



# Course Accreditation Application Guide

ACC

## Contents

About the Guide.....	3
Course Accreditation.....	3
Prior to Developing a Course.....	4
Course Design – Units of Competency and Modules.....	4
The Course Accreditation Process.....	5
Introduction to Application Forms and Templates.....	6
The Application for Course Accreditation (ACC1).....	6
The Application to Develop Modules (ACC3).....	7
The Accredited Course Document (ACCTEM1).....	9
The Qualification Outline (ACCTEM2).....	9
Application for Amendment to an Accredited Course (ACC4).....	9
Notification to Transfer Ownership of an Accredited Course (ACC5).....	9
Application for Extension of Course Accreditation (ACC6).....	10
Instructions for Application Forms and Templates.....	11
The Application for Course Accreditation (ACC1).....	11
The Accredited Course Document (ACCTEM1).....	23
The Qualification Outline Document (ACCTEM2).....	45
Course Accreditation Application fees.....	47

## About the Guide

The Course Accreditation Application Guide (ACC/the Guide) aims to assist course owners to prepare the required documents and evidence for the Training Accreditation Council (TAC/Council) in the:

- accreditation of a new course; or
- amendment of a course.

All courses accredited by the Council must meet the [AQTF2021 Standards for Accredited Courses](#) (the Standards) which apply to the course design.

Applications must be prepared using the mandated forms and templates and must be accompanied by documentary evidence. Course owners must follow the guidance provided when completing the mandated forms/templates to ensure the application accurately addresses all requirements.

The Guide does not cover the full accreditation process. Further information on the process is also available via recorded webinars on the [TAC Education Program](#) and the [Course Accreditation](#) section on the TAC website.

For course reaccreditation, please refer to the [Course Reaccreditation Application Guide \(ACCREACC\)](#) for more information.

## Course Accreditation

Accreditation is the formal recognition of a course by an accrediting authority. In Western Australia, the VET course accrediting body is the TAC.

In line with the Standards, VET accredited courses are:

*"...designed to address skill requirements for industry, education, legislative, enterprise or community needs, where these are not covered in nationally endorsed Training Packages"* (available on the National Register [training.gov.au](http://training.gov.au) (TGA); and

*"....have the capacity to address changes in skill needs, and the needs of emerging industries, in a responsive manner..."*

Once accredited, courses are listed on TGA. As nationally recognised training<sup>1</sup>, an accredited course can only be delivered by Registered Training Organisations (RTOs). This is the same status afforded to national Training Package qualifications, units of competency and skill sets. RTOs wishing to deliver an accredited course must obtain copyright permission from the course owner, before applying to add the course to their scope of registration.

Accredited courses are granted accreditation usually for a period of five years, after which they must be reaccredited. Refer to the [Course Reaccreditation Application Guide \(ACCREACC\)](#) for more information on this process.

---

<sup>1</sup> Nationally recognised training means 'any program of training leading to VET qualifications and statements of attainment that are recognised under the Australian Qualifications Framework (VET Data Policy V1.0 20/08/2025).

## Prior to Developing a Course

Prior to commencing the development of a course, course owners must undertake research and consultation to establish the industry, enterprise and/or community need for the course.

As the outcome of accreditation is national recognition, documentary evidence of this consultation must be provided in the [Accreditation Application Form](#) (ACC1) including evidence of:

- industry support for the course (post development of the course) from industry stakeholders that are independent of the course owner and have a stake in the outcomes produced by the proposed course; and
- recognition given to the course by regulatory, professional or industry bodies (if applicable).

Evidence of industry consultation should incorporate input from the [WA Industry Training Council](#) (ITC) responsible for the industry or community areas related to the proposed course outcomes and the national [Jobs and Skills Council](#) (JSC) with coverage of the vocational areas related to the proposed course.

Course owners must clearly identify the targeted students for the proposed course and gather supporting evidence throughout the course development process.

## Course Design – Units of Competency and Modules

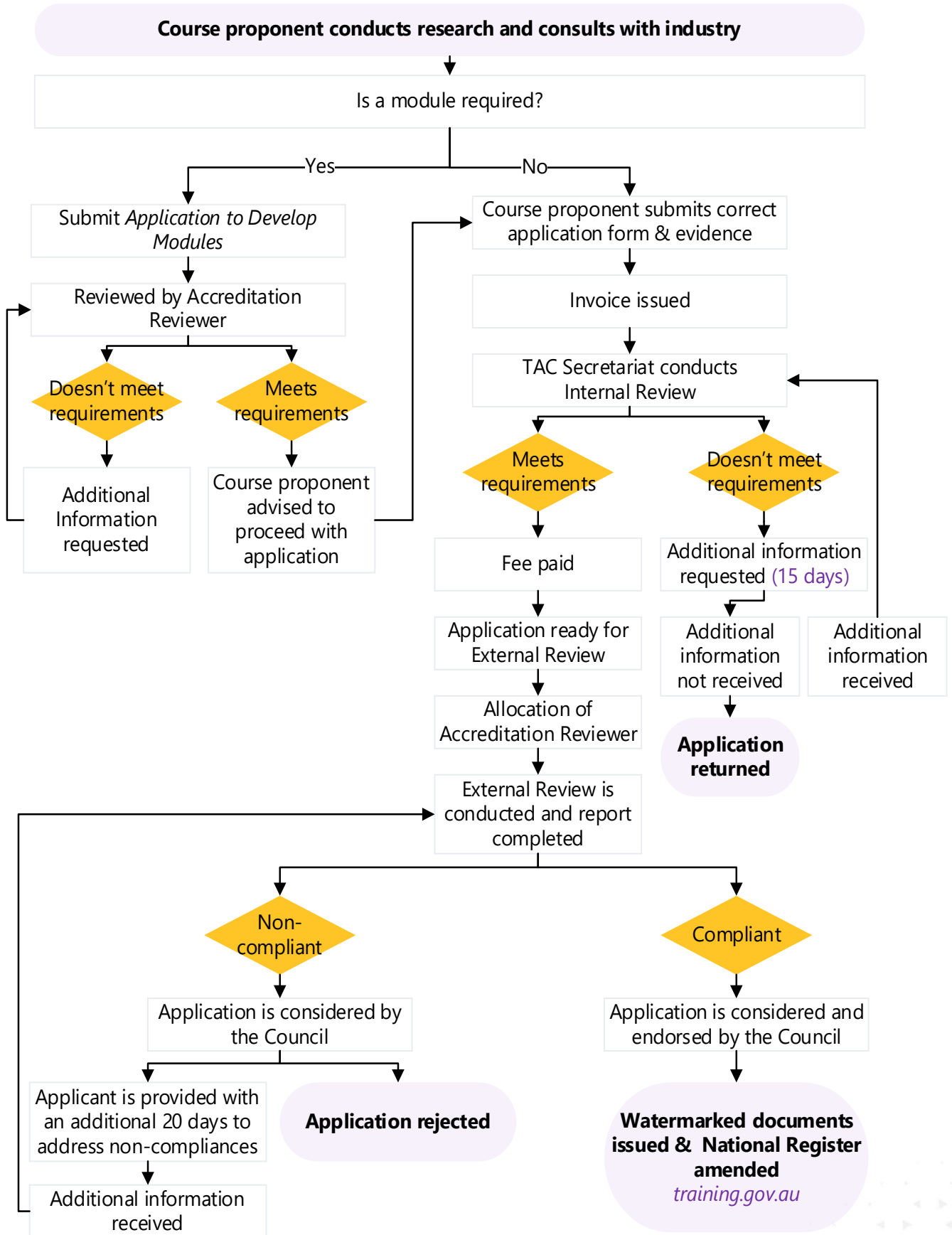
Similar to National Training Packages, accredited courses usually contain units of competency. In exceptional circumstances (and on prior approval from the Council), accredited courses may also contain modules.

The Standards define:

- Unit of competency – *the specification of the standards of performance required in the workplace as defined in a VET accredited course or Training Package.*
- Modules – *relate to a specific area of learning at a given level of knowledge or skills performance, and is made up of a number of learning outcomes and assessment criteria. It directly aligns to the stated educational community or legislative outcomes of its course. Modules do not have direct industry, occupational or vocational outcomes as these are reflected in units of competency.*

Modules are only possible where the course owner has established to the satisfaction of the Council, and prior to commencing course development, that there is a need. The course owner must submit an [Application to Develop Modules \(ACC3\)](#) to the Council and have received approval for their use, prior to submitting an [Application for Course Accreditation \(ACC1\)](#).

# The Course Accreditation Process



## Introduction to Application Forms and Templates

The application forms and templates must be completed in accordance with the instructions provided in this Guide.

### The Application for Course Accreditation (ACC1)

There are a number of documents that must be submitted to TAC when seeking to accredit a course and be accompanied by comprehensive supporting evidence.

The ACC1 specifies the essential course information for accreditation and should always be completed first.

When completing the ACC1 course owners must ensure that the information and supporting evidence demonstrates that the course meets the requirements of the Standards and that the course is based on an established industry, education, legislative, enterprise or community need.

The ACC1 does not contain detailed guidance and instructions on the information to be provided. Instead, the Guide addresses the requirements for each section and must be followed to ensure accreditation applications address all requirements.

The ACC1 requires course owners to include the following attachments:

- Attachment A Stakeholder Details: Provide details of all parties consulted throughout the process, including those engaged to:
  - establish the need for the course;
  - contribute to the development, review and/or validation of the course; and
  - support for the course being submitted.

The details of ITC and JSC consultation is requested in Attachments C and D listed below.

- Attachment B Research Undertaken: Provide details of the research that has been undertaken to ensure that there are no existing training products on the national register (TGA) that are suitable to: meet the identified need; or the required outcomes of the proposed course; and there is no duplication of nationally endorsed training products by the proposed course, its units of competency and/or modules.
- Attachment C Engagement with WA Industry Training Councils: Demonstrate that consultation has occurred with a Western Australian Industry Training Council (ITC).
- Attachment D Engagement with National Jobs and Skills Councils: Demonstrate that consultation has occurred with a Jobs Skills Council (JSC).
- Attachment E Alignment with the Australian Qualifications Framework: Provide justification for the proposed alignment to the Australian Qualifications Framework (AQF) if the accredited course is a qualification.
- Attachment F Supporting Evidence Checklist: Complete the checklist to ensure that all evidence is included in the submission.

Further instructions on how to complete this form is available further in this guide in the [Application for Course Accreditation \(ACC1\)](#) section.

## The Application to Develop Modules (ACC3)

Accredited courses are developed by packaging units of competency and/or modules into meaningful combinations that reflect the outcomes sought by an industry, enterprise, educational or community sector. This is achieved by:

- using units of competency sourced from one or more national Training Packages;
- developing unit/s of competency for the course (where there is a gap);
- developing modules comprised of learning outcomes (if the TAC approves the use of modules);  
or
- a combination of the above options.

A module relates to a specific area of learning at a given level of knowledge or skills performance and is made up of learning outcomes, assessment criteria and assessment requirements.

NOTE: Modules do not have direct industry, occupational or vocational outcomes as these are reflected in units of competency.

The entire course should not be developed using modules if some units of competency are possible e.g. an accounting course with largely theoretical learning components but some vocational outcomes where knowledge is applied in preparing balance sheets or financial reports. In this case a combination of units and modules may be required.

The course owner must submit an application to develop modules. This request must provide a justification for each proposed module; providing a justification at course level is not sufficient.

### Seeking approval for module development

If the course will not have direct industry, occupational or vocational outcomes, and it becomes apparent during the early stages of the course development, research and stakeholder consultation, that it will not be possible to write the entire course or part of the course in a competency-based format, the course design may include modules.

Permission must be sought from the TAC to develop modules for inclusion in the course prior to their development, using the ACC3. Granting permission for the development of modules is at the sole discretion of the Council.

### Knowledge-based courses

The fact that an accredited course will be knowledge-based does not mean that it cannot be developed in a competency-based format.

Although the majority of Training Package units of competency have direct vocational outcomes, there are also many examples of industry and preparatory units of competency that are knowledge and/or skills based. One example is the construction 'White Card' unit, the *CPCWHS1001 Prepare to work safely in the construction industry*, which contains knowledge outcomes which must be identified and explained. The unit is clearly aligned to industry requirements but is knowledge-based.

Course developers are able to submit a course with educational rather than vocational outcomes in an outcomes-based format using the unit of competency template rather than seeking approval to develop learning modules.

### Courses that might contain modules

Table 4 in the ACC3 lists the course outcomes that may be reflected in the modules. Complete the table to assist in determining whether the proposed course could contain some or all outcomes and

whether the module should be developed in the unit of competency format. Additional course outcomes may be included at the bottom of the table.

A proposed course alignment with one or more of these outcomes is not a justification in itself for the use of modules as there are many accredited courses that have a similar outcome or focus and use units of competency.

If there are any outcomes in the table identified as having relevance to one or more modules of the proposed course, please show a clear link to the information contained in Table 5 to reflect each module's proposed outcomes. For example, if a course outcome relates to *'community outcomes (e.g. a focus on life skills for effective participation in community life)*, the module justification in Table 5, will focus on its actual content, not simply that there were community outcomes. Copying identical information into Table 5 for all modules with differing outcomes is not a valid or sufficient justification.

### Proposed modules and justifications

In Table 5, course owners must list the proposed modules for which they are seeking approval and must provide a justification for each module to demonstrate:

- why it is not possible to develop a unit of competency that aligns to the course's intended outcomes; and
- the relevance of the module/s to the outcomes of the proposed course (see also the section titled *Courses that might contain modules* and Table 4).

Table 5 does not include information about the feasibility of modules, for example, the list below contains some justifications that are unsuitable:

- a module as the preferred option;
- the characteristics of the target learner group determining the decision to develop modules;
- learner preference for modules or assumed preference for modules;
- learner comfort with curriculum-type learning rather than units of competency;
- delivery staff preference for modules;
- assessor preference for using graded assessment;
- a view that only modules can be used in qualifications at Levels 7 and 8 of the AQF;
- that units of competency are narrowly defined and can reflect only basic tasks and not the application of high level skills and knowledge;
- assessment is more reliable with modules;
- only modules can support a broad range of work functions; and
- modules are needed for transition to higher education.

Add an additional page if more than 10 modules are being submitted.

### Completion

Complete the signature block on the last page and submit via email to:

[TACCcourseAccreditation@dtwd.wa.gov.au](mailto:TACCcourseAccreditation@dtwd.wa.gov.au)

### Approval

The ACC3 will be reviewed by TAC to determine whether proposed module(s) to be developed can be approved.

Approval to proceed with module development must be granted before developing the ACC1 and the approval must be submitted as evidence to the TAC with ACC1.

## The Accredited Course Document ([ACCTEM1](#))

The ACC1 must be accompanied by an [Accredited Course Document](#) (ACCTEM1).

The ACCTEM1 provides the legal specification of the course as required by the Standards and must specify the full details of the course including the course outcomes, course structure and rules for course completion including all units of competency and/or modules; assessment requirements, delivery specifications, pathways and articulation, and monitoring.

The document specifies the requirements for RTOs delivering the course in the future and provides information related to the development of strategies for training and assessment and meeting the required course outcomes.

If accredited, the ACCTEM1 will be watermarked as the official version of the accredited course.

Further instructions on how to complete this form is available further in this guide in the [Accredited Course Document ACCTEMP1](#) section.

TIP The ACCTEM1 should only focus on providing the required information for RTOs. Other evidence or information required in the ACC1 such as industry and market research, ABS statistics, legislative requirements, and support from industry/community stakeholders should not be included in the ACCTEM1.

## The Qualification Outline ([ACCTEM2](#))

The [Qualification Outline Document](#) (ACCTEM2) is an optional template which course owners can use to present the packaging rules for a qualification.

Further instructions on how to complete this form is available further in this guide in the [Qualification Outline ACCTEMP2](#) section.

## Application for Amendment to an Accredited Course ([ACC4](#))

Course owners are required to identify ongoing monitoring and evaluation processes at the time of developing the course.

Over time there may be changes to workplace practices or new technology, regulatory/licensing or legislative requirements, and national policies relating to assessment and/or delivery. These changes along with ongoing monitoring and evaluation processes, provide opportunities for a review of the currency and relevance of the course and identify improvements to the course.

Course owners are required to inform the TAC of any changes to the course arising from ongoing monitoring and evaluation. Some changes are minor and do not affect the course outcomes. Other changes are significant and alter the course outcomes, which may require the reaccreditation of the course.

Course owners will need to use the [Application for Amendment to an Accredited Course](#) (ACC4) and complete all sections of the form where applicable.

## Notification to Transfer Ownership of an Accredited Course ([ACC5](#))

The [Notification to Transfer an Accredited Course Ownership](#) (ACC5) is for the purposes of the original course owner transferring ownership of the course to a new course owner and for the TAC to ensure information about the accredited course and the course owner are up to date.

## Application for Extension of Course Accreditation (ACC6)

A course is usually accredited for five years.

An [Application for Extension of Course Accreditation](#) (ACC6) is for the purpose of extending the period of accreditation of a course, usually by application by the course owner. When an extension of accreditation is granted, the course owner is informed of the period of extension and the amended course expiry date.

Only the course owner is able to submit an application for extension of accreditation.

Extension of course accreditation may be granted in exceptional situations where it is not practicable to apply for course reaccreditation.

Situations considered to be exceptional include:

- Transition from an accredited course to a training package qualification – where the accredited course is due to expire and the Training Package has yet to be released/implemented.
- Licensing/regulatory requirements – where the accredited course leads to a licensed/regulated outcome and the related legislation is under review or regulatory amendments are imminent.
- Other circumstances presented by the course owner and deemed to be exceptional by the Council.

Extensions of course accreditation are granted for short periods, and usually not for more than 12 months. Course owners must clearly demonstrate the circumstances that warrant consideration. Applications for extension will not be considered if course owners fail to plan ahead for the timely review and submission of a course for reaccreditation before the expiry date.

The application must include a clear and detailed explanation of the reasons for the request; supporting information, if applicable; and the period of extension sought. Applications must be submitted using the Application for Extension of Course Accreditation (ACC6).

Completed forms must be submitted electronically via the TAC course accreditation email at [taccourseaccreditation@dtwd.wa.gov.au](mailto:taccourseaccreditation@dtwd.wa.gov.au).

## Instructions for Application Forms and Templates

### The Application for Course Accreditation (ACC1)

#### Proposed Course Details

##### Title of proposed course

To be accredited, the title of the proposed courses must accord with the Australian Qualifications Framework (AQF), [Qualifications Issuance Policy](#), the requirements of the [National Register](#) (training.gov.au or TGA) and the [National reporting requirements](#) (*Fact Sheet: AVETMISS reporting overview*). These requirements include:

- 100-character limit including spaces applies to all course titles, to enable their inclusion on TGA and meet the relevant national VET data information standard requirements.
- Course titles may reflect a broad industry area; an industry, community, or education sector; or a specific area of work or learning reflected by the intended outcomes of the course.
- Course titles must not duplicate the titles of current endorsed Training Package qualifications, skill sets or accredited courses. (Standard 4.1)
- A course that does not have the breadth and depth to be an AQF qualification must be titled a 'Course In...' which leads to the award of a Statement of Attainment.
  - A 'Course in...' will consist of one or more units of competency, specified in the Course Document.
  - A single unit of competency cannot be accredited in its own right, it can only be accredited as part of a 'Course in...'.
  - Some examples of a 'Course In...' listed on TGA include 'Course in Epilepsy Management', 'Course in Management of Licensed Premises', and 'Course in Basic Wildfire Awareness'.
- For accredited courses that are AQF qualifications, the title must reflect the AQF qualification type for the VET sector and be consistent with the *AQF Qualifications Issuance Policy*. Titles include:
  - Certificate I, Certificate II, Certificate III, and Certificate IV.
    - Roman numerals must be used for Certificates I to IV.
    - Are at AQF Levels 1 to 4 respectively, and must be titled '*Certificate ... in (field of study/discipline)*'.
  - Diploma (AQF Level five) and Advanced Diploma (AQF Level six) require them to be titled '*Diploma of ...*' and '*Advanced Diploma of ...*' respectively.
  - Vocational Degree (AQF Level 7) introduced in 2025, provide students with access to work-based learning opportunities, including learning linked with a contract of training such as an apprenticeship or traineeship.
    - The title used for a Vocational Degree, consistent with the *AQF Qualifications Issuance Policy*, specifies the title as '*Vocational Degree (Field of study/discipline...)*'.
    - No additional protocols have been mandated for titling a Vocational Degree.
  - '*Graduate Certificate in ...*' and '*Graduate Diploma of ...*' (AQF Level 8).
- Further information on determining or justifying the AQF level of an accredited course is provided in [Proposed Course aligns with the Australian Qualifications Framework section](#) of the Guide.
- A national course code for the accredited course will be allocated by the TAC at the time accreditation is granted.

## Intended outcomes of proposed course

The ACC1 must include full details of the intended outcomes of the proposed course. These should:

- Clearly state competency outcomes, presented in a list so that they are easily differentiated;
- Describe:
  - the skills and knowledge students will achieve upon completion of the course; or applied by graduates in roles within the workplace, community setting; and/or pathways to further education; and/or
  - how graduates will apply these skills and knowledge in workplace roles, community setting, pathways to further education.
- Provide sufficient information to demonstrate that all outcomes are evident in the units of competency and/or modules in the proposed course.
- Be aligned to the identified needs and the overall purpose of the course;
  - if the course structure includes electives; note that vocational outcomes associated with elective units will not be achieved by all students, so the wording needs to reflect that outcomes will vary depending on the electives chosen.
- The intended outcomes should not focus on:
  - gaps in the market;
  - the industry, educational or community need for the course;
  - research that confirms the course is needed; or
  - the content students will learn - as these aspects are required in other sections of the form.

TIP The accompanying Course Document ([ACCTEM1](#)) requires a statement on the intended outcome/s of the course to provide clear information for RTOs that will be delivering the course. Do not copy and paste all the information provided in the ACC1 form into the ACCTEM1 as only a concise summary of the outcomes is required.

## Course development

### 1. Need for the course

Provide detailed information to explain why there is a need to develop the course. This section may include reference to:

- the needs of new or emerging industries;
- perceived gaps in existing Training Packages or evidence that similar training products will not meet the identified skill or vocational need;
- planned or endorsed changes to an existing endorsed training product that no longer meet an identified need;
- reforms or changes that may be affecting a sector or industry such as changes in legislation/regulations; outcomes from coronial enquiries or royal commissions; new materials, processes, systems or equipment; changes in environmental requirements; digital transformation; adoption or integration of Artificial Intelligence (AI) etc that may provide the justification for the need for the course; and/or
- industry/sector requirements not included in current national training products.

TIP The information provided in this section must provide sufficient explanation about why the need to develop the course.

A subsequent section in ACC1 requires information on formal research conducted to establish the need for the course and determining the scope of the requirements.

## 2. Intended learner cohort for the course

Provide detailed information on the intended students who will enrol in the course. Examples include new entrants to the workforce; existing workers in a specific field, or where new licensing requirements now apply; entrants into new or emerging vocational areas or those upskilling due to changes in industry. Does the intended cohort include domestic or overseas students; students seeking pathways to higher level qualifications, or entry to other education institutions. This information may also relate to the type of the proposed course, its structure or AQF level.

Consider and include where relevant, items such as:

- whether the student cohort will be a homogenous group such as school leavers, or diverse group such as a range of ages, experience, or educational levels;
- any assumed or required knowledge, skills or experience of the sector related to the course, especially if the course has no formal entry requirements such as pre-requisite units or qualifications;
- restrictions related to the course, e.g. over 18 to meet licensing requirements;
- legal or health-related requirements apply, e.g. vaccinations, working with children checks;
- whether undertaking the course requires a specified level of physical capability or stamina, e.g. manual handling, that may impact the suitability of the course for some students; and/or
- language, literacy, numeracy or digital literacy demands of the course that may affect the suitability for some students.

The information in this section may inform decisions about entry requirements contained in Section 5.2 of the Course Document and the provision of guidance on Foundation Skills that may support students to achieve the course outcomes.

## 3. Research conducted to establish the need for the course

The information provided in this section is linked to Question 1 *Need for the Course* in the ACC1 form.

In this section, course owners should provide details on the research undertaken to confirm the need for the course, the results of the research and how this led to the decision that a new course should be developed.

Literature searches should be described in detail, along with any market research conducted to determine the extent of likely market demand and the feasibility of providing the course. For a vocational course, this may include researching the potential employment market for course graduates.

If the research includes surveys, consultation meetings or workshops, these may be summarised here. To avoid repetition, keep in mind that the next section is where a summary of the stakeholders will be included, and full details of their involvement must be provided in Attachment A Stakeholder Details of the ACC1.

The research and consultation will ensure the ability of course owner to demonstrate a comprehensive understanding of requirements including:

- the intended course outcomes, which must be based on evidence of industry, education, legislative, enterprise or community need;
- occupational analysis, skills audits, data on emerging technology and industry trends;
- the job roles, work functions or specialist skills and knowledge relating to proposed vocational outcomes;
- the competencies the course will cover;

- the scope and breadth of the course;
- any statutory, licensing or regulatory requirements or educational standards; and
- confirmation of future directions in the sector such as upcoming changes in technology, job design or skill requirements.

#### 4. Types of stakeholders consulted

Applications for accreditation must include documentary evidence of:

- industry support for the course gathered from industry stakeholders that are independent of the course owner and have a stake in the outcomes produced by the proposed course; and
- recognition given to the course by regulatory, professional or industry bodies (if applicable).

There must be evidence of comprehensive stakeholder consultation and involvement during course development and therefore, the information provided must describe the groups of stakeholders consulted.

In this section, only provide a summary of the types of stakeholders, stakeholder groups and organisations involved as the full details of all stakeholders consulted must be provided in the Attachment A of the ACC1.

Stakeholders must include (where relevant):

- [WA Industry Training Councils](#) (recognised by the WA State Training Board)
- [Jobs and Skills Councils](#) (JSCs) (established by the Commonwealth Government)
- peak industry bodies

Stakeholders may include, but are not limited to:

- enterprise/industry clients, such as employers
- industry groups
- professional associations
- industry regulators
- employer associations
- unions/employee organisations
- Group Training Organisations
- not-for-profit community organisations and community groups
- higher education providers
- RTOs, trainers and assessors
- past graduates of similar courses
- potential students

For greenfield, niche or emerging industries, where there are minimal or non-existent peak organisations, groups or bodies, the ACC1 must provide evidence of the comprehensive research undertaken and may include evidence of consultation with industry experts, identified champions/sponsors or early adopters, and/or international sources to support the application.

As course owners are seeking accreditation with the WA VET regulator, this evidence must demonstrate consultation with related WA industries or community organisations for their input on the feasibility of such a course being developed and supported and the reasons why accreditation is required.

The consultation should seek to provide information, feedback and support related to:

- establishing the need for the course;

- stakeholder involvement in course development;
- stakeholder validation of the final version of the course; and
- final sign-off and support for the finished product.

Stakeholders may also provide:

- subject matter expertise;
- quality assurance;
- regulatory oversight or final approval for a course related to a licensing outcome;
- competency design expertise; and/or
- information on other industry-specific matters.

Where WA industry specific consultation or support has not been provided, course owners should highlight why this to be the case and provide evidence to demonstrate why this is not available.

### **Attachment A Stakeholder Details**

Include full details for all stakeholders consulted in establishing the need for the course and stakeholder support for the course. Attachment A requires not just stakeholder names and organisations to be listed, but information related to:

- the relevant experience and/or credentials of each stakeholder related to the focus, content and/or outcomes of the proposed course;
- the types of consultation or engagement in which each stakeholder participated;
- key feedback provided by each stakeholder; and
- whether written support has been provided for the final version of the course being submitted, and format (e.g. letter/email).

Ensure that the required information needed to complete Attachment A is collected during the stakeholder consultation process, rather than at the very end.

Information and supporting evidence must demonstrate significant consultation with stakeholders throughout the development of the course, and before finalisation and submission of the ACC1 to the TAC. This includes evidence that stakeholders have reviewed the course content and any units of competency developed. Additional documentation that demonstrates the developmental journey of the course could also be provided.

Additional tables or pages can be added to Attachment A to accommodate any additional stakeholder information.

## **5. Reason for seeking accreditation of the course**

There are many examples of courses that are not nationally recognised but are highly valued by industry or community stakeholders for example, vendor training by hardware and software corporations.

Developing and maintaining an accredited course is a significant undertaking and one of the early decisions is whether stakeholders require the course to be accredited to provide nationally recognised training and RTO delivery as a key outcome for those consulted. If this is not required, then a non-accredited course could be developed and delivered without the need to progress an accreditation application.

If accreditation is confirmed as the required outcome, provide information in this section to explain why there is a need for nationally recognised training and why seeking accreditation for the course is a priority for stakeholders. Include research and consultation outcomes that support the course outcomes being nationally recognised.

## 6. Concise summary from research confirming no duplication of current endorsed training products

Provide a concise summary in this section of the research undertaken, using TGA to ensure there is no duplication by the proposed course and/or the units or modules it contains. Simply stating that research was undertaken and no duplication was found is not sufficient evidence for this section.

Provide full details of the research by completing Attachment B Research Undertaken in the ACC1.

The details in Attachment B must show:

- Which courses, units and/or modules were considered and why they do not address the requirements for the proposed course, established in consultation with stakeholders.
- Key words used to search TGA will reflect the likely content of the proposed course and its units and/or modules, but synonyms and related words and concepts should also be included in the search to ensure a reliable result.
- Which courses and units were evaluated, what they addressed and how the proposed course content, focus or approach differs and makes them unsuitable. If a number of very similar units are found to be unsuitable, these may be clustered in the table to save repetition of the comments.
- If accredited courses, units and/or modules on TGA are found to be of interest:
  - use the Contact Details in the dropdown menu where the summary of the training product is provided, to make enquiries about the actual content and availability of the product;
  - some course owners do not allow their courses to be used by others, while others are happy to discuss an arrangement;
  - some state copyright may be publicly available in full, on a state-based website such as the [Victorian Government site](#) for accredited VET courses, whereas full details are not included on TGA; and
  - if it's not possible to evaluate the suitability of accredited training products, this can be noted in the information table.
- If some existing units of competency and/or modules are found to be suitable, but the need also remains to develop new units and/or modules, the resulting course may be made up of a combination of existing nationally recognised training products plus units of competency and/or modules developed specifically for the course.
- In exceptional circumstances, the TAC may approve the development of modules, however the same research is required, along with a rigorous process to gain permission from the Council prior to commencing development. Information on the requirements for seeking approval for module development is provided in the [Application to Develop Modules](#) section of this Guide.

### The meaning of 'duplication at course level'

In line with the *AQTF2021 Standards for Accredited Courses*, an accredited course must not duplicate, by title or coverage the outcomes of an endorsed Training Package qualification, skill set or accredited course.

A statement to this effect is required in Course Document - Section B:3.1.

In addition to the duplication of titles or outcomes of endorsed training products, the TAC, along with other VET regulators, will not accredit a course if it:

- provides the same outcomes that students could achieve through the packaging rules of a Training Package qualification or accredited course, e.g. where inclusion of electives from another course are possible;
- is a subset of a single Training Package qualification that could be recognised through a Statement of Attainment (i.e. partial completion of an existing qualification); and
- duplicates a Training Package qualification and includes additional nationally endorsed units of competency that could be recognised through Statements of Attainment in addition to the award of the Training Package qualification.

There must be evidence to show that the course outcomes cannot be achieved under existing Training Package qualification rules, and if the research shows that a Jobs and Skills Council has scheduled development to address the same skills gap, and a later version of a Training Package addresses the same need, then the course would no longer be eligible for accreditation or would not be reaccredited.

The ACC1 contains the requirements of a Course Owner Confirmation (prior to the attachments), that confirms no duplication exists as described above, that the course meets the Standards, and that all information is true and complete.

## **7. Courses that fall within the industry coverage of a WA Industry Training Council (ITC)**

If the course falls within the coverage of a WA ITC, the relevant ITC must be consulted to:

- establish or confirm the need for the course;
- obtain advice on stakeholders to be consulted; and
- confirm that course outcomes do not duplicate outcomes in an endorsed Training Package qualification, unit of competency or skill set within their scope of responsibility.

Information about the WA ITCs is available on the [State Training Board website](#).

In Section 7 of the ACC1, check the YES box if the course does fall within the coverage of a WA ITC, and contact the ITC before completing the first table.

A form is provided for course owners to document consultation with the relevant ITC/ and is provided at Attachment C

Complete section A in Attachment C and forward the form to the ITC for completion. Insert key points from the feedback provided by the ITC into the first table in Section 7. If the ITC does not complete the form sent to them and instead emails their feedback, one of the forms in Attachment A can be used to capture the full details as evidence of the consultation outcomes.

If the course does not fall within the coverage of any WA ITC, check the NO box and provide an explanation in the textbox below.

## **8. Courses that fall within the industry coverage of a national Jobs and Skills Council (JSC)**

If the course falls within the coverage of a JSC, the relevant JSC must be consulted to:

- establish or confirm the need for the course;
- obtain advice on stakeholders to be engaged;
- confirm that course outcomes do not duplicate outcomes in an endorsed Training Package qualification, unit of competency or skill set within their scope of responsibility;
- identify whether the JSC has training products under development in the same area as the

- proposed course; and
- obtain information on planned Training Package activities that might impact the viability of developing the proposed course.

Information about JSCs is available on the [DWER website](#).

In Section 8 of the application, check the YES box if the course does fall within the coverage of a JSC, and contact the JSC before completing the first table.

At Attachment D in this form, a table has been provided to document course owner consultation with the JSC/s.

Complete section A in Attachment D and forward the form to the JSC for completion. Insert key points from the feedback provided by the JSC into the first table in Section 8. If the JSC does not complete the form sent to them and instead emails their feedback, one of the tables in Attachment A can be used to capture the full details as evidence of the consultation outcomes.

If the course does not fall within the coverage of any JSC, check the NO box and provide an explanation in the textbox below it.

## **9. Courses that lead to a licensed or regulatory outcome**

If the course leads to a licensed, legislative or regulatory outcome, then the relevant national and state licensing or regulatory body/s must be consulted to:

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

Complete the table in this section and include evidence of the consultation in Attachment A Stakeholder Details. Obtain letters/emails of support to include with the accreditation application. Regulatory bodies must be engaged throughout the course development process in line with their requirements, and evidence of this engagement must be retained and submitted with the application.

Evidence of regulator approval and support for the course must be in writing.

## **10. Courses that fall within the coverage of a peak body or industry association**

If the course falls within the coverage of a peak body or industry association, the peak body or association must be consulted to establish the need for the course.

Complete the table in this section and capture evidence of the consultation outcome for inclusion in the ACC1 at Attachment A Stakeholder Details.

## **11. Ongoing monitoring and evaluation to maintain course currency and relevance**

Once a course has been accredited, course owners are required to continually monitor and evaluate their courses, capturing evidence that this has occurred and any actions taken as a result. This requirement ensures the course remains up to date and consistent with the needs of the industry, community or educational sector throughout its period of accreditation.

Monitoring and evaluation must be done throughout the period of accreditation and especially if the sector or skill need changes are occurring. This requirement refers only to the ongoing relevance and currency of the design and outcomes of the course throughout the period of accreditation. It does not refer to monitoring and evaluating course delivery, assessment, or continuous improvement of administrative arrangements by RTOs approved to deliver the course.

Complete this section of the form to identify:

- the proposed arrangements for ongoing monitoring and evaluation of the currency and relevance of the course over time;
- the processes to be undertaken;
- how this will ensure the course remains current and relevant;
- when, and how often, monitoring and evaluation will occur;
- the stakeholders who will be involved; and
- how the results of monitoring and evaluation will be used to ensure that the course is still current and relevant to industry needs especially in the later years where the monitoring and evaluation needs to be rigorous.

The monitoring and evaluation of the course may result in changes being necessary, some of which must be notified to the TAC, or the evaluation may result in changes so significant that the course outcomes have changed and an application for accreditation of a new course will be required. It is recommended that course owners contact the TAC if unsure of the significance of changes required and the impact on the accreditation of the course.

Monitoring and evaluation may result in:

- updates to TGA such as a change of course owner/s, or course contact person;
- updates to Training Package units of competency to the most current version;
- updates to the content in units of competency developed for the course based on industry advice;
- changes to the course structure that do not impact the course outcome;
- changes to the nominal hours for units of competency and/or modules, based on evaluation once the course is being delivered. This may lead to a change in nominal hours for the whole course and therefore a change in the volume of learning;
- changes to delivery or assessment requirements; and/or
- the course owner cancelling the accredited course, for example due to new content added to national Training Packages.

The TAC conducts a survey of course owners to confirm that evaluation of courses has been conducted and any superseded and/or deleted units have been removed or updated. The survey is forwarded to course owners on a biennial basis.

## 12. Proposed Course aligns with the Australian Qualifications Framework (AQF)

This section seeks confirmation that the proposed course aligns with the AQF and if it does, complete the table in Attachment E Australian Qualifications Framework Alignment to justify the alignment to the AQF level and qualification specification found on the [AQF website](#).

For accreditation applications for a 'Course in ...', please check the NO box and do not complete Attachment E as this is for qualifications only.

Consider the following when completing Attachment E.

- 1 Refer to the AQF to insert the required information related to the AQF Level Criteria and Qualification Type Descriptors into the relevant columns.
- 2 In the row following each AQF requirement (i.e. knowledge, skills, application of knowledge and skills), provide specific examples from the units of competency and/or modules that demonstrate that the overall course is consistent with the proposed AQF level.
  - Please note that individual units do not align to the AQF, however the outcomes from each unit or module will contribute to the required complexity for the AQF level and qualification

- type, and between them, all AQF requirements must be met.
- It is also acceptable if a small number of units/modules do not contribute to the proposed AQF alignment provided they are included for valid reasons such as meeting industry, occupational or vocational competency needs; or addressing educational, community or legislative requirements. Examples from non-contributing units/modules do not need to appear in the tables.
- 3 Where the course contains a choice of electives, all possible applications of the packaging rules for the course must result in the proposed AQF alignment.
- Test the application of the packaging rules to ensure that the result always aligns to the proposed level and ensure that the packaging rules don't have unintended consequences. Some examples are provided below.
  - The packaging rules for a Diploma level accredited course has two complex core units and a choice of 10 electives from a long list of units with varying complexity;
  - If 10 of the units in the elective list had the complexity required at AQF Level 2, and these units were chosen, the packaging rules could result in a worst case scenario where the Diploma would not meet the AQF requirements at Level 5;
  - However, if a different choice occurred of elective units with sufficient complexity, then the Diploma would meet the AQF requirements at Level 5;
  - The result would be unfair to students and undermine the value of that Diploma.
- 4 Completing the AQF evidence table

EXAMPLE: Certificate IV in ABCDEFG

Proposed AQF Level	4	Proposed AQF Qualification Type	Certificate IV
Levels Criteria for the above Level		Descriptors for the above Qualification Type	
Application of Knowledge and Skills		Application of Knowledge and Skills	
Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters		Graduates of a Certificate IV will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>○ to specialised tasks or functions in known or changing contexts</li> <li>○ with responsibility for own functions and outputs, and may have limited responsibility for organisation of others</li> <li>○ with limited responsibility for the quantity and quality of the output of others in a team within limited parameters</li> </ul>	
Detailed examples from the proposed course: <ul style="list-style-type: none"> <li>○ Unit 1 requires graduates to use analytical processes in non-routine situations to gather information, identify and evaluate options against agreed criteria; collaborate with others, make judgements and undertake activities requiring responsibility and accountability</li> <li>○ Unit 5 requires ...</li> </ul>			
		Volume of Learning from the AQF for Certificate IV	
		0.5 – 2 years	600 to 2400 hours
		Course volume of learning in hours	

#### 5 Volume of learning

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 specified learning outcomes. Volume of learning is expressed in equivalent full-time years in the AQF (1200 hours for each full-time year) and must meet the specifications set out in the AQF for the course's level.

The volume of learning for a course includes learning that is structured/supervised (total nominal hours/nominal duration) and learning that is unstructured/unsupervised such as self-study or skills practice in the student's own time.

After establishing the volume of learning for the proposed qualification, convert it to hours and insert the hours in the last section of the table in Attachment E. The volume of learning for the course must be inserted after completing the following calculation

- Total nominal hours + Unsupervised hours = Volume of learning
- [ ] hours + [.....] hours = [ ] hours

The total nominal hours for the course, checked by adding the nominal hours for each unit of competency or module in Section B:5.1 of the [ACCTEM1](#), is the same as the nominal duration of the course in hours, in Section B:1.2 of the [ACCTEMP1](#).

The hours for the unsupervised (or unstructured) component are an estimate of the time students will need to spend in their own time to achieve the course outcomes. In contrast, these hours are calculated at course level, not at the level of individual units of competency and/or modules.

Once the calculation is completed, the volume of learning is compared to the AQF volume of learning range.

When the course hours are outside the AQF volume of learning hours, a justification must be provided for this. The most common reasons for exceeding the AQF volume of learning hours relate to the proposed learner cohort requiring additional time and support. Similarly, common reasons for less hours than those in the AQF volume of learning hours relate to a learner cohort having extensive existing skills and knowledge in the areas covered by the course. Following the justification, a description of the likely unsupervised (or unstructured) activities is required in Attachment E.

When completing the volume of learning hours in the ACCTEM1, the final calculated hours and the justification are mandatory.

### 13. Course Owner Confirmation and Conflict of Interest

Complete and sign the course owner confirmation at the end of the ACC1 (contained prior to the section for the attachments).

This requires the course owner to confirm:

- Outcomes of the course cannot be achieved through the packaging rules of a Training Package qualification.
- Outcomes of the course cannot be met by contextualising units of competency within a Training Package qualification.
- The course:
  - is not a subset of a Training Package qualification that could be recognised through a Statement of Attainment;
  - is not made up of a Training Package qualification with other units added;
  - does not duplicate, by title or coverage, the outcomes of an endorsed Training Package qualification or skill set, or an accredited course. (This statement is also included in the ACCTEM1 as it is required by Standard 4.1 of the [AQTF2021 Standards for Accredited](#)

Courses);

- meets the requirements of the [AQTF2021 Standards for Accredited Courses](#);
- the units and/or modules developed for the course meet the requirements of the [AQTF2021 Standards for Accredited Courses](#); and
- course monitoring and evaluation will be undertaken to ensure the course outcomes are reviewed and remain current and relevant throughout the period of accreditation.
- The TAC will be informed of any proposed changes to the course (for example, entry requirements, course structure, inclusion of Training Package units, or changes to core and elective units) and, if required, provided with any relevant material to enable it to determine whether the course remains current and continues to comply with these standards throughout the period of accreditation.
- If the course is changed as a result of course monitoring and evaluation, any RTO that has been licensed, franchised or otherwise approved to deliver the course, will be advised of the changes (Standard 5.15).
- All responses provided in this application are true and complete.

The form also requests the course owner to acknowledge that if the course is accredited, the TAC will publish the following details on TGA:

- course owner contact details;
- period of accreditation;
- national classification codes;
- course description; and
- unit codes and titles (no details will be published of the ACCTEM1, qualification outline or units of competency).

It also provides the opportunity for the course owner to confirm whether a consultant has assisted with the accreditation process or submission and to declare a conflict of interest if the consultant is also a TAC Accreditation Reviewer.

## 14. Supporting Evidence Checklist at Attachment F

Attachment F in ACC1 is a supporting evidence check list, which ensures that the application form along with all other necessary forms, templates and attachments and supporting evidence from stakeholders are included in the ACC1. Check boxes can be clicked to activate.

## 15. Submission

Once the checklist has been completed and the course owner has confirmed that all evidence is ready, the documents can be compressed (zipped) and forwarded to the TAC at [taccourseaccreditation@dtwd.wa.gov.au](mailto:taccourseaccreditation@dtwd.wa.gov.au).

All submissions must be provided via email. Contact the TAC if there are any difficulties submitting the required documents and files.

Having completed the application form, the next required document for an accreditation submission is the Accredited Course Document ([ACCTEM1](#)).

## The Accredited Course Document ([ACCTEM1](#))

The Accredited Course Document (ACCTEM1) is a mandatory document for course accreditation. It must be used for all AQF qualifications, and for courses without the breadth and depth to align to the Australian Qualifications Framework (*Course in...*).

Section C of the ACCTEM1 requires course owners to provide all units of competency and/or modules contained in the course. Course owners must address each of the parts identified in the unit of competency template or module template as required and duplicate the templates for the number of units/modules in the course. Do not submit the unit of competency and/or modules separately to ACCTEM1.

All fields in the unit of competency and module templates are mandatory unless they are identified as 'Optional field'.

Note that approval is required from the Council prior to development of a module.

If the course is accredited by Council, the ACCTEM1, containing the list of units of competency and/or modules are watermarked with details of the formal approval by the Council and is the official specification for the course (presented in PDF format).

It is the course owner's responsibility to ensure this document is complete, accurate and quality assured prior to its submission.

A copy of the final non-watermarked course document (in Word) must be retained by the course owner, in case it needs to be updated and resubmitted if future amendments are required.

A course code and the date of commencement and expiry of accreditation are provided to the course owner on Council approval. These details will identify the course on [TGA](#).

The following information about the accredited course is published on TGA:

- the course code (assigned by the TAC) and the course title;
- the copyright owner's contact details;
- the period of accreditation;
- the national data collection classification codes;
- a description of the course; and
- the codes and titles of each unit of competency and/or module included in the course.

Please read the following requirements in conjunction with the [AQTF2021 Standards for Accredited Courses](#) (the Standards) when completing the ACCTEM1.

The ACCTEM1 must include information about the proposed course, aligned to the Standards, and provide all information required by an RTO to deliver the course – consider the RTO is the target audience for the course document.

As there are no instructions or guidance notes for course owners in the ACCTEM1, this Guide should be used to ensure that all sections are completed correctly.

### Section A: Course owner and classification information

#### Course owner of the course

- Provide the name of the legal entity or individual who is applying for accreditation of the course.
- Include the trading name of the legal entity, or 'Not applicable'.
- If the legal entity is an RTO, provide the RTO provider number; or insert 'Not applicable'.

## Course owner's contact details

- Provide contact details for both the legal entity's responsible person and the day to day contact person, where these details are different.

## Type of submission

Select the type of application

- For accreditation, check the accreditation box and proceed to Section 4.
- For reaccreditation, refer to the Reaccreditation Guide.

## Copyright acknowledgement

- Identify if the course owner is the copyright owner of the proposed course and the new units of competency and/or modules contained within the course.
- Where the course owner is not the copyright owner for all material included in the proposed course, please confirm that copyright clearance has been obtained for any copyright material used.
- Please attach a letter containing the copyright clearance or permission to use the materials, with the application documents, unless a Creative Commons Licence is in place.
- If any materials included in the proposed course are available under the conditions of a Creative Commons Licence, such as materials with an Australian government or State/Territory government copyright, please also identify these in this section, including the details of each applicable licence.

### Examples of Crown Copyright

- Nationally endorsed units of competency imported from Training Packages, [*insert the codes and titles of Training Packages used*] are © Commonwealth of Australia and provided under a Creative Commons Attribution-No Derivative Works 3.0 Australia licence.
- Imported units with codes commencing with 'VU', are © State of Victoria, and licensed under a Creative Commons Attribution-No Derivatives 4.0 International licence.

## Licensing and franchise

Identify whether the course may be used under licence, franchise or similar arrangements and if not, insert 'Not applicable'.

- Indicate if this course may be used by other RTOs through licensing, franchising, or other arrangements such as letters of agreement, approval or permission.
- The ACCTEM1, Section B (9.1), seeks confirmation that RTOs permitted to use the course either now or in the future (i.e. licensed or franchised to deliver the course) are advised of any changes to the course as a result of ongoing monitoring and evaluation during its accreditation.
- If applicable, state any special requirements for training providers that may be approved to deliver the course.
- Provide contact details for these arrangements or refer to Section 2 if details are the same.

## Course accrediting body

- This section is pre-filled with 'Training Accreditation Council Western Australia'. No further information is required.

## National data collection information

In December 2024, a new classification standard, the Occupation Standard Classification for Australia (OSCA) was released by the Australian Bureau of Statistics (ABS). The OSCA will replace ANZSCO codes. The OSCA will be used by the ABS in the 2026 Census and will be progressively adopted by agencies to classify occupational data.

In readiness for this change, Section 7 National data collection information has a new row and course owners are required to provide OSCA and ASCED classification codes and descriptions.

- The Occupation Standard Classification for Australia (OSCA) code information is available from the ABS via a search for an [occupation or code](#).
- The ABS developed the Australian Standard Classification of Education (ASCED) code used for the collection, storage and dissemination of statistical and administrative data relating to educational activity undertaken in Australia. ASCED is maintained by the ABS and is revised periodically to reflect changes in levels and fields of education offered by Australian educational institutions and registered training providers.
  - a 4-digit code and description is required in the Course Document to indicate the narrow field of education relating to the course as a whole, noting that a 6-digit code field will apply to the competency field in the Unit of Competency and/or Module templates only.
  - refer to ASCED codes on the [Australian Bureau of Statistics website](#).

## Section B: Course information

### Nomenclature

#### Name of the course

Refer to Standard 4.1 and state the title of the qualification or '*Course in ...*'. Similar to the guidance for the ACC1 the:

- qualification titles must reflect the outcomes of the course, meet the requirements of the AQF, and follow naming protocols for *Certificate in ...* (including Graduate Certificate in... and Vocational Degree in .... and *Diploma of ...* (including Advanced Diploma of... and Graduate Diploma of...);
- courses that do not have the breadth and depth of a qualification and lead only to a Statement of Attainment must commence with '*Course in*' followed by a vocational or educational descriptor that reflects the outcome of the course;
- title of the qualification or '*Course in ...*' must not duplicate the title of a Training Package qualification, skill set or accredited course; and
- title must comply with the length specified in the national data collection requirements (no more than 100 characters including spaces).

#### Nominal duration of the course

Refer to Standard 5.8 and state the nominal duration of the course in hours.

- Nominal duration refers to structured/supervised training only, including both delivery and assessment. Do not include unstructured/unsupervised learning in this total (assignments, projects, research, private study, skills practice etc.) as this type of learning contributes to the volume of learning in Section B: 4.1, with the calculation for the volume of learning in the ACC1, Attachment E.
- Course owners may use a range of hours if there is some flexibility in the course structure which

allows electives with different nominal hours to be selected. Use the highest possible hours and the lowest possible hours to identify the range for the nominal hours for the course.

## Vocational or educational outcomes of the course

### Outcome(s) of the course

Refer to Standard 5.1 and state the intended vocational or educational outcomes of the course in concise and specific terms.

- This section requires concise information for RTOs that will deliver and assess the course, to provide them with the industry or educational context and required outcomes that will inform their training and assessment strategies and materials. It does not include detailed information for the TAC to use in making its decision on whether to approve course accreditation.
- The detailed information for the TAC must be provided in the ACC1, where the form requires full details and supporting evidence on the need for the course; the purpose of the course; the feasibility of developing the course; and industry, enterprise, stakeholder or community support for, input into, or validation of the course outcomes.
- The detailed information provided for the TAC must not be copied and pasted in this section of the ACCTEM1.
- This section should focus on the vocational, community or educational outcomes that RTOs must enable their students to achieve when they deliver and assess the proposed course.
- Describe the intended outcomes of the course for graduates who will have developed the knowledge and skills to perform the work, community or educational functions associated with the course, rather than focusing on what students will learn or what the course will provide or is intended to provide.
- Ensure that outcomes listed have a direct relationship to the course content. Do not include items unless they are addressed within the units of competency and/or modules that make up the course.

#### Example Format

Course graduates will apply the following vocational [or community, or educational] outcomes related to work [or study] in the [name of] sector where roles include [broad descriptors]. They will have the knowledge and skills to undertake the following:

\* [outcome]

\* [outcome]

Depending on the electives chosen, students may also achieve the following vocational, community or educational, outcomes...

#### TIP

Once the course has been developed in consultation with stakeholders, it is good practice to revisit this section of the Course Document to confirm that the units of competency and/or modules in the course address all of the outcomes envisioned and listed in this section. If not, the list or the units of competency and/or modules will require amendment to ensure consistency between them.

## Course description

Refer to Standard 5.1 and provide a short description of the course. This description will be published on TGA, and course owners:

- should target the description to students and their advisers who are the key audience for this information;
- do not simply copy the list from the previous Section B: 2.1;
- use plain English, avoid jargon and technical terms related to the VET sector or the AQF;
- only include outcomes that will be achieved by all students completing the course;
- include any specific requirements that must be met for entry to, or completion of the course. This includes work placements during the course, particularly if there are mandated hours, and any limitations to entry identified in Section B: 5.2; and
- only include pathways into or from the course where there is a specific relationship with other nationally recognised course/s.

## Development of the course

### Industry, education, legislative, enterprise or community needs

Refer to Standards 4.1, 5.1, 5.2, 5.3 and 5.4 and provide a concise summary of evidence of industry, education, legislative, enterprise or community need and support for the course including:

- confirm there is an established need for the proposed course, with full details provided in the ACC1; and
- confirm there is support for the proposed accredited course to be nationally recognised.

Evidence to support the above claims must be submitted in or with the ACC1 - provided external to the ACCTEM1.

Summarise the consultation and validation process undertaken to:

- provide the context for RTOs delivering the course; and
- identify any major client and/or industry, community or educational groups related to course development and describe in general terms, the major types of stakeholder groups engaged. Summarise, the detailed information from the ACC1.

Do not include:

- detailed information that demonstrates to the TAC that a rigorous industry, community or education led consultation and validation process supported the course development, as this information is required in the ACC1, and must not be duplicated here; and
- specific stakeholders involved as it has no relevance for RTOs delivering the course. They will be identified, with their permission, in the attachments to the ACC1, and in the letters and emails of support.

Confirm that the proposed course does not duplicate any existing training products.

- In this section use the wording from the Standards to confirm there is no duplication: *'This course does not duplicate, by title or coverage, the outcomes of an endorsed Training Package qualification, skill set or accredited course'* which has been added to the template.
- Requirements regarding assessing duplication at course level and the rigorous process to ensure none has occurred must be completed in are contained in the ACC1.

### Review for reaccreditation

This section is not applicable for initial accreditation, insert 'not applicable' in Section B: 3.2 of the template.

## Course outcomes

### Qualification level

Refer to Standard 5.5 and provide a concise summary of how the course meets the AQF level proposed for the course, with full details provided in the ACC1, Attachment E.

- Provide information about the complexity of knowledge, skills, and their application, required of graduates, which will be useful for RTOs delivering and assessing the course to inform both their training and assessment practices. For example, Certificate IV – MEM40119 Certificate IV in Engineering specifies:  
*[This qualification] provides the skills and knowledge for a person to ... implement quality control techniques, exercise good interpersonal and communications skills, work from complex instructions and procedures, exercise discretion within the scope of responsibility, perform work under limited supervision either individually or in a team environment, be responsible for assuring the quality of their own work, provide trade guidance and assistance as part of a work team, ... facilitate the completion of the whole task, inspect products and/or materials for conformity with established operational standards...*
- Detailed information with specific examples must be provided in the ACC1, and demonstrate to the TAC how the intended course outcomes are consistent with all the AQF level criteria and the qualification type descriptors proposed for the course, with reference to the [AQF website](#). For example, if the AQF level 4 is identified as the relevant level (based on the complexity and application of knowledge and skills), the ACCTEM1 could include a statement contextualised from the AQF level 4 criteria or from the Certificate IV qualification type descriptor, such as:  
*Graduates of [the course] will demonstrate the application of knowledge and skills to specialised tasks or functions [related to ,, ] in known or changing contexts [say what these are]; with responsibility for [own functions and outputs], and may have limited responsibility for organisation of others; and with limited responsibility for the quantity and quality of the output of others in a team within limited parameters*
- Identify the volume of learning required to achieve the outcomes of the course.
  - The explanation for the volume of learning and its calculation completed in the ACC1 Attachment E (see [here](#) in the Guide).
  - When transferring the volume of learning information from the ACC1 to the ACCTEM1, only the total hours and the justification are mandatory. The calculation and the likely types of unsupervised activities for students, may also be included to provide useful information for RTOs delivering the course but is not mandatory.

### Foundation Skills

Refer to Standard 5.6, as the following statement is required and has been inserted into the ACCTEM1 template:

*Foundation skills applicable to the outcomes of this course are identified in the units of competency or modules.*

- A table identifying foundation skills is not a current requirement as these skills are identified at unit of competency and/or module level and not at course level.
- Within the unit of competency template, foundation skills essential to performance are either already explicit within the performance criteria or identified in a foundation skills table when they are not explicit.
- Best practice when developing units of competency for accredited courses is to ensure that foundation skills essential to performance, are explicit in the performance criteria.
- For courses that lead only to a Statement of Attainment i.e. 'Course in ...' this section is optional.

- For courses that focus solely on foundation skills, course owners may choose to include a statement to this effect, in this section.

### **Recognition given to the course**

Refer to Standard 5.7 to state the recognition given to the course by professional or industry bodies for course graduates.

- Recognition generally enables graduates to gain membership of professional, industry or other collegiate bodies, and/or obtain professional privileges of other kinds.
- Recognition may result in an organisation granting full or associate membership to course graduates, allowing the use of post-nominals with their name, and may have other conditions attached such as a required period of work after graduating from the course, before full membership is granted, and continuing professional development requirements.
- Claims of recognition must be supported by attaching evidence with the application provided by the body providing recognition, such as a formal signed letter of confirmation; or a link to the website of the professional body where the course is listed as one that is recognised, and the form of recognition provided.
- If no recognition relates to the course, insert 'Not Applicable' in this field.

### **Licensing or regulatory requirements**

Refer to Standard 5.7 to state the extent to which the course satisfies licensing or regulatory requirements.

- Identify whether the course is a compulsory component for gaining a licence or other regulated outcome and describe any other requirements or processes that must be completed to gain the licence or regulated outcome.
- If there is no relationship between the course and any licensing or regulatory requirements, insert 'Not Applicable' in this field.

### **Course rules**

#### **Course structure**

Refer to Standards 5.8 and 5.9 and outline the structure of the course and rules for completion.

- The course structure must be presented as a combination of text and table format.
- Commence by identifying the structure as:
  - core only;
  - core and electives;
  - core and specialisations;
  - core, specialisations and electives; or
  - electives only.
- Identify the rules for completion, for example:
  - complete all (core) units;
  - complete 7 core and 4 elective units from those listed.
- Identify any sequencing requirements, for example:
  - units must be completed in the order in which they occur within the table.
- Complete the table with the codes and titles of the core and elective units and/or modules, the 6-digit ASCED codes for Field of Education for each unit, any prerequisites, proposed nominal hours and the units of competency and/or modules imported from Training Package/s and/or VET accredited course/s.
- Evidence of industry consultation must show how the nominal hours were determined, and RTO input during these discussions will be crucial.

- Identify any exit points from the course that provide for vocational or educational outcomes OR provide a statement that the course has no exit points that provide vocational or educational outcomes.
- Include the statement that '*A Statement of Attainment will be issued for any unit of competency or module completed if the full qualification is not completed*' which has been added to the template.

### Entry requirements

Refer to Standard 5.11 and describe any entry requirements essential to the course. For vocational courses, these should be expressed in terms of competencies.

Entry may require:

- specific qualifications or units from within a qualification;
- industry experience;
- specific language, literacy, numeracy or digital literacy (LLND) levels; and
- IELTS (International English Language Testing System) levels for international students (no lower than 6.0, with no band below 5.5, as the requirement for a student visa in Australia).

Identify and justify any limitations to entry, which may include:

- required levels of literacy, numeracy or digital literacy proficiency;
- English language proficiency;
- physical skill requirements;
- tolerance to particular work environments;
- access to technology; and
- a requirement to attend work placements and related requirements such as mandatory vaccinations.

Guidance on foundation skills, such as language, literacy, numeracy and/or digital literacy skills to support participants to achieve the course outcomes, which may use:

- the 'dot system' for literacy and numeracy;
- the ACSF (Australian Core Skills Framework); and
- IELTS for international students.

## Assessment

### Assessment requirements

Refer to Standard 5.12 and describe the course assessment requirements in terms of how assessment must effectively judge participants' achievement of outcomes.

- Outline the approach to assessment and evidence gathering to be followed by an RTO registered to deliver the course, including any mandated and/or recommended modes of assessment.
- This must be consistent with the assessment conditions for each unit of competency or module in the course.

Describe how the assessment approach must be consistent with the *Registration Standards 2025* (2025 Standards) or their successor and identify course assessment requirements which:

- are consistent with the assessment requirements in the relevant endorsed or accredited training product(s) where units of competency and/or modules 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.

Do not provide information here from an RTO perspective. Remember that as the course owner there is a responsibility to specify the requirements for all RTOs to meet and not to identify specific evidence gathering requirements or strategies in this section – this will be the focus of the training and assessment strategy of an RTO approved to deliver the course.

### **Assessor competencies**

In line with Standard 5.14:

- Ensure compliance with the 2025 Standards or their successor, in setting out the requirements for the competence of staff assessing the course and provide guidance on the vocational competency requirements for assessors.
- Justify any specialist vocational competency requirements for assessors in addition to the requirements for assessors in the 2025 Standards or their successor.
- Include the requirement that for units of competency imported from Training Packages or accredited courses, assessors must meet the requirements for assessors specified in those Training Packages or accredited courses.

Do not provide information about specific assessors in this section – the course owner should set out the competency requirements for assessors of the course. An RTO approved to deliver the course will then demonstrate how each of its staff members meets these requirements as part of the registration process.

### **Delivery**

#### **Delivery mode**

In line with Standards 5.12 and 5.14:

- identify and justify any delivery modes essential to this course, particularly work placements or on-the-job training;
- identify and justify any limitations to the delivery modes that may be chosen for this course;
- identify any educational support mechanisms essential for maximising participant completion; and
- indicate how the course may be varied to reflect the needs of learner groups through the contextualisation of unit content or delivery.

#### **Resources**

In line with Standard 5.14:

- provide details of specialised facilities and equipment essential for the delivery of the course by any RTO (do not identify course owner facilities or equipment - simply set out the resource requirements that any RTO approved to deliver the course will require to deliver the course outcomes);
- identify the vocational competency requirements for trainers delivering the course, in line with the 2025 Standards current at the time of delivery;
- identify and justify any requirements beyond those required by the 2025 Standards or their successor; and
- identify the requirement for units of competency imported from Training Packages or accredited courses, that trainers must meet the competency requirements for trainers specified in those Training Packages or accredited courses.

### **Pathways and articulation**

In line with Standard 5.10:

- provide details of potential pathways for students, 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; and

- if the course contains nationally endorsed units of competency, identify any connections with other Training Package qualifications that are relevant to vocational pathways for course graduates.

## Ongoing monitoring and evaluation

In line with Standard 5.15, provide a succinct summary of the arrangements proposed for ongoing monitoring and evaluation of the course to maintain its relevance and currency. This information is for the RTO, as opposed to information relevant to the Council which is required in detail in the ACC1.

This section refers only to the ongoing relevance and currency of the design and outcomes of the course throughout the period of accreditation. It does not refer to monitoring and evaluating the delivery of the course by an RTO.

If the course changed as a result of course monitoring and evaluation, any RTO that has been licensed, franchised or otherwise approved to deliver the course, will be advised of the changes by the course owner.

## Section C: Units of Competency

### Unit of Competency Template

#### Unit code

The unit code is a mandatory field, which in WA is currently assigned by the course owner. A unique code must be assigned to each unit, to an extent mirroring the approach to coding Training Package units which requires a nine-digit alphanumeric code.

The alpha part of the code consists of the:

- first three letters which refer to the course name (and must not duplicate Training Package identifiers); and
- three additional letters which refer to the competency group (if any) or more often the unit content e.g. if all units relate to project management they might be assigned PRO or PRM for the next three letters

The numeric part of the code consists of three digits following the alpha part in which the:

- seventh digit may be used to refer to the AQF level, that is, the level of complexity of the unit e.g. most, but not all units in a Certificate IV would be coded with a '4' as the seventh digit (this may be useful when units are imported into other qualifications, but it is not a mandatory requirement). A zero may be assigned as the seventh digit.
- eight and ninth digits are a sequence identifier (e.g. 01, 02, 03...).

As per TGA requirements for unit codes is that they do not exceed 12 digits.

#### Unit title

The unit title must accurately and concisely describe the unit outcome. It is a broad description reflective of the unit content, but describes what an individual will do in the workplace, or community setting.

## Requirements

- The title must comply with the length specified in the national collection data requirements (no more than 100 characters, including spaces between words).
- The unit title must be in sentence case commencing with a verb. This means that only the first word is capitalised. The only exception to this is when the title contains proper nouns.

The following examples should not be used:

- Do not use title case, where all the main words are capitalised, as this is reserved for the course title.
- Do not include justification or purpose statements in the unit title.
- Do not provide alternatives in the title (or within the unit). This includes using '/s' to include both the singular or plural. As a general rule, writing in the plural captures the assessment requirement for sufficiency e.g. 'Make presentations', rather than 'Make a presentation'.
- Do not use acronyms or punctuation such as colons, semi-colons, hyphens, commas or full stops.
- Do not include undefined terms that are open to interpretation, such as 'appropriate/ly', 'relevant', 'effective/ly' in the unit titles – the performance criteria must be used to indicate the standard of performance, rather than requiring 'appropriate', 'relevant' or 'effective' performance.

## Application

This section briefly describes how the unit is practically applied in the industry or community setting and in what context(s) the unit may be applied. It describes what graduates will do in the workplace. It does not describe what students will learn or do, in a training environment.

All units must commence with consistent wording:

*This unit describes the performance outcomes, skills and knowledge required to [do the work function or achieve the unit outcomes]'. The unit of competency is applied by [job roles] who ...*

Remember, the unit may be imported into qualifications in other industries so do not make the language too industry specific. Indicate the range of environments and situations in which the skills and knowledge may be applied.

In some cases, it may also be necessary to identify what is not included in the unit or those to whom it does not apply. For example, a specialist Work Health and Safety unit applied by professional safety managers, may indicate that the unit is not applied by managers with work health and safety as a small part of their responsibilities.

The application of the unit should be described in a way that industry will find useful for the purposes of job descriptions, recruitment advice or job analysis.

It must include:

- a summary statement of the unit outcomes, expanding on the more concise unit title;
- focused, useful information on how and where the unit of competency will be practically applied and who might use it; and
- the relationship of the unit of competency to any licensing, legislative, regulatory or certification requirements. Where no such requirements exist, the following must be inserted:

*No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.*

## Prerequisite unit/s

This is an optional field that is either completed or deleted if there are no prerequisites. In principle, prerequisites should be minimised when developing units of competency.

- List any unit(s) or module(s) in which the student must be competent prior to the determination of competency in this unit.
- Avoid identifying units as prerequisites if they themselves have prerequisites.
- Where a number of lower-level units are required for entry into the course, these are not prerequisites by definition and are identified as 'Entry Requirements' in the Course Document.
- Prerequisite units must always be included in the course structure so they can be completed as part of the course.

## Competency field

Unlike Training Packages, all units in an accredited course document relate to the same type of work and the competency field which was optional and usually deleted is now used to capture the 6-digit ASCED Field of Education that is required by TGA for each individual unit of competency (or module).

The 6-digit unit-level ASCED code is directly related to the 4-digit ASCED course code specified in the accredited Course Document. In most cases, the six-digit ASCED codes for units within the course will commence with these same four digits as the nominated course-level ASCED code and the broad field has two digits reflecting alignment between the broad and narrow fields of education.

### Example

A security course falls within a broad field of education *Society and Culture*. The four-digit code for the narrow field containing the course is 0999 *Other Society and Culture*.

The detailed field of education applied to individual units within the course is the code 099905 Security Services where:

- the first two digits (09) identify the *broad field* (Society and Culture),
- 0999 identifies the *narrow field* (Other Society and Culture); and
- 099905 defines the *detailed field* (Security Services)

For example, the imported First Aid unit HLTAID011 Provide First Aid has an ASCED classification of 069907- First Aid. In this code, the broad field digits '06' appear at the beginning of the code and relate to the health field of education. As this unit sits outside the primary field of the security course mentioned above, its ASCED classification appropriately differs from the course-level code of 0999.

## Elements

Elements describe the essential outcomes of the unit. They describe actions and outcomes which must be demonstrated and can be assessed.

When expressing elements as outcomes, remember these key points.

- Describe work outcomes not learning outcomes.
- Ensure each outcome is broad enough to capture all the related performance criteria. For example, an element describing a planning or preparatory work outcome is too narrow if the performance criteria focus on planning, preparing, undertaking, evaluating and reporting on the work.
- Use active voice, that is, commence with a verb before the subject and make the statement precise and direct.
- Do not use personal words such as 'You will be able to...'
- Do not include purpose or context statements which are required by performance criteria.
- Do not include terms that are open to interpretation (appropriate, relevant, effectively).

Add or remove rows as required and maintain the numbering and other formatting for Elements in the template.

#### Examples

1. Undertake enforcement activities.
2. Assess applications.

### Performance Criteria

Performance Criteria describes the performance needed to demonstrate achievement of the element. Performance Criteria must:

- relate directly to the Element but must not duplicate the Element;
- be expressed as a standard (this means a standard of performance is identified) and specify the context for application;
- specify the required level of performance in tasks, roles and skills related to the Element;
- reflect any applied knowledge that enables competent performance;
- explicitly include Foundation Skills essential for performance, whenever they can be expressed as Performance Criteria;
- use either active voice or passive voice but not both, and once decided, the same voice must be used consistently throughout all units of competency in the course, including:
  - when using active voice, commence with a verb before the noun. Do (active verb) something (noun) in a certain way, to a specified standard (expressed as a standard): and
  - when using passive voice, commence with the noun before the verb. Something (noun) is done (passive verb) in a certain way, to a specified standard (expressed as a standard).

Performance Criteria must not:

- use 'or', only use 'and';
- include optional Performance Criteria; and
- include superfluous Performance Criteria.

When completing this section:

- Add or remove rows from this section as required.
- Maintain the numbering and other formatting for Performance Criteria in the ACCTEM1.

#### Examples - Element 1 Undertake enforcement activities

1.1 Information regarding non-compliant or unsafe practices is received and processed according to workplace standards. (passive voice)

OR

1.1 Receive and process information regarding non-compliant or unsafe practices according to workplace standards. [active voice]

1.2 Inspections are arranged and conducted following standard operational procedures. [passive voice]

OR

1.2 Arrange and conduct inspections following standard operational procedures. [active voice]

1.3 The extent of non-compliance and any risks to health and safety are assessed and responded to in accordance with legislative and organisational requirements. [passive voice]

Note, the standards of performance: 'according to workplace standards'; 'following standard

operational procedures'; and 'in accordance with legislative and organisational requirements'. At least one performance criterion per element would be expected to include a standard of performance.

Element 2 Assess applications

2.1 Review active voice] supporting documentation for accuracy, currency and completeness [purpose] in accordance with approval criteria [standard].

2.2 Evaluate [active voice] applications for compliance with legislation and regulations [purpose].

2.3 Complete [active voice] evaluation reports within designated timeframes [standard].

Note, the standards of performance: 'in accordance with approval criteria'; and 'within designated timeframes'. The purpose statement in 2.2 could serve as a standard in a different situation if accuracy and completeness were a requirement for the Reviewer. Here the purpose statement does not provide a standard of performance for the person performing the task, although its inclusion is arguably better than performance criteria made up of a list of tasks: 2.1 Review documentation; 2.2 Evaluate applications; and 2.3 Complete evaluation reports.

Note: At least one performance criterion per element would be expected to include a standard of performance.

## Foundation Skills

Foundation Skills describe the language, literacy, numeracy and employment skills that are essential to the performance required by each unit of competency.

Foundation Skills apply in units of competency and are defined <sup>2</sup>as the combination of:

- English language, literacy and numeracy (LLN) – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and
- employability skills, such as collaboration, problem solving, self-management, learning and information and communication technology (ICT) skills required for participation in modern workplaces and contemporary life.

Units of competency contained in Training Packages often draw on:

- the Australian Core Skills Framework ([ACSF](#)) which has descriptors of levels for the five core skills of learning, reading, writing, oral communication and numeracy; or
- the [Employability Skills Framework](#) which includes communication, teamwork, problem-solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

Both these Frameworks apply at course level rather than to individual units of competency. Only some of these skills are likely to be included in a single unit of competency.

Foundation Skills:

- Are an integral component of a unit of competency and wherever possible, they must be included in the Performance Criteria where they will be assessed as part of the unit.
- That are essential to performance in a unit and are already explicit in the Performance Criteria (this is the preferred situation whenever possible) the following statement must be inserted: *'Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.'*
- That are essential to performance in the unit, but not already explicit in the Performance

<sup>2</sup>National Foundation Skills Strategy for Adults (September 2012)

Criteria, must be listed in a Foundation Skills table along with a brief context description.

Course owners should not:

- Include a table that duplicates the Foundation Skills already present in the Performance Criteria of a unit.
- Map Foundation Skills to Elements or Performance Criteria.

Example	
Skill	Description
Problem solving skills	to Interpret audience reactions and adjust words and body language to suit.
Technology	To use the main features and functions of digital tools to complete work tasks.

### Unit mapping information

Include the code and title of any equivalent or non-equivalent unit/s of competency that has been superseded by the unit. If no equivalent unit exists, for example, when the unit is a new unit, the text required is *No equivalent unit*.

Example
This unit supersedes and [is/is not] equivalent to [Unit Code + Title of previous superseded unit] OR <i>No equivalent unit</i> .

### Assessment requirements

Complete the table header row 'Assessment requirements for' by inserting the unit of competency code and title.

### Performance evidence

This field must specify the evidence required to demonstrate that the requirements outlined in the Elements and Performance Criteria have been achieved in the context of the work role.

Where relevant to the unit or industry context this includes evidence of applying the unit in different situations or with different requirements.

Performance evidence must:

- use a consistent lead-in statement, as it reminds assessors that it is the whole unit that is being assessed e.g. To achieve competency in this unit an individual must satisfy the requirements of the Elements and Performance Criteria, and the Foundation Skills included in the unit. They must also...;
- specify the required product and/or process evidence (what must be produced and/or what must be done);
- specify the frequency (how often) and/or volume (how much/many) of this evidence;
- have a direct relationship with the Performance Criteria (nothing new can be introduced in the assessment requirements that was not in the Elements and Performance Criteria); and
- only if required by the unit, provide clear information that will support evidence of consistent

performance, over a specified period of time.

Performance evidence does not:

- include the dimensions of competency (task skills, task management skills, contingency management skills and job role environment skills) in the assessment requirements, unless they are actually present within the unit;
- simply repeat Elements and Performance Criteria in this field;
- require assessment to meet a particular AQF level – the AQF applies to the entire course and not to individual units of competency; and
- include knowledge evidence.

#### Example

To achieve competency in this unit an individual must satisfy the requirements of the elements and performance criteria, and the foundation skills included in the unit.

They must also: (unrelated industry examples)

- develop at least three plans for different clients with different needs (product evidence – plans; volume specified – three plans; additional requirements – different clients, different needs);
- produce one digital and one hand-written, simple community-related text (product and volume);
- suppress a fire at least three times using correct extinguisher, procedure and PPE for at least two different types of fire (process evidence – suppress a fire; frequency specified – three times; volume specified – two types of fire);
- perform the activities outlined in the elements and performance criteria during a period of at least 200 hours of work in at least one regulated industry workplace (typical where work placement is mandatory);
- conduct examinations of at least three minutes each for a minimum of four clients with different needs.

## Knowledge evidence

Knowledge evidence specifies what the individual must know to safely and effectively perform the work described in the unit of competency

Knowledge evidence must:

- use a consistent lead in statement, e.g. To achieve competency in this unit, a person must demonstrate knowledge of...;
- relate directly to the Performance Criteria;
- relate to Foundation Skills requirements if separately identified; and
- include the type and depth of knowledge required to meet the demands of the unit of competency.

Knowledge evidence does not:

- identical across multiple units;
- express knowledge as an action/skill e.g. describe/identify/outline...; and
- include skills.

**Example**

To achieve competency in this unit, a person must demonstrate knowledge of: (examples from different industries)

- safe handling techniques for hazardous chemicals, including
  - emergency spill control measures
  - safe methods for diluting chemicals
  - following safety data sheets.

... knowledge of:

- major food types and their characteristics:
  - fruit
  - vegetables
  - dairy products ...

... knowledge of:

- signs, symptoms and key characteristics of
  - asthma
  - allergy
  - anaphylaxis

**Assessment conditions**

## 1. Mandatory conditions of assessment

- Stipulate only mandatory conditions for assessment.
- Specify the conditions under which evidence for assessment must be gathered, including any details of essential resources, equipment and materials, contingencies, specifications, physical conditions, relationships with team members and supervisors, relationship with clients or customers, and timeframes.
- Unacceptable assessment methods for the unit may also be identified.
- Assessment must be consistent with the assessment strategy described in the ACCTEM1.

**Example**

Specify a particular environment that must be used for valid and reliable assessment to occur. This could include real customers or an actual production or workplace environment where this is essential.

**Example**

Simulated environments used for assessment must replicate real work environments with all required resources, equipment and work pressures.

**Example**

Simulators must not be used for assessment.

## 2. Assessor requirements

- Specify assessor requirements in addition to those in the 2025 Standards or their successor, including any details related to qualifications, experience and industry currency. As a minimum, include:  
*'Assessors must satisfy the assessor requirements in the 2025 Standards or their successor'.*
- Add any additional requirements.

### Example

Assessors must also hold a tertiary qualification (in psychology, for example)  
Assessors must have worked [for at least 3 years] in industry where they have applied the skills and knowledge covered in this unit of competency.

## Module Template

All fields in the template are mandatory unless designated as 'optional field' and must be completed by following the instructions in the Guide.

Many of the principles included in the instructions for developing units of competency are mirrored in the requirements for modules. This is because the same Standards apply, particularly in relation to assessment of modules which must meet the Principles of Assessment and the Rules of Evidence.

### Module code

In the past, the module code has typically been written after the module title, however on TGA these are reversed to match the unit of competency format and meet TGA requirements. The module template (ACCTEM1) now seeks this information to align with TGA. The TGA requirement for training product codes is that they do not exceed 12 characters including spaces.

### Module title

The module title reflects an area of learning that is directly linked to the stated educational outcomes of the course (maximum of 100 characters including spaces between words). Module titles do not normally commence with a verb to describe an area of learning and use title case where all major words are capitalised.

#### Examples

AE003 Academic English  
CT14 Legal Studies  
DILFCL602 Fundamental Concepts in Lighting

### Nominal duration

The nominal duration of the module must be stated in hours. The nominal duration refers to structured or supervised learning only, including both delivery and assessment of the module.

### Module coverage

This field requires a succinct statement of the area of learning covered by the module.

#### Example

This module covers research and analysis of academic material, as well as annotation, notetaking, referencing and writing requirements for academic reports and essays.

## ASCED Field of Education

This field requires the 6-digit code and description for the [ASCED](#) Field of Education as required by TGA for each individual module (and unit of competency). The code is directly related to the 4-digit ASCED course code identified in the ACCTEM1, and all modules in the course will commence with the same four digits. For example, a course in landscape architecture with ASCED code 0401 Architecture and Urban Design, might have its units coded 040105 Landscape Architecture or 040199 Architecture and Urban Design nec.

### Module purpose

The module purpose is different from the learning areas in the module coverage field as it focuses on the overall module outcome in terms of the skills and knowledge participants will achieve.

#### Example

The purpose of the module is for participants to develop reading and writing skills for academic purposes to prepare for entry into higher or further education studies.

The module must not be written as if it provides training or learning. Its purpose is not to introduce topics or explore theories and principles, as a module is not curriculum or learning materials. It simply provides a set of learning outcomes and the assessment criteria by which achievement of the learning outcomes will be judged. This field must focus on outcomes and the module purpose for each unit will have a clear link to the educational outcomes for the course, identified in the ACCTEM1.

### Modification history

Modification history allows course owners to keep a record of release dates and any notes relating to changes in the modules over time. For an initial accreditation this field will be marked 'Initial Release'. Later versions will be identified by the date of accreditation by the Council.

### Prerequisite/s

This is an optional field – to be either completed or deleted. Prerequisites are the module/s that must be assessed and resulted prior to assessment of the specified module. Co-requisites, previously included in this field, are addressed (if applicable) in the Assessment Requirements in line with Training Package practice for units of competency. Mandated co-requisites have rarely, if ever, been identified in accredited courses, and the non-mandatory advice on co-assessing modules together, is a component of the assessment conditions field in modules.

### Summary of learning outcomes

The summary of learning outcomes is simply a list of the outcomes identified in the following fields. The information is useful for marketing the course content to students and is retained within the module template in the ACCTEM1.

### Learning outcomes

Individual learning outcomes specify what students will be able to do, as a result of the learning and must:

- specify the knowledge or skills as outcomes that students will achieve;
- commence with a verb that is demonstrable and assessable (determine, establish, analyse, evaluate, interpret, apply);
- focus on behaviours, actions or products as outcomes;
- be clear and concise;
- be broad enough to capture all assessment criteria (e.g. develop a report, is not broad enough

to include assessment criteria focused on not only preparation, but also presentation of the report to a specified audience); and

- clearly relate to achieving the module purpose.

They must not:

- describe cognitive processes or attitudes that are not directly observable, rather than outcomes (reflect on, recognise, consider, understand);
- have such a narrow focus that it is only addressed by a single assessment criterion;
- reflect broad, generic outcomes (develop knowledge of ..., develop skills to ...);
- use terms which refer to outcomes that can be achieved regardless of the quality or correctness of the outcome (describe, discuss, examine, explore, ...) – compare 'examine the issues relating to...' versus 'determine and explain the key issues relating to ...';
- refer to students (students will be able to ...); and
- include terms that are open to interpretation (appropriate, relevant, effectively).

### Assessment criteria

Assessment criteria provide the criteria by which achievement of the learning outcomes will be judged and must:

- enable assessors to judge whether students have achieved the learning outcome to the required standard;
- specify the required standard in at least one or more of the criteria for each learning outcome; and
- commence with an active verb (determine, use, evaluate, explain, produce, ...).

They must not:

- use terms that are open to interpretation (appropriate, relevant, ...) or not directly assessable (understand, comprehend, recognise, appreciate);
- simply repeat the learning outcome, however described;
- provide a list of content to be covered during delivery of the module; and
- provide a simple list of tasks.

#### Example

Learning outcome 2: Compose academic texts

#### Assessment criteria

2.1 Determine the required outcomes of each text according to its specified purpose, format and audience ...

2.5 Acknowledge sources of information used, in line with required referencing system ...

### Delivery mode

This field is used to identify how the course may or must be delivered by any RTO (not just the course owner if they are an RTO). If required, also identify any restrictions to the delivery mode, with clear advice why this is the case. Information must also include any requirements for work placements or on-the-job learning, training or skill development.

### Examples

1. This academic bridging module for international students must be provided through face-to-face delivery including presentations, demonstrations and tutorials. Students must be provided with a delivery schedule and required study topics.
2. This module may be delivered online or through face-to-face delivery. Face-to-face presentations, demonstrations and tutorials must be provided for both knowledge and practical skill development. For online delivery, presentations and group discussions are still required and must be conducted in a virtual classroom using live, interactive software. Practical skills may also be developed using simulation software.
3. Online delivery is not available for this module. It requires intensive face-to-face interaction for provision of supported learning experiences for students with educational support needs.

The information in this field must be consistent with that provided in Section B: 7.1 of the ACCTEM1. If the delivery mode is not the same for every module, the ACCTEM1 must indicate that the course delivery modes are detailed within the modules, rather than describing a mandated delivery mode for the entire course.

### Specialised resources

This field requires identification of any specialised facilities, equipment or resources that are essential to delivery of the module. It includes the competency requirements for trainers.

As a minimum, this field must include the statement that:

- trainers must satisfy the requirements specified for trainers in the 2025 Standards or their successor, current at the time of assessment; and
- where there are other essential requirements for trainers in addition to those in the 2025 Standards or their successor include any details related to qualifications, experience and currency in the learning area covered by the module.

For online delivery, reference should be made to the type of hardware or software required rather than specific brand names being listed. This assists with the longevity of the course documentation so that it will not need to be updated when software changes during the period of accreditation.

Similarly, advice can identify that prescribed textbooks are required without naming them in the modules or the ACCTEM1. This information would then be provided to RTOs approved to deliver the course as part of their agreement with the course owner.

As for the delivery mode, if this information varies from module to module and especially if the course is made up of a combination of units of competency and modules, the ACCTEM1 may provide a summary but must indicate this and identify that any specialised resources are specified within the modules themselves.

### Methods of assessment

This field identifies the range of methods to be used for knowledge assessment, skills assessment, and the application of knowledge and skills. It is specific to the module.

- The approach to assessment and the combination of assessment methods must meet the principles of assessment and the rules of evidence and ensure that any workplace or regulatory requirements are addressed, if applicable.
- If open-book assessments are used to assess knowledge, these must be identified as formative assessment used to assess student progress and not be identified as part of the summative

assessment of required knowledge, as open-book assessment does not meet the validity requirements for assessment.

- If the module requires that the assessment methods include workplace or simulated assessment, this must be identified and justified in this field.
- If all modules (and units of competency) in the course use the same methods which are identified in the ACCTEM1, the methods must still be identified here, rather than requiring RTO educators to refer to the ACCTEM1 for the information.

### Conditions of assessment

Mandatory conditions for assessment are stipulated in this section. This field has some of the same requirements as units of competency, so that information is mirrored here.

- Corequisites that must be delivered or assessed concurrently with this module must be identified, if applicable.
- If it is beneficial to cluster some modules for assessment and to assess them together. This suggestion could also be made in this section, including the fact that it is not a mandatory requirement.
- Include details of essential resources, equipment, materials or contexts required for assessment of the module. Do not include the essential delivery resources unless they are also required for assessment.

#### Example

This module may be co-assessed with the following module/s:

- Module 03
- Module 07

#### Example

Specify conditions when a particular environment must be used for valid and reliable assessment to occur. This could include assessment where an online environment is essential and the conditions that must be put in place to ensure the authenticity of the assessment evidence, such as the use of invigilation software.

- Assessment may be required of a complex body of knowledge, where a binary approach to assessment such as the one used with units of competency, is not appropriate. This is because students cannot always be assessed against or meet all knowledge requirements. The conditions of assessment could require a system that allows for judgements to be made on the level of proficiency achieved, rather than whether knowledge requirements have been met, or not met. The standard for the successful achievement of a module could be specified by identifying mandatory assessment criteria and/or a minimum percentage of assessment criteria.
- Unacceptable assessment methods for the module may also be identified.
- Assessment must be consistent with the assessment strategy described in Section B: 6.1 of the ACCTEM1.

**Example**

A marking rubric may be required for a module, with clear criteria identified for achievements at a number of levels of proficiency. While this would provide a type of grading system, it is not based on simple marks or percentages, or comparing students with one another, but allows for criterion-referenced assessment to determine achievement at one (or none) of the identified levels of proficiency to reflect different student achievement of the required educational outcomes.

**Example**

Simulators must not be used for assessment of this module.

**Assessor requirements**

As a minimum, this field must include the statement that:

- Assessors must satisfy the assessor requirements in the 2025 Standards or their successor.
- Where there are other essential requirements for assessors in addition to those in the 2025 Standards or their successor include any details related to qualifications, experience and currency in the learning area covered by the module.

**Examples**

Assessors must also hold a tertiary qualification in adult literacy practice to teach a module from the Certificate I or II in English Proficiency to meet the 2025 Standards or their successor for vocational competency at least to the level being delivered and assessed, (holding a Certificate 1 or II in English Proficiency would not enable an assessor to assess in the specialised area of adult literacy).

Assessors must have worked, for at least 3 years, or are currently working within the learning area where they have applied the skills and knowledge covered in this module.

**The Qualification Outline Document (ACCTEM2)**

The Qualification Outline document (ACCTEM2) is optional and modelled on qualification information for Training Packages on the national register, ([TGA](#)). The ACCTEM2 provides stakeholders with succinct information as a marketing alternative to using the [ACCTEM1](#) with potential clients.

**Qualification code**

Text must not be entered into this field. The TAC will assign a TGA code after accreditation.

**Qualification title**

The qualification requires a unique title that reflects outcomes. The title must:

- be no more than 100 characters including spaces;
- not duplicate the titles of qualifications already listed on the national register (TGA); and
- be in title case, that is, all principal words are capitalised and joining words are in lower case (e.g. Graduate Diploma of Equine Physical Therapy).

## Qualification description

Provide a description of the qualification outcomes.

- This should be the description in Section B: 2.2 of the [ACCTEM1](#).
- Specify any licensing, legislative, regulatory or certification considerations.
- Where none exist insert: *No licensing, legislative or certification requirements apply to this qualification at the time of publication.*

### Example

This qualification reflects the competencies required by equine physical therapists who undertake assessment, diagnosis and physical therapy treatment of horses.

They must establish the goals of each horse's owner/s, trainer/s and veterinarian, in order to design and implement individually tailored therapeutic equine programs. These may consist of rehabilitative exercises, massage, muscle and nerve stimulation and therapeutic ultrasound to treat injuries, relieve chronic pain, enhance performance, or help prevent injury.

## Entry requirements

Specify any entry requirements for the course. If there are no entry requirements delete this field

OR insert:

- Nil

OR insert:

- There are no entry requirements for this qualification.

## Packaging rules

The packaging rules require a statement on the total number of units of competency and/or modules required to achieve the qualification.

- This is followed by the number of core and elective units and/or modules.
- All core and elective unit and/or module codes and titles are listed, including prerequisite units and/or modules, if any.
- The rules are provided for selecting electives from the list provided or from elsewhere, and for any conditions that apply.

Example Total number of units to achieve the qualification = 15

- 9 core units
- 6 elective units
  - All 6 electives may be chosen from the elective units listed below
  - Up to 2 units may be chosen from any other current Training Package or accredited course provided they do not duplicate the outcome of other units chosen.

The choice of elective units must maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

Core units

Codes + titles

Elective units

Codes + titles

Including any prerequisites

## Qualification mapping information

This field links the proposed qualification to its predecessor. Specify the code and title of any equivalent qualification and if no equivalent qualification, insert: *No equivalent qualification*.

Examples from TGA

1. For TAE40122 Certificate IV in Training and Assessment  
This qualification supersedes and is equivalent to TAE40116 Certificate IV in Training and Assessment
2. For BSB50920 Diploma of Quality Auditing  
No equivalent qualification. This qualification supersedes and is not equivalent to BSB51615 Diploma of Quality Auditing
3. For RII41522 Certificate IV in Autonomous Control and Remote Operations  
No equivalent qualification. Newly created qualification.

## Course Accreditation Application fees

Training Accreditation Council Course [Accreditation Fees](#) effective from 1 August 2014

Last updated: 19 June 2025

Type	Fees effective from 1 August 2014	
Application for accreditation/ reaccreditation of a course	\$8,070	Includes: <ul style="list-style-type: none"> <li>• Courses at AQF Level 1 (Certificate I) and above</li> <li>• Short courses below AQF Level 1 (Course In...)</li> </ul>
Amendment to accredited course	\$2,290	Per course <i>Please note where the amendment involves updates to imported units from Training Packages that are deemed equivalent, the amendment will be processed without an application fee.</i>
Please note: All fees are non-refundable and exclude GST		