



# ACC1 – Application for Course Accreditation/ Reaccreditation

## PART A: Information about the Application

\*\* Please attach additional sheets if there is insufficient room below

### 1 Type of Application

#### 1.1 Application for accreditation of a new course

Title of proposed course

\* Please complete Question 2

#### 1.2 Application for reaccreditation of an accredited course

Course Code:	<input type="text"/>	Course Title:	<input type="text"/>
Accreditation:	From <input type="text"/> / <input type="text"/> / <input type="text"/> to <input type="text"/> / <input type="text"/> / <input type="text"/>		

\* Please complete Question 3

#### 1.3 Intended outcomes of course

### 2 Research & consultation for course development

#### 2.1 Why is there a need for the course?



**2.2 Describe the target market for your course**

**2.3 Provide details of research conducted to establish the need for the course**

**2.4 Details of all parties consulted to establish the need for the course**

name	organisation	phone	email

**2.5 What is the evidence that there is a market for the course?**

**2.6 What is the reason for seeking accreditation (national recognition) of the course?**

**2.7 Provide details of research conducted to confirm that the course does not duplicate, by title or coverage, the outcomes of an endorsed training package qualification or unit of competency**

**2.8 Does the course fall within the industry coverage of an Industry Skills Council (ISC)?**

*If the course falls within the industry coverage of an ISC, the relevant ISC must be consulted to:*

- *establish the need for the course; and*
- *confirm that course outcomes do not duplicate outcomes in an endorsed training package qualification or unit of competency*

**No**                       **Yes** – information about ISCs is available at [www.isc.org.au](http://www.isc.org.au)

If yes, please list the relevant ISC(s) consulted

Industry skills council	name	phone/email

**2.9 Does the course lead to a licenced or regulatory outcome?**

*If the course leads to a licensed/regulatory outcome, the relevant national and state licensing bodies must be consulted to:*

- *establish the need for the course; and*
- *ensure the course will be recognised for licensing/regulatory purposes*

**No**                       **Yes**

If yes, please list the relevant industry regulator/licensing body consulted

industry regulator	name	phone/email

**3 Review of the course for reaccreditation**

**3.1 What is the evidence that there is a market for the course?**

**3.2 Provide details of research conducted to confirm that the course does not duplicate, by title or coverage, the outcomes of endorsed training package qualifications/units of competency**

**3.3 Does the course fall within the industry coverage of an Industry Skills Council (ISC)?**

*If the course falls within the industry coverage of an ISC, the relevant ISC must be consulted to:*

- *confirm the ongoing need for the course; and*
- *confirm that course outcomes do not duplicate outcomes in endorsed training package qualifications/units of competency*

**No**                       **Yes** – information about ISCs is available at [www.isc.org.au](http://www.isc.org.au)

If yes, please list the relevant ISC(s) consulted

Industry skills council	name	phone/email

**3.4 Does the course lead to a licenced or regulatory outcome?**

*If the course leads to a licensed/regulatory outcome, the relevant national and state licensing bodies must be consulted to:*

- *establish the need for the course; and*
- *ensure the course will be recognised for licensing/regulatory purposes*

**No**                       **Yes**

If yes, please list the relevant industry regulator/licensing body consulted

industry regulator	name	phone/email

**3.5 Provide details of the review undertaken to confirm that course outcomes are current and relevant to the needs of the industry/sector**

**3.6 Details of all stakeholders consulted to review and validate the course to confirm currency and relevance to the needs of the industry/sector**

name	organisation	phone	email

**3.7 List the main changes to the course arising from consultations with stakeholders****3.8 Course enrolments & completions****3.8.1 How many learners are currently enrolled in the course?**

**3.8.2 How many learners have graduated from the course during the period of accreditation?**

Year 1		Year 2		Year 3	
Year 4		Year 5			

**4 Supporting Evidence – Important**

Applications for course accreditation cannot be fully assessed unless all relevant supporting evidence is included. Please tick all evidence included with this application from the list below:

- Evidence of consultation with an Industry Skills Council (ISC) (if applicable)
- Evidence of consultation with a WA Training Council (ISC) (if applicable)
- Evidence of consultation with industry licensing/regulatory bodies - (if applicable)
- Evidence of recognition of the course by professional bodies (if applicable)
- Evidence of consultation with other stakeholders for the development of the course
- Letters of support for the course
- Evidence of consultation with stakeholders to review the course for reaccreditation
- Evidence of industry validation of the course
- Other – please describe below

**Applicants are encouraged to submit all course accreditation applications via email to [taccourseaccreditation@des.wa.gov.au](mailto:taccourseaccreditation@des.wa.gov.au)**



## PART 2: Course Specifications

Application Type:

Accreditation

Re-accreditation : National Code: \_\_\_\_\_

Current expiry date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### SECTION A: Copyright and course classification information

#### 1. Copyright Owner of the Course

Legal Entity/Individual  
who owns copyright:

Trading name:

Provider number (if RTO):

#### 2. Proponent Contact Details

Name of person:

Street address:

Postal address:  
(if different from street)

Telephone:

Fax:

Email address:

#### 3. Copyright Acknowledgement

*Confirm you have received copyright clearance for any copyright material obtained in your course. Please attach the letter containing the copyright clearance.*

#### 4. Licensing and Franchising

*Indicate if this course may be used under license or franchise and if relevant state requirements for use by other providers. Provide contact details for these arrangements.*



ACC1 Course Accreditation & Reaccreditation

**Training Accreditation Council**  
WESTERN AUSTRALIA

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**5. AVETMISS Information**

Provide AVETMISS classification codes that describe the industry, occupational group and field of education for which the course is intended.

<b>ASCED (Field of Education):</b> Refer to codes at <a href="http://www.abs.gov.au/ausstats/abs@.nsf/0/F9674D4009441989CA256AAF001FCA70?opendocument">http://www.abs.gov.au/ausstats/abs@.nsf/0/F9674D4009441989CA256AAF001FCA70?opendocument</a>	Insert 4-digit code and description (e.g. 0619 Complementary Therapies)
<b>ANZSIC Code:</b> Refer to codes at <a href="https://www.immi.gov.au/employers/anzsco/anzsco-code1.htm">https://www.immi.gov.au/employers/anzsco/anzsco-code1.htm</a> )	Insert 4-digit code and description (e.g. 9419 Automotive servicing)
<b>ANZSCO Code</b> (Australia and New Zealand Standard Classification of Occupations) – available at <a href="https://www.immi.gov.au/employers/anzsco/anzsco-code1.htm">https://www.immi.gov.au/employers/anzsco/anzsco-code1.htm</a> )	Insert 6-digit code and description (e.g. 899911 Bicycle Mechanic)

**Section B: Course Information****1. Nomenclature** (Standard 1 for accredited courses)

Name of course:	
Nominal duration of course:	

**2. Vocational or educational outcomes of the course** (Standard 1 for accredited courses)

State the intended purpose of the course



**3. Development of the Course**

3.1. Industry/enterprise / community needs:  
(Standards 1 and 2 for accredited courses)

- *Provide evidence of industry/ enterprise / community need and support for the course and describe the consultation and validation process.*
- *Identify the major client and /or industry groups.*
- *Confirm the proposed award is not covered by a qualification within a Training Package.*

3.2. Review for re-accreditation:  
(Standards 1 and 2 for accredited courses)

- *If applying for re-accreditation, 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.*

<b>4. Course Outcomes</b> (Standards 1,2 & 3 for accredited courses)	
4.1. Course level:	<i>Describe how the intended course outcomes are consistent with the AQF level criteria and qualification type descriptors for the course. Refer to <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</i>
4.2 Volume of Learning	<i>State the volume of learning required to achieve the outcomes of the course. Volume of learning is a notional duration of all teaching, learning and assessment activities required to be undertaken by a typical student to achieve the learning outcomes specified for the qualification. It is expressed in equivalent full-time years and should be able to be justified. More information is available in the AQF Explanations Booklet at <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</i>

<p>4.3. Employability Skills: (Standard 4 for accredited courses)</p>	<p><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></p>
<p>4.4. Recognition given to the course (if applicable): (Standard 5 for accredited courses)</p>	<p><i>State the recognition given to the course(s) by professional or industry bodies, if applicable, for example by granting membership</i></p>

<p>4.5. Licensing/ regulatory requirements (if applicable): (Standard 5 for accredited courses)</p>	<p>State the extent to which the course satisfies licensing/ regulatory requirements, if applicable</p>
<p><b>5. Course Rules</b> (Standards 2, 6, 7 and 9 for accredited courses)</p>	
<p>5.1. Course structure</p>	<p>All qualifications identified in the structure must be accredited in their own right and assigned an NTIS course code. Course structure may be presented in table format or as a combination of text and table, including guidelines on sequencing, pre-requisites and nominal hours.</p> <p>1. Outline the structure of the course and rules for completion. Course structure will reflect the intended skill and knowledge outcomes of the course and may be:</p> <ul style="list-style-type: none"> <li>• core only</li> <li>• core and electives</li> <li>• core and specialisations</li> <li>• core, specialisations and electives</li> <li>• electives only</li> </ul> <p>2. Any exit points from the course that provide for vocational or educational outcomes should be identified.</p> <p>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.</p>

<p>5.2. Entry requirements (Standard 9 for accredited courses)</p>	<ul style="list-style-type: none"><li>• Describe entry requirements essential to the course. Wherever possible, these should be expressed in terms of competencies.</li><li>• Limitations to entry should be justified.</li><li>• Recommended entry requirements (including language, literacy and numeracy skills) that are likely to facilitate successful completion of the course by the intending participant may also be included.</li></ul>

**6. Assessment** (Standard 10 and 12 for accredited courses)

6.1. Assessment strategy

1. *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.*
2. *Describe how assessment of the course will be consistent with the AQTF 2007 Essential Standards for Registration and identify course assessment strategies which:*
  - *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*
  - *justify mandatory workplace assessment, or assessment through simulation if these are to be used and include advice on how they may be achieved*
  - *identify any special arrangements that may facilitate Recognition of Prior Learning.*

<p>6.2. Assessor competencies (Standard 12 for accredited courses)</p>	<ol style="list-style-type: none"> <li>1. <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></li> <li>2. <i>Justify any requirements above the requirements in the AQTF 2007 Essential Standards for Registration for the competencies of assessors</i></li> </ol>
<p><b>7. Delivery</b> (Standard 10 and 12 for accredited courses.)</p>	
<p>7.1. Delivery mode (Standards 11 and 12 for Accredited Courses)</p>	<ol style="list-style-type: none"> <li>1. <i>Identify and justify any delivery modes essential to the delivery of this course, particularly on-the-job training.</i></li> <li>2. <i>Identify and justify any limitations to the delivery modes that may be chosen for this course.</i></li> <li>3. <i>Identify any educational support mechanisms for maximising participants' completion of the course.</i></li> <li>4. <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></li> </ol>

**7.2 Resources**  
(Standard 12 for Accredited Courses)

1. Provide details of specialised facilities and equipment essential for the delivery of the course.
2. 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.
3. Units of competency that have been imported from Training Packages must reflect the requirements for trainers specified in that Training Package.

**8. Pathways and Articulation** (Standard 8 for accredited courses)

1. 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.
2. 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.



**9. Ongoing Monitoring and Evaluation** (Standard 13 for accredited courses)

1. *Describe arrangements that the copyright owner proposes to use for monitoring and evaluating the course to maintain its relevancy and currency.*
2. *Confirm that significant changes to the course resulting from course monitoring and evaluation procedures will be notified to the course accrediting body.*



### Section C: Units of Competency/Modules contained in the course

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 (**Note: Please use the unit of competency template is attached**)

AND/OR

3. Modules for the course  
(Note: modules may be included where the course 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).

#### Unit of Competency Template

<p>XXXXXXXX * (Insert unit code)</p>	<p><i>Insert title of unit in sentence case (maximum of 100 characters including spaces between words). Broad description reflective of content. Do not include justification statements.</i></p> <p><i>*Assign a unique code to each unit as follows:</i></p> <ul style="list-style-type: none"> <li>○ <i>First three digits – refers to the course name the unit is contained (must not duplicate training package identifiers)</i></li> <li><i>Next three digits – refers to the unit content</i></li> <li>○ <i>Seventh digit – refers to the AQF level</i></li> <li>○ <i>Eight and ninth digit – refers to the sequence identifier</i></li> <li>○ <i>Last digit – refers to version identifier</i></li> </ul> <p><i>Example of a code could be KARDWT201A</i></p>
<p>Unit Descriptor</p>	<p><i>The unit descriptor should expand on the information in the unit title— providing clear and accurate information on the purpose and intent of the unit. Any agreed reciprocal recognition relationships with other units of competency can also be included.</i></p> <p><i>Developers should provide sufficient information to broadly communicate the unit of competency content and the skill areas it addresses including any pre-requisite skills. In some cases it may also be appropriate to describe what is not included in the unit.</i></p> <p><i>Each unit descriptor should commence with consistent wording, for example with the words ‘This unit describes the outcomes required to...’. This is followed with a brief statement defining the focus of the unit of competency.</i></p> <p><i>This unit partially covers the skills of ... (state unit code followed by title).</i></p> <p><i>This unit has been contextualised and is based on ... (state unit code followed by title. If the unit is contextualised advise on whether its outcomes are the same as the original and whether there is one or two way equivalence.)</i></p> <p><i>Where licensing, legislative, regulatory or certification requirements exist, describe the unit’s relationship.</i></p> <p><i>OR</i></p> <p><i>Where none exist, insert the following statement: ‘No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.’</i></p>



Employability Skills	<i>The text for Employability Skills, inserted after the unit descriptor, will be as follows: This unit contains Employability Skills. OR If a 'Course in' it is acceptable to put Not Applicable.</i>		
Pre-requisite Unit(s) (Optional—omit if it does not apply)	<i>List any mandatory pre-requisite units to be completed prior to commencement of this unit. Minimise requirements for pre-requisite units and avoid units which also have pre-requisite units.</i>		
Application of the Unit	<i>Describe the unit's application within the workplace. Keep in mind that it may be imported into other qualifications for other industries so do not make it too job specific. You may indicate various environments, complexities and situations in which the skills and knowledge may be applied. Describe application of the unit in a way industry will find useful for the purposes of job descriptions, recruitment advice or job analysis.</i>		
Competency Field (Optional—omit if it does not apply)	<i>Identify the industry's broad skill area. The need for this will vary between industries but essentially it classifies the units. In some cases units are classified according to common units or according to a broad skill area such as business management or agriculture. This could be further refined under Sector (see below).</i>		
Sector (Optional—omit if it does not apply)	<i>Identify the industry's sector. This is a further categorisation of competency field and identifies the next classification, for example an elective, supervision or farming field.</i>		
Element	Performance Criteria		
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria must describe the required performance needed to demonstrate achievement of the element. Where <b>bold italicised</b> text is used in the performance criteria to indicate a key term, that key term must be included in the range statement and expanded upon to list the variables that will provide focus for assessment. Assessment of performance is to be consistent with the evidence guide.</i>		
1 1.1	<i>Use active voice Eg. Identify workplace communication procedures</i>	1.1	<i>Use passive voice<sup>2</sup> Example: <b>Workplace communication</b> procedures are identified with assistance from appropriate people.</i>
		1.2	
		1.3	
2	<i>Access information on hazards and risks</i>	2.1	<i><b>Sources of information</b> and data are identified.</i>
		2.2	
		2.3	
3		3.1	

<sup>1</sup> State the outcome required. Make statement in active voice (preferred but not mandated). That is, commence with a verb before the subject and make the statement precise and direct. For example, 'Confirm site access and conditions.' Avoid commencing with words such as 'You will be able to...' as these do not add value.

<sup>2</sup> Use passive voice (preferred but not mandated). In passive voice the subject is before the verb. For example: 'Site access and conditions are confirmed.'

		3.2	
		3.3	

Note: Optional fields may be omitted in some but not necessarily all units of competency—this is a judgment call—in some cases the field will add value to the unit and in other cases it will be superfluous

## 5 Equivalence mapping of revised course

When a course is reaccredited the course owner is required to provide sufficient information to help users understand its relationship with its predecessor. A mapping of the revisions that have been made and the equivalence status of the course and units of competency/modules must be sufficient for users to see exactly what has changed and to determine matters such as resourcing, impacts on training and/or assessment and job roles.

**E** = Equivalent – outcomes of current and reviewed course/unit/module are equivalent

**N** = Not Equivalent – outcomes of the current and reviewed course/unit/module are not equivalent

**N/A** – Not applicable – unit/module is new or deleted and not replaced

Please use the table below to comment on the changes to the course outcomes and indicate the equivalence status of the individual units/modules and the course as a whole			
Previous unit	Revised unit	Comments about revisions	E/NE/N/A
<i>E.g. SBMSTO110B Cooperate in a small team</i>	<i>SBMSTO110A Cooperate in a team</i>	<i>Revised unit. Required skills updated and title changed to reflect the true focus of the unit.</i>	<i>E</i>