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<b>RESPONSIBLE MANAGER:</b>	RTO Governance
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<b>RELATED DOCUMENTS:</b>	
<b>Legislation:</b>	2015 Standards for RTOs
<b>Documents:</b>	PPP132 Assessment Guidelines PPP 129 Skills Recognition Guideline PPP 266 Recognition of Prior Learning Procedure PPP 270 Credit Transfer Procedure Quick Screens Advanced Standing for Teaching Areas TL023 Unit Comparison Table and Determination Template

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## 1. Introduction

This Guideline outlines the process of determining equivalence where skills recognition is required; in determining equivalence for transition of training products and determining vocational competency of trainers and assessors.

## 2. Scope

Equivalence impacts a number of processes. This procedure is relevant for:

- training product transition - changing the RTOs Scope;
- setting up Qualifications; Courses or Units of Competency in SMS;
- applications for Credit Transfer (CT), Recognition of Prior Learning (RPL and Recognition of Current Competency (RCC) in VET qualifications and/or accredited courses offered by South West TAFE;
- determining the vocational competency of trainers and assessors.

## 3. Roles and Responsibility

### RTO Governance

- Monitoring of our Scope of Registration for training products that become superseded and that transitioning remains on-track
- Support Teaching Divisions in unit to unit comparison process
- Maintain Agreed Equivalence & Delivery Requirements register
- Advise Curriculum Administration (CAO) team on where to reference the determination of units of competency when configuring SMS

### Teaching Education Manager

- Management of the unit to unit comparison for the following processes:
  - training product transition - changing the RTOs Scope;
  - applications for Credit Transfer (CT), Recognition of Prior Learning (RPL and Recognition of Current Competency (RCC) in VET qualifications and/or accredited courses offered by South West TAFE; and
  - determining the vocational competency of trainers and assessors

### Teachers

- Preparation of unit to unit comparison documentation and determining any gap requirements

## 4. Overview

The term equivalence is used in two contexts:

- Units of competency
- Qualifications

### Units of Competency

When a unit of competency is determined to be equivalent to the unit it supersedes, it means that the work outcome described by the two units of competency is unchanged. Training package developers determine equivalence by comparing the skills and knowledge (elements, performance criteria and assessment requirements) required to achieve the workplace outcomes of the new and superseded units. When the comparison mapping of the two units align, the unit is determined as equivalent and when they do not align, the unit is determined as not equivalent.

When units are not equivalent specific detail of the changes are included in the unit comparison mapping information located in the Companion Volume Implementation Guide.

Determination of equivalence may also be impacted by licensing, regulatory, legislative or certification requirements.

### Qualifications

When a qualification is determined as equivalent to the qualification it supersedes, it means that the occupational outcome and/or AQF level described by the two qualifications is unchanged.

The occupational outcome is determined to have changed when the skills and knowledge required to achieve the occupational outcome of the new and superseded qualifications cannot be mapped to each other and therefore the qualifications are deemed not equivalent.

As with units of competency, determination of equivalence may also be impacted by licensing, regulatory, legislative or certification requirements. The detail of changes is included in the qualification mapping information located in the Companion Volume Implementation Guide.

## 5. Determination of Equivalence

Best practice for determining equivalence is that irrespective of the determination of equivalence on TGA, a unit to unit comparison should be undertaken to compare and evaluate the extent to which the learning outcome, discipline content and assessment requirements of the superseded unit compare to that of the new unit; and make a judgement on whether the credit can be assigned, additional evidence is required, gap training is required or the unit can be RPL.

Guidance from ASQA (issued 30 June 2022) on managing credit transfer for superseded equivalent units of competency is as follows:

“When a student presents a superseded equivalent unit of competency for credit transfer for the purpose of reducing the amount of learning required to achieve a qualification or skill set, as the training package has determined the unit of competency to be superseded equivalent, a provider can grant credit for that unit without needing to map unit outcomes.

Although not required, providers may take a best practice approach and conduct mapping analysis, especially for those units that have been superseded twice or more despite still being deemed equivalent, to assure themselves the assessment of competence is still relevant.”

Based on this guidance from ASQA, and in accordance with PPP129 Skills Recognition Guidelines, units of competency deemed to be equivalent and published on TGA will generally be accepted as equivalent. Students will be granted a credit once a Statement of Attainment listing the relevant units of competency has been verified by the issuing RTO. If South West TAFE is the issuing RTO, a credit will be automatically applied as part of the enrolment process.

The determination of equivalence at the Qualification level will only be effective in the process of extending our Scope of Registration where the Qualification will be automatically added without the requirement of an application process. Other internal quality assurance processes such as TAS approval and Assessment Panel endorsement must be completed prior to delivery commencing.

Equivalence will only be accepted for any unit of competency for the direct superseded version.

## 6. Agreed Equivalence and Delivery Requirements Register

The RTO Governance office will maintain a register of units of competency and Qualifications that require mapping to be undertaken irrespective of the TGA equivalence determination. It will be known as the “Agreed Equivalence & Delivery Requirements register.

The RTO Governance team will provide instruction to the Curriculum Administration (CAO) team on where to reference the determination of units of competency when configuring SMS. The CAO team will now be required to refer to the Agreed Equivalence & Delivery Requirements Register as well as TGA. Restrictions may be placed on SMS’s automation of granting the equivalence to enable verification of SOA to occur.

## 7. Criteria for compulsory unit to unit comparison

The criteria for compulsory unit to unit comparison is as follows:

- Non-equivalent units as per the determination on TGA where determination is being challenged;
- Units that have been superseded more than once and are being delivered;
- Determined by ASQA’s annual Regulatory Risk Priorities as varied and published on ASQA’s website on an annual basis. This will provide an additional quality assurance layer.
- Recognition of Prior Learning (non-rigorous RPL especially in health, transport and trades-based qualifications which have considerable workplace health and safety impacts); An industry investigation that results in corrective actions such as the review of Children Services industry;
- Units of competency that are Risk Assessed as “high” and included on the course Training and Assessment Strategy (TAS);
- The outcome of the unit enables licensing by a third party;
- The delivery and/or industry involves working with vulnerable people and/or the delivery cohort is considered to be a vulnerable cohort;
- The delivery involves working with animals;
- The industry continues to have and/or is experiencing high injury/death rates (refer to WorkSafe data);
- The delivery involves the exposure to harmful materials and/or working with dangerous equipment;
- If an internal SWTAFE investigation or observation identifies a potential risk unit, its inclusion on the register will be under the direction of the Executive Manager Education. The Executive Manager Education undertakes to consult with relevant parties.

## 8. Unit to Unit Comparison

The responsibility for completing unit to unit comparison is the individual Teaching Division’s. Preparation of unit to unit comparison documentation and determining any gap requirements is supported by RTO Governance. This process should assess any requirements in the training package documentation that may have changed, such as licensing implications, resource and equipment lists, learning strategies, entry requirements, pre-requisite units, assessment guidance and frequency. The comparison of the superseded training product with the new training product is documented using the ***TL023 Unit Comparison Table and Determination Template***.

The ***TL023 Unit Comparison Table and Determination*** documents are endorsed by the relevant Head of Division (Teaching) or representative, RTO Governance and Education Partners. The documentation will be added to and maintained in a centralised library for future reference and access by RTO Governance.

The development of gap training resources and assessment to address gaps found during unit to unit comparison is supported by the Education Partner’s team.

## 9. Use of Equivalence Unit to Unit Comparison

The use of unit to unit comparison mapping is recommended in the following circumstances:

## 9.1. Before implementing a new training product

A thorough review of the new version of the training product should be conducted even if qualifications or units of competency are deemed to be equivalent. Equivalence doesn't necessarily mean that there are no changes for training and assessments purposes. The review process should identify all changes to ensure these changes are implemented as part of the scope management process within the RTO.

Examples of changes that are typically required include:

- changes to the structure of qualification/s;
- changes to the way that the training and/or assessment must occur;
- changes to the teaching and learning materials as well as assessment tools;
- changes to what has to be included in the assessment; or
- changes to the requirements for trainers and assessors.

## 9.2. Training package transition - changing an RTOs scope

When a training package transition process occurs, it can change an RTOs scope of registration in regard to the units of competency, skill sets and/or qualifications.

Equivalent training products will be automatically added to an RTO's scope of registration without requiring an application or a fee. RTOs are able to continue to deliver the superseded product until ready to deliver the new equivalent product within the 12-month transition period. RTOs will need to add non-equivalent training products to scope

When a training product changes, the RTO must have a plan to ensure the transition process occurs in accordance with clauses 1.26 and 1.27 (transition) of the Standards for RTOs.

When the new training product is added to an RTOs scope of registration, the RTO is obligated to ensure that they:

- market the training product to potential students in an accurate and ethical manner;
- have a strategy for the delivery and assessment of the training product suitable for the target learners;
- have all training resources, equipment and facilities required to deliver and assess in accordance with the Training Package requirements and their strategy;
- have support services available for the target learners when required;
- assurance the strategy, resources, and practices for the training product are relevant for current industry practice;
- have staff who are vocationally competent and industry current to deliver and assess the new training product;
- have a plan for the validation of the new training product; and
- have a plan for the transition of students from the old to new training product when required.

Each of these obligations involve some form of review that is based on a clear understanding of the differences between the new and superseded training product. The most common way for an RTO to determine the differences between training products is to conduct a mapping and consider the implications of the differences.

SWTAFE carries out a comparison to determine what changes exist between the new and superseded unit and the impact on training and assessment. The comparison is used to determine what actions are required and a timeframe for these to be completed.

As a result of this unit to unit comparison, SWTAFE may need to make additional changes to the training and assessment strategy, for example, does the amount of training need to be adjusted, is there any additional information that should be provided to potential learners about the course the SWTAFE is offering, or do the trainers and assessors need any gap training to enable them to deliver and assess the new units?

### 9.3. How trainers and assessors demonstrate equivalence of vocational competencies

Trainers and assessors must demonstrate they have vocational competencies at least to the level being delivered and assessed either by:

- holding the unit of competency they are delivering, or
- demonstrating equivalence of competency.

South West TAFE must be able to provide evidence showing how it determined its trainer and assessors' vocational skills and knowledge are equivalent to the requirements of the training product being delivered. South West TAFE trainers and assessors demonstrate equivalence of competency using their professional profile.

Evidence of equivalence is captured by comparing the requirements of the training product to the trainer and assessor's actual industry skills and knowledge. When conducting a comparison exercise, all skills and knowledge requirements of each unit of competency / module being delivered by the trainer and assessor should be documented. The evidence of a trainer and assessor's vocational competencies is verified, and record a documented analysis between the evidence and the competency requirements is required.

The unit to unit comparison document may be used as supporting evidence and can identify the gaps in skills and knowledge requirements that need to be addressed in the current professional profile when a training product has been superseded and is not-equivalent.

## 10. Forms and Templates to assist with the Comparison Process

Identifier	Title	Details
TL023	Unit Comparison Table and Determination	The Unit Comparison Table and Determination document is used to identify changes in units where there has been a new Training product implemented or an update has been applied which impacts on the delivery of the unit. When a qualification/unit is superseded, the Teaching Departments are required to complete the Transition Comparison for each course/unit of competency delivered by South West Institute of TAFE and submit this document as a part of the overall transition process.

## 11. Diversity, Equity and Inclusion

SWTAFE is committed to making diversity, equity and inclusion part of everything we do, including in the implementation of this policy/procedure/guideline. For more information, please visit the 'Our Values' page on our [website](#) [external] or the Diversity, Equity & Inclusion Homepage on ECHO [internal]. [Diversity, Equity & Inclusion \(DEI\)](#)

## 12. Statement of Commitment to Child Safety

South West TAFE is committed to the protection of all children from all forms of child abuse and demonstrates this commitment through the implementation of a Child Safe Program designed to keep children safe within our organisation. For Child Safe key documents, resources, contact officer details please go to: [Child Safe Commitment](#)