



nsources

QUALITY MANAGEMENT SYSTEM (QMS)

Policies • Procedures • Work Instructions

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SAMPLE ONLY

RTO Operational Model

Registered Training Organisations (RTOs) operate within a complex, dynamic landscape shaped by evolving regulatory requirements, diverse stakeholder expectations, and rapidly changing industry needs. To excel in this environment, the RTO implements an operational model that ensures consistency, drives innovation, enhances responsiveness to both learner and industry needs, and rigorously maintains standards of quality, compliance, and performance measurement.

This Quality Management System (QMS) presents an integrated operational model drawing on the robust foundations of the Australian VET Quality Framework, international standards such as ISO 21001 (Educational Organisations Management Systems), ISO 31000 (Risk Management), and ISO 9001 (Quality Management Systems), as well as embedding best practices in evaluating training effectiveness through the internationally recognised ROI Methodology.

Alignment with the Australian VET Quality Framework

The Australian VET Quality Framework sets a comprehensive structure for RTO operations, comprising:

- Outcome Standards for Registered Training Organisations (RTOs) 2025
- Compliance Standards for RTOs and Fit and Proper Person Requirements 2025
- Australian Qualifications Framework (AQF)
- Data Provision Requirements
- Financial Viability Risk Assessment Requirements

The QMS operational model aligns explicitly with the Outcome Standards for RTOs 2025, emphasising outcomes-based compliance rather than traditional process-driven compliance alone.

The operational practices outlined within this QMS ensure that training and assessment are systematically delivered to produce demonstrable learner competencies, meeting both learner and industry needs and expectations.

Integration of ISO 21001 – Educational Organisations Management Systems

Adopting ISO 21001 provides a structured approach designed specifically for educational institutions, focusing on enhancing learner satisfaction and fostering continuous educational improvement. The principles guiding ISO 21001 include:

- Learner-focused educational services
- Visionary leadership
- Engagement and development of personnel
- Effective process management and control
- Continuous improvement and innovation
- Evidence-based decision making
- Ethical conduct and transparency
- Accessibility and equity
- Social responsibility
- Data security and learner privacy

Implementing these principles through our operational model enables the RTO to consistently deliver educational products and services that exceed learner expectations, creating value not only for learners but also for staff and the broader community.

Incorporation of ISO 31000 – Risk Management

Effective risk management underpins sustainable operations within the VET sector. Our operational model integrates the principles of ISO 31000, providing a proactive approach to identify, assess, manage, and monitor risks systematically across the RTO's processes and activities. Key risk management practices incorporated include:

- Systematic risk identification and analysis
- Clear accountability for managing identified risks
- Continuous monitoring and review of risk management strategies
- Integration of risk management into decision-making and planning activities

This proactive approach ensures the RTO maintains regulatory compliance, safeguards its operations from uncertainty, and enhances stakeholder trust and confidence.

Adoption of ISO 9001 – Quality Management Systems

The integration of ISO 9001's principles and requirements strengthen the operational model through a commitment to quality management and continuous improvement.

Core components include:

- Strong customer focus, prioritising the needs of learners and industry
- Commitment to quality leadership and clear organisational direction
- Engagement and competence of personnel
- Process-oriented approach ensuring consistency and reliability
- Continuous improvement cycles (Plan-Do-Check-Act)
- Evidence-based decision making and measurement
- Effective supplier and third-party relationship management

Through adopting ISO 9001 principles, the operational model fosters a culture of quality, consistency, efficiency, and continual improvement across all operational levels within the RTO.

Embedding the ROI Methodology

To ensure our educational and training interventions consistently deliver measurable and meaningful value, we explicitly integrate the ROI Methodology into our operational model. This globally recognised approach enables systematic evaluation of training effectiveness across five key levels:

- **Reaction and Planned Action:** Measuring learner satisfaction and immediate reaction to training experiences.
- **Learning:** Measuring the actual knowledge and skills gained through training interventions.
- **Application and Implementation:** Assessing the practical application and integration of learning in workplace environments.
- **Business Impact:** Evaluating the tangible improvements and impacts on organisational performance and key business metrics.
- **Return on Investment (ROI):** Calculating the financial return achieved compared to the training investment, ensuring accountability and transparency in educational expenditures.

The systematic use of ROI Methodology ensures our training offerings remain strategically aligned, economically justified, and continually responsive to learner and industry needs.

Benefits of an Integrated Operational Model

The integration of these frameworks into a cohesive operational model delivers significant strategic and operational benefits to the RTO, including:

- Enhanced alignment and coherence across operational processes.
- Greater consistency and reliability in delivering training and educational services.
- Increased responsiveness to changing learner and industry needs.
- Improved regulatory compliance, reducing organisational risk.
- Stronger relationships with learners, employers, community and industry stakeholders.
- Higher organisational agility and capability for innovation.
- Sustainable practices supporting long-term organisational viability.
- Evidence-based decision-making enabled by rigorous evaluation methods.
- Increased stakeholder trust, transparency, and engagement.
- Demonstrable return on investment, aligning training outcomes closely with organisational goals and strategic priorities.

Our comprehensive operational model, explicitly aligned with the Australian VET Quality Framework and enhanced through the adoption of international standards ISO 21001, ISO 31000, ISO 9001, and the ROI Methodology, empowers our RTO to deliver exceptional vocational education and training outcomes. This integrated model positions us to effectively navigate complexity, ensure ongoing compliance, and continuously demonstrate value and impact to learners, industry stakeholders, and regulatory bodies.

Structure of the Quality Management System (QMS)

The Quality Management System (QMS) outlined in this document is structured explicitly into three interconnected levels (Policies, Procedures, and Work Instructions)

to provide clear guidance and effective operational governance across all activities within the RTO.

Level 1: Policies

Policies represent the strategic direction and organisational commitments of the RTO. They define the guiding principles, establish regulatory and organisational expectations, and set the overarching framework for decision-making and actions across the organisation. Policies ensure alignment with regulatory requirements, industry standards, and organisational objectives.

Level 2: Procedures

Procedures translate policies into operational practices, detailing specific processes, responsibilities, and methodologies required to consistently implement policy requirements. Procedures provide explicit step-by-step guidance on how to carry out critical business processes, manage risks, and ensure compliance with regulatory obligations and quality expectations.

Level 3: Work Instructions

Work Instructions provide detailed and practical guidance on performing specific tasks and activities outlined in procedures. They serve as operational tools for frontline staff, trainers, assessors, and administrative personnel, ensuring clarity and consistency in everyday tasks. Work Instructions may include templates, forms, checklists, guidelines, or explicit instructions to carry out specific operational activities effectively.

Relationship Among Policies, Procedures, and Work Instructions

These three levels form an integrated hierarchy:

- **Policies** set strategic expectations and organisational principles.
- **Procedures** operationalise these policies, clearly defining processes and accountabilities.
- **Work Instructions** offer detailed, task-specific guidance for the practical execution of procedural requirements.

This structured approach ensures consistency, compliance, clarity, and continuous quality improvement throughout the RTO's operations, supporting robust governance and accountability at all levels.

SAMPLE ONLY

RTO Operations

Our Quality Management System (QMS) is strategically structured around the core functions and operational requirements of the RTO, ensuring clarity, compliance, and effective quality management. To provide a clear and logical structure, the QMS is explicitly organised into two categories of processes: **Operational** and **Supporting** Processes.

Operational Processes

Operational Processes represent the core functions of the RTO. These sequential processes directly relate to the development, delivery, assessment, and certification of training and educational services. At the conclusion of each process, the RTO conducts a quality assurance review to ensure compliance and effectiveness before proceeding to the subsequent stage.

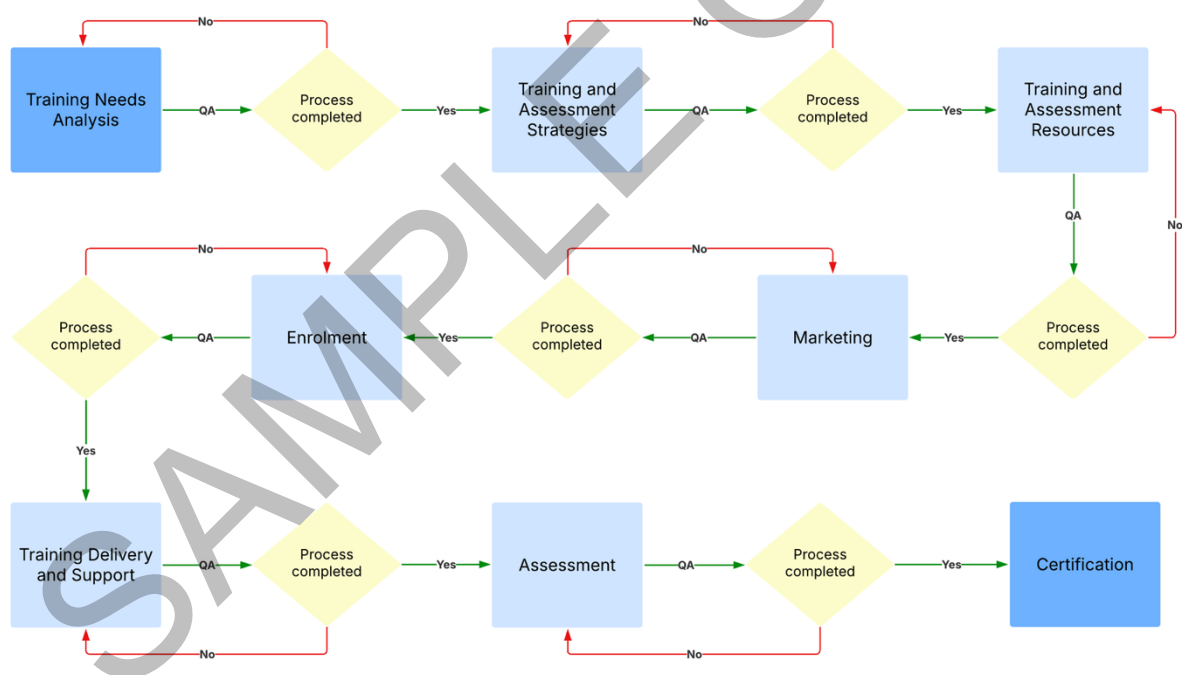


Figure 1 - RTO Operational Processes

The operational processes are:

- **Training Needs Analysis** – Identifying and aligning training provision with industry and learner requirements.

- **Training and Assessment Strategy** – Strategically planning the approach to training and assessment in line with the training package requirements and learner needs.
- **Training and Assessment Resources** – Developing, sourcing, contextualising, and managing training and assessment materials and tools.
- **Marketing** – Ensuring clear, accurate, ethical, and compliant communication of training offerings.
- **Enrolment** – Managing student enrolments in compliance with regulatory and operational requirements, including verification of suitability, eligibility, and support needs.
- **Training Delivery and Student Support** – Providing consistent, high-quality training experiences and responsive student support services aligned to Training and Assessment Strategies.
- **Assessment** – Implementing rigorous competency-based assessment practices to reliably and fairly evaluate learner outcomes.
- **Certification** – Issuing AQF Certification documentation (qualifications and statements of attainment) in compliance with regulatory requirements.

Supporting Processes

Supporting Processes underpin the operational activities, providing necessary infrastructure, resources, and organisational management frameworks essential to sustain and enhance the quality-of-service delivery. The supporting processes include:



Figure 2 - Supporting Processes

- **Workforce Management** – Ensuring appropriate staffing levels, professional development, recruitment, and retention of skilled personnel.
- **Compliance** – Maintaining rigorous oversight, monitoring, risk management, and continuous improvement practices to assure regulatory compliance.
- **Resources, Equipment, and Facilities Management** – Ensuring appropriate availability, suitability, safety, and maintenance of resources, equipment, and facilities required for effective training and assessment.
- **Finance** – Managing financial viability, budgeting, forecasting, financial risk management, and compliance with regulatory financial requirements.
- **Information Technology (IT)** – Maintaining robust IT infrastructure, systems, data management, and cybersecurity practices to support educational delivery and administration.
- **External Relationships** – Managing productive, compliant, and mutually beneficial relationships with third parties, employers, industry stakeholders, and regulatory bodies.

Relationship Between Operational and Supporting Processes

The operational and supporting processes operate interdependently to form a cohesive and integrated quality management framework. Operational processes directly contribute to achieving the RTO's educational objectives and learner outcomes, while supporting processes provide the necessary organisational foundations and resources enabling operational success.

SAMPLE ONLY

Training Needs Analysis Policy

Purpose

The RTO conducts comprehensive Training Needs Analyses (TNAs), aligned with the Analysis stage of the ADDIE instructional design model, to ensure training and assessment services meet industry and learner needs, comply with the VET Quality Framework, and relevant industry standards. This process ensures:

- Accurate identification of current and future training needs.
- Alignment of training programs with industry expectations and legislative requirements.
- Effective use of resources through targeted training solutions.
- Improved learner outcomes and satisfaction by meeting specific learning needs.

Scope

This policy applies to the Training Manager, Instructional Designer, Trainers and Assessors, and relevant staff involved in conducting and utilising Training Needs Analyses for:

- Designing and updating training and assessment strategies.
- Developing new training products and reviewing existing ones.
- Planning resource allocation and workforce development.

Policy Statement

The RTO is committed to conducting effective Training Needs Analyses that embody the principles of the Analysis stage of the ADDIE model, which include:

- Engaging relevant industry stakeholders, including employers, regulatory bodies, industry and community representatives.
- Utilising robust data collection methods to ensure reliable identification of training needs.
- Informing strategic decision-making and continuous improvement initiatives.

- Ensuring training delivery and assessment meet industry standards and regulatory requirements.
- Identifying appropriate Nationally Recognised Training (NRT) products that match TNA outcomes, with qualifications linked to identified job roles, skill sets matching identified processes, and units of competency aligned with identified tasks.
- Determining specific NRT products required for compliance with licensing and regulatory requirements in relevant industries.

Associated Procedures

- [Stakeholder Identification and Engagement Procedure](#)
- [Training Needs Analysis Procedure](#)

Responsibilities

CEO

- Approve and endorse the strategic direction for training needs analyses.
- Ensure resource allocation for conducting TNAs.

Compliance Manager

- Maintain accurate records of TNA processes and outcomes.
- Validate findings against compliance obligations.

Training Manager

- Lead and manage the TNA process, ensuring alignment with ADDIE model principles.
- Facilitate stakeholder engagement and oversee data collection and analysis.
- Incorporate findings into training and assessment strategies.

Instructional Designer

- Utilise TNA findings from the Analysis stage of the ADDIE model to inform subsequent stages of Design, Development, Implementation, and Evaluation.

Trainers and Assessors

- Provide expert input into TNA activities.

- Implement training strategies informed by TNA outcomes.

Marketing Manager and Course Advisor

- Use TNA outcomes to accurately market training products.

Regulatory Requirements

This operational policy aligns with the following regulatory requirements:

Standards for RTOs 2025:

- Standard 1.1 – Training aligns with the requirements of the training product.
- Standard 1.2 – Engagement with industry representatives effectively informs the relevance of training.
- Standard 1.8 – Facilities, resources, and equipment are suitable and sufficient.
- Standard 4.4 – Continuous improvement processes are informed by industry and stakeholder feedback.

Stakeholder Identification and Engagement Procedure

Purpose

This procedure outlines the structured approach for identifying, engaging, and maintaining effective communication with industry and community stakeholders to inform the Training Needs Analysis (TNA), training and assessment strategies and practices, ensuring training programs align with industry standards, regulatory requirements, and learner needs.

Scope

This procedure applies to the Training Manager, Compliance Manager, Instructional Designer, Trainers and Assessors, and relevant staff involved in stakeholder engagement for:

- Conducting Training Needs Analyses.
- Developing and updating Training and Assessment Strategies (TAS).
- Ensuring industry relevance and regulatory compliance.

Procedure Steps

Step 1: Identify Relevant Stakeholders

- The Training Manager, supported by Trainers and Assessors and the Instructional Designer, identifies stakeholders, including but not limited to:
 - o Employers and industry representatives.
 - o Regulatory and licensing bodies.
 - o Professional associations.
 - o Community representatives.
 - o Current students and alumni.
 - o Internal subject matter experts.

Step 2: Stakeholder Engagement Plan

- The Training Manager develops a Stakeholder Engagement Plan, clearly documenting:
 - o Objectives of engagement activities.

- Methods and frequency of communication (surveys, focus groups, meetings, etc.).
- Responsibilities for engaging each stakeholder group.

Step 3: Conduct Stakeholder Engagement

- The Training Manager, with assistance from Trainers and Assessors and the Instructional Designer, conducts engagement activities such as:
 - Industry consultations and roundtables.
 - Surveys and questionnaires.
 - Structured interviews.
 - Focus groups and workshops.

Step 4: Collect and Document Stakeholder Feedback

- Feedback from stakeholder activities is systematically documented by the Training Manager and Instructional Designer, ensuring clear records of:
 - Identified training needs.
 - Industry trends and emerging requirements.
 - Recommended improvements and adjustments to current training programs.

Step 5: Analyse Feedback

- The Training Manager and Instructional Designer analyse stakeholder feedback to clearly identify:
 - Common themes and priorities.
 - Alignment with industry expectations and regulatory requirements.
 - Potential implications for training design and resource allocation.

Step 6: Report and Distribute Findings

- The Training Manager prepares a detailed Stakeholder Engagement Report documenting findings, implications, and recommended actions.
- Reports are distributed to the CEO, Compliance Manager, Instructional Designer, and relevant stakeholders as appropriate.

Step 7: Integration into Training Needs Analysis

- The documented findings and recommendations from stakeholder engagement are formally integrated into the Training Needs Analysis by the Training Manager and Instructional Designer.

Related Work Instructions

- [WI-Identifying Relevant Stakeholders](#)
- [WI-Conducting Industry Consultation Meetings](#)
- [WI-Stakeholder Feedback Documentation and Analysis](#)

Recordkeeping

Maintain accurate and complete records of stakeholder identification, engagement activities, feedback received, analysis outcomes, and related reports within the RTO's secure document management system for compliance and continuous improvement purposes.

Monitoring and Review

This procedure will be monitored continuously and reviewed annually by the Training Manager and Compliance Manager, ensuring:

- Stakeholder engagement remains relevant, effective, and compliant with regulatory standards.
- Incorporation of feedback from stakeholders, internal audits, or regulatory changes into future improvements.

Definitions, Abbreviations, and Acronyms

- ADDIE – Analysis, Design, Development, Implementation, Evaluation instructional design model.
- CEO – Chief Executive Officer.
- RTO – Registered Training Organisation.
- TAS – Training and Assessment Strategy.
- TNA – Training Needs Analysis.
- WI – Work Instruction.

WI-Identifying Relevant Stakeholders

WI Number: WI-TNA-001

Related Procedure: [Stakeholder Identification and Engagement Procedure](#)

Authorised by: Training Manager

Purpose

This Work Instruction provides explicit guidance for systematically identifying relevant internal and external stakeholders who will contribute to the Training Needs Analysis (TNA) process. Stakeholder identification ensures comprehensive industry engagement, alignment with standards, and compliance with regulatory requirements.

Scope

This instruction applies to the Training Manager, Instructional Designer, Trainers and Assessors, and relevant staff involved in identifying stakeholders for Training Needs Analyses and associated training and assessment activities.

Responsibilities

- Training Manager: Leads stakeholder identification, ensures compliance with minimum stakeholder identification requirements.
- Instructional Designer: Assists in identifying stakeholders relevant to training design and educational standards.
- Trainers and Assessors: Provide expertise in identifying relevant industry and learner stakeholder groups.

Required Resources

- [Stakeholder Identification Template](#)
- Existing stakeholder databases and records
- Industry and regulatory databases
- Internal records and previous consultation reports

Minimum Stakeholder Identification Requirements

For each training product, the Training Manager must explicitly ensure the identification of:

- Internal Stakeholders (Minimum of **1** stakeholder)
 - o Trainers/Assessors
 - o Internal SMEs
- External Stakeholders. Minimum of **4** stakeholders (at least one from each category below):
- Industry/Employers
 - o Employers, industry advisory groups
- Regulatory Bodies
 - o Licensing authorities, regulatory agencies
- Industry SMEs/Professional Associations
 - o Professional associations, recognised industry experts
- Community Representatives
 - o Local community organisations, cultural representatives, advocacy groups

Detailed Steps (Instructions)

Step	Action/Task Description	Responsibility	Reference/Template
1	Review the training product specifications, industry standards, and previous TNA documentation.	Training Manager, Instructional Designer	Stakeholder Identification Template
2	Identify at least one internal stakeholder who has relevant expertise and operational knowledge (e.g., trainers, assessors, instructional designers, internal SMEs).	Training Manager, Trainers and Assessors	Stakeholder Identification Template
3	Identify at least four external stakeholders (minimum one from each category) relevant to the specific training product: - Industry/employers - Regulatory	Training Manager, Trainers and Assessors,	Stakeholder Identification Template

Step	Action/Task Description	Responsibility	Reference/Template
	bodies - Industry SMEs/professional associations - Community representatives	Instructional Designer	
4	Categorise and clearly document identified stakeholders according to their respective stakeholder groups.	Instructional Designer	Stakeholder Identification Template
5	Submit completed Stakeholder Identification Template for final review and approval by the Training Manager.	Instructional Designer	Stakeholder Identification Template

Quality Control Checks

The Training Manager reviews and approves the stakeholder list to explicitly verify:

- Inclusion of at least one internal stakeholder per training product.
- Inclusion of a minimum of four external stakeholders covering all four required categories.
- Alignment of identified stakeholders with regulatory and industry requirements.

Records and Documentation

Completed Stakeholder Identification Templates must be securely stored in the RTO's document management system, with clear version control maintained by the Compliance Manager.

References

- [Training Needs Analysis Policy](#)
- [Stakeholder Identification and Engagement Procedure](#)
- Standards for RTOs 2025 (Standard 1.2 – Industry engagement)

Definitions, Abbreviations, and Acronyms

- Internal Stakeholder: Staff or personnel within the RTO who provide input and expertise.
- External Stakeholder: Organisations or individuals outside the RTO, including industry and regulatory representatives.
- TNA: Training Needs Analysis
- RTO: Registered Training Organisation
- SME: Subject Matter Expert
- WI: Work Instruction

SAMPLE ONLY

Training and Assessment Strategies Policy

Purpose

The RTO designs structured and effective Training and Assessment Strategies (TAS), aligned with the Design stage of the ADDIE instructional design model, to ensure training and assessment activities address identified training needs, align with relevant Training Packages, comply with the VET Quality Framework, and relevant industry standards. This process ensures:

- Strategic planning of training and assessment to meet learner and industry requirements.
- Effective integration of stakeholder input and TNA outcomes.
- Clear documentation of training delivery, assessment methodologies, and resource allocation.
- Consistency and quality in training and assessment activities.

Scope

This policy applies to the Compliance Manager, Training Manager, Instructional Designer, Trainers and Assessors, and relevant staff involved in designing, reviewing, and approving Training and Assessment Strategies for:

- Nationally Recognised Training (NRT) qualifications, skill sets, or units of competency.
- Updates to training products due to industry feedback, training package updates, or regulatory changes.
- Resource planning and instructional design activities.

Policy Statement

The RTO is committed to developing comprehensive Training and Assessment Strategies that embody the principles of the Design stage of the ADDIE model, including:

- Clearly defining training objectives and learning outcomes based on TNA findings.
- Ensuring training strategies explicitly reference relevant qualifications, skill sets, or units of competency.
- Meeting training package requirements, including adherence to packaging rules and prerequisites.
- Structuring training content logically and coherently, pacing it to effectively support students' learning journeys, allowing sufficient time for instruction, practice, and the development of relevant skills and knowledge.
- Selecting appropriate training methodologies, delivery modes, and assessment methods.
- Ensuring alignment of strategies with industry standards, learner needs, and regulatory requirements.

Associated Procedures

- [Unit of competency unpacking Procedure](#)
- [TAS development Procedure](#)
- [TAS Approval Procedure](#)

Responsibilities

CEO

- Provide strategic oversight and approval of Training and Assessment Strategies.
- Ensure adequate resources are available for strategy development.

Compliance Manager

- Verify that TAS complies with training package, regulatory, and compliance standards.
- Review and validate TAS against compliance requirements.
- Maintain accurate and updated records of TAS documentation and approvals.

Training Manager

- Lead the TAS design process in alignment with ADDIE model principles.
- Integrate stakeholder and TNA feedback into TAS development.

- Approve final TAS documentation ensuring alignment with training package requirements.

Instructional Designer

- Design TAS documents incorporating clear learning objectives, instructional methods, and assessment approaches based on TNA outcomes.
- Ensure instructional resources support intended learning outcomes and comply with training package specifications.

Trainers and Assessors

- Provide subject matter expertise in the design and selection of appropriate training and assessment methodologies aligned with training packages.

Regulatory Requirements

This policy aligns with the following:

Standards for RTOs 2025:

- Standard 1.1 – Training aligns with the requirements of the training product.
- Standard 1.2 – Industry engagement effectively informs training strategies.
- Standard 1.3 – Assessment systems are consistent with training product requirements.
- Standard 1.8 – Facilities, resources, and equipment are suitable and sufficient.
- Standard 4.4 – Continuous improvement processes informed by stakeholder and industry feedback.

Compliance Standards 2025:

- Standard 14 – Timely transition of training products.
- Standard 20 – Compliance with applicable laws and standards.

Credential Policy:

- Section 1 – Credentials for the delivery of training and assessment.
- Section 3 – Validation of assessment to ensure quality and compliance.

Unit of competency unpacking Procedure

Purpose

This procedure outlines the process for unpacking units of competency to ensure they are compliant with training package requirements and designed to meet learner and industry needs.

The unpacking process produces critical inputs for curriculum design and the assessment system, including structured learning objectives and mapped assessment evidence requirements.

Scope

This procedure applies to the Training Manager, Instructional Designer, Trainers and Assessors, and relevant staff responsible for unpacking and documenting units of competency used in:

- Developing Training and Assessment Strategies (TAS).
- Creating and validating curriculum and assessment resources.
- Identifying prescribed resource and delivery requirements.
- Mapping learning outcomes and assessment evidence to unit components.
- Documenting contextualisation opportunities to inform resource and tool development

Procedure Steps

Step 1: Identify Unit of Competency

- The Training Manager confirms the specific unit of competency to be unpacked, based on Training Needs Analysis (TNA) outcomes and the RTO's approved scope of registration.

Step 2: Gather Relevant Documentation

- The Instructional Designer accesses and collates the current and official version of the unit of competency from the National Register (training.gov.au), ensuring the most up-to-date version is used.

Step 3: Analyse Unit Components

- The Instructional Designer, in consultation with subject matter experts (Trainers and Assessors), analyses and documents the following:
 - o Elements and associated Performance Criteria
 - o Performance Evidence and Knowledge Evidence requirements
 - o Assessment Conditions, including assessor requirements and environment

Step 4: Derive Learning Objectives

- For each performance criterion, a Learning Objective is formulated using the format: Performance Result + Conditions + Criteria
- These objectives must be clearly linked to training outcomes and structured to support instructional design and TAS delivery schedules.

Step 5: Identify Reference Documents

- For each element or workplace task, relevant documentation is identified, including:
 - o Organisation-specific policies, procedures, forms, and checklists
 - o Industry codes of practice and technical standards
 - o Manufacturer's operating manuals, datasheets, or job instructions
 - o Legislation, regulations, and Australian Standards
- These documents should be listed in the Reference Documents column of the unpacking template to guide future contextualisation, training resource development, and assessment authenticity.

Step 6: Define Assessment Evidence to Be Collected

- For each element and associated evidence requirement (PE/KE), specific Assessment Evidence items are identified that:
 - o Align to required unit outcomes
 - o Are observable, measurable, and collectable
 - o Support the development of the Assessment Plan

Step 7: Map Learning Objectives and Assessment Evidence

- A mapping matrix is created to ensure each learning objective and assessment evidence item is aligned with:
 - Performance Criteria
 - Performance Evidence
 - Knowledge Evidence
 - Assessment Conditions

Step 8: Identify Prescribed Resources

- Clearly identify and document:
 - Mandatory equipment, facilities, and resources explicitly listed in the unit
 - Additional industry-standard resources required to simulate or support workplace performance

Step 9: Identify Training Delivery Requirements

- Document recommendations for:
 - Unit sequencing and integration
 - Delivery duration and pacing
 - Mode of delivery suitable for the cohort (e.g. online, workplace, blended)
 - Instructional strategies informed by industry context

Step 10: Identify Foundation Skills and Prerequisites

- Document:
 - Foundation Skills embedded within the unit (including LLN and digital literacy)
 - Any prerequisites or co-requisites outlined in the training package

Step 11: Identify Contextualisation Requirements

- In collaboration with Trainers and Assessors:
 - Identify where contextualisation may be appropriate for future training and assessment resources
 - Record suggested contextualisation requirements in a Contextualisation Guidance Report to inform instructional design and resource development

- Ensure all contextualisation suggestions remain compliant with training package rules and maintain the integrity of the unit

Step 12: Review and Validate

- The Compliance Manager reviews the unpacked unit for:
 - Accuracy and completeness of interpretation
 - Alignment of learning objectives and assessment evidence to unit requirements
 - Compliance with regulatory frameworks, training package requirements and assessment principles

Step 13: Approve and Store Documentation

- The Training Manager approves the final unpacked unit document.
- All unpacking outputs, including learning objectives, assessment evidence, mapping matrix, reference documents, and contextualisation guidance, are stored in the RTO's document management system with version control.

Related Work Instructions

- [WI-Accessing and Interpreting Units of Competency](#)
- [WI-Approving Unit Unpacking Outputs](#)

Recordkeeping

Maintain accurate and secure records of all unpacking documents, learning objectives, assessment evidence, validation reviews, approvals, and related communications. All records must be stored in the RTO's document management system and retained in line with compliance requirements.

Monitoring and Review

This procedure is reviewed annually or upon changes to the training package or regulatory requirements. The Compliance Manager and Training Manager are responsible for monitoring unpacking practices to ensure effectiveness, compliance, and continuous improvement.

Definitions, Abbreviations, and Acronyms

- LLN – Language, Literacy, and Numeracy
- NRT – Nationally Recognised Training
- RTO – Registered Training Organisation
- SMS – Student Management System
- TAS – Training and Assessment Strategy
- TNA – Training Needs Analysis
- Unit of Competency – The specification of workplace performance standards defined in a training product
- WI – Work Instruction
- Learning Objective – A clear instructional outcome derived from performance criteria specifying what a learner must achieve under set conditions
- Assessment Evidence – Observable or documented output that confirms a learner’s competency aligned with unit requirements

SAMPLE ONLY

WI – Accessing and Interpreting Units of Competency

WI Number: WI-TAS-001

Related Procedure: [Unit of Competency Unpacking Procedure](#)

Authorised by: Training Manager

Purpose

This Work Instruction provides a structured approach for accessing and interpreting units of competency in accordance with the Standards for RTOs 2025. The process ensures that unpacked units are fully aligned with training package specifications and documented using the approved Unit of Competency Unpacking Template (TMP-TAS-001), including all components required for compliant TAS development, curriculum design, and assessment planning.

Scope

This instruction applies to the Instructional Designer, Trainers and Assessors, Compliance Manager, and Training Manager involved in interpreting and unpacking training package units.

Responsibilities

- Instructional Designer: Leads the unpacking process and completes all sections of the unpacking template.
- Trainers and Assessors: Provide expert input on workplace tasks, contextualisation, and learning outcomes.
- Compliance Manager: Ensures interpretation meets regulatory, training package, and assessment principles.
- Training Manager: Approves final documentation and monitors compliance with template usage.

Required Resources

- National Register (<https://training.gov.au>)
- Current Training Package
- TMP-TAS-001 – Unit of Competency Unpacking Template
- Document Management System (DMS)

- TAS Development Framework
- Contextualisation Guidance Register (if applicable)

Detailed Steps (Instructions)

Step	Action/Task Description	Responsibility	Reference/Template
1	Search and access the current unit of competency from the National Register. Verify the unit version and ensure it is within the RTO's approved scope.	Instructional Designer	TGA website
2	Populate the "Unit Overview" section of TMP-TAS-001, including application, job outcomes, and licensing requirements.	Instructional Designer	TMP-TAS-001
3	Complete the Unit Component Mapping Table by recording for each element: associated Performance Criteria (PC), Performance Evidence (PE), Knowledge Evidence (KE), workplace tasks, and reference documents.	Instructional Designer with input from Trainers	TMP-TAS-001 – Section: Unit Component Mapping Table
4	For each Performance Criterion, draft a Learning Objective using the format: Performance Result + Conditions + Criteria.	Instructional Designer	TMP-TAS-001 – Learning Objectives column
5	Identify the specific, observable Assessment Evidence to be collected that aligns with PE/KE	Instructional Designer,	TMP-TAS-001 – Assessment Evidence column

Step	Action/Task Description	Responsibility	Reference/Template
	and supports assessment tool design.	Trainers and Assessors	
6	Identify key workplace tasks and reference materials relevant to each element and evidence requirement.	Trainers and Assessors	TMP-TAS-001
7	Populate the Contextualisation Notes section by documenting contextualisation opportunities that could apply during future resource development.	Instructional Designer, Trainers	TMP-TAS-001 – Contextualisation Notes
8	Complete the TAS and Curriculum Link section to record references between unpacked outcomes and planned delivery schedule and assessment strategy.	Instructional Designer	TMP-TAS-001 – TAS and Curriculum Link
9	Submit completed unpacking template to Compliance Manager for review.	Instructional Designer	DMS
10	Approve final unpacking documentation and store securely in the RTO's document management system with version control.	Training Manager	DMS

Quality Control Checks

The Training Manager and Compliance Manager ensure:

- Every Performance Criterion is linked to at least one Learning Objective.
- All mapped evidence aligns with training package requirements and assessment conditions.
- Contextualisation opportunities are documented without altering the integrity of the unit.
- The most recent TMP-TAS-001 template is used.

Records and Documentation

All completed unpacking templates and review logs must be securely stored in the RTO's DMS. Ensure version control is applied and accessible to curriculum and compliance teams.

References

- [Unit of Competency Unpacking Procedure](#)
- TMP-TAS-001 – Unit of Competency Unpacking Template
- Standards for RTOs 2025 – Standard 1.1 to 1.4
- [TAS Policy](#)
- Credential Policy

Definitions, Abbreviations, and Acronyms

- PC – Performance Criteria
- PE – Performance Evidence
- KE – Knowledge Evidence
- RTO – Registered Training Organisation
- TAS – Training and Assessment Strategy
- DMS – Document Management System
- WI – Work Instruction
- TMP – Template
- Learning Objective – A statement that defines what the learner should be able to do, under what conditions, and to what standard
- Assessment Evidence – Collected output or documentation that supports a judgment of competency