

Preliminary Requirements for Accredited Course Development

1. The course must meet an established need:
 - Enterprise
 - Industry
 - Educational
 - Legislative
 - Community
2. A vocational course must be:
 - outcomes-based
 - expressed as units of competency and
 - must not duplicate the title or outcomes of an endorsed qualification, Skill Set or accredited course

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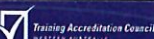



Who can have a course accredited?

Courses can be proposed by anyone – an individual, organisation or an RTO – where there is a gap in the market or a training need is identified that is not catered for by an existing course.

Following accreditation, a course becomes *nationally recognised training* and is placed on the National Register (TGA – www.training.gov.au). Only RTOs can therefore *deliver* the accredited course and *award* the related certification.

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What can an accredited course consist of?

Accredited Courses:

- consist of units of competency or modules packaged into meaningful combinations;
- reflect the work or community outcomes sought by industry, enterprise, educational, regulatory or community bodies; and
- reflect the outcomes of the initial course development stage of research and consultation.

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In Summary

Accreditation



- You can build your own course but it can't be offered as a NRT course unless it is accredited.

Registration

- You can own an accredited course, but you can't deliver it unless you are an RTO.

Scope

If you are an RTO wishing to deliver an accredited course, you can't deliver it until you add it to scope and meet the requirements of the *Standards for RTOs 2015*. This requires you to meet all accredited course requirements which may involve a fee if you are not the course owner.

The Stages of Course Accreditation

Stage 1	• Research and consultation
Stage 2	• Course development
Stage 3	• Course submission
Stage 4	• Assessing your application
Stage 5	• Accreditation
Stage 6	• Monitoring and evaluation




Stage 1 – Research and Consultation

- Identify the need for the course
- Identify and consult with stakeholders
- Identify the intended outcomes
- Conduct market research to determine feasibility
- Ensure the course does not duplicate outcomes of existing training package units and qualifications



Stage 1 – Research to avoid duplication

Nationally recognised training search

Your search for nationally recognised training has returned 89 results. If you are unable to find what you are looking for, try refining your search criteria.

Search Results

Unit	Unit Title	Unit Status
CHCCSL001	Diploma of Counselling	Current
CHCCSL002	Diploma of Advanced Counselling	Current
CHCCSL003	Diploma of Specialist Counselling	Current

1 2 3 4 5 ... Search per page 10 20 50 100 Displaying items 1 - 3 of 3

Accredited courses (0 results)

Accredited course units/modules (0 results)

Units of competency (18 results)

Unit	Unit Title	Unit Status
CHCCSL001	Apply learning theories in counselling	Current
CHCCSL002	Apply personal, contextual and counselling practice skills	Current
CHCCSL003	Provide and use personal counselling skills in the workplace	Current
CHCCSL004	Establish and confirm the counselling relationship	Current
CHCCSL005	Facilitate the counselling relationship and process	Current
CHCCSL006	Facilitate the helping relationship process	Current
CHCCSL007	Facilitate the financial counselling process	Current
CHCCSL008	Plan and deliver group counselling	Current
CHCCSL009	Provide counselling for clients with personal planning issues	Current
CHCCSL010	Provide counselling for children and young people	Current

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Stage 1 – Research

Unit or competency details

CHCCSL001 - Establish and confirm the counselling relationship (Release 1)

Training packages that include this unit

Code	Title	Status
HLT	Health	Current
HLT	Community Services	Current

Accredited courses that have this unit in the completion mapping

Course	Unit	Unit Status
CHCCSL001	Certificate IV in Business	Current
CHCCSL002	Diploma of Agency and Practice in Social Care	Current
CHCCSL003	Advanced Diploma of Aboriginal Specialist Social Counselling	Current
CHCCSL004	Certificate IV in Health Counselling and Health Care Medicine	Current
CHCCSL005	Certificate IV in Health Counselling and Health Care Medicine	Current
CHCCSL006	Diploma of Clinical Psychology	Current

Completion mapping

Unit	Unit Title	Unit Status
CHCCSL001	Apply learning theories in counselling	Current
CHCCSL002	Apply personal, contextual and counselling practice skills	Current
CHCCSL003	Provide and use personal counselling skills in the workplace	Current
CHCCSL004	Establish and confirm the counselling relationship	Current
CHCCSL005	Facilitate the counselling relationship and process	Current
CHCCSL006	Facilitate the helping relationship process	Current
CHCCSL007	Facilitate the financial counselling process	Current
CHCCSL008	Plan and deliver group counselling	Current
CHCCSL009	Provide counselling for clients with personal planning issues	Current
CHCCSL010	Provide counselling for children and young people	Current



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Stage 2 – Course Development

- Reflect the requirements of industry, potential employers, educational or community organisations
- Provide performance and knowledge outcomes required
- Consider the needs of learners
- Flexible course structure
- Recognition of Units of Competency and outcomes
- Continue building of preliminary research to determine acceptable mode/s of delivery and assessment
- In line with the AQTF2021 Standards for Accredited Courses and sections of the Standards for Training Packages



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What is a Unit of Competency?

- A Unit of Competency is a nationally agreed statement of work outcomes and the knowledge and skill needed to effectively perform a job or job function.
- Each unit describes a specific work activity, the conditions under which it is performed and the evidence needed to determine if someone is competent.


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The Components of an Endorsed Unit of Competency

TAC Unit of Competency Template:

- Unit code, Unit title and application section
- Prerequisite units (optional component)
- Elements and related Performance Criteria
- Foundation Skills if not already explicit
- Range of conditions (optional component)
- Unit mapping information
- Performance evidence
- Knowledge evidence
- Assessment conditions



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Access and Equity Issues

1. Plain language
2. Adaptability
3. Inclusive language
4. Reasonable adjustment
5. Flexibility in assessment options
6. Culturally specific competencies
7. Recognise diversity



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Activity

Review components in the course document and/or units of competency.

You have 5 minutes to complete the activity followed by comments by the facilitator.

TASK 1: Course duration, hours, volume of learning
TASK 2: Units listed in the course document
TASK 3: Assessor requirements
TASK 4: Assessment Requirements


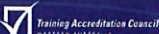
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Activity - Task 1

Accredited Course Document template			
Scenario	Section B: 1.2 Nominal Duration of course (page 3)	Section B: 4.1 Volume of Learning (page 4)	Section B: 5.1 Course Structure (page 5)
1	400 hours	750 hours	5 units nominal hours of 150 hours each – total 750 hours
2	600 hours	1 year	10 units with differing nominal hours – totalling 600 hours

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Activity – Task 2

Section B: 5.1 Course structure
(page 5 of Course Document template)

Unit code	Unit title	Nominal hours	Core/ Elective
ABCRST0002	Develop business skills	40 hours	Core
ABCXYZ0001	Manage strategic business development	100 hours	Core
BSBMGT517	Manage operational plan	50 hours	Elective

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Activity – Task 2

Section B: Equivalence Mapping Table
(page 9 of Course Document template)

Previous unit	Revised/New unit	Comments about revisions	E, N, N/A
ABCRST002	ABCRST502A	Re-coded no other changes	Equivalent
ABCXYZ001	N/A	New unit	N/A
BSBMGT517	BSBMGT515A	Additional performance criteria and evidence for intellectual property	Not equivalent

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Activity - Task 2

Section C: Units of competency in the course
(page 10 of Course Document template)

Unit code	Unit title	Core/Elective
ABCXYZ0001	Develop business skills	Core
ABCRST0002	Manage strategic business development	Core
BSBMGT517	Manage operational plan	Core



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Activity – Task 3

	Course Document Section B: 6.2 Assessor competencies (page 6)	Unit of competency template Assessment Conditions (page 7-8)
1	Assessors must meet the Standards for RTOs 2015, hold a higher education qualification in business and have at least 5 years experience in a business development role	Assessors must hold the training and assessment qualification required by the RTO standards current at the time of assessment.
2	Assessors must satisfy the assessor requirements in the standards for registered training organisations (RTOs) current at the time of assessment.	Assessors must satisfy the assessor requirements in the standards for registered training organisation (RTOs) current at the time of assessment. They must also be vocationally competent and industry current.

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Activity - Task 4

	Course Document Section B: 6.1 Assessment Requirements (page 6-6)	Unit of competency template Assessment Requirements (page 6-7)
1	To meet the rules of evidence, sufficient evidence must be collected. As a minimum, students must correctly answer all theory assessment questions and demonstrate practical skills on three occasions.	PERFORMANCE EVIDENCE: Performance must be demonstrated on at least one occasion.
2	Assessment for all units must be conducted in an operational workplace. Where this is not appropriate, assessment must occur in a simulated workplace environment that replicates workplace conditions	<p>PERFORMANCE EVIDENCE: Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p> <p>ASSESSMENT CONDITIONS: The activities outlined in the performance criteria of this unit must be performed during a period of at least 120 hours of work in at least one operational workplace</p>

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Stage 3 – Course Submission

Prepare documents for course accreditation submission

- ACC1 Application for Course Accreditation or Reaccreditation form
- Accredited Course Document
- Units of Competency and/or Modules (if applicable and pre-approved)
- Supporting evidence and accreditation fee



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Stage 4 – Assessing your application

Assessment of application by TAC

- Accreditation submission assessed against the AQTF2021 Standards for Accredited Courses and the requirements in the TAC templates
- Compliant – application will be submitted to the next Council meeting
- Non-compliant – 20 working days to provide extra evidence


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Stage 5 – Accreditation

Accreditation of course

- Granted for 5 years
- Letter and certificate specifying details of accreditation
- Allocated national code and listed on the National Register
- Delivery and assessment by RTOs once the course is added to their scope.



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Stage 6 – Ongoing monitoring & evaluation

- Ongoing monitoring and evaluation process identified in the course document
- Completion of TAC's biennial survey (every 2 years)
- Opportunity for review to ensure currency and relevance of the course
- Inform TAC of any changes via *ACC2 Application for Amendment to Accredited Course*
- Major changes that affect outcome may require reaccreditation

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Questions

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Contact us
Training Accreditation Council
Locked Bag 16
OSBORNE PARK DC WA 6916
Telephone: (08) 9224 6510
Email: TACCourseAccreditation@dtwd.wa.gov.au
Web: www.tac.wa.gov.au



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