

These guidelines take effect from 1 July 2002.

Enquiries should be directed to:
Australian National Training Authority
Level 5, 321 Exhibition Street, Melbourne, Victoria, 3001
Telephone: 61 3 9630 9800
Facsimile: 61 3 9630 9888
Website: www.anta.gov.au

© Australian National Training Authority, 2002
This work is copyright. Apart from any use as permitted under the
Copyright Act 1968, no part may be produced by any process without
written permission from the Australian National Training Authority.

ISBN 1 877 05709 6

CONTENTS

Part 1	Introduction	1
	Purpose	1
	Frequently asked questions	1
	Definitions	3
Part 2	Course development process	7
	Overview	7
	Step 1: Research and consultation	7
	1.1 Research	7
	1.2 Consultation	8
	Step 2: Course development	9
	2.1 Units of competency	9
	2.2 Assessment	13
	2.3 AQF qualifications	14
	2.4 Access and pathways	15
	2.5 Flexible Learning	15
	2.6 Articulation and credit transfer	16
	2.7 Customisation of a course	16
	2.8 Ongoing monitoring and evaluation	17
	Step 3: Submission for accreditation	18
	3.1 Submission for accreditation	18
	3.2 Course accreditation approval	18
	3.3 Submission for reaccreditation or cancellation of accreditation	18
Part 3	Template for course documentation for accreditation	19
	Section A: General Information	19
	Section B: Course Information	20
	Section C: Units of Competency	23
Part 4	Relevant standards and guidelines	24
	Extract from the <i>Standards for State and Territory Registering/Course Accrediting Bodies</i> - Standards relating to course accreditation	24
	<i>Guidelines for Customisation of Accredited Courses under the AQTF</i>	26
Appendix 1	Contact details	29
Appendix 2	Useful resources	31

PART 1 - INTRODUCTION

Purpose

Purpose

These guidelines will assist course developers in developing and documenting vocational education and training (VET) courses for accreditation under the Australian Quality Training Framework (AQTF), which lead to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.

These guidelines are based on the AQTF *Standards for State and Territory Registering/Course Accrediting Bodies* which set out the requirements of course accrediting bodies in undertaking course accreditation functions. The standards relevant to course accreditation are reproduced in Part 4 of these guidelines. These standards replace the Australian Recognition Framework (ARF) *National Accreditation Principles*.

The guidelines for the customisation of accredited courses are also set out in Part 4 and replace the ARF *Guidelines for the Customisation of Accredited Courses*.

Frequently asked questions

Frequently asked questions

What is accreditation?

In the VET system, accreditation is the formal recognition of a course by a State or Territory course accrediting body in accordance with the *Standards for State and Territory Registering/Course Accrediting Bodies*.

Accreditation is the process used to formally recognise national qualifications not covered by nationally endorsed Training Packages.

What does accreditation mean?

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 (NTIS) by the course accrediting body.

Accreditation shows clients the course meets national quality assurance requirements. It can be an important aid to marketing a course because of the national recognition of qualifications.

Who can deliver an accredited VET course?

Only an RTO with the course listed in its scope of registration can deliver and/or assess an accredited course and issue a subsequent qualification or Statement of Attainment.

Who can apply for accreditation?

An organisation or individual responsible for the development of a course may apply to have a course accredited. The course developer does not need to be an RTO.

Who is responsible for accreditation in the VET system?

The State or Territory course accrediting body, or its delegate, is responsible for the accreditation of courses. A list of State and Territory course accrediting bodies for VET courses is at Appendix I.

What can be accredited?

A course leading to an AQF qualification or Statement of Attainment can be accredited.

This includes a course based on:

- a combination of units of competency from one or more Training Packages, or groups of endorsed national units of competency, where the outcomes of the new course meet industry, enterprise and/or community needs not covered by existing Training Packages
- units of competency developed to meet an identified training need where no relevant Training Package and/or endorsed competency standards exist (eg specific enterprise units of competency) or
- modules comprising learning outcomes where the course developer can show it is not possible to develop appropriate competency standards.

What will not be accredited?

A State or Territory course accrediting body will not accredit a course¹ if:

- the outcomes can be achieved through the customisation of a Training Package in accordance with its packaging rules and customisation² advice
- the course is a sub-set of a Training Package qualification(s) that could be recognised through one or more Statements of Attainment
- the course includes competencies additional to those in a Training Package qualification that could be recognised through one or more Statements of Attainment, in addition to the AQF qualification
- the course is made up of modules that ultimately achieve the competencies of a Training Package qualification or
- the course is made up of modules comprising learning outcomes and the developer has not demonstrated that units of competency cannot be developed.

National recognition of accredited courses

Once a course has been accredited by a course accrediting body and placed on the NTIS, it will be recognised in all other States and Territories without the need for further accreditation in those States and Territories.

¹ Extract from the *Standards for State and Territory Registering/Course Accrediting Bodies*, Standard 27.1b (see Part 4 of these guidelines).

² See relevant Training Packages for packaging rules and advice on minimum requirements for customisation.

DEFINITIONS

Accreditation means the formal recognition of a course by the State or Territory course accrediting body in line with the *Standards for State and Territory Registering/Course Accrediting Bodies*.

Accredited course means a structured sequence of VET that has been accredited and leads to an AQF qualification or Statement of Attainment.

Articulation means the formal linkages between different levels of credentials, or credentials in different fields, or between different levels or fields of training including enterprise and industry based training.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.

Assessment guidelines means an endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment. Assessment guidelines include the assessment system overview, assessor requirements, designing assessment resources, conducting assessment and sources of information on assessment.

Assessment strategy means the approach to assessment and evidence gathering used by an RTO. It encompasses the assessment process, methods and assessment tools.

Australian National Training Authority (ANTA) means the authority established under subsection 5 (1) of the *Australian National Training Authority Act 1992* of the Commonwealth of Australia.

Australian Qualifications Framework (AQF) means the policy framework that defines all qualifications recognised nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and Statements of Attainment.

Australian Quality Training Framework (AQTF) means the nationally agreed quality arrangements for the VET system agreed to by the Ministerial Council.

Competency - See Unit of competency.

Course accrediting body - see State or Territory course accrediting body.

Course leading only to a Statement of Attainment means a course accredited under the *Standards for State and Territory Registering/Course Accrediting Bodies* where the course does not meet the requirements of a full AQF qualification, as stated in the guidelines for qualifications contained in the *AQF Implementation Handbook*.

Credit transfer means the advanced standing obtained from prior agreements between institutions or organisations on the credit value of specific courses, units of competency or modules.

Customisation means the tailoring of a course to meet the specific needs of clients, including industry sectors, enterprises and individual learners, where this does not require separate accreditation of a tailored course. A course is customised by the addition, or substitution of units of competency on which the course is based, or modules which comprise the course, in accordance with the course rules.

Endorsement means the formal process of recognition of Training Packages undertaken by the NTQC.

Evidence guide means a guide to assessment of a unit of competency that provides advice to trainers and assessors on the appropriate context and scope of the competency in application.

Flexible learning means an approach to VET which allows for the adoption of a range of learning strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs and variations in learning opportunities (including online).

Key competencies means an agreed set of seven generic competencies which enable people to transfer and apply knowledge and skills from one situation to another. The key competencies are:

1. Collecting, analysing and organising information
2. Communicating ideas and information
3. Planning and organising activities
4. Working with others and in teams
5. Using mathematical ideas and techniques
6. Solving problems
7. Using technology

Learning outcomes means the intended results of learning.

Ministerial Council means the ANTA Ministerial Council established under the *Australian National Training Authority Agreement* which is a Schedule to the *Australian National Training Authority Act 1992*, comprising the Commonwealth, State and Territory Ministers responsible for VET, or any successor council comprising those Ministers.

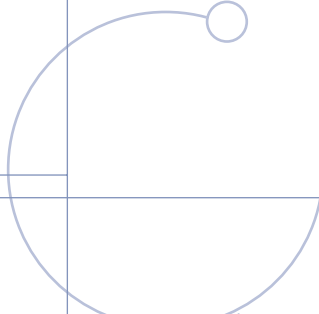
Module means the grouping of learning outcomes at a given level of understanding or skill performance into a specific learning segment, complete in itself, in accordance with the stated vocational or education outcomes of a course. Modules only apply where the use of units of competency is not appropriate, under the exceptions identified in Standard 28.1 a.

Mutual recognition applies nationally and means:

1. The acceptance by another course accrediting body of the decisions of the course accrediting body that has accredited a course, without there being any further requirement.
2. The recognition by all State and Territory registering/course accrediting bodies of the national endorsement of Training Packages as notified on the NTIS.
3. The recognition and acceptance by an RTO of AQF qualifications and Statements of Attainment issued by other RTOs, enabling individuals to receive national recognition of their achievements.

National Training Framework (NTF) means the system of VET that:

- a applies nationally
- b is endorsed by the ANTA Ministerial Council and
- c is made up of the AQTF and nationally endorsed Training Packages.



National Training Information Service (NTIS) means the national register for recording information about RTOs, Training Packages and accredited courses. Information held on the NTIS is searchable and publicly accessible via the Internet. The NTIS contains comprehensive information on endorsed Training Packages which have been approved by Ministers for recording on the NTIS. Information includes full details of competency standards, a listing of NTQC noted support materials with contact sources, details of AQF accredited courses/qualifications and contact details and scope of registration of all RTOs.

National Training Quality Council (NTQC) means the body established by the ANTA Ministerial Council as a Committee of the ANTA Board. In relation to quality assurance in the VET system, the NTQC has a role in:

- a providing advice on the operation of, and any necessary changes to the AQTF
- b providing information and advice to State and Territory training/recognition authorities on the implementation of the AQTF and
- c providing to the ANTA Board, for incorporation in the Board's reports to the ANTA Ministerial Council (including the Annual National Report), information and advice on the operation of the AQTF in each State and Territory, including providing such independent advice on State and Territory registration, audit and related processes and related Commonwealth processes, as deemed necessary by the NTQC.

Performance criteria means the evaluative statements that specify what is to be assessed and the required level of performance.

Qualification means, in the VET system, the formal certification issued by an RTO under the AQF, that a person has achieved all the requirements for a qualification as specified in a nationally endorsed Training Package or in an AQF accredited course.

Recognition of current competency (RCC) - see Recognition of prior learning.

Recognition of prior learning (RPL) means recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the AQTF, competencies may be attained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident the candidate is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in AQF accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure the evidence is authentic, valid, reliable, current and sufficient.

Registered training organisation (RTO) means a training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration (see Scope of registration).

Registering body - see State or Territory registering body.

Registration means the formal approval and recognition of a training organisation by a State or Territory registering body, in accordance with the *Standards for Registered Training Organisations* and the *Standards for State and Territory Registering/Course Accrediting Bodies*.

Scope of registration means the defined scope for which a training organisation is registered that identifies the particular services and products that can be provided. An RTO may be registered to provide either:

- a training delivery and assessment services and products, and issue AQF qualifications and Statements of Attainment or
- b assessment services and products, and issue AQF qualifications and Statements of Attainment.

The scope of registration is further defined by AQF qualifications and/or endorsed units of competency.

State or Territory course accrediting body means the body responsible for administration of the accreditation of courses under the State or Territory VET legislation and decision-making framework, for administration of the accreditation of courses.

State or Territory registering body means the body responsible for all the processes related to the registration of training organisations, including the imposition of sanctions under the State or Territory VET legislation and decision-making framework, for all the processes related to the registration of training organisations, including the imposition of sanctions.

Statement of Attainment means the statement issued within the AQF for either of the following:

- (i) as a formal record of achievement for the successful completion of part of an AQF qualification or
- (ii) as a formal record for the successful completion of courses under the *Standards for State and Territory Registering/Course Accrediting Bodies* where the course does not meet the requirements of a full AQF qualification, as stated in the guidelines for qualifications contained in the *AQF Implementation Handbook*.

Training Package means an integrated set of nationally endorsed competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

Unit of competency means the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised.

Acronyms and Abbreviations

ANTA	Australian National Training Authority
ANZSIC	Australia and New Zealand Standard Industrial Classification
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ARF	Australian Recognition Framework
ASCED	Australian Standard Classification of Education
ASCO	Australian Standard Classification of Occupations
ITAB	Industry Training Advisory Body
NCVER	National Centre for Vocational Education Research
NTF	National Training Framework
NTIS	National Training Information Service
NTQC	National Training Quality Council
RPL	Recognition of prior learning
RTO	Registered training organisation
VET	Vocational education and training

PART 2 - COURSE DEVELOPMENT PROCESS

Overview

There are three main steps in the development of a course for accreditation.

Step 1. Research and consultation

Step 2. Course development

Step 3. Submission for accreditation

Step 1: Research and consultation

The extent of research and consultation will be guided by the intended scope of the course, its content and complexity and the number of stakeholders who may need to be involved in its development and implementation.

1.1 Research

Establish the industry, industry sector, enterprise and/or community need for a new course and determine the scope of the course by:

- a** undertaking market research within the industry or sector, enterprise and/or community sector to establish:
 - the scope of the proposed course and
 - the extent of market demand for the proposed course
- b** validating the scope and structure of the proposed course by identifying:
 - what industry and/or community sector or cross industry functions it will cover
 - the breadth of the course and
 - the patterns of competencies used in the industry, industry sector or community
- c** establishing if competency standards and training materials already exist and consider:
 - if any suitable components are available in Training Packages or other available accredited courses
 - currency and status of material and
 - quality, useability and copyright issues
- d** addressing the future requirements of industry (ie being responsive to changing industry needs), industry sector, enterprise and/or the community.

A Training Package or an accredited course meeting the identified training need may already exist or be under development. If a relevant Training Package exists, it must be used and/or customised, rather than a new course developed.

The flexibility and opportunities for customisation provided by Training Packages must be explored before developing a new course. Units of competency or qualifications in Training Packages may be customised to meet the specific training needs of client groups without requiring a course to be developed for accreditation. (Refer Part 2, Section 1, 2.1.7 and Part 2, Section 4, 2.4.13 of the *Training Package Development Handbook*)

To ensure the proposed course will not duplicate an existing Training Package or endorsed units of competency, consult:

- the NTIS and/or
- national and/or State or Territory industry training advisory bodies (ITABs).

If a relevant qualification in a Training Package is not identified, the suitability of units of competence from one or more Training Packages should then be explored.

The course developer should identify any existing accredited courses that may meet the training need. (These can also be found on the NTIS.) If a suitable course, or one that contains some suitable units of competency or modules, is identified, the owner of the course could be contacted to see if it is available for purchase or use under licence.

A full list of nationally endorsed Training Package qualifications, as well as courses accredited by State and Territory course accrediting bodies, can be found on the NTIS website at www.ntis.gov.au

1.2 Consultation

If the need for a new course is established, consult the relevant State or Territory course accrediting body regarding the impact of policies, regulations, licensing requirements and legislation on the development and delivery of the course. Information on accreditation requirements, fees and processes is also available from the State or Territory course accrediting body. See listing at Appendix I.

The consultation process must be fully documented as part of the submission for accreditation of a course.

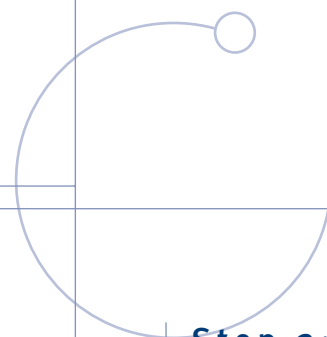
Consultation is required in the pre-development, development and validation phases of a course to ensure the course:

- is related to realistic industry and workplace needs or community needs
- reflects current and future skill requirements in the industry or the community and
- effectively achieves and recognises workplace competencies or other learning outcomes.

The level of consultation required for a course will depend on its nature and scope. For example, a course designed to be delivered in a particular enterprise will require significantly less consultation than one intended for national delivery. The following organisations could be involved in the consultation process:

- industry, enterprise and/or community groups
- ITABs
- employee organisations
- RTOs, schools and/or universities and
- regulatory or licensing bodies.

If an existing course is being reviewed for reaccreditation, graduates and/or employers of graduates should be included in the consultation process, wherever possible.



Step 2: Course development

Courses submitted for accreditation will be assessed against the course design criteria in Standard 28 of the *Standards for State and Territory Registering/Course Accrediting Bodies*.

Step 2 briefly explains each of these eight criteria and what course developers will need to consider to ensure the course complies.

2.1 Units of competency

Standard 28.1a Standards for State and Territory Registering/Course Accrediting Bodies

Units of competency - the course must be based on nationally endorsed units of competency where available. Where these are not available, it must be based on competency standards developed in accordance with the current *Training Package Development Handbook* (including key competencies) and in consultation with, and validated by, appropriate industry, enterprise, community and/or professional groups (the only exception to this is where the proponent can establish to the satisfaction of the course accrediting body that it is not possible to develop appropriate competency standards, for example in some general education areas).

Courses can be developed by:

- o using units of competency from Training Packages
- o developing units of competency eg specific enterprise units of competency (see 2.1b)
- o developing modules comprised of learning outcomes if the course proponent can justify to the accrediting body that units of competency are not appropriate or
- o combinations of these.

2.1a USING UNITS OF COMPETENCY FROM TRAINING PACKAGES

If relevant units of competency exist in Training Packages, they must be used for the development of a course. Where units of competency from Training Packages are included in a course, the developer must ensure all prerequisites are considered.

If a proposed course is made up of competencies from one or more Training Packages, it is necessary to:

- i show clear evidence that the proposed new qualification meets the identified industry, enterprise and/or community needs
- ii show how the Training Package customisation and packaging guidelines permit the proposed course combination and
- iii ensure the qualification outcome is consistent with an AQF descriptor.

A course accrediting body will not accredit a course made up of units of competency from one or more Training Packages unless it meets the above criteria.

2.1b DEVELOPING UNITS OF COMPETENCY

Where there are no existing relevant national units of competency, units of competency must be developed. See 2.1c for exceptions. These must:

- i be units of competency developed in accordance with Part 2, Sections 1 and 2 of the *Training Package Development Handbook*
- ii be developed in consultation with, and validated by, appropriate industry, enterprise, community and/or professional groups and
- iii integrate the key competencies in accordance with Part 5, Section 2 of the *Training Package Development Handbook*.

Format of units of competency

A unit of competency has seven components:

1. unit code
2. unit title
3. unit descriptor
4. elements of competency
5. performance criteria
6. range statement and
7. evidence guide.

Unit code

A national coding system uniquely identifies each Training Package and nationally endorsed units of competency, as well as 'stand alone' competency standards.

The State and Territory course accrediting body may allocate a code to specific enterprise units of competency, but national codes are only allocated to nationally endorsed units of competency in Training Packages.

Unit title

The unit title is a succinct statement of the broad area of competency covered by the unit and is expressed in terms of the outcome.

Unit descriptor

The unit descriptor expands on the unit title by providing additional information relating to the purpose of the unit and notes any relationship with other competency units.

Further information on unit descriptors is contained in the section on competency standards in Part 2, Section 1 of the *Training Package Development Handbook*.

Elements of competency

Elements of competency are the basic building blocks of a unit of competency and continue the description of the key purpose of the unit itself. They describe, in outcome terms, functions a person is able to perform in a particular area of work. The elements combine to make up the unit.

A proposed course must contain elements of competency describing actions or outcomes that are demonstrable and assessable.

Further information on elements of competency is contained in Part 2, Section 1 of the *Training Package Development Handbook*.

Performance criteria

Performance criteria are evaluative statements specifying what is to be assessed and the required level of performance. They specify the activities, skills, knowledge and understanding which provide the evidence of competent performance.

A proposed course must contain performance criteria against which assessment will be made³.

Further information on performance criteria is contained Part 2, Section 1 of the *Training Package Development Handbook*.

Range statement

The range statement links the required knowledge and organisational and technical requirements to a context. It describes any contextual variables that will be used or encountered when applying the competency in a workplace situation.

More information on range statements is contained Part 2, Section 1 of the *Training Package Development Handbook*.

Evidence guide

An evidence guide directs the assessment of a unit of competency or learning outcome and provides advice to trainers or assessors on the appropriate context and scope of the competency in its application. An evidence guide is required for each unit of competency.

Evidence guides must meet the requirements of Part 2, Section 2 of the *Training Package Development Handbook*.

2.1c DEVELOPING MODULES

If a course has no clear workplace or vocational outcomes, the development of units of competency may not be appropriate. In such cases, the course developer must justify this to the State or Territory course accrediting body. In this case, modules comprising learning outcomes may be used as a basis for a course, rather than units of competency. Consultation and validation processes undertaken with appropriate industry, enterprise, community and/or professional groups in developing the learning outcomes must also be shown.

³ Refer *Standards for State and Territory Registering/Course Accrediting Bodies*, Standard 28.1b (See Part 4 of these guidelines).

Format of modules

A module has six components:

1. module details (including name, nominal duration, module code, discipline code)
2. module purpose
3. prerequisites
4. assessment strategy
5. learning outcome details
 - assessment criteria
 - conditions and method of assessment and
6. delivery mode.

Module details

Include the name of the module, the nominal duration expressed in hours, a module code (if applicable) and the discipline code.

Module purpose

This is a statement about the overall outcome the module is designed to achieve in terms of the skills and knowledge learners will be able to demonstrate on completion.

Prerequisites

Prerequisites are any modules or units of competency required to undertake the module.

Assessment strategy

The assessment strategy describes the assessment method and conditions for assessment. The assessment method describes how the outcomes for the module may be assessed. The method should also indicate which learning outcomes may be grouped together for assessment purposes. The conditions under which assessment must take place are also stated, including any assessment that must occur on the job.

Learning outcome details

The learning outcome is a statement specifying what the learner is expected to be able to do.

The following details are included in the module for each of the learning outcomes:

- *Assessment criteria*
Listed criteria by which the achievement of the learning outcome will be judged.
- *Conditions and method of assessment*
The conditions and method of assessment for individual learning outcomes are described, but only where they are different from the methods and conditions of assessment for the module.

Delivery mode

Specialised facilities and equipment essential to the delivery of the module are stated, as well as any special occupational health and safety requirements.

2.2 Assessment

Standard 28.1b Standards for State and Territory Registering/Course Accrediting Bodies

Assessment - the course must contain performance criteria against which assessment will be made, and assessment requirements must be consistent with those outlined in the *Standards for Registered Training Organisations* (Standard 7.3 and 8). Additionally, where accredited courses are developed using units of competency from two or more Training Packages, the assessment method must be consistent with the Training Package assessment guidelines. Where sets of endorsed industry competency standards are used, the assessment method must be consistent with the requirements of the industry competency standards.

2.2a ASSESSMENT STRATEGY FOR THE COURSE

An assessment strategy for the course should be included. This should provide details of the approach to assessment and evidence gathering to be used by the RTO and overview the assessment process, methods and assessment tools.

If the course includes any mandatory workplace assessment, this should be justified and advice provided on how it may be achieved.

Course assessment must be consistent with the requirements of Standard 8 of the *Standards for Registered Training Organisations*.

If the course comprises units of competency from two or more Training Packages, the course assessment methods must be consistent with the Training Package Assessment Guidelines for the relevant Training Package.

The course should refer to Standard 7.3 of the *Standards for Registered Training Organisations* which establishes the required competencies for RTO staff conducting assessments. The course could also provide guidance on the vocational competencies required of assessors. This should be consistent with Standard 7.3, however if vocational competencies are required at a higher level than specified in Standard 7.3, a justification for this should be included.

The course should also include advice on legislative or regulatory requirements for assessors, including licensing requirements.

2.2b ASSESSMENT INFORMATION FOR UNITS OF COMPETENCY

Where units of competency from Training Packages are used, or developed for use, in the course, these will include performance criteria, range statements and an evidence guide.

2.2c ASSESSMENT INFORMATION FOR MODULES

Where modules comprising learning outcomes are used in the course, the assessment criteria and the conditions and method of assessment for each learning outcome will be specified in the modules.

2.3 AQF Qualifications

Standard 28.1c Standards for State and Territory Registering/Course Accrediting Bodies

AQF qualifications - the course must meet the qualification requirements of the AQF, as set out in the current *AQF Implementation Handbook*.

2.3a PACKAGING AND TITLING

A course developer must:

- package units of competency or modules into combinations meaningful to the industry, enterprise or community bodies involved in the course development
- determine the AQF qualification by assessing the course outcomes against the distinguishing features of the AQF qualifications and
- give the course a name in accordance with the AQF titling protocol.

The *AQF Implementation Handbook* provides details on these issues, including how to determine the qualification and course title. The course must not have the same title as a Training Package qualification.

The requirements for packaging units of competency are detailed in Part 2, Section 4 of the *Training Package Development Handbook*.

2.3b ACCREDITED COURSES LEADING ONLY TO A STATEMENT OF ATTAINMENT

A course may meet an identified industry/enterprise/community need but may not have the breadth and depth required for a qualification, as stated in the guidelines for qualifications in the *AQF Implementation Handbook*. In this case, the requirement to package units of competency still applies and the course will lead to a Statement of Attainment. Courses that lead only to a Statement of Attainment, rather than a qualification, must comply with the *Standards for State and Territory Registering/Course Accrediting Bodies*. The AQF titling protocol is still to be used for a course that results in a Statement of Attainment, with the exception that the course title will read 'Course in'. A unit of competency is the smallest subset of a Training Package qualification that can result in a Statement of Attainment.

2.4 Access and pathways

Standard 28.1d Standards for State and Territory Registering/Course Accrediting Bodies

Access and pathways - the course must contain no implicit limitations to access and pathways based on age, gender, employment, social or educational background. Where there are any explicit limitations to access and pathways, the course proponent must justify these.

Consider the needs of all potential participants in a course during its development.

A course must not contain any implicit limitations to access and pathways based on age, gender, employment, social or educational background. If a limitation exists, it must be justified at the time the course is submitted for accreditation.

Limitations of particular importance are:

- *access to/participation in the course* - the requirements for entry into the course should only include competencies identified as essential for participants to successfully undertake the course. Any criteria for entry must be justified in the accreditation submission, including reference to any legislative requirements
- *exit points for the course* - all exit points which provide occupational outcomes reflected in lower AQF qualifications, Statements of Attainment and/or other exit points appropriate to industry needs must be identified and documented in the course structure and rules. Any lower qualifications identified in the structure must be accredited in their own right and assigned an NTIS course code and
- *licensing and legislative requirements* - these should be explicit.

All pathways, including combinations of the following, must be identified in the submission for accreditation:

- recognition of prior learning/current competence
- off-the-job learning and/or
- workplace based learning.

2.5 Flexible learning

Standard 28.1e Standards for State and Territory Registering/Course Accrediting Bodies

Flexible learning - the course must contain no implicit limitations to delivery and assessment modes. Where there are any explicit limitations to modes of delivery and assessment, the course proponent must justify these.

A proposed course must not contain any implicit limitations to the modes of delivery and assessment that may be used by an RTO.

In some circumstances, certain modes of delivery or assessment may be essential for a course. In this case, the modes must be stated and justified when the course is submitted for accreditation.

When a course is submitted for accreditation, if any modes of delivery or assessment are identified as inappropriate, this must be justified.

2.6 Articulation and credit transfer

Standard 28 .If Standards for State and Territory Registering/Course Accrediting Bodies

Articulation and credit transfer - the course must provide, where appropriate, information on its relationship to relevant Training Packages and/or other relevant courses with AQF qualification outcomes.

Where appropriate, a course should offer successful participants opportunities for articulation or credit transfer as part of a training, education or career pathway. Involving relevant schools, universities or vocational education and training system representatives in consultations early in the course design process, will facilitate articulation and credit transfer.

Where appropriate, the submission for accreditation must provide details on the relevant articulation and credit transfer arrangements with courses in schools, university or the VET sector, or provide evidence of negotiations underway.

2.6a ARTICULATION

Articulation refers to the formal linkages between different levels of credentials, or credentials in different fields, or between different levels or fields of training, including enterprise-based and industry-based training. Articulation arrangements help participants move between courses and Training Packages or between education and employment without duplication of education and/or training for competencies already achieved.

Where competencies are combined from two or more Training Packages to create a new qualification, any appropriate articulation arrangements to the Training Package qualifications should be identified. Courses should identify connections to vocational or educational pathways.

The *AQF Implementation Handbook* provides detailed information on articulation arrangements, outlining a set of principles to help establish connections between qualifications.

2.6b CREDIT TRANSFER

Credit transfer refers to the advanced standing obtained from prior agreements between institutions or organisations on the credit value of specific courses, units of competency or modules. It is available automatically to those who have documented evidence of achievement of these.

2.7 Customisation of a course

Standard 28.1g Standards for State and Territory Registering/Course Accrediting Bodies

Customisation - the course must comply with NTQC guidelines for customisation and, where applicable, Training Package rules regarding customisation.

The requirements for customisation of courses are detailed in the *Guidelines for the Customisation of Accredited Courses under the AQTF* in Part 4 of these guidelines.

2.8 Ongoing monitoring and evaluation

Standard 28.1h Standards for State and Territory Registering/Course Accrediting Bodies

Ongoing monitoring and evaluation - the course must identify course monitoring and evaluation processes.

A proposed course must identify the processes to be put in place for its ongoing monitoring and evaluation throughout the accreditation period. It is also necessary to show evidence of ongoing review and evaluation of a course when applying for reaccreditation.

The following criteria should be considered in monitoring or reviewing a course, both throughout the accreditation period and prior to applying for reaccreditation:

- if the accredited course continues to meet current needs of industry, enterprises and/or community groups
- if a Training Package has since been endorsed and includes qualifications similar to the accredited course or which may have some bearing on the articulation/credit transfer arrangements of the course
- changes to national competency standards
- developments in assessment methodology
- changes to regulatory, licensing or legislative requirements and
- client feedback.

A review against these criteria may result in changes to the course or a decision that reaccreditation is not required. It is necessary to consult with the State or Territory course accrediting body that initially accredited the course for advice on the processes for changing a course, including information that body requires when considering the revised course or any requirements for not reaccrediting the course.

The organisations involved in the initial consultations on the development of the course may also be involved to monitor, review and evaluate the course. For a course to remain valid, it must have continued support from relevant stakeholders. The State or Territory course accrediting body that accredited the course can provide advice of any requirements for monitoring and/or review and/or evaluation of a course.

Step 3: Submission for accreditation



3.1 Submission for accreditation

After a course has been developed, it must be submitted to the relevant State or Territory course accrediting body for accreditation. The *Template for Course Documentation for Accreditation* in Part 3 provides an outline of the information required for accreditation.

The State or Territory course accrediting body can provide advice on the processes to be followed prior to making a submission, the format of the submission, the accompanying information it requires for consideration of the accreditation of a course and any associated fees.

While considering a submission to accredit a course, the State or Territory course accrediting body may require additional information. It is the responsibility of the course developer to provide any additional information requested.

3.2 Course accreditation approval

If a proposed course is accredited, the State or Territory course accrediting body will provide the course developer with an accreditation document, such as a letter or certificate⁴ that includes:

- i) the title and national code for the accredited course and
- ii) the start and end date of the accreditation.

The State or Territory course accrediting body will record the accredited course on the NTIS.

3.3 Submission for reaccreditation or cancellation of accreditation

Where a course is to be submitted for reaccreditation, early consultation should occur with the State or Territory course accrediting body that accredited the course about the reaccreditation processes, requirements and any fees that may apply.

A course must be reviewed and evaluated before a submission is made for reaccreditation. If the course substantially changes as a result of the review and evaluation, it may be necessary to provide transition arrangements as part of the submission for reaccreditation. The State or Territory course accrediting body that accredited the course can provide advice about the need for transition arrangements.

A course will not be eligible for reaccreditation if a Training Package now covers the qualification outcomes.

In some circumstances, it may be necessary to cancel the accreditation of a course (eg if no longer relevant or used by industry or enterprises, or if replaced by a Training Package). The State or Territory course accrediting body that accredited the course can provide advice about processes and requirements for cancelling the accreditation of a course. In some cases, the course accrediting body may initiate the cancellation of accreditation after consultation with the course proponent.

⁴ Refer *Standards for State and Territory Registering/Course Accrediting Bodies*, Standard 28.2 (See Part 3 of these guidelines).

PART 3 - TEMPLATE FOR COURSE DOCUMENTATION FOR ACCREDITATION

This national template is designed to assist in the development of courses for accreditation under the AQTF, that lead to an AQF qualification or Statement of Attainment. The template is divided into three sections (A, B and C) which together form the course documentation. Section A is general information about the course, Section B contains more detailed course information and Section C includes the units of competency or modules for the course.

Section A: General information

General information

- | | |
|---|---|
| 1. Course developer | <i>Name of the individual or organisation submitting the course for accreditation. (Where the course developer is not the copyright holder, provide documentation from the copyright holder that the course developer acts on their behalf for the accreditation submission.)</i> |
| 2. Address | <i>Postal and email address of the individual or organisation submitting the course for accreditation.</i> |
| 3. Contact details for course developer | <i>Contact person for this submission, including name, position title, phone/mobile number/s, fax number, postal and email address.</i> |
| 4. Type of submission | <i>State whether the submission is for accreditation or reaccreditation.</i> |
| 5. Copyright information | <i>Details of copyright restrictions on the documentation and a statement identifying the owner of the course.</i> |
| 6. Licensing and franchise | <i>State requirements relating to licensing and/or the franchise of the course for use by other providers.
Also provide contact details for licensing/franchise arrangements.</i> |
| 7. Course accrediting body | <i>Name of the State or Territory course accrediting body.</i> |
| 8. AVETMISS information
(For assistance in completing this section, contact the course accrediting body) | <i>Classification codes for:</i> <ul style="list-style-type: none">○ Australian Standard Classification of Occupations ASCO (occupational type);○ Australia and New Zealand Standard Industrial Classification ANZSIC (industry type);○ Field of study;○ National course code (to be inserted after accreditation by the course accrediting body); and○ ASCED Code (field of education code - available on the NCVER website at www.ncver.edu.au) |
| 9. Period of accreditation | <i>(To be inserted by the course accrediting body after accreditation.)</i> |

Section B: Course information

I Nomenclature

1.1 Name of the qualification(s)

State the name(s) of the qualification(s) that will be awarded on successful completion of the course(s).

1.2 Nominal duration of the course(s)

State the nominal duration of the course in hours.

2. Development of the course

Accreditation Standard 27.1

2.1 Industry/enterprise/community needs

Provide evidence of industry/enterprise/community need and support for the course and describe the consultation and validation processes.

Identify the major client and/or career groups (eg engineering).

Confirm the proposed award is not covered by a qualification within a Training Package.

2.2 Review for reaccreditation

If applying for reaccreditation, provide details of how monitoring and evaluation have been taken into account in the revised course.

Detail any transition arrangements from the existing course to the new course for learners currently enrolled in the existing course.

3. Course outcomes

Accreditation Standards 28.1.a & 28.1.c

3.1 Qualification level

State the employment/educational outcomes of the course. Describe how the course outcomes are consistent with the proposed AQF level for the course.

3.2 Competency standards

List the units of competency to be achieved through the course and the Training Package/s from which the units of competency are drawn.

3.3 General competencies

List key competencies achieved through the course and describe how they are addressed.

3.4 Recognition given to the course

State the recognition given to the course(s) by professional or industry bodies, if applicable.

3.5 Licensing/regulatory requirements

State the extent to which the course satisfies licensing/regulatory requirements, if applicable.

4. Course rules

4.1 Course structure

Accreditation Standard 28.1.d & 28.1.g

Outline the course structure indicating:

- core units of competency/modules
- streams (as appropriate)
- elective units of competency/modules and
- the requirements to achieve a qualification including any exit points which provide occupational outcomes, or a qualification.

(This could be presented in table format including guidance on sequencing, pre-requisites and nominal hours.)

Any lower qualifications identified in the structure must be accredited in their own right and assigned an NTIS course code.

4.2 Entry requirements

Describe essential entry requirements. Wherever possible, these should be expressed in terms of competencies.

Where limitations to entry have been identified, provide justification, particularly in relation to age, gender, physical ability, social or educational background.

4.3 Pathways

Identify pathways eg RPL, off-the-job learning, workplace-based learning. Justify any explicit limitations to pathways through the course.

4.4 Customisation

Provide guidance on the extent to which the course may be modified to meet particular industry/ enterprise/participant groups' needs. The guidance must be consistent with the Guidelines for Customisation of Accredited Courses under the AQTF (See Part 4).

5. Assessment

5.1 Assessment strategy

Accreditation Standard 28.1.b

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 used by the RTO and encompass the assessment process, methods and assessment tools.

Course assessment should be consistent with the requirements of Standard 8 of the Standards for Registered Training Organisations. If the course comprises units of competency from two or more Training Packages, the course assessment methods must be consistent with the Training Package Assessment Guidelines.

5.2 Assessor competencies	<i>The Standards for Registered Training Organisations state the requirements for the competence of staff involved in assessment (Standard 7.3) and provide guidance on the vocational competency requirements for assessors. Justify any requirements above Standard 7.3.</i>
5.3 Workplace assessment	<i>If the course includes any mandatory workplace assessment, justify this and include advice on how it may be achieved.</i>
5.4 Recognition of Prior Learning (RPL)	<i>Identify any special arrangements that may facilitate RPL.</i>
6. Delivery	Accreditation Standard 28.1.e
6.1 Delivery modes	<p><i>Identify and justify any delivery modes essential to the delivery of this course, particularly on-job training.</i></p> <p><i>Identify and justify any limitations to the delivery modes to be chosen for this course.</i></p> <p><i>Identify any educational support mechanisms for maximising participants' completion of the course.</i></p>
6.2 Resources	<p><i>List specialised facilities and equipment essential to the delivery of the course.</i></p> <p><i>Provide guidance on the vocational competency requirements for trainers. Any requirements above Standard 7.4 of the Standards for Registered Training Organisations should be justified.</i></p>
7. Articulation and credit transfer	<p>Accreditation Standard 28.1.f</p> <p><i>Provide details of articulation and/or credit transfer arrangements.</i></p> <p><i>If this course comprises nationally endorsed units of competency, identify any connections with other Training Package qualifications that are relevant to vocational pathways for course graduates.</i></p>
8. Ongoing monitoring and evaluation	<p>Accreditation Standard 28.1.h</p> <p><i>Describe proposed arrangements for monitoring and evaluating the course to maintain quality and relevance.</i></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. The units of competency (in full) from Training Package/s

(Note: The title and code of the units must be the same as the title and code used in the Training Package. If the units of competency have been customised in accordance with the guidelines for customisation in the relevant Training Package, a statement explaining this must be included with the unit of competency and any changes must be identified (in italics or underlined).

2. The units of competency developed for the course

3. If relevant, the modules for the course

(Note: Where units of competency are determined as not appropriate for the course, the course proponent must contact the State or Territory accrediting body prior to the development of modules. Where modules are used they should be included in full, in Section C of the course documentation. A template for modules is available from the State or Territory accrediting body).

PART 4 - RELEVANT STANDARDS AND GUIDELINES

Extract from the *Standards for State and Territory Registering/Course Accrediting Bodies* -Standards relating to course accreditation

Standard 26 - Recognition of AQF qualifications and Statements of Attainment

- 26.1 The registering/course accrediting body must recognise the endorsement of Training Packages as recorded on the NTIS.
- 26.2 The course accrediting body must recognise the decisions of other course accrediting bodies in relation to the accreditation of courses as recorded on the NTIS. This ensures the mutual recognition throughout Australia of the AQF qualifications and Statements of Attainment issued by RTOs.

Standard 27 - Establishing the need for courses

- 27.1 The course accrediting body must ensure processes are established and implemented to ensure the need for a course has been clearly established by its proponent. In particular, the course accrediting body must ensure the courses it accredits:
 - a are based on a clearly established industry, industry sector, enterprise and/or community need (informed by processes such as consultation with key stakeholders including Training Package developers, review of relevant Training Packages and accredited courses, analysis and evaluation of data collected) and
 - b do not duplicate, by titles or coverage, AQF qualifications and outcomes of endorsed Training Packages. Courses must **not** be accredited where:
 - i the outcomes can be achieved through the customisation of a Training Package in accordance with its packaging rules and customisation advice
 - ii the course is a subset of a Training Package qualification(s) that could be recognised through one or more Statements of Attainment
 - iii the course includes competencies additional to those in a Training Package qualification that could be recognised through one or more Statements of Attainment in addition to the AQF qualification or
 - iv the course is made up of modules that ultimately achieve the competencies of a Training Package qualification.
- 27.2 Courses that are made up of units of competency from one or more Training Packages must not be accredited unless:
 - a there is clear evidence the qualification meets an identified industry, enterprise and/or community need
 - b it is consistent with an AQF descriptor
 - c the NTQC policy and guidelines on Training Package qualifications are followed
 - d the Training Package customisation and packaging guidance and NTQC customisation policy are demonstrably not an alternative to course accreditation and
 - e in the case of a course drawn from units of competency from one Training Package, the accrediting body is satisfied with, and prepared to forward to the Training Package developer through the NTQC as soon as possible:
 - i a proposal for incorporation of the new qualification into the Training Package and
 - ii the accredited qualification expiration date.



Standard 28 - Course design criteria

- 28.1 The course accrediting body must ensure policies and procedures are established and implemented to ensure prospective course proponents are aware of the following criteria, and that all the courses it accredits meet the following criteria:
- a units of competency - the course must be based on nationally endorsed units of competency, where available. Where these are not available, it must be based on competency standards developed in accordance with the current *Training Package Development Handbook* (including Key Competencies) and in consultation with, and validated by, appropriate industry, enterprise, community and/or professional groups (the only exception to this is where the proponent can establish to the satisfaction of the course accrediting body that it is not possible to develop appropriate competency standards, for example in some general education areas)
 - b assessment - the course must contain performance criteria against which assessment will be made, and assessment requirements must be consistent with those outlined in the *Standards for Registered Training Organisations* (Standard 7.3 and 8). Additionally, where accredited courses are developed using units of competency from two or more Training Packages, the assessment method must be consistent with the Training Package assessment guidelines. Where sets of endorsed industry competency standards are used, the assessment method must be consistent with the requirements of the industry competency standards
 - c AQF qualifications - the course must meet the qualification requirements of the AQF, as set out in the current *AQF Implementation Handbook*
 - d access and pathways - the course must contain no **implicit** limitations to access and pathways based on age, gender, employment, social or educational background. Where there are any **explicit** limitations to access and pathways, the course proponent must justify these
 - e flexible learning - the course must contain no **implicit** limitations to delivery and assessment modes. Where there are any **explicit** limitations to modes of delivery and assessment, the course proponent must justify these
 - f articulation and credit transfer - the course must provide, where appropriate, information on its relationship to relevant Training Packages and/or other relevant courses with AQF qualification outcomes
 - g customisation - the course must comply with NTQC guidelines for customisation and, where applicable, Training Package rules regarding customisation and
 - h ongoing monitoring and evaluation - the course must identify course monitoring and evaluation processes.
- 28.2 Where course accreditation is granted, the course accrediting body must ensure the course proponent is provided with an accreditation document, such as a letter or a certificate, that must include the:
- a title and national code for the accredited course and
 - b start and end date of the accreditation.

Guidelines for Customisation of Accredited Courses under the AQTF

These guidelines support Standards 27 and 28* of the *Standards for State and Territory Registering/Course Accrediting Bodies*. They replace the ARF *Guidelines for Customisation of Accredited Courses*.

Introduction

These guidelines assist course developers and RTOs in relation to the customisation of accredited courses. They apply to accredited courses:

- where no set of endorsed competency standards or relevant Training Package exists
- based on endorsed competency standards but where no relevant Training Package exists
- based on competency standards drawn from one or more Training Packages and/or sets of endorsed national competency standards and
- based on modules comprising learning outcomes because use of units of competency is not appropriate.

They apply to the customisation of existing accredited courses by RTOs and to the development of customisation options for new accredited courses.

They do not apply to the customisation of Training Packages. Advice on customisation options for users of specific Training Packages is included in the endorsed components of each Training Package.

Definition

Customisation means the tailoring of the course to meet the specific needs of clients, including industry sectors, enterprises and individual learners, where this does not require separate accreditation of the tailored course. A course is customised by the addition, or substitution, of units of competency on which the course is based, or modules which comprise the course, in accordance with the course rules.

Customisation principles

Any customisation must ensure the integrity of:

- endorsed national competency standards or other standards forming the basis of accredited courses
- AQF qualifications and
- industry skill and portability requirements.

* In the *Standards for State and Territory Registering/Course Accrediting Bodies*, these guidelines are referred to as the NTQC customisation policy and NTQC guidelines.



Development of accredited courses: incorporating customisation options

To encourage maximum flexibility and options for customisation, courses submitted for accreditation should:

- be designed using a flexible structure
- make provision for elective units of competency and/or modules, where possible, to create pathways to suit enterprise needs and individual aspirations and
- where possible, avoid the identification of rigid streams which do not take into account the diversity of training needs.

All courses should incorporate a set of course rules. These define the requirements for completion of a course, issuing of qualifications and Statements of Attainment and reporting of results against competency standards. The course rules should clearly identify at what point the level of change would require separate accreditation of the course to reflect a changed qualification outcome, consistent with the customisation principle.

In relation to customisation, the course rules should set out the limits to customisation for a particular course by identifying:

- units of competency and/or modules which are essential to completion of the qualification
- possible sources of alternative units of competency and/or modules which may be substituted or added without further endorsement
- the type and number of units of competency and/or modules which may be added or substituted without affecting the overall integrity of the qualification and
- the extent to which units of competency and/or modules may be modified without affecting the overall integrity of the course, units or qualification.

Where units of competency are drawn from one or more Training Packages, customisation advice for those units drawn from within the Training Package(s) must be included with the course rules. Where similar advice has been included with endorsed sets of competency standards outside a Training Package, it must also be included with the course rules. Where endorsed sets of competency standards do not incorporate specific advice on customisation, the course rules should specify these units cannot be modified by course users.

Customisation advice provided with Training Packages in relation to the packaging of units of competency into qualifications must be followed in the development of accredited courses based on units of competency drawn from one or more Training Packages. Where a course developer seeks to deviate from this advice, the copyright owner(s) of the Training Packages should be consulted. Where one or more national ITABs have been involved in the development of the Training Packages, the copyright owner(s) will in turn consult with them on this matter.

Customisation options for RTOs

Accredited courses can be customised at the point of delivery and assessment, provided the customisation is consistent with the course rules.

Where an RTO is in doubt about whether its proposed customisation goes beyond what is provided for in the course rules, it will need to consult with the course copyright owner and may be required to seek separate accreditation of the modified course. Where the course has been based on competency standards drawn from one or more Training Packages, the course owner should in turn consult with the relevant national ITAB(s).

RTOs may also contextualise units of competency and/or modules by structuring learning processes and assessment tools so they are relevant to the particular needs of enterprises, industry sectors or particular client groups, provided this ensures the integrity of the qualification and unit(s) of competency. This may involve:

- modifying or adding content to identify unique aspects that apply to an industry, enterprise or particular student client group (eg products, terminology, work practices) where this does not contradict the course rules on customisation
- using enterprise-specific equipment, facilities or learning resources
- including information on the context within which the outcomes can be achieved (eg relating to enterprise, industry or learner requirements) and
- changing assessment tools to suit the needs of particular clients or client groups (eg clients with special needs) or to suit the needs of an enterprise or industry sector.

In delivering accredited courses, RTOs may also use a range of delivery modes and flexibility in their approach to delivery (eg by integrating the delivery of several units of competency and/or modules) to improve the flexibility of course delivery and/or better meet client needs, provided this is consistent with the course rules and the customisation principles.

Procedure

Each State and Territory course accrediting body has procedures for the approval and implementation of the courses covered in the guidelines. Course developers and RTOs should consult their State or Territory course accrediting body for further information.

APPENDIX 1 - CONTACT DETAILS

State and Territory course accrediting bodies

State and Territory course accrediting bodies

New South Wales

NSW Vocational Education Training
Accreditation Board
NSW Department of Education and Training
Locked Bag 53
Darlinghurst NSW 1300
Ph: (02) 9244 5335
Fax: (02) 9244 5344
www.vetab.nsw.gov.au

South Australia

Accreditation and Registration Council
Department of Employment, Further Education,
Science and Small Business
GPO Box 1152
Adelaide SA 5001
Ph: (08) 8226 3065
Fax: (08) 8226 0429
www.training.sa.gov.au/ovet_home.asp

Victoria

Victorian Qualifications Authority
1st Floor, 41a St Andrews Place
East Melbourne VIC 3002
Ph: (03) 9637 2806
Fax: (03) 9637 2422
www.vqa.vic.gov.au

Australian Capital Territory

ACT Accreditation and Registration Council
Department of Education,
Youth and Family Services
PO Box 985
Civic Square ACT 2608
Ph: (02) 6205 7066
Fax: (02) 6205 7045
www.decs.act.gov.au/services/Training.htm

Queensland

Training Recognition Council
c/- Department of Employment
and Training Queensland
Locked Mail Bag 527
GPO BRISBANE QLD 4001
Ph: (07) 3247 5477
Fax: (07) 3247 5488
www.det.qld.gov.au

Northern Territory

Northern Territory Employment
and Training Authority
GPO Box 2925
Darwin NT 0801
Ph: (08) 8999 4396
Fax: (08) 8999 4300
www.nt.gov.au/nteta

Western Australia

Training Accreditation Council WA
Level 2, 151 Royal Street
East Perth WA 6004
Ph: (08) 9235 6035
Fax: (08) 9235 6142
www.training.wa.gov.au

Tasmania

Tasmanian Accreditation and
Recognition Committee
GPO Box 301
Hobart Tas 7001
Ph: (03) 6233 7886
Fax: (03) 6234 4358
www.opcet.tas.gov.au

Australian National Training Authority

Brisbane Office

Level 11, AMP Place
10 Eagle Street, Brisbane Qld 4001
GPO Box 3120, Brisbane Qld 4000
Ph: 07 3246 2300
Fax: 07 3246 2490
www.anta.gov.au

Melbourne Office

Level 5, 321 Exhibition Street
Melbourne Vic 3001
GPO Box 5347BB, Melbourne Vic 3000
Ph: 03 9630 9800
Fax: 03 9630 9888
www.anta.gov.au



ANTA

APPENDIX 2 - USEFUL RESOURCES

Training Package Development Handbook, Australian National Training Authority 1999

- available at www.anta.gov.au

For developing units of competency and integrating other relevant aspects, consult:
Part 2, Sections 1 & 2 [competency standards, including evidence guides]
Part 5, Sections 2, 3 & 4 [integration of key competencies, incorporation of OH&S, environmental matters and legislation]
Part 6, Section 1 [Language, literacy and numeracy]

For developing Assessment Strategy, consult:
Assessment Guidelines, Part 2, Section 3

For addressing Access and Equity, consult:
Part 6, Sections 2 & 3

AQF Implementation Handbook, Third Edition, Australian Qualifications Framework Advisory Board to MCEETYA 2002

- available at www.aqf.edu.au

Standards for Registered Training Organisations, Australian National Training Authority 2001

- available at www.anta.gov.au

Standards for State and Territory Registering/Course Accrediting Bodies, Australian National Training Authority 2001

- available at www.anta.gov.au

National Training Information Service (NTIS) website at www.ntis.gov.au

National ITABs listing on the ANTA website at www.anta.gov.au

