ENGINEERS AUSTRALIA

ACCREDITATION BOARD

ACCREDITATION MANAGEMENT SYSTEM

FOR

VOCATIONAL EDUCATION AND TRAINING PROGRAMS

(COMPETENCY BASED)

IN THE OCCUPATIONAL CATEGORY OF ENGINEERING ASSOCIATE

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1. INTRODUCTION

Engineers Australia as the national competency authority responsible for the accreditation of engineering education/training programs for engineering practice in Australia provides a range of documents within its Accreditation Management System. These documents provide a resource for both engineering educators and for those responsible for the accreditation function. An index of the documents comprising the Accreditation Management System is provided in:

'*Engineers Australia – Accreditation Management System – Document Listing'* - for competency based programs at the level of Engineering Associate.

This summary must be read in conjunction with the Accreditation Criteria Guidelines (Reference 3) and the Preparation of Submission Documentation (Reference 4).

The key criteria underpinning the accreditation process for learning and assessment programs in the vocational education and training (VET) sector are summarised in the discussion which follows below. The accreditation criteria provide the basis for evaluation of engineering VET programs and also provide engineering educators with a resource for the review and development of the teaching and learning environment, the learning and assessment design and review tasks, and for the processes of continuous quality improvement.

This accreditation criteria summary is for Registered Training Organisations (RTOs) seeking Engineers Australia accreditation for a program at Australian Qualifications Framework (AQF) level 6 (Reference 5). Programs submitted for accreditation under these criteria must be designed from the outset to deliver graduates ready for <u>commencement of practice</u> in the occupational category of Engineering Associate (sometimes referred to as Engineering Officer). Programs that are designed primarily as a professional development vehicle for existing engineering practitioners are not considered under the accreditation system at this stage.

This accreditation criteria summary only applies to a learning and assessment program that has been implemented in accordance with either;

1. a nationally endorsed Training Package, or

2. a state or territory accredited course, which is competency based.

Engineers Australia Accreditation of any implementation of a nationally endorsed Training Package or state or territory accredited course will only be considered if compliance is demonstrated with the requirements of the Australian Quality Training Framework (AQTF) 2007 Essential Standards for Registration (Reference 6).

Before full Engineers Australia accreditation can be accorded, a verified internal or external audit must have been undertaken against the criteria in the AQTF 2007 Essential Standards for Registration and the AQTF 2007 User's Guide to Essential Standards for Registration (Reference 7). The report of such an audit must be made available to the Engineers Australia accreditation panel prior to or during the site visit.

In preparing the submission, RTOs are encouraged to make reference to the fol-

lowing AQTF documents:

(a) AQTF 2007 Essential Standards for Registration – (Reference 6),

(b) AQTF 2007 User's Guide to the Essential Standards for Registration – (Reference 7),

(c) AQTF 2007 Excellence Criteria for Registered Training Organisations – DRAFT – (Reference 8) and

(d) AQTF 2007 Guide for Registered Training Organisations - Excellence Criteria – DRAFT – (Reference 9)

The following points are a guide to the development of the submission documentation and are supplementary to the training package or accredited course documents that underpin the program submitted for Engineers Australia accreditation.

2. CONTEXTUAL SETTING

The generic attributes defined in the Engineers Australia Policy on Accreditation of Professional Engineering Programs, (Reference 1), provide a common platform for the design of learning and assessment programs aimed at preparing learners for practice in a particular domain of engineering.

The Engineers Australia National Generic Competency Standards – Stage 1 Competency Standard for Engineering Associate, (Reference 2), provide a tool for direct assessment, in a generic sense, of the preparedness of a candidate not holding an accredited or recommended qualification for entry to the profession.

The Stage 1 competencies, elements of competency and associated performance indicators reflect for the Engineering Associate, an appropriate interpretation and expected level of attainment of the generic attributes set down in the Accreditation Policy, (Reference 1).

The vocational outcomes for graduates of a program in a particular discipline must, in a generic sense, satisfy the Stage 1 competencies. Graduate outcomes would be expected to embrace enabling skills and knowledge, depth of knowledge and understanding of the selected field of engineering practice, engineering application skills as well as personal and professional capabilities. The accreditation criteria have been devised as a means of assessing the potential for a particular engineering learning and assessment program, delivered within an appropriate learning setting, to deliver graduates equipped with the Engineers Australia Stage 1 Competencies defined in Reference 2.

The assessment of the vocational outcomes and thus the designated competencies will be multidimensional and based on performance measures, feedback and inputs distributed throughout the learning program. The accreditation criteria address inputs, content, and processes as well as direct outcomes. As to be expected, the criteria correlate strongly with the Engineers Australia Stage 1 competencies and associated performance indicators.

3. THE ACCREDITATION CRITERIA

The criteria for accreditation can be listed in point form as follows.

The Operating Environment

- Organisational structure and commitment to engineering education.
- Teaching and support staff profile.
- Teaching leadership and the learning culture.
- Facilities and physical resources.
- Funding.
- Strategic management of the learner profile.

The Learning and Assessment Program

- Specification of the learning and assessment program outcomes.
- Title of program and award.
- Program structure and implementation framework.
- Alignment with Engineers Australia Stage 1 Competency Standard.
- Exposure to engineering practice.

Quality Systems

- Formal processes for new program approval, registration, development and amendment.
- External stakeholder input to continuous improvement processes.
- Learner input to continuous improvement processes.
- Approach to learning design and review.
- Approach to assessment design and performance evaluation.
- Dissemination of the learning and assessment program philosophy.
- Formal processes for review and revision of an existing program.
- Benchmarking.
- Learner administration and support.
- Compliance with AQTF 2007 Essential Standards for Registration.
- Adoption and conformance with the AQTF 2007 Excellence Criteria. (Optional).

Performance indicators against each criterion are provided in Section 5 of this document.

Detailed discussion against each criterion is provided in the guidelines of Reference 3.

Reference 4 provides guidance in the preparation of accreditation submission documentation, and again systematically follows the accreditation criteria.

The criteria under Section 3.2 above, '***The Learning and Assessment Program'*** will need to be addressed independently for the evaluation of each individual program offered by an RTO. The remaining criteria under the headings of *'The Operating Environment'* and *'Quality Systems'* must again be applied to each learning and assessment program, however in many cases where multiple programs are involved, a unified analysis either for all programs or groups of programs will be appropriate because of a common implementation regime.

4. ALIGNMENT WITH VOCATIONAL EDUCATION AND TRAINING (VET) SYSTEMS AND PROCESSES

To assist RTOs with assembling evidence for the Engineers Australia accreditation submission, a detailed mapping has been completed to demonstrate alignment of the Engineers Australia accreditation criteria and performance indicators with existing national VET systems and processes - AQTF standards, excellence criteria, quality indicators, and registration requirements.

Detailed below is a summary of the VET abbreviations used in the mapping references.

AQTF 2007 Standards (Stds)

Std (x, y)

AQTF 2007 Excellence Criteria (EC)

ECx-Ey   Excellence Criterion Number-Element Number

AQTF 2007 Quality Indicators (QI)

QI-LE   Learner Engagement

QI-ES   Employer Satisfaction

QI-CC   Competency Completion

AQTF 2007 Conditions of Registration (CR)

CR x

5. ACCREDITATION CRITERIA – INDICATORS OF PERFORMANCE

The performance indicators listed in the following table provide an interpretation of the expectations associated with each criterion. These performance indicators are included for guidance only and are not meant to be prescriptive. ***In submitting for accreditation, RTOs are not expected to respond rigorously to every indicator. Sufficient information is expected to be provided such that an evaluation panel is able to make a holistic judgement against the criteria.***

The mapping references listed in the following table demonstrate alignment of AQTF standards, excellence criteria, quality indicators, and registration requirements with the performance indicators associated with each element of the accreditation criteria.

The guidelines of Reference 3 more clearly demarcate the absolute requirements for accreditation from the expectations of performance. Again the emphasis is on encouraging innovation and diversity in learning and assessment design and delivery.

5.1. The Operating Environment

Criteria	Performance Indicators	Alignment with VET Systems & Processes
5.1.1 Organisational structure and commitment to engineering education	• Substantive organisational entity with clearly designated and devolved accountability via engineering school or equivalent for leadership and management of engineering education programs.	EC1-E1. Std 3.1
	• Long term RTO commitment and strategic management to assure the development of the engineering discipline and the provision of appropriate resources.	EC1-E2. Std 3.1
	• Formally constituted governance structures with policies, procedures and processes for program approval, development, implementation, registration, review, audit compliance and continuous quality improvement.	EC1-E1& E2 Stds 1.1 & 3.1, CR1.
5.1.2 Teaching and support staff profile	• Adequate teaching staff numbers with a balanced profile across teaching appointment levels, satisfying appropriate learner/staff ratio.	EC1-E3. Stds 1.2 & 1.3.
	• Appropriate depth, mix and distribution of qualifications, engineering practice, work experience and teaching skills matching the program specialist fields of practice.	EC1-E3. Stds 1.3, 1.4 (a) & (b).
	• Effective workload policies and practices.	EC1-E3.
	• Appropriate gender balance.	EC1-E3, CR3.
	• Appropriate policy and record of staff development – both pedagogical and professional skills.	EC1-E2, EC3-E2, Stds 1.3 & 1.4 (c).
	• Staff awareness of gender, equity and cross-cultural issues, promoting an inclusive teaching approach.	EC1-E3, EC3-E2, CR3.
	• Strategic use of sessional and industry expert presenters to enrich staff skills profile and enhance the learner learning experience.	EC2-E1, EC3-E1 & E2. Stds 1.2 & 1.3.
	• Appropriate technical and administrative support staff job profiles.	EC3-E3. Stds 1.3, 2.3 & 2.4.
5.1.3 Teaching leadership and the learning culture	• Effective leadership of a cohesive program teaching team, driving the learning and assessment design and continuous quality improvement process at an individual program level.	EC1-E3, EC2-E3, EC3-E3. Stds 1.1, 1.2, 1.3, 1.5 & 3.1.
	• Program teaching team inclusive of all teaching and support staff.	EC3-E3. Std 1.3..
	• Progressive learning environment, based on a sound pedagogical framework and adoption of best practice.	EC3-E3. Std 1.2
	• Cooperative industry and community outreach programs incorporating teaching and work placement linked to the program offerings.	EC4-E1,E2 &E3. Std 1.2.
	• Staff role modelling Engineers Australia's Stage 1 Competency Standard for Engineering Associate.	EC1-E3, EC3-E2, E3. EC4-E2, Std 1.3.
	• Inclusive learning environment – gender, culture, social differences – encouraging diversity and the development of the learner to their full potential.	EC1-E3. Stds 1.2 & 2.4. QI-LE, CR3.

Criteria	Performance Indicators	Alignment with VET Systems & Processes
5.1.4 Facilities and physical resources	• Appropriate IT facilities and support staff to underpin teaching needs and the continuous improvement of the RTO's systems and processes.	EC5-E1. Stds 1.3, 2.4 & 3.1.
	• Access to modern teaching resources, technical equipment and management tools as well as laboratory test and measurement equipment appropriate to current and emerging industry practice.	EC2-E2, EC5-E1. Std 1.3.
	• Appropriate learning support facilities to facilitate the development, delivery and assessment of the full range of the designated units of competency, and matching the needs of individual learners.	EC2-E2. Stds 1.2, 1.3, 1.5 & 2.4. QI-LE.
5.1.5 Funding	• Sound business planning underpinning program development and implementation.	EC1-E2, CR2.
	• Appropriate budgeting and funding formula for distribution to and within the engineering school.	EC1-E1, CR5.
	• Ongoing viability and ability to deliver current commitments and projected developments.	EC1-E2.
5.1.6 Strategic management of the learner profile	• Viable learner numbers and enrolment trends.	EC5-E3. Std 1.1.
	• Appropriate enrolment, induction, retention, progression and completion rates commensurate with performance indicators.	EC5-E3. Std 1.1.
	• Adequate learner counselling and advisory services.	EC4-E1. Std 2.4
	• Rigorous processes for analysis, assessment and verification of prior learning for credit into a program, consistent with the AQF RPL National Principles.	EC2-E3. Stds 1.2, 1.5, 2.3 & 2.6 .

5.2.   Learning and Assessment Programs

Criteria	Performance Indicators	Alignment with VET Systems & Processes
5.2.1 Specification of learning and assessment program outcomes	• Clearly identified field of engineering practice and area(s) of application.	EC2-E1.
	• Satisfactory rationale for the program offering based on analysis of industry, Federal, State and Territory governments and community needs and trends in engineering practice as well as the use of VET benchmark indicators and key stakeholder feedback.	EC1-E2, EC5-E2 & E3. Stds 1.1 & 2.1.
	• Explicit and comprehensive specification of the program vocational outcomes aligned with the designated field of engineering practice and specialist focus and commensurate with AQF level 6.	EC2-E3. Std 1.2.
	• Selection and packaging of the designated units of competency for the program based on the requirements of the nationally endorsed training package or state/territory accredited course and in consultation with the RTO's program advisory body, learners and other appropriate external stakeholders	EC2-E3. Std 1.2. QI-CC.

Criteria	Performance Indicators	Alignment with VET Systems & Processes
5.2.2 Title of program and award	• Title of program and award consistent with learning at level of the Advanced Diploma (AQF6) for the category of Engineering Associate.	EC4-E1 & E2, CR6.
	• Program title matched to the designated field of practice, program content and specialist focus.	EC4-E1 & E2.
5.2.3 Program structure and implementation framework	• Major elements of the program in percentage terms as detailed in section 3.2.3 of G02EO_Comp	EC2-E2 & E3. Std 1.2.
	• Documented learning and assessment design clearly demonstrating:	
	(a) a range of individual learning experiences systematically aggregating to deliver each of the designated units of competency;	EC2-E2, E3. Stds 1.2 & 1.5. QI-CC.
	(b) associated assessment methodologies aligned to collectively validate the attainment of each unit of competency.	EC2-E2 & E3. Stds 1.2 & 1.5.
	(c) use of clustering of suitable units of competency to facilitate problem and/or project based learning.	EC2-E2 & E3. Stds 1.2 & 1.5.
	(d) systematic use of a range of individual and collaborative learning approaches a part of the holistic approach to learning design.	EC2-E2, E3. Stds 1.2 & 1.5. QI-CC.
	• Provision of delivery and assessment strategies adapted to suit individual learning styles which may include the following:	EC2-E2 & E3. Stds 1.2, 1.5 & 2.4.
	- formal or informal education and training;	
	- experiences in the work place;	
	- simulations, which are all mapped to demonstrate the provision of valid engineering outcomes;	
	- general life experiences; and/or	
	- any combination of the above.	
	• An approach to program design which recognises that current and emerging engineering practice is global in nature, often with multi-national engineering teams engaged in systems, projects and products that will have worldwide application.	EC1-E2, EC2-E3.

Criteria	Performance Indicators	Alignment with VET Systems & Processes

5.2.4 Alignment with Engineers Australia Stage 1 Competency Standard	• Competency based learning and assessment system demonstrating attainment of underpinning knowledge and skills, technical competencies, engineering application skills, personal attributes, values and professional attitudes as specified in the Stage 1 Competency Standard for Engineering Associate summarised below.
	
	  o **Knowledge Base** which includes the following:
	    • Knowledge of science and engineering fundamentals,
	    • Knowledge and understanding of engineering and technology,
	    • Knowledge and application of engineering techniques and resources,
	    • General knowledge supporting the nominated field(s) of engineering practice.
	
	  o **Engineering Ability** which includes the following:
	    • Application of standards and codes of practice,
	    • Specifying and installing systems,
	    • Application of design procedures,
	    • Assessing technical and policy options,
	    • Observation, analysis and testing,
	    • Operations and maintenance,
	    • Specific training for either:
	    (a) candidates whose background has included advanced equipment specific training, or:
	    (b) candidates from a mainly educational background,
	    • Responsibility as a technical expert,
	    • Understanding of the business environment.
	
	  o **Professional Attributes** which include the following:
	    • Ability to communicate effectively with the engineering team and with the community at large,
	    • Ability to manage information and documentation,
	    • Capacity for creativity and innovation,
	    • Understanding and commitment to professional and ethical responsibilities,
	    • Ability to operate effectively as an individual and as a member of a multidisciplinary and multicultural team – as a team leader or team member,
	    • Capacity for, and commitment to life long learning and continuing professional development,
	    • Demonstration of professional attitudes.
	
	• Program is mapped to Stage 1 Competency Standard for Engineering Associate – and thus aligned with IEA/Dublin Accord expectations.
		EC2-E2 & E3.
		Std 1.2.
		
		EC2-E3.

5.2.5 Exposure to engineering practice	• Exposure to engineering practice is embedded as an integrated and substantial learning activity contributing in a defined and understood manner to the delivery of the designated units of competency. • Appropriate methods for exposure to practice are used as suggested in section 3.2.5 of G02EO_Comp. • For learners not concurrently employed in an engineering field of practice, it is recommended that they be exposed to at least six (6) weeks of continuous engineering practice in industry integrated within the duration of the program.	EC1-E2, EC2-E1, E2 & E3. Stds 1.2 & 2.4. EC2-E1 & E3 EC2-E1 & E3

5.3. Quality Systems

Criteria	Performance Indicators	Alignment with VET Systems & Processes
5.3.1 Formal processes for new program approval, registration, development and amendment	• Formal processes include key stakeholder input and demand analysis to establish program rationale and the vocational outcomes specification as well as the learning and assessment program design and implementation.	EC1-E2, EC2-E1.
5.3.2 External stakeholder input to continuous improvement processes	• A formally constituted program external advisory body comprising representatives from industry, the broader community, staff, learners, alumni, graduates and relevant professional organisations.	ECC4-E2, E3. Stds 1.2, 3.1, QI-ES.
	• Ongoing, regular input to the establishment and continuous quality improvement of the program's vocational outcomes, the selection of the designated units of competency, learning and assessment design and performance evaluation.	EC2-E1. Stds 1.1, 1.5 & 3.1.
	• Facilitation of appropriate opportunities for exposing learners to current and emerging industry engineering practice.	EC4-E2. Std 2.4.
	• Productive industry linkages delivered through collaborative project work and work placement contributing to the professional development of staff and learners.	EC3-E2, EC4-E2. Stds 1.2 & 2.4.
5.3.3 Learner input to continuous improvement processes	• Use of staff-learner consultation forums, focus groups, survey instruments or other direct input mechanisms for on-going feedback, review and continuous quality improvement.	EC4-E1, EC5-E3. Stds 1.1, 3.1. QI-LE.
	• Learners seen as true partners in a culture of continuous quality improvement.	EC4-E1, EC5-E3. Stds 2.2, 2.3, 2.5 & 2.6, QI-LE.
5.3.4 Approach to learning design and review	• Holistic approach driven by a clear understanding of the 'big-picture' – at an individual program level.	EC1-E2, EC2-E2 & E3.
	• Formal processes in place for the selection and packaging of the designated units of competency with vocational outcomes aligned with the designated field of engineering practice and specialist focus.	EC2-E3. Stds 1.2, 1.5 & 2.1.
	• Closes the loop on the delivery of the designated units of competency via elements, performance criteria, underpinning knowledge and skills, assessment methods and on going feedback via program evaluation.	EC2E2 & E3. Stds 1.2 & 1.5.
	• Addresses the appropriate underpinning knowledge and skills, technical competencies, engineering application skills, personal and professional skills, attributes, values and attitudes detailed in 5.2.4 above.	EC2E2 & E3. Std 1.2.
	• Uses experiential, problem and project based learning methodologies where appropriate to support structured, discovery and investigatory learning within the specified field of engineering practice.	EC2E2, E3. Std 1.2.
	• Uses documented records of improvement actions and processes to facilitate continuous quality improvement.	EC5-E3. Stds 1.1 & 3.1.
	• Includes ongoing review of benchmark practices, industry needs and learner demand.	EC5-E3 & E4. Stds 1.1, 2.1 & 3.1 .

Criteria	Performance Indicators	Alignment with VET Systems & Processes
5.3.5 Approach to assessment design and performance evaluation	• Holistic approach which is integral to and aligned with the learning processes detailed in 5.3.4 above.	EC1-E2, EC2-E2 & E3. Std 1.5.
	• Provides for multiple assessment pathways which may include: (a) learning and assessment; (b) assessment only or recognition of prior learning; or (c) any combination of (a) and (b) above.	EC2-E1, E2 & E3. Stds 1.2 & 1.5.
	• An adequate range and depth of assessment tools and methodologies, including diagnostic, formative and summative methods, which are mapped, tracked, monitored and evaluated to demonstrate the attainment of the designated units of competency.	EC2-E1, E2 & E3. Stds 1.1, 1.2, 1.3, 1.5 & 3.3.
	• Use of rigorous validation and moderation processes for assessment.	EC2-E2 & E3. Stds 1.5 & 3.3.
5.3.6 Dissemination of the learning and assessment program philosophy	• Program guideline documents including learning and assessment plans which clearly demonstrate how the aggregation of learning experiences and assessment methods assure the delivery of the designated units of competency.	EC2-E1, EC4-E1. Stds 1.2 & 1.5. QI-CC.
	• Clear linkages between the elements, performance criteria, learning activities and assessments for each unit of competency.	EC2-E2 & E3. Stds 1.2, 1.3, 1.5 & 2.3.
	• Processes in place to appropriately inform all stakeholders.	EC4-E1.
5.3.7 Formal processes for review and revision of an existing program	• Specific to each individual program and consistent with the requirements defined in 5.2.1 to 5.2.5 above.	EC2E2 & E3.
	• System changes/revisions from the appropriate Industry Skills Council or state/territory accrediting bodies are recorded and implemented.	EC2-E3. Stds 1.2 & 1.5.
	• Use of benchmark practices, reverification of industry needs and learner demand.	EC5-E3 & E4. Stds 1.1 & 2.1.
	• Continuing alignment with the Stage 1 Competency Standards for Engineering Associate.	EC2-E2.
	• Periodic program review processes implemented at the RTO/department level and engage teaching and support staff, learners and key external stakeholders.	EC2-E3, EC3-E3, EC4-E1, EC4-E2, EC4-E3. Stds 1.1, 1.2 & 3.1.
5.3.8 Benchmarking	• Appropriate processes for assessing the attainment of the designated units of competency and aligned with the expectations of employers as well as national/international practice.	EC2-E.3. Stds 1.1 & 3.1. QI-CC.
	• Use of appropriate AQTF, AVETMISS, DEEWR and NCVER statistics to drive continuous quality improvement.	EC2-E3, CR6. Stds 1.1, 2.1 & 3.1.
5.3.9 Learner administration and support	• Robust systems for:	
	• learner records data management;	EC5-E3 & E4, Stds 1.1, 2.5 & 3.3. CR2
	• monitoring individual learner progress, complaint resolution, performance warning and exclusion;	EC4-E1 Stds 1.1, 2.4, 2.6 & 3.3.
	• learner support and advisory processes;	EC4-E1,.Stds 2.1, 2.2 & 2.4.
	• retention and progression monitoring;	EC5-E2 & E3,. Stds 1.1, 2.4, 3.3.
	• defining and maintaining learner enrolment standards.	EC5-E3, Std 3.3.

Criteria	Performance Indicators	Alignment with VET Systems & Processes
5.3.10 Compliance with the AQTF 2007 Essential Standards for registration. (Mandatory)	• Substantiated compliance with the AQTF 2007 Essential Standards for Registration must be demonstrated - in particular through the provision of either of the following: 1. (a) A verified copy of the most recent external au dit of compliance against the *AQTF 2007 Essential Standards for Registration* OR (b) If a recent external AQTF 2007 audit report is not available, then AQTF 2007 compliance must be verified by the RTO's appropriate Quality Manager or their equivalent. 2. Included with the above there should be a verified copy of the following: (NOTE: *this may partially satisfy some of the documentation requirements requested above*) • documented Training and Assessment Strategies (including evidence of industry input), as required for evidence in Standards 1.1, 1.2 and 1.3 of the *AQTF 2007 User's Guide to the Essential Standards of Registration;* and • documented action taken to improve the quality and consistency of assessment systems, processes, tools and practices as required for evidence in Standard 1.5 of the *AQTF 2007 User's Guide to the Essential Standards for Registration.*	Std 3.2.
5.3.11 Adoption and conformance with the AQTF 2007 Excellence Criteria (DRAFT) **(OPTIONAL)**	• Provision of a verified copy of the most recent internal audit against the requirements of the *AQTF 2007 Excellence Criteria for RTOs.* The internal audit report should be verified by the RTO's appropriate Quality Manager or their equivalent.	AQTF 2007 Guide for RTOs - Excellence Criteria (DRAFT)

6.   REFERENCES

Item	Doc No	Title
1	P02EA_ Comp	Engineers Australia Policy on Accreditation of Professional Engineering Programs
2	P05EA	Engineers Australia National Generic Competency Standards - Stage 1 Competency Standard for Engineering Associate
3	G02EA_ Comp	Accreditation Criteria Guidelines
4	G06EA_ Comp	Preparation of Submission Documentation
5		AQF Handbook Fourth edition 2007 http://www.aqf.edu.au/
6		AQTF 2007 Essential Standards for Registration http://www.training.com.au/documents/aqtf2k7_ess-std-reg_final2.pdf
7		AQTF 2007 User's Guide to the Essential Standards for Registration http://www.training.com.au/documents/aqtf2k7_usr-guide-ess-std_final2.pdf
8		AQTF 2007 Excellence Criteria for Registered Training Organisations – DRAFT – http://www.training.com.au/documents/aqtf2k7Excellence_Criteria_RTO.pdf
9		AQTF 2007 Guide for Registered Training Organisations Excellence Criteria – DRAFT – http://www.training.com.au/documents/aqtf2k7Excellence_Criteria_Guide.pdf