



*Standards for  
Accredited Courses*



© Commonwealth of Australia October 2007

This work is copyright. It may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgement of the source and provided that it is not used for commercial use or sale. All rights are reserved. Reproduction for purposes other than those indicated above requires prior written permission from the Commonwealth. Requests and enquiries concerning reproduction and copyright should be addressed to the Branch Manager, Technology and Information Services Branch, Industry Skills Development Group, Department of Education, Science and Training, GPO Box 9880, Canberra City, ACT, 2601.

# Introduction

Accredited courses address skill requirements for industry, enterprises and the community where these are not covered in nationally endorsed Training Packages. They also have the capacity to address changes in skill needs, and the needs of emerging and converging industries and industry sectors, in a responsive manner. A collaborative approach between national bodies concerned with the development and endorsement of national training packages and course accrediting bodies provides an effective and timely response to the changing needs of industry.

Accreditation means the formal recognition of a course by a course accrediting body in accordance with the AQTF 2007 *Standards for State and Territory Course Accrediting Bodies* and the AQTF 2007 *Standards for Accredited Courses*.

## Purpose of the Standards

The AQTF 2007 *Standards for Accredited Courses* apply to the course design for vocational education and training (VET) accredited courses.

Accreditation of a course is confirmation by a course accrediting body that the course:

- meets industry, enterprise or community needs
- provides appropriate competency outcomes and a satisfactory basis for assessment
- meets national quality assurance requirements
- is aligned to the appropriate level of the Australian Qualifications Framework where it leads to a qualification.

Accreditation means the course is nationally recognised and that a registered training organisation (RTO) can issue a nationally recognised qualification or Statement of Attainment following its full or partial completion. Once a course has been accredited, it is listed on the National Training Information Service by the course accrediting body.

Development of accredited courses should be consistent with the requirements of the Training Package Development Handbook.

A national template for course accreditation at Appendix 1 describes essential course information and provides the legal specification for the course. The accredited course document provides the basis for the development of strategies for training and assessment by each RTO and describes essential course information including the packaging rules, outcomes to be achieved, standards for assessment and required resources.

# Standards For Accredited Courses

These are the course design standards that **must** be met for accreditation.

Applications for course accreditation that are accepted by a course accrediting body will be accredited if they are assessed as meeting the following design standards. A users' guide providing guidance to course owners on course development processes and the interpretation of the standards is available at (<http://www.nssc.natese.gov.au>).

Applications for course accreditation will not be accredited if the course duplicates, by title or coverage, the outcomes of an endorsed Training Package qualification.

Accredited courses:

1. are based on an established industry, enterprise, education, legislative or community need.
2. are based on nationally endorsed units of competency where these are available and where these are not available the course is based on:
  - units of competency developed as part of the course
  - or
  - modules.

These units of competency or modules are developed in consultation with, and validated by, appropriate industry, enterprise, community and/or professional groups and documented in accordance with nationally agreed specifications, consistent with the requirements of the Training Package Development Handbook.

**Note:** Modules may be included where the copyright owner can establish to the satisfaction of the course accrediting body, prior to development, that it is not possible to develop appropriate competency standards.

3. either:
  - a) lead to a qualification and have course outcomes that are consistent with the Australian Qualifications Framework qualification descriptor identified for the course
  - or
  - b) lead only to a Statement of Attainment when course outcomes meet an identified industry/enterprise/community need but do not have the breadth and depth required for a qualification as stated in the guidelines for qualifications in the Australian Qualifications Framework. The course title will read 'Course in...'
4. identify employability skills relevant to the course outcomes.
5. confirm recognition to be given to the course by licensing, regulatory, professional or industry bodies where applicable.
6. specify rules for the structure of the course.

7. identify exit points from the course which provide for vocational or educational outcomes where applicable.
8. provide information on educational pathways and articulation where applicable.
9. specify any entry requirements to the course and justify any explicit limitations to access.
10. specify course assessment strategies, which:
  - are valid, reliable, flexible and fair
  - support the collection of evidence that is sufficient, valid, authentic and current
  - are consistent with the assessment guidelines in the relevant Training Package(s) where nationally endorsed units of competency are used
  - ensure that workplace and regulatory requirements, where relevant, are met
  - identify and justify any requirements for workplace and/or simulated assessment.
11. provide guidance on appropriate delivery modes, together with advice on limitations on course delivery modes and any requirements for on-the-job training.
12. specify specialist facilities and resources and the vocational competency requirements of trainers and assessors essential for the delivery of the course.
13. identify course monitoring and evaluation processes which will ensure that the course content and outcomes are reviewed and remain current and relevant throughout the period of accreditation.

## Obligations of course copyright owners

The following obligations apply throughout the course accreditation period.

The copyright owner will:

- monitor and evaluate the course in accordance with the processes outlined in the accredited course document
- inform the state or territory course accrediting body of any proposed significant changes to the course and, if required, provide any relevant material to enable the state or territory course accrediting body to confirm that the course remains current and relevant and that it continues to comply with the *AQTF 2007 Standards for Accredited Courses* during the period of accreditation
- advise RTOs licensed/franchised to deliver the course of changes made as the result of course monitoring and evaluation
- not make any misleading statement regarding its accredited course
- if required, participate in strategic evaluations initiated by the state or territory course accrediting body as part of the continuous improvement cycle of the National Skills Framework (NSF).

# Appendix 1

## Template for course documentation for accreditation

This national template is designed to assist in the development of courses for accreditation and re-accreditation under AQTF 2007 that lead to an AQF qualification or to a Statement of Attainment. The template is divided into three sections (A, B and C) which together form the course documentation.

The course document (Sections A, B and C) is the legally recognised specification for the course. It provides the basis for the development of strategies for training and assessment by each RTO and describes essential course information.

- Section A provides information about copyright and course classification
- Section B contains details of industry need, and the rules under which the course may be accessed, delivered and assessed
- Section C includes the units of competency or modules that are contained in the course.

## Section A: Copyright and course classification information

|  |   |  |   |   |   |                                    |  |
|--|---|--|---|---|---|------------------------------------|--|
| 1. Copyright owner of the course   | <i>Provide the name of the legal entity or individual who owns copyright of the course(s) being submitted for accreditation. Provide both the ongoing organisational contact details and the day to day contact details where these are different.</i>  |  |   |   |   |                                    |  |
| 2. Address   | <i>Provide street, postal and email address of the legal entity or individual that is the copyright owner.</i>  |  |   |   |   |                                    |  |
| 3. Type of submission  | <i>State whether the submission is for accreditation or re-accreditation.</i>   |  |   |   |   |                                    |  |
| 4. Copyright acknowledgement   | <i>Ensure copyright approval for any units or modules not owned by your organisation. Commonwealth owned materials such as Training Packages are licenced under the Free Education licence. Details are available at <a href="http://www.aesharenet.com.au/FfE">www.aesharenet.com.au/FfE</a></i>   |  |   |   |   |                                    |  |
| 5. Licencing and franchise   | <i>Indicate if this course may be used under licence or franchise and if relevant state requirements for use by other providers. Provide contact details for these arrangements.</i>  |  |   |   |   |                                    |  |
| 6. Course accrediting body   | <i>Provide the name of the state or territory course accrediting body responsible under legislation.</i>  |  |   |   |   |                                    |  |
| 7. AVETMISS information  | <p><i>Provide AVETMISS classification codes that describe the industry, occupational group and field of education for which the course is intended.</i></p> <table border="1" data-bbox="730 1205 1445 1742"> <tr> <td data-bbox="730 1205 1206 1440"> <p><b>ASCO code</b><br/>(Australian Standard Classification of Occupations – occupational type<br/>To be replaced by ANZSCO [Australian and New Zealand Standard</p> </td> <td data-bbox="1206 1205 1445 1440"> <p><i>Insert code and description</i></p> </td> </tr> <tr> <td data-bbox="730 1440 1206 1541"> <p><b>ASCED Code – 4 digit</b><br/>(Field of education)</p> </td> <td data-bbox="1206 1440 1445 1541"> <p><i>Insert code and description</i></p> </td> </tr> <tr> <td data-bbox="730 1541 1206 1742"> <p><b>National course code</b></p> </td> <td data-bbox="1206 1541 1445 1742"> <p><i>To be provided by the course accrediting body once the</i></p> </td> </tr> </table> <p><i>[Classification codes for AVETMISS data may be found on the NCVET website at <a href="http://www.ncvet.edu.au">www.ncvet.edu.au</a> ]</i></p> | <p><b>ASCO code</b><br/>(Australian Standard Classification of Occupations – occupational type<br/>To be replaced by ANZSCO [Australian and New Zealand Standard</p> | <p><i>Insert code and description</i></p> | <p><b>ASCED Code – 4 digit</b><br/>(Field of education)</p> | <p><i>Insert code and description</i></p> | <p><b>National course code</b></p> | <p><i>To be provided by the course accrediting body once the</i></p> |
| <p><b>ASCO code</b><br/>(Australian Standard Classification of Occupations – occupational type<br/>To be replaced by ANZSCO [Australian and New Zealand Standard</p> | <p><i>Insert code and description</i></p>   |  |   |   |   |                                    |  |
| <p><b>ASCED Code – 4 digit</b><br/>(Field of education)</p>  | <p><i>Insert code and description</i></p>   |  |   |   |   |                                    |  |
| <p><b>National course code</b></p>   | <p><i>To be provided by the course accrediting body once the</i></p>  |  |   |   |   |                                    |  |
| 8. Period of accreditation   | <i>Include details of the requested period of accreditation. Accreditation dates will be confirmed by the course accrediting body once the course is accredited.</i>  |  |   |   |   |                                    |  |

## Section B: Course information

|  |  |
|--|--|
| 1. Nomenclature  | <b>Standard 1 for Accredited Courses</b>   |
| 1.1 Name of the qualification                          | <i>State the name(s) of the qualification(s) that will be awarded on successful completion of the course.</i>  |
| 1.2 Nominal duration of the course                     | <i>State the nominal duration of the course(s) in hours.</i>   |
| 2. Vocational or educational outcomes of the course    | <b>Standard 1 for Accredited Courses</b><br><i>State the intended purpose of the course.</i>   |
| 3. Development of the course                           | <b>Standards 1 and 2 for Accredited Courses</b>  |
| 3.1 Industry /enterprise/ community needs              | <i>Provide evidence of industry/enterprise/community need and support for the course and describe the consultation and validation process.</i><br><i>Identify the major client and/or industry groups.</i><br><i>Confirm the proposed award is not covered by a qualification within a Training Package.</i> |
| 3.2 Review for re-accreditation                        | <b>Standards 1 and 2 for Accredited Courses</b><br><i>If applying for re-accreditation, provide details of how monitoring and evaluation have been taken into account in the revised course.</i><br><i>Detail any transition arrangements from the existing course to the</i>                                |
| 4. Course outcomes                                     | <b>Standards 1, 2 and 3 for Accredited Courses.</b>  |
| 4.1 Qualification level                                | <i>Describe how the intended course outcomes are consistent with the proposed AQF qualification proposed for the course.</i>   |
| 4.2 Employability skills                               | <b>Standard 4 for Accredited Courses</b><br><i>Provide a summary of the employability skills to be achieved in the course. If the course only leads to a Statement of Attainment (e.g. Course in), this is optional.</i>   |
| 4.3 Recognition given to the course (if applicable)    | <b>Standard 5 for Accredited Courses</b><br><i>State the recognition given to the course(s) by professional or industry bodies, if applicable, for example by granting</i>   |
| 4.4 Licensing/ regulatory requirements (if applicable) | <b>Standard 5 for Accredited Courses</b><br><i>State the extent to which the course satisfies licensing/ regulatory requirements, if applicable.</i>   |



|                        |  |
|------------------------|--|
| 5. Course rules        | <b>Standards 2, 6, 7 and 9 for Accredited Courses</b>  |
| 5.1 Course structure   | <p><i>All qualifications identified in the structure must be accredited in their own right and assigned an NTIS course code.</i></p> <p><i>Course structure may be presented in table format or as a combination of text and table, including guidance on sequencing, pre-requisites and nominal hours.</i></p> <p><i>. Outline the structure of the course and the rules for completion. Course structure will reflect the intended skill and knowledge outcomes of the course and may be:</i></p> <ul style="list-style-type: none"> <li><i>• core only</i></li> <li><i>• core and electives</i></li> <li><i>• core and specialisations</i></li> <li><i>• core, specialisations and electives</i></li> <li><i>• electives only</i></li> </ul> <p><i>. Any exit points from the course that provide for vocational or educational outcomes should be identified.</i></p> <p><i>. Include a statement that a Statement of Attainment will be issued for any unit of competency/ module completed if the full qualification is not completed.</i></p> |
| 5.2 Entry requirements | <p><b>Standard 9 for Accredited Courses</b></p> <p><i>Describe entry requirements essential to the course. Wherever possible, these should be expressed in terms of competencies.</i></p> <p><i>Limitations to entry should be justified.</i></p> <p><i>Recommended entry requirements (including language, literacy</i></p>   |

|                           |  |
|---------------------------|--|
| 6. Assessment             | <b>Standard 10 and 12 for Accredited Courses</b>   |
| 6.1 Assessment strategy   | <p><i>. Describe the course assessment strategy in terms of how it effectively judges participants' achievement of outcomes. The strategy should outline the approach to assessment and evidence gathering to be followed by the RTO, including any mandated and/or recommended modes of assessment.</i></p> <p><i>. Describe how assessment of the course will be consistent with the AQTF 2007 Essential Standards for Registration and identify course assessment strategies which:</i></p> <ul style="list-style-type: none"> <li><i>• are consistent with the assessment guidelines in the relevant Training Package(s) where nationally endorsed units of competency are used</i></li> <li><i>• ensure that workplace and regulatory requirements, where relevant, are met</i></li> <li><i>• justify mandatory workplace assessment, or assessment through simulation if these are to be used and include advice on how they may be achieved</i></li> <li><i>• identify any special arrangements that may facilitate Recognition of Prior Learning.</i></li> </ul> |
| 6.2 Assessor competencies | <p><b>Standard 12 for Accredited Courses</b></p> <p><i>. Confirm compliance with the requirements for the competence of staff involved in assessment in the AQTF 2007 Essential Standards for Registration and provide guidance on the vocational competency requirements for assessors.</i></p> <p><i>. Justify any requirements above the requirements in the AQTF 2007 Essential Standards for Registration for the competencies of assessors.</i></p>  |
| 7. Delivery               | <b>Standards 11 and 12 for Accredited Courses</b>  |
| 7.1 Delivery modes        | <p><i>. Identify and justify any delivery modes essential to the delivery of this course, particularly on-the-job training.</i></p> <p><i>. Identify and justify any limitations to the delivery modes that may be chosen for this course.</i></p> <p><i>. Identify any educational support mechanisms for maximising participants' completion of the course.</i></p> <p><i>. Indicate how the course may be varied to reflect the needs of learner groups through the contextualisation of units or other means where appropriate.</i></p>  |

|                                      |  |
|--------------------------------------|--|
| 7.2 Resources                        | <p><b>Standard 12 for Accredited Courses</b></p> <p>. Provide details of specialised facilities and equipment essential for the delivery of the course.</p> <p>. Provide advice on the vocational competency requirements for trainers. Any requirements above the requirements of the AQTF 2007 Essential Standards for Registration must be justified.</p> <p>. Units of competency that have been imported from Training Packages must reflect the requirements for trainers specified in</p>               |
| 8. Pathways and articulation         | <p><b>Standard 8 for accredited courses</b></p> <p>. Provide details of potential pathways for course participants, both into the course and into other VET and higher education courses on completion, including details of any formalised articulation and/or credit transfer arrangements.</p> <p>. If this course contains nationally endorsed units of competency, identify any connections with other Training Package qualifications that are relevant to vocational pathways for course graduates.</p> |
| 9. Ongoing monitoring and evaluation | <p><b>Standard 13 for accredited courses</b></p> <p>. Describe arrangements that the copyright owner proposes to use for monitoring and evaluating the course to maintain its relevancy and currency.</p> <p>. Confirm that significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the course accrediting body.</p>  |

## Section C: Units of competency

Section C of the course documentation consists of the units of competency making up the course (or modules, where relevant).

The following must be included:

1. A list of the units of competency imported from Training Package/s

(Note: the title and code of the units must be current and the same as the title and code used in the Training

Package) And /

or

2. The units of competency for the course which comply with the relevant requirements for the Training Package Development Handbook

Or

3. Modules for the course

(Note: modules may be included where the copyright owner can establish to the satisfaction of the course accrediting body, prior to development, that it is not possible to develop appropriate competency standards. A module template is available from the course accrediting body).



# AQTF 2007 National Publications

State and Territory course accrediting bodies and course developers will use these documents

*AQTF 2007 Standards for State and Territory Course Accrediting Bodies*

This document is a key tool for state and territory course accrediting bodies to manage course accreditation under state and territory legislation.

*AQTF 2007 Standards for Accredited Courses*

This document specifies the requirements to be met for a course to be accredited.

AQTF 2007 is underpinned by the principle of transparency. All stakeholders in the VET system should have access to documents detailing the different components of AQTF 2007. All national documents are available for download from the national website: [www.nssc.natase.gov.au](http://www.nssc.natase.gov.au).

