limited responsibility</i> for the output of others</p>	<p>Do the Competencies enable an individual with this qualification to:</p> <p>demonstrate understanding of a <i>broad knowledge base incorporating some theoretical concepts</i></p> <p>apply solutions to a defined <i>range of unpredictable problems</i></p> <p><i>identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</i></p> <p><i>identify, analyse and evaluate information from a variety of sources</i></p> <p><i>take responsibility for own outputs in relation to specified quality standards</i></p> <p>take <i>limited responsibility</i> for the <i>quantity and quality</i> of the output of others</p>

Note: In Table 6 italicised words emphasise distinguishing features of the competencies between qualifications. In order to assist determining the relevant qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

4. Responsibility for Assessment

Qualifications issued in the vocational education and training sector certify the achievement of competency.

Assessment is the responsibility of Registered Training Organisations. These bodies must comply with AQTF 2007 *Essential Standards for Registration* including the Conditions of Registration.

5. Pathways to the Qualification

5.1 **Access** to the qualification could be through:

- a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course(s) delivered by a Registered Training Organisation;

or

- a combination of a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course delivered by a Registered Training Organisation, plus recognition of prior learning including credit transfer and/or experience;

or

- the recognition of prior learning that provides evidence of the achievement of the competencies for the qualification.

5.2 **Time** taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area. Nominal duration statements may appear in training programs which may be part of the non-endorsed Learning Strategies component of a Training Package. Nominal duration statements are also to be included in accreditation submissions but will not be used to determine the level of a qualification.

5.3 **Examples** of possible pathways include:

- Work-Based Training and Assessment
- Institution-Based Education and Training and Assessment (including schools)
- Part Institution-Based Education and Training and Assessment (including schools)/Part Work-Based Training and Assessment
- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Courses/Training Programs

NOTE: These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification.

6. Authority to Issue the Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issuance of the qualification. This responsibility is carried out by Registered Training Organisations or in some instances by a body authorised under statute. RTOs agree to AQTF 2007 Conditions of Registration within the *Essential Standards for Registration* regarding the certification and issuing of qualifications and Statements of Attainment.

7. Certification Issued

A qualification is:

formal certification, issued by a relevant approved body, in recognition that a person has achieved competencies relevant to identified individual, professional, industry or community needs.

Individuals issued with the qualification, ie Certificate III, will also receive documentation that identifies the units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. The Statement of Attainment will include, either on the Statement itself or as an attachment, the whole units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

The issuing body will be responsible for providing and maintaining records in relation to the above. See AQTF 2007 *Essential Standards for Registration* including the Conditions of Registration.

Certificate IV Guideline

1. Purpose

To assist employers; employees; professional associations; unions; Training Package, course and curriculum developers; accrediting bodies; and the wider public, including students, parents, and education and training bodies, to understand factors determining the level of the qualification. Also, to assist developers of Training Packages and courses of training to assign appropriate AQF qualifications within a Training Package, or to a course to be submitted for accreditation.

2. Context

These Guidelines replace the RATE Descriptions, which have previously been used to provide guidance on qualification levels. The Guideline for the Certificate IV qualification, which is authorised by the vocational education and training sector, takes into account developments under the National Skills Framework – the introduction of Training Packages and the implementation of the Australian Quality Training Framework 2007 (AQTF 2007). Training Packages use competency standards to describe the skills and knowledge needed to perform effectively in the workplace. These competency standards are packaged into units of competency. Units of competency are components of AQF qualifications. It is a requirement of the AQTF 2007 that competency standards from relevant Training Packages be used where they exist.

Qualifications developed outside Training Packages must not duplicate qualifications contained in Training Packages. Registered Training Organisations and/or State/Territory Course Accrediting Bodies will need to be satisfied that any qualification proposed outside a Training Package cannot be achieved by the customisation and flexibility offered within a Training Package or by the issuance of a Training Package qualification together with one or more Statements of Attainment.

The National Quality Council, the body responsible for the endorsement of Training Packages, also has responsibility for the endorsement of national competency standards that are not part of Training Packages. These Guidelines apply equally to qualifications based on these competency standards.

In the vocational education and training sector there are a number of useful reference documents, which are listed in the Appendix.

3. Learning Outcomes

3.1 Authority

In the vocational education and training sector, qualifications are based on nationally endorsed competency standards where they exist or on competency standards developed by relevant industry, enterprise, community or professional groups. The qualifications certify achievement of learning outcomes generally identified as sets of competencies for levels of workplace performance reflected in the characteristics and distinguishing features of each qualification. The focus in the vocational education and training sector is on the capacity to assess directly the performance criteria in the competencies specified within the Training Package or accredited course.

Authorisation of alignment of competency standards to AQF qualifications occurs as follows:

- National Industry Skills Councils and other recognised bodies including relevant enterprises, through the process of developing Training Packages, determine the relevant qualification for each set of national competency standards in their respective Training Packages. This determination is subject to endorsement by the National Quality Council.
- State/Territory Course Accrediting Bodies, or Registered Training Organisations with delegated authority to self-manage accreditation, through the course accreditation process determine the relevant qualifications for any combined sets of national competency standards for which there is a training need, derived either from more than one Training Package and/or other endorsed sets of competency standards. The title of the new qualification must be clearly distinct from those in the related Training Packages.
- Where there is no relevant Training Package, State/Territory Course Accrediting Bodies, through the course accreditation process, determine the relevant qualification for other sets of competency standards developed by relevant industry, enterprise, community or professional bodies to meet an identified training need.

3.2 Characteristics

Characteristics of learning outcomes/competencies include:

- performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provision of some leadership and guidance to others in the application and planning of the skills;
- breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or applications in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature; and
- applications involve responsibility for, and limited organisation of, others.

3.3 Distinguishing Features

Where additional information is required to assist in determining the qualification level, the following chart could be used to help determine the most compatible match.

It is emphasised that the chart is not intended to be used as a checklist which all Certificate IV qualifications must include, or to replace the authority statement above.

Table 8:
Distinguishing
Features: Certificates
III, IV and Diploma

Certificate III	Certificate IV	Diploma
Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:
demonstrate some <i>relevant theoretical knowledge</i>	demonstrate understanding of a <i>broad knowledge base incorporating some theoretical concepts</i>	demonstrate understanding of a broad knowledge base incorporating theoretical concepts, <i>with substantial depth in some areas</i>
apply a range of well developed skills		
apply known solutions to a <i>variety of predictable problems</i>	apply solutions to a <i>defined range of unpredictable problems</i>	<i>analyse and plan approaches to technical problems or management requirements</i>
perform processes that require a <i>range of well developed skills where some discretion and judgement</i> is required	<i>identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</i>	<i>transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</i>
interpret available information, using <i>discretion and judgement</i>	<i>identify, analyse and evaluate information from a variety of sources</i>	evaluate information using it to <i>forecast for planning or research</i> purposes
take responsibility for own outputs in work and learning	take responsibility for own outputs <i>in relation to specified quality standards</i>	take responsibility for own outputs in relation to specified quality standards
take limited responsibility for the output of others	take <i>limited responsibility for the quantity</i> and quality of the output of others	take some responsibility for the <i>achievement of group outcomes</i>

Note: In Table 8 italicised words emphasise distinguishing features of the competencies between qualifications. In order to assist determining the relevant qualification, the most compatible set of features should be selected. Not all features will necessarily apply.

4. Responsibility for Assessment

Qualifications issued in the vocational education and training sector certify the achievement of competency.

Assessment is the responsibility of Registered Training Organisations. These bodies must comply with AQTF 2007 *Essential Standards for Registration* including the Conditions of Registration.

5. Pathways to the Qualification

5.1 **Access** to the qualification could be through:

- a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course(s) delivered by a Registered Training Organisation;

or

- a combination of a training program meeting the requirements of an endorsed Training Package or a training program meeting the requirements of an accredited course delivered by a Registered Training Organisation, plus recognition of prior learning including credit transfer and/or experience;

or

- the recognition of prior learning that provides evidence of the achievement of the competencies for the qualification.

5.2 **Time** taken to gain the qualification will vary according to the pathway taken and factors related to the particular industry or work area. Nominal duration statements may appear in training programs which may be part of the non-endorsed Learning Strategies component of a Training Package. Nominal duration statements are also to be included in accreditation submissions but will not be used to determine the level of a qualification. A Certificate IV could be part of a program which includes both a Certificate IV and a Diploma. An individual may complete the requirements for a Certificate IV only or may go on to gain a Diploma. (*IH 2002*, p 34)

5.3 **Examples** of possible pathways include:

- Work-Based Training and Assessment
- Institution-Based Education and Training and Assessment (including schools)
- Part Institution-Based Education and Training and Assessment (including schools)/Part Work-Based Training and Assessment
- Recognition of Prior Learning
- Recognition of Prior Learning combined with Further Training as required
- Accumulation of a Variety of Short Courses/Training Programs

NOTE: These examples suggest only some of a wide range of possible pathways. They are not intended to be prescriptive, nor are they limited to this particular qualification.

6. Authority to Issue the Qualification

In the vocational education and training sector, each State/Territory has legislative responsibility for authorising the issuance of the qualification. This responsibility is carried out by Registered Training Organisations or in some instances by a body authorised under statute. RTOs agree to AQTF 2007 Conditions of Registration within the *Essential Standards for Registration* regarding the certification and issuing of qualifications and Statements of Attainment.

7. Certification Issued

A qualification is:

formal certification, issued by a relevant approved body, in recognition that a person has achieved competencies relevant to identified individual, professional, industry or community needs.

Individuals issued with the qualification, ie Certificate IV, will also receive documentation that identifies the units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. The Statement of Attainment will include, either on the Statement itself or as an attachment, the whole units of competency that have been achieved when training is based on nationally endorsed competency standards (such as those in Training Packages).

The issuing body will be responsible for providing and maintaining records in relation to the above. See AQTF 2007 *Essential Standards for Registration* including the Conditions of Registration.