

**THE AUSTRALIAN COUNCIL
ON TERTIARY AWARDS**

**GUIDELINES
FOR THE
NATIONAL REGISTRATION
OF AWARDS**

1987

**The
Australian
Council on
Tertiary
Awards**

**Guidelines for the
National
Registration
of Awards**

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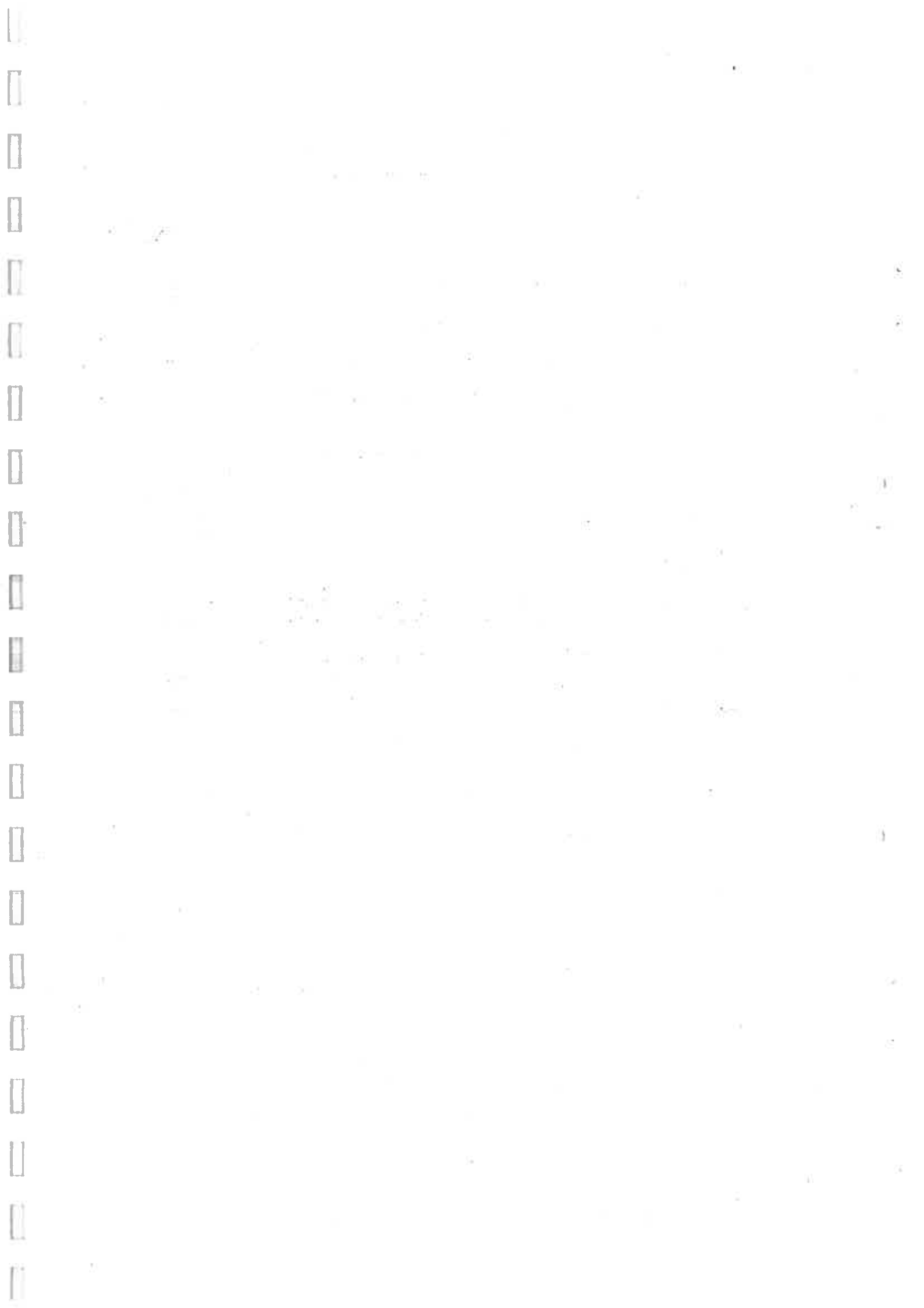
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I. ESTABLISHMENT AND ROLE OF ACTA

Establishment

The Australian Council on Tertiary Awards (ACTA) was set up in January 1985 by the Australian Education Council, which consists of the Ministers for Education of the Commonwealth, the States and the Northern Territory. ACTA's function is to develop and maintain a national register of tertiary awards in Advanced Education and Technical and Further Education (TAFE).

ACTA took over the work of the Australian Council on Awards in Advanced Education (ACAAE).

Functions

ACTA has the following functions:

1. to promote consistency throughout Australia in the nomenclature used for tertiary awards and in the standards of courses leading to those awards;
2. to encourage the development of consistent relationships between courses and their associated awards;
3. to establish and maintain liaison with the authorised bodies nominated by the State, Northern Territory and the Commonwealth Ministers for Education, and with other relevant bodies;
4. to provide an information service at a national level in connection with the courses and awards registered;
5. to establish, maintain and publish a National Register of Tertiary Awards;
6. to issue guidelines on the information to be contained in the Register, the nomenclature of awards and standards of courses for various awards, their registration and periodic reregistration, and the general conditions under which awards attaching to accredited courses may be included in the Register;
7. to monitor adherence to these guidelines.

Powers

The Australian Education Council has agreed that to carry out these functions ACTA should have the power to satisfy itself that the conditions and procedures used by the Commonwealth, Northern Territory and State authorised bodies in the assessment of courses are such as to merit national registration of associated awards.

Consideration of applications

ACTA will consider applications for registration submitted only by bodies authorised to do so by the Minister responsible for education in the Commonwealth, respective State or the Northern Territory.

Membership

Mr D J Little, AO, FIEAust, Consulting Engineer and former Director-General of Public Works in Victoria, has been appointed Chairman of ACTA by the Australian Education Council for a three-year period from May 1985.

Each member of the Australian Education Council has appointed two members to ACTA, each with a background of knowledge and experience of advanced education or technical and further education.

The seventeen-member Council meets three or four times a year.

The Functions, Powers and Methods of Operation Statement of ACTA, as agreed by the Australian Education Council, is set out in Appendix 1.

II INTRODUCTION TO THE GUIDELINES

1. The purpose of these guidelines is to provide information on the policies and procedures adopted by ACTA in carrying out those functions set for it by the Ministers which relate to the system of awards approved for national use in advanced education and TAFE.

2. ACTA has formulated guidelines for advanced education and TAFE awards based on the guidelines of the former Australian Council on Awards in Advanced Education (ACAAE), and in consultation with authorised bodies (see Appendix 4). The definitions for the associate diploma, diploma and bachelor degree categories have been reviewed during 1986 and those for certificate and advanced certificate have been added. The guidelines will continue to be under review during 1987 when it is expected that the definitions for the graduate diploma and master degree categories will be examined in consultation with authorised bodies.

3. The guidelines deal with nomenclature of awards and the general conditions under which ACTA will accept these awards for inclusion in the National Register. The principles set down should assist the various authorised bodies and institutions to maintain a consistent national pattern of awards.

III. CATEGORIES AND NOMENCLATURE OF AWARDS

4. For the purpose of registering awards, the Australian Education Council has adopted seven categories as follows:

- Certificate
- Advanced Certificate
- Associate Diploma
- Diploma
- Bachelor Degree
- Graduate Diploma
- Master Degree

Certificate and Advanced Certificate are awards in Technical and Further Education (TAFE). Associate Diploma and Diploma are awards in TAFE or advanced education. Bachelor Degree, Graduate Diploma and Master Degree are awards in advanced education.

5. Courses leading to each of these awards though essentially designed as entities in themselves could also serve as components in courses leading to other awards. Some courses may be designed to facilitate transfer with maximum credit as in cooperative arrangements between education institutions. Such arrangements may arise from transitions of the following kinds:

- . Certificate or Advanced Certificate to Associate Diploma or Diploma
- . Associate Diploma to Diploma or Bachelor Degree
- . Diploma to Bachelor Degree

In other cases credit or advanced standing may be awarded to students successfully completing one award who wish to proceed to a higher level award in that field. Advanced standing is generally dealt with on a course by course basis. In some instances a course in its entirety rather than individual units may be considered - e.g., an associate diploma could give up to one year's standing towards a related degree.

6. The Council has adopted standard nomenclature and will enter, as ACTA awards in the National Register, courses whose titles follow the nomenclature pattern set out below.

For certificate and advanced certificate awards provision has been made for titles of a specific nature.

Certificate in ... (specific disciplinary area)

Cert ... (area abbreviated)

Advanced Certificate in ... (specific disciplinary area)

Adv Cert ... (area abbreviated)

For the other five categories of awards, nine generic titles have been adopted, with effect from 1 January 1987, as set out below. ACTA has added the generic title 'Health Science' to the eight titles used by its predecessor, the Australian Council on Awards in Advanced Education. The Council would prefer that courses in health related fields be registered under the title 'Health Science', but will continue to register these courses under 'Applied Science' if requested to do so by the authorised body. Because of long standing practice, ACTA will continue to register the undergraduate Diploma in 'Education' under the title Diploma of Teaching as well as Diploma of Education. It commends the use of the title Diploma of Education to institutions and authorised bodies.

ACTA has also extended the use of generic titles to Associate Diplomas and Graduate Diplomas with effect from 1 January 1987.

Generic Titles	Associate Diploma of	Diploma of	Bachelor of	Graduate Diploma of	Master of
Applied Science	Assoc Dip App Sc	Dip App Sc	B App Sc	Grad Dip App Sc	M App Sc
Architecture	Assoc Dip Arch	Dip Arch	B Arch	Grad Dip Arch	M Arch
Arts	Assoc Dip A	Dip A	B A	Grad Dip A	M A
Business	Assoc Dip Bus	Dip Bus	B Bus	Grad Dip Bus	M Bus
Education	Assoc Dip Ed	Dip Ed or Dip Teach	B Ed	Grad Dip Ed	M Ed
Engineering	Assoc Dip Eng	Dip Eng	B Eng	Grad Dip Eng	M Eng
Health Science	Assoc Dip Hlth Sc	Dip Hlth Sc	B Hlth Sc	Grad Dip Hlth Sc	M Hlth Sc
Law*	Assoc Dip Law	Dip Law	LL B*	Grad Dip Law	LL M*
Music	Assoc Dip Mus	Dip Mus	B Mus	Grad Dip Mus	M Mus

* The awards for the Master and Bachelor degree in the category of Law are Master of Laws and Bachelor of Laws in accordance with international practice.

The National Register will show the generic title of the award and the course emphasis, to allow ready identification of the particular award. From 1 January 1987 the registered title of the award may include the specific disciplinary area, either in brackets or in the form 'in (specific disciplinary area)'. Examples are:

Bachelor of Applied Science (Surveying)
Bachelor of Applied Science in Surveying

The ACTA-recognised abbreviation would be B App Sc in each case.

Where institutions or authorised bodies use titles for awards other than those set out in these Guidelines, these titles, called local titles, will not be shown in the National Register except as a footnote. 'Bachelor of Surveying' is an example of a local title.

7. ACTA recognises that an award for a TAFE course might have added to it one or more Endorsements for successful completion of TAFE courses subsequent to the initial course. Also, ACTA recognises the issue of a Statement of Attainment in similar circumstances, but where the initial award was not for an accredited TAFE course.

An overview of the TAFE stream classifications adopted by the Australian Education Council is provided in Appendix 2, for the information of authorised bodies and educational institutions.

IV. GENERAL CONSIDERATIONS FOR REGISTRATION OF AWARDS

8. Courses in the bachelor degree, diploma and associate diploma categories normally require as the level of entry satisfactory completion of Year 12 in an Australian secondary school system or equivalent. In all cases, decisions on course entry may take into account maturity and work experience.

9. Minimum entry requirements for certificate and advanced certificate courses vary extensively depending on the educational objectives of each course and the background of the students entering the course. In addition to traditional entry direct from secondary school, opportunities to enter courses are provided for students with a mix of school, work experience and post school education backgrounds. Certificate and advanced certificate courses with similar educational objectives often proceed along different educational paths reflecting local employment and legal requirements in the various States and Territories.

10. A course may be submitted for national registration by a Commonwealth, Northern Territory or State authorised body. It will be accepted for national registration only if it has been accredited in accordance with ACTA-endorsed accreditation procedures and meets both the national nomenclature requirements and the ACTA definition for the award proposed.

11. Council may register awards submitted by the authorised body in the name of one or more individual institutions; in the name of the course providing agency only; or in the name of the course providing agency together with that of one or more institutions.

11.1 When awards are registered in the name of the course providing agency, it will be on the understanding that the authorised body may agree, in accordance with its accepted accreditation procedures, to the presentation of the course at an institution or institutions nominated by the course providing agency. The Council is to be advised when the authorised body agrees to the presentation of the course at an institution which was not included in the original application for registration.

11.2 Where an award is registered in the name of a providing agency, or one or more specific institutions, Council will expect the authorised body to be satisfied that the staff and other resources available at the institutions, at the time of request for registration, are appropriate.

12. Before registering an award, the Council needs to be assured by the authorised body concerned that appropriate consideration has been given to the following:

- 12.1 the general educational practices and standards of the institution(s) or system;
- 12.2 the objectives of the particular course and the methods adopted to achieve these objectives;
- 12.3 admission requirements to the course;

- 12.4 the duration of the course, having regard to entry requirements and course objectives;
- 12.5 the breadth, depth and balance in the course material involved and the intellectual effort required;
- 12.6 the methods of assessment of student progress;
- 12.7 the relative emphasis on the teaching of skills in relation to the study of the discipline;
- 12.8 any arrangements for practical training and experience as part of the course;
- 12.9 the teaching staff conducting the course, including numbers, professional qualifications and experience, educational expertise and ability to service the particular mode(s) of offering the course;
- 12.10 the accommodation and facilities including equipment, library, laboratories, workshops and other instructional resources, as necessary for the particular course.

V. GUIDELINES FOR REGISTRATION WITHIN AWARD CATEGORIES

Certificate Awards

13. Courses leading to this award develop

- (a) basic education or employment skills, or the knowledge and skills needed to undertake further education

OR

- (b) the skills and associated knowledge for the performance of a limited range of skilled operations

OR

- (c) the knowledge and skills required to work in a specific vocation, recognised trade or craft requiring a high degree of skill usually in a range of related activities, performed with a minimum of direction and supervision.

The entry level for certificate courses is often not specified, but some courses may require satisfactory completion of Year 10 in an Australian secondary school system or equivalent. Complementary work experience may be required.

Certificate courses vary in length from very short courses to 1.5 years full-time or part-time equivalent study.

Advanced Certificate Awards

14. Courses leading to this award are characterised by an emphasis on supervision, human relations, training methods, as well as quality control and diagnostic procedures, analysis and resolution of problems typically found in an industrial or commercial setting. There may be some emphasis on practical skills and operating techniques as well as training in the basic skills needed to function in supervisory or office management positions. The courses will usually include communication skills necessary for effective supervision of staff and/or operations. Opportunities to develop both report writing skills and skills necessary for interaction with clients and/or the public will usually be provided.

Students are usually required to have satisfactorily completed Year 10 in an Australian school system or equivalent. Relevant work experience concurrent with study for the advanced certificate may be required.

These courses usually require study over two years full-time or part-time equivalent.

Associate Diploma Awards

15. Council recognises two types of course within this category:

- (a) Courses which place considerable emphasis on the development of skills or knowledge of a specific area. The course will normally be associated with employment in a designated occupation or vocation, either independently or in support of professional or other paraprofessional staff. It may give eligibility for membership of a paraprofessional association.
- (b) Courses which treat a number of subject areas at a level appropriate to a general understanding of a field of knowledge and with emphasis on breadth rather than study in depth in one specific area.

Council would expect that students will be considered for admission to such courses after completion of a full secondary education, but recognises that institutions will consider other factors such as practical experience, maturity and motivation relating to likely success.

Courses in this category normally require as the level of entry satisfactory completion of Year 12 in an Australian school system or equivalent. Students who have not completed Year 12 would be expected to complete bridging/supplementary studies which ensure an adequate preparation to achieve the educational objectives of the course. This supplementary work would normally take one year of full-time study or equivalent.

These courses will normally require two years full-time or equivalent study. However, the Council is willing to consider for national registration within this category courses of less than two years' duration if a condition of entry to such courses is previous experience relevant to the course of study being undertaken.

An associate diploma course should be designed as a complete educational experience and should not, in general, be planned solely as a component of a degree or a diploma course, although transfer in cooperative arrangements between institutions is envisaged.

Diploma Awards

16. Council recognises two types of course in this category

- (a) Courses which are designed to cover a specific field of activity, combining the acquisition of skills and knowledge in an integrated program leading to a basic qualification for some professions, usually prior to employment in the field. These courses will thus provide for development of basic professional competence and understanding of the problems of the profession sufficient to meet the registration requirements of specific professional bodies and the needs of major employers in those professional areas. This will usually involve significant periods of practical experience in developing professional skills, supported by the employers and the professions.
- (b) Courses not directly related to professional qualifications, broadly treating a number of subjects.

Council would expect that students will be considered for admission to such courses after completion of a full secondary education, but recognises that institutions will consider other factors such as practical experience, maturity and motivation relating to likely success.

Courses in this category normally require as the level of entry satisfactory completion of Year 12 in an Australian school system or equivalent.

The achievement of the accepted educational objectives for these courses will normally require three years of full-time (or equivalent) study. However the Council is willing to consider for national registration within this category courses less than three years in duration which give credit for previous relevant formal training.

Bachelor Degree Awards

17. Courses leading to awards in this category provide students with a systematic and coherent introduction to a body of knowledge, the underlying principles and concepts, and the associated problem-solving techniques. Students are expected to develop the academic skills and attitudes needed to comprehend and evaluate new information, concepts and evidence from a range of sources, so that after completion of a degree, they can continue to review, consolidate, extend and apply the knowledge gained in their undergraduate studies. A bachelor degree course usually includes the provision of major studies in which a significant literature is available, course content is taken to a significant depth and knowledge is progressively developed to a high level which provides a basis for postgraduate study.

Courses in this category normally require as the level of entry satisfactory completion of Year 12 in an Australian school system or equivalent.

Council considers that a minimum of three years of full-time or equivalent study is required.

Many degree courses equip students with the practical skills and techniques needed to apply their knowledge effectively in a professional context. Such courses will be longer in duration, by at least a semester of full-time or equivalent study, and often by a full year.

Conversion of Diploma to Degree

18. Conversion of a diploma to a degree should recognise the essential features of such diplomas as defined by ACTA. Since a diploma is expected to have substantial time given to the acquisition of practical skills and techniques in preparation for a specific professional field, Council considers that at least one year of full-time academic study is necessary to extend the knowledge base to that of a three year degree. This may be associated with or may post date a period of professional experience.

Graduate Diploma Awards

19. Courses leading to awards in this category will usually require at least one year of full-time tertiary study or its equivalent, generally following the satisfactory completion of a degree course or in some cases a diploma course, with or without additional work.

Several types of graduate diploma course may be offered. They may be designed to provide an extension within the field of a student's undergraduate studies, or they may be undertaken in a field which differs substantially from a student's undergraduate studies, or in a field partially related to a student's undergraduate studies.

- (a) Courses designed to provide an extension within the field of a student's undergraduate studies are expected to be substantially postgraduate in both content and standard. Such courses are seen as providing a specialised study in depth beyond undergraduate studies in an area which formed a significant part of a student's undergraduate program. Examples would include specialised courses in a certain aspect of engineering for graduates with an appropriate undergraduate degree in engineering or in a specialised area of teaching for fully qualified teachers. The Council would expect that students will normally be ineligible to enter a course of this kind offered in an area which is not based on their previous diploma or degree studies. (These have been known as 19.1 type awards.)
- (b) Courses undertaken in a field which differs substantially from a student's undergraduate studies are not intended to provide an extension in depth of knowledge gained in an undergraduate course. Although it is expected that such courses will be designed for and conducted at a level and standard appropriate to an intake which has satisfactorily completed a diploma or bachelor degree course, they will not necessarily be substantially postgraduate in content.

Examples of such courses include those designed to provide a basic teaching qualification to graduates in disciplines other than education or teaching, and those in administration or librarianship designed for those who have satisfactorily completed courses in other disciplines. Although an institution may require students to have completed certain prerequisite subjects before entering a course of this type, such a course would not be undertaken in a discipline which comprised a major portion of a student's previous studies. (These have been known as 19.2 type awards.)

- (c) Courses which are partially related to a student's previous studies and intermediate between the above two categories. (These have been known as 19.3 type awards.)

Master Degree Awards

20. Master degrees may range between those which are entirely by advanced course work to those which are entirely by thesis. Separate guidelines are given for master degree by course work and thesis.

Master degree by course work

21. The Council expects that courses leading to awards in this category will usually require two years of full-time tertiary study or its equivalent. The Council believes, however, that where candidates are specially qualified in the relevant discipline at an advanced level, they may complete the requirements for a master degree in less than two years. Nevertheless, the Council believes that exemptions would not normally be given for short refresher courses or short informal courses intended only to broaden knowledge in a field without any substantial advancement in depth. The Council would expect that entry to master degree courses would normally be restricted to those students who demonstrated above average ability at bachelor degree level, or who, in the pursuit of their occupation or by other means, have demonstrated their ability to undertake successfully studies at the master degree level. Students holding diplomas and wishing to gain admission to a master degree course would normally be expected to undertake additional studies before being considered for admission. Before approving a master award for national registration the Council will need to be assured that appropriate attention has been paid to the general considerations for the registration of awards as set out in section 12 of these guidelines.

Master degree courses will be expected to be post-bachelor degree in time and substantially post-bachelor degree in standard. Master degrees are seen to differ from graduate diplomas not only in their length, but also in their objectives. A master degree course aims to provide studies in depth in a significant part of a discipline at a high level, whereas the graduate diploma course as described in section 19(a) above is designed to provide a study in depth of one aspect of a discipline. Master degree students would therefore be expected to attain a conceptual understanding of their discipline which is significantly higher than that expected within a bachelor degree, and broader than that of the graduate diploma. A master degree by course work should include some project work.

Master Degree by Thesis

22. The Council expects that entry to a master degree by thesis would be negotiated on an individual basis, and normally restricted to students who have demonstrated exceptional ability in their bachelor degree or graduate diploma studies. In other cases it is expected that a student's eligibility to enter master degree candidature will be established by a qualifying program of studies completed at an appropriate standard, or after satisfying some other suitable test of fitness.

Because each candidature is individual and specific, the Council would not wish to be unduly prescriptive about the duration of study. The Council considers that two years full-time might be a normal time for completion of a master degree by thesis but would accept that the minimum time for completion could be one calendar year of full-time study from the date of registration. The degree would be awarded in this minimum time only if there were exceptional circumstances relating to the candidate's academic and/or professional background.

In relation to the examination of the thesis, the Council expects that two or more examiners would be appointed and, as the use of external examiners is to be encouraged, not more than one of the appointed examiners should be an internal examiner. The use of the project supervisor as an examiner is not acceptable.

In considering the registration of the award of a master degree in this category, the Council will wish to be satisfied that the accrediting authority has given due regard to such matters as the following in the institution responsible for such an award:

- (a) the qualifications required for entry to courses;
- (b) the procedure for approval of projects;
- (c) the procedures and personnel for supervision of projects;
- (d) the assessment procedures, including the use of external examiners;
- (e) the facilities to undertake projects, including laboratory equipment, and library, as appropriate.

Period of Review of Registration of Awards

23. The period of registration of an award submitted for initial registration or reregistration will be decided by the Council. The maximum period of registration for awards in all categories is five years from 31 December of the year in which registration is approved. After this period it will be necessary for a further application to be made for continued registration of an award. Registration of an award in respect of a course which has undergone a major change during the five-year period will also need to be reviewed by the Council at the time of the change. It will be left to authorised bodies to determine when a 'major' change takes place. Master degree awards by thesis will continue to be registered up to the time a major change affects the conditions under which an award was initially accredited.

Grading of Awards

24. There is no provision in the National Register for recognition of any honours degree. ACTA has this matter under review.

25. ACTA recognises the need for awards for those students who wish to extend their basic qualifications and for this purpose has provided for graduate diplomas and master degrees in its pattern of awards. Graduate diplomas, as described in section 19(a) in particular, may fulfil in many cases a role in advanced education similar to that of the additional honours year for some bachelor degrees in universities.

26. A number of advantages would accrue from a procedure which recognises excellence in student scholarship. However, in the interests of promoting consistency in such a classification system throughout Australia, only outstanding students should be so recognised. Awards for such students may be graded by using the term 'distinction'. For example, amongst those undertaking degrees or diplomas in Arts, those with outstanding performance throughout the course would be graded 'B A with distinction' or 'Dip A with distinction'.

APPENDIX 1

THE FUNCTIONS, POWERS AND METHODS OF OPERATION
OF THE AUSTRALIAN COUNCIL ON TERTIARY AWARDS
(As approved at the October 1985
meeting and revised at the
June 1986 meeting of the
Australian Education Council)

I ESTABLISHMENT

The Council was created by agreement between the Education Ministers of the States, the Northern Territory and the Commonwealth in 1985. It took over the functions of the Australian Council on Awards in Advanced Education in October 1985; accordingly:

There shall be a national body, to be known as the 'Australian Council on Tertiary Awards', established by the six States, the Northern Territory, and the Commonwealth acting jointly, which shall be responsible for registering tertiary awards in Advanced Education and in Technical and Further Education (TAFE).

II FUNCTIONS

1. By consultation with and advice to State, Northern Territory and Commonwealth authorised bodies the Council shall:
 - (a) promote consistency throughout Australia in the nomenclature used for tertiary awards and in the standards of courses leading to those awards;
 - (b) encourage the development of consistent relationships between courses and their associated awards.
2. In order to promote wider understanding and appreciation of the advanced education and TAFE sectors of tertiary education, the Council shall:
 - (a) establish and maintain liaison with the authorised bodies nominated by the State, Northern Territory and Commonwealth Ministers for Education, and with other relevant bodies;
 - (b) provide an information service at a national level in connection with the courses and the awards registered.
3. The Council shall establish, maintain and publish a National Register of Tertiary Awards.
4. The Council shall adopt and issue to the authorised bodies guidelines on:

- (a) nomenclature of awards and standards of courses for various awards, their registration and periodic reregistration, and the general conditions under which awards attaching to accredited courses may be included in the Register;
 - (b) the information to be contained in the Register regarding each award.
- 5. The Council shall monitor adherence to these guidelines.
 - 6. The Council shall report to the Ministers on its work in the first quarter of each calendar year and present a financial statement and a forward budget estimate for the following financial year including an assessment of resources needed to match forecast activity levels.

III POWERS

- 1. The Council shall:
 - (a) satisfy itself that the conditions and procedures used by the Commonwealth, Northern Territory and State authorised bodies in the assessment of courses are such as to merit national registration of the associated awards;
 - (b) from time to time, review its own registration procedures and the accreditation procedures used by the authorised bodies;
 - (c) consider applications for the registration of awards only from a body authorised by the Minister responsible for education in the Commonwealth, Northern Territory or in the State concerned;
 - (d) enter an award in the Register on the certification by the authorised body that the course has been assessed and the award accredited; except that, after its own consideration of the submission, the Council may refer the request back to the authorised body for further consideration in the light of the guidelines issued by the Council and the accreditation procedures of the authorised body;
 - (e) if requested to do so, by a State, Northern Territory or Commonwealth authorised body, make arrangements for a course to be assessed on behalf of that body by another recognised authorised body. On receipt of a request for registration in respect of a course so assessed, the Council shall deal with the application under the conditions set out in (d).

IV. METHODS OF OPERATION

1. Coordination of national registration arrangements

- (a) In discharging its functions the Council shall maintain effective relationships with the authorised bodies nominated by the Ministers responsible for education in the States, the Northern Territory and the Commonwealth;
- (b) The Council may in cooperation with Commonwealth, Northern Territory and State authorised bodies from time to time review its guidelines and nomenclature for awards.

2. Publication of information on registrations

- (a) The Council shall notify an authorised body in writing of courses submitted by that body which have been accepted and entered in the National Register of Tertiary Awards. This information may then be published by the authorised body or the institution offering the course.
- (b) The National Register of Tertiary Awards will be available for public inspection at the office of the Council.
- (c) The Council will publish lists of registered tertiary awards from time to time.

3. Membership (as determined by the Australian Education Council)

- (a) Each Minister for Education shall nominate two persons as members of the Council, one of whom must have a background of knowledge and experience of TAFE and one of whom must have a background of knowledge and experience of advanced education.
- (b) The Chairman of the Council shall be a person not involved in the teaching, organisation or administration of TAFE or advanced education, and shall be appointed for a period of three years by the Chairman of the Australian Education Council after consultation with members.
- (c) Of the two representatives initially appointed by each Minister, one shall be appointed for a term of two years and one for a term of three years; all subsequent appointments shall be for a term of three years.

- (d) Alternate members with full voting rights may be appointed by Ministers as necessary. The alternate members may be appointed for a fixed period or from time to time.
- (e) The attendance and authority of observers at meetings shall be at the discretion of the Council.

4. Secretariat arrangements

- (a) The Council shall have a Secretariat which will be located within the staff of the Commonwealth Department of Education.
- (b) The Council may, within the budget, negotiate with the Commonwealth for the provision of necessary staffing resources.

5. Arrangements for meetings

The procedure for calling meetings of the Council, for the conduct of business at meetings and the meeting venues shall be determined by the Council.

6. Costs of operation

- (a) The costs of operation of the Council as approved annually will be contributed by each Minister on an equal share basis.
- (b) The responsibility for requests for payment and for handling Council moneys will rest with officers of the ACTA secretariat.
- (c) Contributions will be sought in two equal six-monthly instalments in advance. The first instalment for each financial year is due on 1 July and the second instalment on 1 January. Acquittal of the budget will take place annually with any necessary adjustments effected in the following year's contributions.
- (d) The Ministers will meet the travel and associated costs of their own representatives: the costs of the Chairman and the secretariat will be met on an equal share basis as part of the budget agreed annually.
- (e) The costs associated with meetings will be met by the host authorised bodies of the State and Territory in which the meeting is held.
- (f) The Chairman shall authorise appropriate expenditure from the budget agreed annually on costs of invited guests at Council functions, meetings and consultations.

7. Institutions to be Considered

- (a) It shall be a matter for each Government to decide whether the operations of its authorised bodies are to be confined to institutions which are publicly financed or whether other institutions operating at tertiary level may apply for accreditation by the State or Territory authorised body concerned. The Council will consider for registration awards in any type of institution if referred to it by the State or Territory or Commonwealth authorised body concerned.

June 1986

APPENDIX 2

GENERAL CONSIDERATIONS FOR CLASSIFICATION OF TAFE COURSES

A national classification system has been agreed by the Australian Education Council (AEC) and is set out below. Courses in streams 2000 and 3000 are considered for national registration.

The AEC also agreed on a national nomenclature system for TAFE educational awards and established a fixed relationship between classification stream categories and the nomenclature of the award to be granted to courses in that category which meet national registration guidelines. 'Certificate' is the award for courses in streams 2000, 3100 and 3200, 'Advanced Certificate' for courses in stream 3300, 'Associate Diploma' for courses in streams 3400 and 3500 and 'Diploma' for courses in stream 3600. Courses in streams 1000 and 4000 are not put forward for national registration. A 'Statement of Attainment' or 'Endorsement' may be issued by an authorised body for courses in stream 4000.

A stream is a category of TAFE courses having a common purpose in terms of vocational or educational outcomes. At the broadest level, four major categories of streams are distinguished to provide a limited number of groups describing in broad terms the overall picture of TAFE course provision. The major stream categories are subdivided into sub-categories or minor streams which provide for more detailed description and analysis. Each major and minor stream is allocated a number for reference purposes.

The structure of major and minor streams is as follows:

<u>STREAM 1000:</u>	<u>COURSES FOR RECREATION, LEISURE AND PERSONAL ENRICHMENT</u>
<u>STREAM 2000:</u>	<u>COURSES FOR ENTRY TO EMPLOYMENT OR FURTHER EDUCATION</u>
2100	Basic education and basic employment skills
2200	Educational preparation

STREAM 3000:INITIAL VOCATIONAL COURSES

3100		Operatives
3200		Skilled
3210		Courses for recognised trades
3211		Courses which grant partial exemption in recognised trade courses
3212		Complete trade courses
3220		Other skills courses
3221		Courses which grant partial exemption in other skills courses
3222		Complete other skills courses
3300	Lower	Trade technician/trade supervisory/or
	middle level	equivalent
3400	Upper	Paraprofessional/technician
3500	middle level	Paraprofessional/higher technician
3600		Professional

STREAM 4000:COURSES SUBSEQUENT TO AN INITIAL VOCATIONAL COURSE

4100	At an operative level
4200	At a skilled level
4300	At a trade technician/trade supervisory/or equivalent level
4400	At a paraprofessional/technician level
4500	At a paraprofessional/higher technician level or higher

This classification of TAFE courses has been adopted by the Australian Conference of TAFE Directors for national use. The procedures used for the classification of courses are set out in the Classification Procedures Manual for TAFE Courses authorised by the Australian Conference of TAFE Directors. Copies of this manual may be obtained from the authorised bodies for TAFE listed in Appendix 4.

APPENDIX 3

GLOSSARY OF TERMS USED

Accreditation	Accreditation provides certification that the standards of a course are appropriate to the award to which it leads and that the course and the methods adopted in delivering it are likely to achieve the purpose for which the course was or will be introduced.
Accrediting Authority	An authority empowered by a State/Territory or the Commonwealth to accredit courses.
Assessment Panel/Committee	A Panel or Committee appointed to assess a course on behalf of an Accrediting Authority. An Assessment Panel/Committee may be appointed by an Accrediting Authority in consultation with the institution concerned or, where responsibility for course assessment has been delegated, by the institution itself. A majority of members of Assessment Panels/Committees are expected to be from outside the institution which offers the course.
Authorised Body	The body nominated by a State/Territory or the Commonwealth Minister to submit applications for registration to the Australian Council on Tertiary Awards.
Award	Certification given in recognition of achievement in a course.
Awarding Authority	An authority that has the statutory power to grant an award to a student. In advanced education the awarding authority is the college offering the course. In the case of TAFE awards the awarding authority is generally a State Department of TAFE.
Award Nomenclature	The nationally accepted system of titles for awards used by ACTA.
Course	An approved program of study and, where appropriate, practical experience, based on stated admission criteria.
Course Assessment	The process by which the educational standard and appropriateness of a course is evaluated for accreditation purposes.
Course Emphasis	The major area of study within a course (eg Fashion, Tourism).
Course Providing Agency	An education system or institution which has been approved by the State/Territory/Commonwealth accrediting authority to conduct a specific course.
Credit	The amount of advanced standing towards another award granted to a student on the basis of previous study or relevant work experience.

APPENDIX 4

LIST OF AUTHORISED BODIES

NEW SOUTH WALES

NSW Higher Education Board
13th Floor, ADC House
189 Kent Street
SYDNEY NSW 2000
(Telephone: (02) 237 6500)

Department of TAFE, NSW
323 Castlereagh Street
SYDNEY NSW 2000
PO Box K638
HAYMARKET NSW 2000
(Telephone: (02) 20 982)

VICTORIA

Victorian Post-Secondary Education
Commission
21 Coppin Grove
HAWTHORN VIC 3122
PO Box 346
HAWTHORN VIC 3122
(Telephone: (03) 819 1511)

TAFE Board, Victoria
420 St Kilda Road
MELBOURNE VIC 3004
PO Box 6079
MELBOURNE VIC 3004
(Telephone: (03) 268 5711)

QUEENSLAND

Board of Advanced Education
Queensland
15 Lissner Street
TOOWONG QLD 4066
PO Box 336
TOOWONG QLD 4066
(Telephone: (07) 371 3822)

Director-General of Education
Queensland Department of
Education
Old Treasury Building
Queen Street
BRISBANE QLD 4000
PO Box 33
NORTH QUAY QLD 4000
(Telephone: (07) 224 0717)

SOUTH AUSTRALIA

Office of Tertiary Education
PO Box 609
NORWOOD SA 5067
(Telephone: (08) 42 7951)

WESTERN AUSTRALIA

Western Australian Council on
Tertiary Awards
16-18 Stirling Highway
NEDLANDS WA 6009
PO Box 135
NEDLANDS WA 6009
(Telephone: (09) 389 0200)

TASMANIA

Tasmanian Council of Advanced
Education
Newnham Drive
NEWNHAM TAS 7248
PO Box 1214
LAUNCESTON TAS 7250
(Telephone: (003) 26 0201)

Executive Director (TAFE)
Division of TAFE, Tasmania
110 Murray Street
HOBART TAS 7000
GPO Box 169B
HOBART TAS 7001
(Telephone: (002) 30 6671)

NORTHERN TERRITORY

Northern Territory Council of
Advanced Education
Darwin Institute of Technology
Dripstone Road
CASUARINA NT 5792
PO Box 40146
CASUARINA NT 5792
(Telephone: (089) 20 4211)

TAFE Advisory Council, NT
Department of Education
69 Smith Street
DARWIN NT 5794
PO Box 4821
DARWIN NT 5794
(Telephone: (089) 80 4225)

COMMONWEALTH
Commonwealth Institutions Accreditation
Committee for Advanced Education*

MLC Tower
Keltie Street
PHILLIP ACT 2606
PO Box 826
WODEN ACT 2606
(Telephone: (062) 83 7777)

ACT Further Education Accreditation
Committee

10-12 Dundas Court
PHILLIP ACT 2606
PO Box 826
WODEN ACT 2606
(Telephone: (062) 82 3088)

- * Responsible for advanced education courses in the Australian Capital Territory and at Commonwealth institutions such as the Australian Maritime College and the Australian Film, Television and Radio School.