

Step into your future



TAE40122 Certificate IV in Training and Assessment

Working in the VET Sector Training Manual

TAEPDD401 Work effectively in the VET sector

BSBAUD412 Work within compliance frameworks

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Introduction

Welcome to the vast, complex, ever-changing world of the vocational education and training (VET) sector. This manual will give you an overview of important VET concepts. However, it will not provide an exhaustive list.

To work effectively in Vocational Education and Training you will learn how to research, network, consult and engage with stakeholders to ensure you are prepared and ready to deliver student centred training and assessment in your area of vocational competence.

This Guide covers the following topics:

- VET Stakeholders
 - VET Policy Framework
 - Working in a Registered Training Organisation
 - Working with a range of learners
 - Continuous Improvement
- ...plus, there is also some quick reference information on VET acronyms, a useful glossary and other resources.

The Australian Vocational Education and Training (VET) system is built on partnerships between government and industry to provide practical, cost-effective courses offering industry-relevant qualifications, taught by VET teaching staff with real industry experience and currency.

VET courses can include the traditional classroom training and also on-the-job training, school based and online training. There is no “one size fits all” in the VET sector. The diversity and range of learning opportunities can include Foundation Skills, English Language training, Pre-Apprenticeship training, Pathways to Work, Traineeships and Apprenticeships, Leadership Training, Technical Training, and Management Training.

VET courses are responsive to labour market needs and ensure industry have skilled workers with the required skills, knowledge and attitude to get the job done.

Research shows that many students who have found education challenging can succeed in VET courses where the learning is non-competitive and where smaller classes and different teaching approaches provide opportunities for learners to be more involved and motivated within the learning environment.



What is VET?

Vocational education and training (VET) means ‘education and training for work’.

VET exists to develop and recognise the competencies (skills and knowledge) of learners. VET programs have eight levels of qualifications from Certificate I to Advanced Diploma, Graduate Certificate and Graduate Diploma. The levels relate to the Australian Qualifications Framework (AQF) – which has 10 levels in total. VET programs are delivered in schools, community organisations, workplaces, TAFE Institutes, private training organisations and, in some states and territories, universities.

The VET system is complex. You need to be aware of the policies and frameworks that make up the VET environment in Australia. You must also have some understanding of the main organisations and the intricate relationships between Commonwealth, State and Territory departments of VET, and understand how these impact on you. In this manual, you will look at where to find information about these developments, and explore the terminology used by VET practitioners. VET terminology is explained in this Introduction Guide.

Vocational education and training is provided through a network of eight state and territory governments and the Australian Government, along with industry, public and private training providers. These organisations work together to provide nationally consistent training across Australia.

The vocational education and training (VET) sector plays a critical role in supporting Australians to access secure, well-paid jobs.

You will find much written about the VET sector, as you do your research, it’s important to ensure you are accessing the latest information. VET reforms have been going on since the mid-1990s. A strong VET system is critical for Australia’s long-term economic viability. For instance, International Education, which includes training in vocational training settings, is Australia’s third largest export industry.

As reported through NCVER research data in 2022, the most common reason for undertaking training for those who completed or part-completed a qualification was to get a job, 65% of graduations for VET courses reported an improved employment status after training, and 88.9% of graduates were satisfied with the training overall. (NCVER – VET student outcomes 2022)

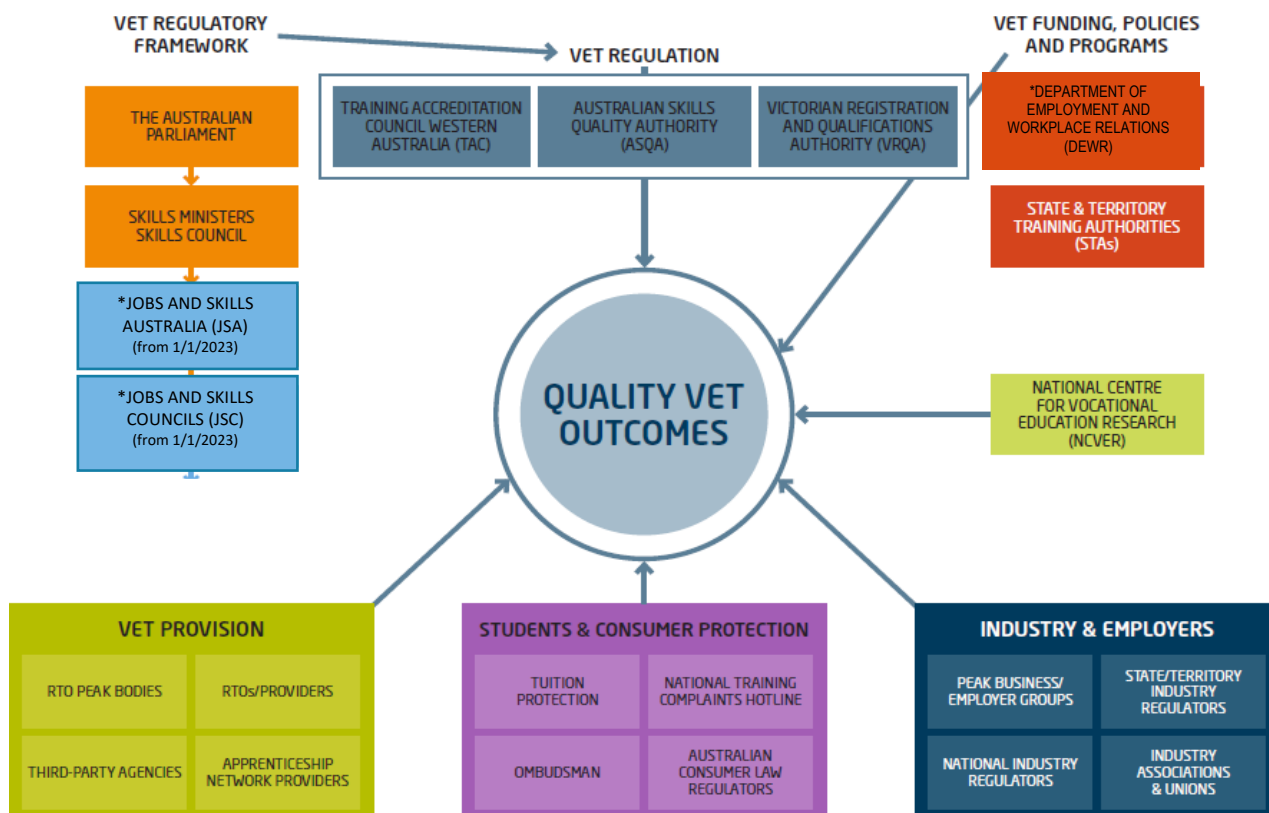
VET courses are Nationally Recognised and training organisations are Registered Training Organisations (RTOs). To ensure quality, national consistency and compliance, the sector is governed by legislation and frameworks. RTOs are monitored by the Regulator and most importantly Industry are a major stakeholder.

We say “the VET sector is driven by the needs of industry”.

VET Stakeholders

For a quick introduction into “who’s who in the VET sector, this diagram (and the following pages) provides an overview of the Australian VET regulatory architecture and shows how the key organisations that share responsibility for quality in the VET sector relate to each other.

Quality in the VET system - a shared responsibility



Reference:

[https://www.asqa.gov.au/sites/default/files/2020-12/quality in the vet system%20%28Nov%202020%29.pdf](https://www.asqa.gov.au/sites/default/files/2020-12/quality%20in%20the%20vet%20system%20%28Nov%202020%29.pdf)

Amended to reflect changes January 2023

Your role in VET

Trainers and Assessors in the VET sector are often referred to as having two professions. They are required to have current industry knowledge and expertise in their vocational area (trade/profession) and they must have the skills and knowledge to facilitate learning in a variety of ways to ensure successful learner outcomes.

As part of the Standards, an RTO's training and assessment may only be delivered by trainers and assessors who have:

- The vocational competencies at least to the level being delivered and assessed
- Current industry skills directly relevant to the training and assessment being provided, and
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

In addition, training and assessment may only be delivered by persons who have:

- Certificate IV in Training and Assessment (TAE40116 or its successor TAE40122), or
- A diploma or higher level qualification in adult education

How do you demonstrate that you meet the requirements?

| | |
|---|--|
| Vocational competencies (note: - some qualifications have additional requirements – always check the implementation guides of the Training Package and the assessment conditions of units) | <ul style="list-style-type: none">• Holding the competency that will be delivered (e.g. Statement of Attainment, or Academic Transcript from a qualification)• Demonstrating equivalence of competency (e.g. mapping your skills/knowledge to the unit requirements) |
| Meeting current industry skills requirements (note: - some qualifications have additional requirements – always check the implementation guides of the Training Package and the assessment conditions of units) | <ul style="list-style-type: none">• Participation in relevant professional development activities within the industry• Participation in networks (e.g. industry breakfasts, WHS meetings, discussions with employers)• Professional readings – industry journals, forums, blogs, trade magazines and other relevant subscriptions• Working in the relevant industry on a part-time or casual basis• Keeping up to date with changing technology, legislation, work practices and industry standards. |
| Meeting current knowledge and skills requirements within VET that informs training and assessment practices | <ul style="list-style-type: none">• Participation in workshops, courses, seminars, conferences, webinars etc.• Participation in communities of practices, learning networks, educative forums and seminars that focus on vocational training and assessment• Subscribe to a variety of personal development publications and readings (e.g. NCVER, VOCED Plus, ASQA, JSA)• Participate in validation and moderation activities• Work shadowing other trainers and assessors |
| Holding the Training and Assessment qualification | <ul style="list-style-type: none">• The latest qualification is TAE40122 Certificate IV in Training and Assessment• Or hold the TAE40116• Or hold a Diploma of Vocational Training• Or hold a higher level qualification in Adult Education |

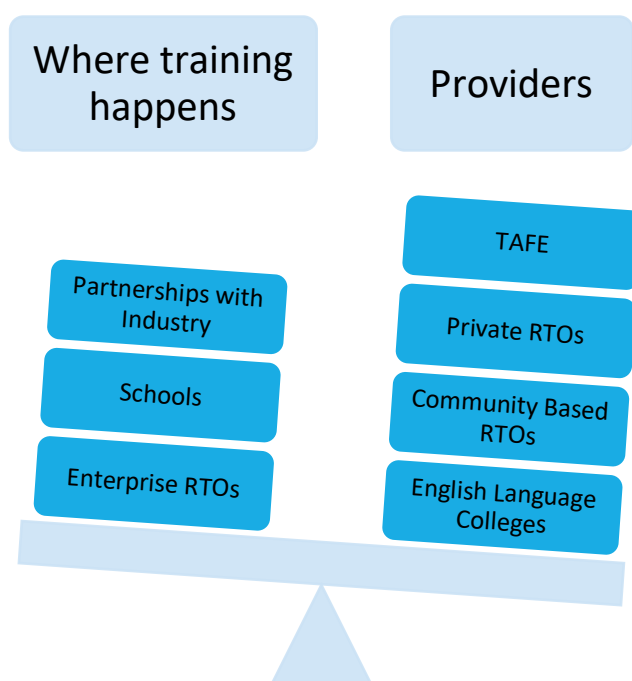
Finding a role in VET

Enrolling in the Certificate IV in Training and Assessment is the first step towards working in the VET sector.

There are many pathways to becoming a trainer and assessor including:

- Currently teaching at a high school and upskilling to deliver vocational education within the school curriculum;
- Currently working in industry and wanting to share your professional skills and knowledge with new entrants into your industry;
- Looking for more flexibility, challenges and career progression;
- Wanting to deliver training and assessment within your workplace;
- Opportunities to move from the tools to the classroom.

On any day, jobs advertised on Seek for vocational trainers will be diverse both within the sector and the industry.



You have technical skills – you’d like to teach others to work in your industry – go to Seek and look for trainer roles in your industry. E.g. “Childcare trainer” or “Business trainer” or “Hospitality trainer” or “Driver instructor” etc.....

Learn what employers of trainers and assessors look for!

The screenshot shows the Seek website's job search interface. The 'What' field contains 'trainer and assessor', the 'Where' field contains 'brisbane', and the 'Any Classification' dropdown is selected. A pink 'SEEK' button is visible, along with a 'Sign in' button in the top right corner.

Working effectively in VET

Trainers and Assessors require a broad range of knowledge and skills to be able to work effectively in the VET sector.

There's lots to think about:

- There's regulatory and operational requirements
- There's lots of buzz words and jargon
- Navigating the compliance frameworks
- Understanding the needs of learners and employers
- Having the digital technology skills
- Knowing how to tap into networks and communities of practices
- Knowing how to respond to issues that will occur in any training environment.



What does the journey look like for a beginner trainer?

Don is a carpenter, started his work life as an apprentice, and now at 45 he'd like to give back to his industry and teach others the trade. Don is also looking forward to being off the tools and out of the sun. Don has just enrolled in his Certificate IV in Training and Assessment. Now he is ready to immerse himself in the training sector.

Once Don is qualified with his TAE, he has a potential job to go to, with a local RTO who delivers training to apprentices and also partners with local schools to deliver the pre-vocational training in construction.

When Don joins the RTO, he'll have access to learning materials and assessment tools that have been designed by the RTO and contextualised to meet the needs of their learners and employers. Don will be delivering the Certificate II in Construction Pathways with local schools and the Certificate III in Carpentry with local apprentices.

Don now knows that the Training Package is called CPC – Construction, Plumbing and Services Training Package. However, the Training Package doesn't tell him how to train. The Training Package specifies the knowledge and skills required by individuals to perform effectively in the workplace and are made up of qualifications, units of competency and assessment requirements.

Don also needs to learn about the RTO policies and procedures, this will ensure he works compliantly in his role as a trainer and assessor.

Don will be working closely with learners, and teaching them the skills and knowledge to do the job. He'll also work closely with supervisors and employers.

Don has a duty of care to ensure his learners are in a safe learning environment and follow WHS procedures at all times.

Don will be part of a team within the RTO and he'll be involved in validation and moderation meetings.

To ensure he stays up to date with industry trends, Don will continue his industry engagement, and he'll also continue to develop skills and knowledge around training and assessment.

Don will use a number of websites to always access the latest information about the qualifications he's training in, and the industry he works in.

Throughout the journey, Don will be making judgements about the learner's competency, their ability to do the job – which includes the technical skills and also the LLN and employability skills.

Don is not alone, he'll be supported in his role by the RTO and his knowledge of the VET sector will grow through his professional development activities.

Working in a Registered Training Organisation

When working in any organisation as an employee, you must understand and work within the organisation's policies and procedures, and the relevant industrial and employee relations systems and practices. You also need to know about the organisation's ethical and legal obligations and how to meet them.

Policies and procedures

All organisations should have policies and procedures.

Policies are statements of principles and practices dealing with the ongoing management and administration of the organisation. Policies act as a guiding frame of reference for how the organisation deals with everything from its day-to-day operational problems, to how it responds to and fulfils its requirements to comply with legislation, regulation, and codes of practice.

Procedures explain how to perform tasks and duties. A procedure may specify who in the organisation is responsible for particular tasks and activities, or how they should carry out their duties.

Policies and procedures should cover all aspects of an organisation's activities, particularly its operational activities. They may deal with practices specific to an organisation's industry such as the automotive industry or the hospitality industry. Alternatively, they may be more general and apply to all organisations whether large or small, public, private or not-for-profit, in any state or territory in Australia—for example, the legal requirements applicable to finance and tax laws or occupational health and safety.

For organisations that provide vocational education and training, even if they are not an RTO, the Standards for RTOs are a good guide to what policies and procedures a training and/or assessment organisation should have.

RTOs must have policies and procedures to cover all aspects of work. An organisation's policy documents need to cover internal quality assurance policies and procedures, including:

- risk management
- continuous improvement
- Work Health and Safety (WHS)
- access and equity policies and approaches
- discrimination and workplace harassment
- dealing with clients
- staff disciplinary procedures
- financial management
- records management
- management of educative materials
- recruitment and induction of staff
- staff qualifications
- professional staff development.



Access and Equity

Access and Equity policies ensure that all learners are supported through their training and given the opportunity to develop new skills for employment. According to the OECD, three key policy areas can affect equity in education: *the design of education systems, practices in and out of the classroom, and how resources are allocated.*

The types of learners supported through access and equity policies and approaches include:

- women, where they are under-represented
- people with disabilities
- people whose first language is not English
- Indigenous Australians
- rural and remote learners

These particular policies and approaches ensure that VET is responsive to the diverse needs of various clients, and that VET is available to everyone on an equitable basis.

WHS in the VET environment

Under WHS legislation, training and/or assessment organisations have certain legal obligations to their employees, contractors, and clients. Individual trainers and assessors also have personal obligations as employees and in their training and/or assessment role.

These state-based legislated responsibilities derive from the duty of care to ensure a safe place of work, safe systems of work, and safe and adequate tools and equipment together with competent workers.

You can access information about WHS by going to the Safe Work Australia website at www.safeworkaustralia.gov.au (accessed Feb 2023), go to Standards and Codes and WHS Contacts for your State or territory.

In particular, look at the “**Student Work Placement a Health and Safety Guide for Educators**” that can be downloaded at: <https://www.safeworkaustralia.gov.au/doc/student-work-placement-guide>.

Other useful sources of information you could look at are:

- WHS professional bodies, such as the Safety Institute of Australia
- WHS authorities
- Unions and industry bodies
- Internet, journals, magazines

State and Territory WHS Authorities

The following is a list of websites for the national and state and territory departments of Work Health and Safety

SafeWork Australia - www.safeworkaustralia.gov.au

SafeWork NSW - <https://www.safework.nsw.gov.au/>

WorkSafe Victoria - www.worksafe.vic.gov.au

SafeWork South Australia - www.safework.sa.gov.au

WorkSafe Queensland - www.worksafe.qld.gov.au

WorkSafe Tasmania - www.wst.tas.gov.au

NT WorkSafe - www.worksafe.nt.gov.au

WorkSafe ACT - www.worksafe.act.gov.au

WorkSafe Western Australia - www.worksafe.wa.gov.au

Comcare - www.comcare.gov.au

Managing work and work relationships

When you work in VET, you never work in isolation! At various times, you will need to work with other people in your organisation. These people may be your clients. They may be people with whom you work on projects or undertake operational activities who are in the same team, workgroup, division, or department. They may be peers, colleagues, supervisors, coordinators, managers, and staff. You may also need to work with external clients. They may be learners, candidates for assessment, enterprises, government departments or agencies.

Planning, prioritising, and organising your work

Your work may be made up of a combination of tasks that you are solely responsible for, and other tasks that you need to work in teams to accomplish. In either case, you will need to plan, prioritise, and organise your work so that you meet the expected deadlines and outcomes.

This involves identifying the tasks (or subtasks) that need to be completed, the completion date for the tasks and how long each will take. If you are working in a team, someone will need to identify who is responsible for carrying out each task.

Once the list of tasks is developed, identify the priorities and be realistic about how long each task will take. You may need to obtain guidance about this by discussing it with the relevant people.

When you are working in a team, your personal work schedule must reflect the needs of the team. Where there are time pressures, work overload or competing demands, negotiate how to deal with these with the relevant person. This might be your supervisor, another team member, or your client.

You will probably need to be flexible about your schedule, as tasks and deadlines depend on other people and may change, sometimes at short notice. So, it is important to review your schedule on a regular basis. If problems recur, think about your work practices—are you being distracted by emails, phone calls or other interruptions; is the technology available to do the job a help or a hindrance; are your timelines realistic; are you managing your time effectively? It is valuable to get feedback from colleagues and clients about this aspect of your work and act on their advice.

Feedback

Giving and receiving feedback is a valuable way of identifying gaps in skills. Giving feedback can be a difficult thing to do, but very valuable for keeping a team working productively together. It is useful to set some basic ground rules for your team to work with. These tips may help:

- Be clear about what you want to say
- Focus on the positive
- Be specific
- Focus on the behaviour rather than the person or group
- Be descriptive rather than evaluative
- Own the feedback—use 'I' statements
- Avoid generalisations—all, never, always, are rarely acceptable
- Be careful with advice. It is more useful to help someone come to a better understanding of their issue, how it developed, and how they can identify actions to address an issue more effectively.

Feedback may identify gaps in skills that can often be addressed by professional development programs. There is a range of programs for people who work in the VET sector; they may be offered by industry, by the employer or by funding bodies.

Terms and conditions of employment

Employment conditions for those working in a VET environment vary enormously. There is often a complex range of variables. However, all staff are entitled to know the terms and conditions under which they are employed, and they expect the organisation to honour these. Conversely, the organisation has the right to expect that people will honour their agreements.

Client needs and expectations

'Keep the client happy' is an overly used phrase, but if the client is 'happy', chances are the organisation is too! Who are your clients? What are their needs and expectations?

The clients of the VET sector are an integral part of the framework. It is important to define who you mean when you use the term 'client', as all of the following could be termed clients:

- Individual learners, students, apprentices, trainees
- Candidates for assessment
- Enterprise or industry
- Other parts of the training and/or assessment organisation
- Government departments or agencies.

It is also important to know what the needs and expectations of your clients are as they may vary enormously. For example:

- What learners want to study –course, topics, skills?
- What employers need – labour market needs, skills shortages, emerging industries?
- What the learning model is – online, classroom, blended, self-paced, time constraints, flexibility?
- What funding is available – who pays, government funding, subsidies?
- What resources are available – learning materials, equipment, venues

Meeting the needs and expectations of the client

You should be aware of the many different aspects of how to meet client needs and expectations. How you meet these needs will depend on operational limitations. These may include:

- Work health and safety requirements
- Staffing resources
- Physical environment
- Cost limitations
- Time limitations
- Scheduling difficulties

In many cases, the client will be a learner—but not always. Your client may be a funding body or industry, and to meet their needs you may need to attend meetings and compile reports. Learners will have quite different needs and expectations.



Supporting and communicating with learners

As a facilitator and/or assessor, your role in supporting the learner is vital. To be able to support learners, you will need to:

- know a little about the learner, including why they are doing the training and/or assessment
- help learners plan their learning
- describe qualification pathways
- take the initiative to generate and encourage communication
- advise learners of your availability for contact, including any limits and how you can be contacted, for example, by phone or email
- keep in touch with learners
- help learners monitor their own learning
- link learning to learners' experience
- give effective feedback
- motivate learners to keep them going
- encourage learners to learn from each other

Communicating with learners

There are many ways to communicate with learners, and for learners to engage with learning. These include face-to-face, phone, text, fax, email, online chat rooms and discussion boards. You can use computers to produce documents and learning materials. You can give presentations aided by computer software and projection equipment. You can use videos, CDs, and online learning resources.

Providing information to the learner

All training and/or assessment organisations should have information available for learners and prospective learners. Usually this is in the form of an induction booklet or student handbook, and includes information on:

- enrolment and induction
- complaints, grievances and appeals
- assessment, including recognition processes, workplace requirements, pre-assessment and appeals
- identification of training support requirements
- fees
- privacy
- access and equity
- welfare and guidance
- issuing qualifications
- recognition of qualifications, credit, and articulation arrangements.

Key features of the competency-based VET system

As you read more and research more about the VET sector in Australia, you will become more aware of the key features of VET.

Firstly, it's important to remember that the Australian VET sector is industry aligned.

In 2019, an estimated 4.2 million students were enrolled in VET with an Australian training provider, representing almost a quarter of the Australian population aged 15 – 64 years. In comparison, in the same year, 3.9 million students were enrolled in Australian schools and 1.6 million students were enrolled at higher education institutions. In 2019, there were almost 4000 registered training organisations (RTOs) in Australia. Training Providers must be registered in order to deliver nationally recognised courses and AQF accredited VET qualifications.

Australia's VET sector is built on partnerships between government and industry, with Training Package development directly informed and influenced by Jobs and Skills Councils. The VET system is designed to be industry-aligned, ensuring that the skills and qualifications provided to students are relevant and meet the needs of the job market. The alignment is achieved through close collaboration between the VET sector, industry representatives and employers.

Key features of how the VET system is industry-aligned in Australia include:

- Industry-led Training Package Development
- Industry Engagement – ensuring RTOs actively engage with industry to identify current and future skills needs, industry trends and emerging job roles.
- Work-based Learning – including apprenticeships and traineeships, vocational placements and work placements ensuring students gain practical experience and on-the-job training under the guidance of mentors in their chosen industry.
- Federal and state governments provide funding and policy direction for the VET sector.

Qualifications offered in the VET sector have a national focus ensuring:

- Nationally Recognised Qualifications – ensure learners can use their qualifications in any state in Australia.
- National regulations ensure clients receive consistent, high quality training and assessment, regardless of their location.

Competency-based training is a method of training that develops the skills, knowledge and attitudes required to achieve competency. VET in Australia is competency based, this refers to the competency standards that define the standard of performance required in the workplace. Units of Competency are the building blocks of competency-based training and assessment. Units of Competency are a key component of Training Packages and Accredited Courses.

Another key feature of competency-based system is the focus on assessment. In VET, we use criterion-referenced assessment, with the emphasis on measuring individual performance against specific, pre-defined criteria or standards. The goal is to determine whether a person has achieved a certain level of proficiency or competency in a particular skill area. To be competent, the student has demonstrated all skills and knowledge required (e.g. 100%), a learner can't be ½ competent!

It is important to note that Competency-based systems do not use Norm Referencing. The goal of norm-referenced assessment is to rank or compare the performance of learners relative to their peers. This form of assessment is most commonly used in schools and university. Norm Referencing is not used in the VET sector.

Results awarded on completion of assessment are:

- Competent – the assessor has gathered sufficient evidence to confirm the learner has the required skills, knowledge and attitude to cover the requirements of a Unit of Competency.
- Not yet competent – the assessor has gathered insufficient evidence to confirm the learner has the required skills, knowledge and attitude. The student may require additional training and will be given feedback and another opportunity to provide sufficient evidence.
- Withdrawn – the learner has not started the assessment and has withdrawn from their studies.

The Dimensions of Competency form part of the broad concept of competency which includes all aspects of work performance as represented by:

- Task skills
- Task management skills
- Contingency management skills
- And the job/role environment skills

These dimensions are used to develop competency standards, training packages and assessment tools to ensure individuals have the necessary knowledge, skills and attitudes to perform their jobs or occupations effectively.

| Dimension of Competency | Definition (published by NCVER) |
|-------------------------------|--|
| Task skills | The ability to perform individual tasks |
| Task management skills | The ability to manage a number of different tasks within the job role or work environment |
| Contingency management skills | The ability to respond to irregularities and break downs in routine |
| Job/role environment skills | The ability to deal with responsibilities and expectations of the workplace, including working with others |

Understanding the key features of the VET system in Australia will help you to work effectively in your training environment.

More insights into competency-based VET can be found on the following websites:

<https://www.asqa.gov.au/>

<https://www.wa.gov.au/organisation/training-accreditation-council/training-accreditation-council-tac-fact-sheets>

<https://www.voced.edu.au/>

Working with Compliance Frameworks and Regulations

In your day to day life as a Trainer and Assessor, you won't be working with all of these stakeholders, however, you must have an understanding of who's who in the zoo. Who makes the rules, who does the quality checks and where can you find the guidelines.

Department of Employment and Workplace Relations (DEWR)



Australian Government
**Department of Employment
and Workplace Relations**

The Department of Employment and Workplace Relations enables access to quality skills, training, and employment to support Australians to find work in fair, productive and safe workplaces – supporting individuals, business, and our nation to prosper.

If you need to find out about how stakeholders can access the Australian VET system, funding, policies and frameworks, the federal Department of Employment and Workplace Relations is an excellent starting point.

The website is at: <https://www.dewr.gov.au/> (Accessed March 2023)

VET Regulators

Vocational education and training (VET) regulators are independent bodies that ensure training providers, both public and private, satisfy a suite of requirements to gain entry to the VET system and contribute to the quality of VET delivered in Australia.

To operate as a registered training organisation (RTO) and offer nationally recognised training, VET providers must adhere to regulatory practices that cover initial provider registration and accreditation, frameworks for qualifications, external reviews combined with institutional self-reviews, and the presence of regulatory and accrediting bodies or agencies. Regulatory practice is based on standards and practices that allow consistent interpretation and implementation.

Regulators register training providers under the *Standards for registered training organisations (RTOs) 2015*, monitor compliance of training providers with the VET Quality Framework, and regulate accredited vocational education and training courses in accordance with the *Standards for VET Accredited Courses 2012*.

Regulators use audits to monitor the quality of training and training providers through audits and will de-register an RTO if it stays non-compliant after audit.

The *Standards for VET regulators 2015* enhance consistency in the VET regulators' implementation and interpretation of the national VET standards and promote the accountability and transparency of the operations of the VET regulators.

Prior to the establishment of the national VET regulator in 2011, each state and territory had its own statutory authority for the registration of RTOs and the accreditation of courses. With the establishment of a national VET regulator, the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia, and Tasmania came under ASQA's jurisdiction. However, Victoria and Western Australia did not refer their powers to the Commonwealth.

Consequently, there are three VET regulators in Australia.

Australian Skills Quality Authority (ASQA)

The [Australian Skills Quality Authority \(ASQA\)](#) is the national regulator for Australia's vocational education and training sector. ASQA is responsible for registering RTOs and regulating courses and training providers to ensure nationally approved quality standards are met. ASQA's functions include:

- registering training providers as 'registered training organisations' (RTOs)
- registering organisations as CRICOS providers—providers that can enrol international students.
- accrediting vocational education and training (VET) courses, including VET accredited courses
- ensuring that organisations comply with the conditions and standards for registration, including by carrying out compliance audits.



Victorian Registration and Qualifications Authority (VRQA)

The [Victorian Registration and Qualifications Authority \(VRQA\)](#) is the statutory authority responsible for ensuring that employers of apprentices and trainees in Victoria and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.

VRQA is responsible for registering VET providers that deliver accredited training to: (1) domestic students in Victoria only, or Victoria and Western Australia only; (2) school education; (3) senior secondary education, both school and non-school providers; and (4) overseas secondary student exchange organisations.

VRQA:

- registers certain education and training providers and awarding bodies.
- registers certain qualifications and accredits courses.
- registers children for home schooling in Victoria
- regulates apprenticeships and traineeships in Victoria.



Training Accreditation Council (TAC)

The [Training Accreditation Council \(TAC\)](#) is the independent statutory body for quality assurance and recognition (VET) services for domestic students in Western Australia.



TAC is responsible for registering training providers delivering nationally recognised training to domestic students in Western Australia only, or in both Western Australia and Victoria. It does not register or regulate providers in WA delivering nationally recognised training to: (1) students in states other than Western Australia and Victoria, including online delivery; and (2) international students on a student visa.

TAC can:

- register training providers.
- accredit courses.
- inquire into training providers and courses.
- vary, suspend, or cancel registration or accreditation.
- cancel qualifications.

<https://www.voced.edu.au/vet-knowledge-bank-getting-know-vet-overviews-vet-regulators>

State and Territory Training Authorities (STA)

Your State and Territory Training Authority (STA) is another organisation that will be very useful for providing resources and information about implementing the Training Packages you wish to work with.

In each State or Territory, the relevant authority implements vocational education and training in its jurisdiction under relevant legislation and regulations. Its role includes the registration of training organisations, the accreditation of training courses, and planning and reporting on VET strategies. (In this resource the various bodies are collectively called 'State and Territory training authorities' but they might not have this title individually.)

The websites for each State or Territory Training Authority are listed below:

| | |
|---|--|
| The websites for each State or Territory Training Authority are listed below: | |
| Queensland | Department of Youth Justice, Employment, Small Business, and Training https://desbt.qld.gov.au/training |
| Victoria | Department of Education and Training https://www.education.vic.gov.au |
| Northern Territory | Department of Education and Learning https://nt.gov.au/learning |
| New South Wales | Training Services NSW https://www.training.nsw.gov.au/ |
| Tasmania | Skills Tasmania www.skills.tas.gov.au |
| South Australia | Department for Industry, Innovation and Science https://innovationandskills.sa.gov.au/ |
| ACT | Skills Canberra https://www.skills.act.gov.au/ |
| Western Australia | Department of Training and Workforce Development https://www.dtwd.wa.gov.au/training |

Note: the names of Government departments can and do change from time to time in line with Government priorities and ministerial responsibilities. It is good practice to periodically check and stay abreast of changes to your State/Territory training authority.

Training.gov.au

Training.gov.au is the National Register on Vocational Education and Training (VET) in Australia.



Training.gov.au is the authoritative source of:

1. Nationally Recognised Training (NRT) which consists of:
 - Training Packages
 - Qualifications
 - Units of competency
 - Accredited courses
 - Skill sets
2. Registered Training Organisations (RTOs) who have the approved scope to deliver Nationally Recognised Training, as required by national and jurisdictional legislation within Australia.

Training.gov.au is managed by the Department of Education, Skills and Employment on behalf of State and Territory Governments. The data on training.gov.au is maintained by;

Jobs and Skills Councils (JSCs) maintain training products including:

- Training Packages
- Qualifications
- Unit of competency
- Skill sets

Vocational Education and Training Regulators maintain:

- Registered Training Organisation (RTO) details and scope information
- Accredited courses

Australian Qualifications Framework (AQF)



The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.

The Australian Qualifications Framework (AQF) sets out the progression of qualifications from school to higher education. VET qualifications sit within this wider framework and include qualifications from Certificate I to Advanced Diploma and Graduate Certificates and Diplomas. In total, there are 10 levels in the AQF.

For more information, go to: <http://www.aqf.edu.au>
(Accessed May 2021)

The National Centre for Vocational Education Research



The National Centre for Vocational Education Research (NCVER) is the national professional body responsible for collecting, managing, analysing and communicating [research](#) and [statistics](#) on the Australian vocational education and training (VET) sector.

NCVER's areas of activity:

- Undertaking a strategic program of education and training research, including the collection and analysis of national VET statistics and survey data and the analytical program of the [Longitudinal Surveys of Australian Youth](#) (LSAY).
- Collecting and publishing research findings on VET and directly related research from across the world through the [VOCEDplus](#) research database.
- Disseminating the results of integrated research and data analytics.
- Building links with similar international organisations to undertake strategic comparative analyses of mutual interest to benchmark and inform Australian practices.
- Providing a professional research, analysis, and evaluation capability across Australia and internationally.

Information can be accessed at: <http://www.ncver.edu.au>
(Accessed May 2021)

VOCEDplus



VOCEDplus is a free international research database for tertiary education, especially as it relates to workforce needs, skills development, and social inclusion. This is a great place to go for professional readings.

Information can be accessed at: <https://www.voced.edu.au/>
(Accessed January 2023)

Jobs and Skills Australia

Jobs and Skills Australia (JSA) is an independent statutory body that uses digital, physical, and human resources from the Commonwealth Department of Employment and Workplace Relations.



Australian Government
Jobs and Skills Australia

Jobs and Skills Australia takes an economy-wide approach, considering the impact of vocational education and training, higher education, migration and broader factors in meeting Australia's skills and workforce challenges.

The main functions of Jobs and Skills Australia, as set out in its legislation, are to:

- Provide advice to the Minister for Skills and Training, and to the Secretary of the department, on Australia's:
 - current and emerging labour market, including workforce needs and priorities, and
 - current, emerging and future skills and training needs and priorities, including apprenticeships.
- Provide reports on the labour market and workforce skills and training needs and priorities to assist with Government policy development and program delivery.

Jobs and Skills Australia can also address any matters of priority through its workplan.

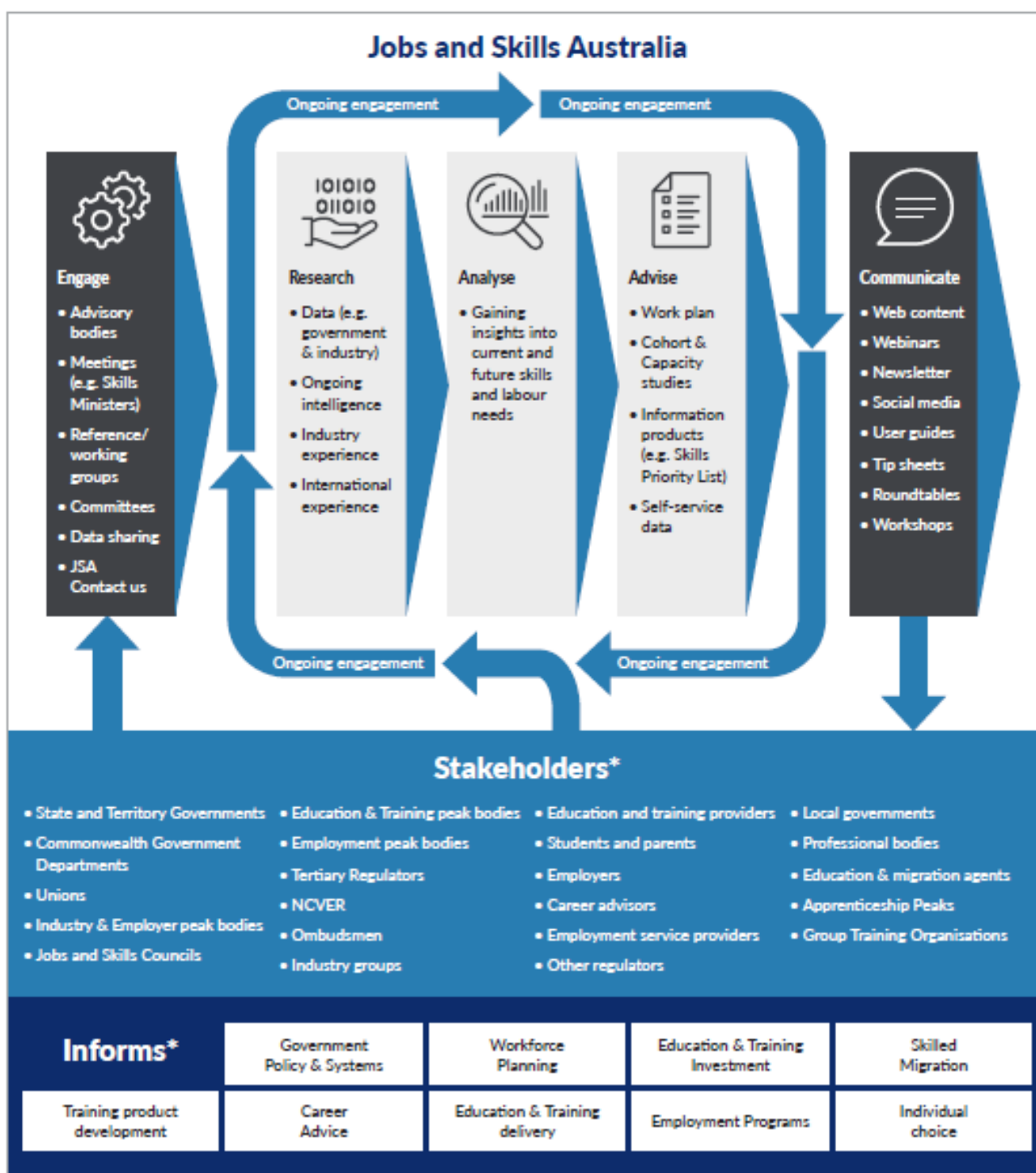
The Minister may also give direct instruction, within the remit of legislation, for Jobs and Skills Australia to provide particular advice on skills and training needs that responds to emerging or critical skills issues that fall within its overall objectives.

It is proposed that Jobs and Skills Australia's initial functions be expanded to ensure that it can take a broad, economy-wide perspective in its advice. This includes:

- **Improved identification of skills and labour imbalances** across the economy through the development of a national skills supply and demand model
- **Strengthen the economy-wide focus** to more explicitly include higher education as well as the vocational education and training sector when considering skills and workforce issues
- **Enhanced analysis of regional skills and labour needs**, nuanced to specific areas, providing greater understanding of the labour market for people living in regions, skilled migration needs, and consideration of workforce requirements as they relate to the skills and broader tertiary system
- **Enhanced cohort level analysis** to ensure skills and labour market needs are responsive to specific priority cohorts, such as women, over-55s, people with disability, youth and Aboriginal and Torres Strait Islander peoples
- **Developing a deeper evidence base** around the impact of insecure work through analysis of the characteristics and labour market experiences of Australians
- **A collaborative relationship with the Jobs and Skills Councils** that strengthens tripartite input into the national evidence base to facilitate the Jobs and Skills Council role in determining sectoral workforce needs, defining job roles, mapping pathways, and developing fit-for-purpose qualifications and micro-credentials.

Note: Jobs and Skills Australia (JSA) replaced the Australian Industry Skills Committee (AISC) from 1/1/2023.

Jobs and Skills Australia operating model



*not exhaustive

Information can be accessed at: https://www.dewr.gov.au/search?site_search=Jobs+and+Skills+Discussion+Paper (Accessed March 2023)

Jobs and Skills Councils

The vocational education and training (VET) sector plays a critical role in supporting Australians to access secure, well-paid jobs. The Australian Government has committed to delivering a collaborative, tripartite VET sector that brings employers, unions and governments together to find solutions to skills and workforce challenges.

Jobs and Skills Councils (JSCs) have been established to provide industry with a stronger, more strategic voice in ensuring Australia's VET sector delivers stronger outcomes for learners and employers. JSCs will identify skills and workforce needs for their sectors, map career pathways across education sectors, develop contemporary VET training products, support collaboration between industry and training providers to improve training and assessment practice and act as a source of intelligence on issues affecting their industries.

JSCs will work in partnership with Jobs and Skills Australia (JSA) to align workforce planning for their sectors. This is an essential first step in determining job roles, skills needs and training pathways, combining industry-specific intelligence with JSA's forecasting and modelling.

Note: JSCs replaced Industry Reference Committees (IRCs) and Skills Service Organisations (SSOs) from 01/01/2023.

Roles and Responsibilities

JSCs have four broad functions and responsibilities, including:

Workforce planning – address workforce challenges through strategies to identify, forecast and respond to skills needs across a range of educational pathways, including VET and higher education.

Training product development – develop training products in line with standards set by Skills Ministers to improve the quality, speed to market and responsiveness of training products. This includes piloting emerging products and testing new approaches to meet workforce, skills, and industry needs. Work with RTOs to ensure delivery issues are considered early in training product design.

Implementation, promotion, and monitoring – working with RTOs to ensure training delivery meets employer needs, career pathways are mapped and promoted, and the impact of delivery is monitored.

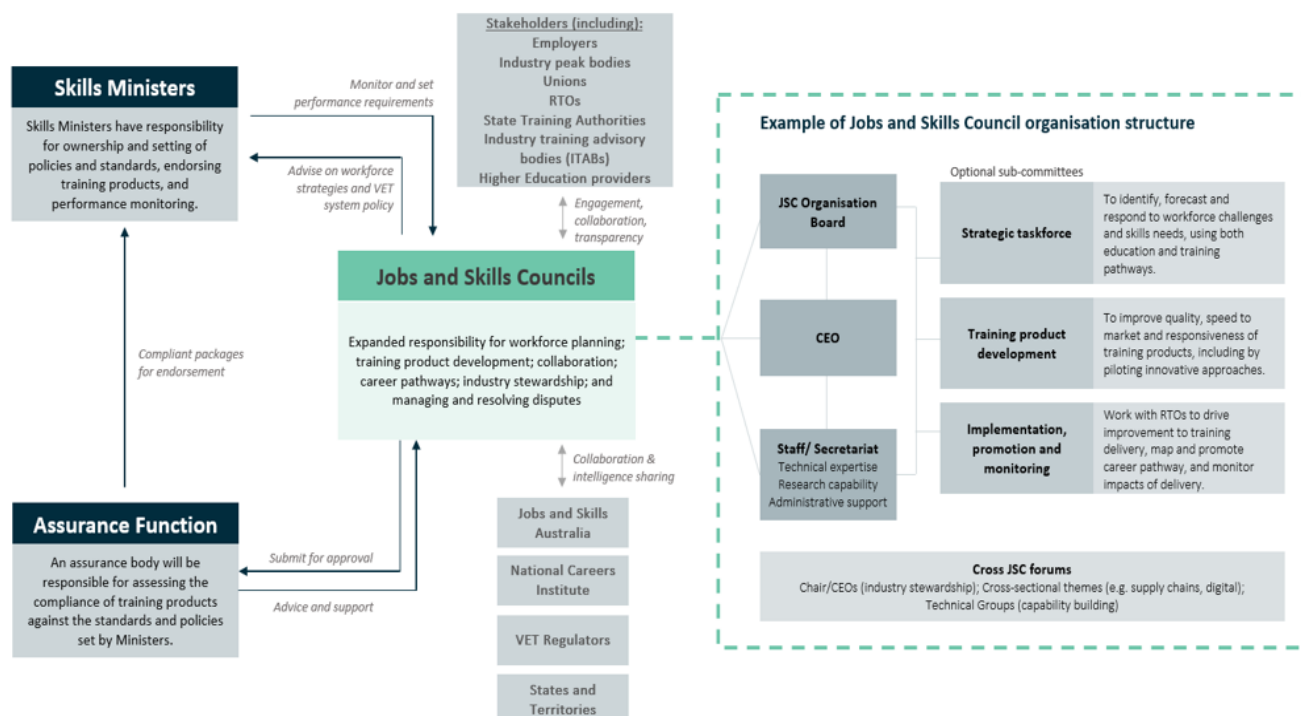
Industry stewardship – act as a source of intelligence on workforce issues affecting their industries and provide advice on national training system policies.

Stakeholder Engagement

To deliver on their responsibilities and functions, JSCs are required to establish effective relationships and collaborate with a broad range of stakeholders including:

- Jobs and Skills Australia (JSA)
- Industry and employers
- Industry peak bodies
- Unions
- Registered Training Organisations (RTOs)
- States and territories
- State Training Authorities
- Industry training advisory bodies (ITABs)
- Higher education providers
- National Careers Institute.

Jobs and Skills Councils roles and responsibilities and example of JSC organisation structure



Jobs and Skills Councils (as at 1/1/2023)

| | | | |
|--|--|---|---|
| Finance, Technology and Business Covering professional services or otherwise supporting the needs of a successful business including marketing, accounting human resources, digital literacy, information and communication technologies. Emerging industries include cyber security, financial technologies, artificial intelligence and the internet of things. | Mining and Automotive Covering industries involved in mineral exploration and extraction operations and automotive. Emerging industries include driverless automotive technologies. | Arts, Personal Services, Retail, Tourism and Hospitality Covering 'high street' human services such as hairdressing, floristry, travel, hospitality as well as the creative economy with fine art, ceramics, music, dance, theatre and screen and provide wholesale and retail services. Emerging industries include online sales. | Transport and Logistics Covering industries involved in warehousing and distribution operations as well as transport, including rail, maritime, aviation and logistical support and supply chains. Emerging industries include omnichannel logistics and distribution and air and space transport and logistics. |
| Manufacturing Covering industries of manufacturing and engineering, light manufacturing including pharmaceuticals, print, food and advanced manufacturing. Emerging industries include defence and space technologies. | Agribusiness Covering industries of primary production—plants and animals—as well as textiles, clothing and footwear, forestry, timber and furnishing. Emerging industries include natural resources security and environmental management. | Energy, Gas and Renewables Covering the industries of electricity, gas, renewable energy and storage or the use of resources in the production of energy. Emerging industries include hydrogen. | Public Safety and Government Covering industries directly involved in public service (e.g., local government, police, corrective services, public safety). |
| Early Educators, Health and Human Services Covering industries that offer community services and support such as aged care, disability services, mental health, early childhood education and health, sport and recreation services. | Building, Construction and Property Covering industries that provide property services, small or large scale construction services, traditional building as well as large scale civil infrastructure services. | Further information 2006 Australian and New Zealand Standard Industrial Classification (ANZSIC) details are available at: Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 (Revision 2.0) Australian Bureau of Statistics (abs.gov.au). Training Package details are available at: training.gov.au - Home page | |

A detailed Fact Sheet is available from <https://www.dewr.gov.au/skills-reform/resources/jobs-and-skills-councils-stage-one-outcomes>

Information can be accessed at:

<https://www.dewr.gov.au/skills-reform/skills-reform-overview/industry-engagement-reforms#toc-jscs-governance-arrangements>

(Accessed March 2023)

Registered Training Organisations (RTOs)

Training and assessment organisations need to be approved as Registered Training Organisations (RTOs) to be able to deliver nationally recognised qualification or accredited VET training courses.

VET enables students to attain qualifications for all types of employment as well as specific skills to help them in the workplace. TAFE institutes, adult, and community education (ACE) providers, agricultural colleges, private providers, community organisations, industry bodies, and commercial and enterprise training providers all offer vocational education and training. In addition, some universities and many schools provide VET.

In the Training and Assessment Training Package, the term 'training/assessment organisation' has been used. This is a generic term to encompass all organisations involved in the provision of vocational education and training. This includes:

- Registered Training Organisations (RTOs)
- enterprises or organisations working in a partnership arrangement with an RTO to deliver recognised VET services.
- an enterprise or organisation that delivers vocational education and training that is not accredited or recognised under the VET system.

What are the advantages of registered training organisations?

RTOs can:

- deliver nationally recognised courses
- deliver accredited Australian Qualifications Framework (AQF) VET qualifications
- apply for Australian, state and territory funding to provide VET.

RTOs can offer qualifications at the following levels:

Certificates I, II, III and IV

Diploma

Advanced Diploma

Graduate Certificate

Graduate Diploma.

<https://www.asqa.gov.au/about/vet-sector/what-are-rtos>

Training Packages

National Training Packages are the 'back-bone' of VET. They are critical in defining the skills development needs for the Australian workforce to ensure our strong economic future. Using a Training Package is covered in the Design Cluster training manual, which explains the various components of a Training Package in some detail.

Training packages are sets of nationally endorsed standards and qualifications used to recognise and assess peoples' skills in a specific vocational industry, industry sector or enterprise. They are effectively benchmarks for nationally recognised training.

Currently, Training Packages are developed for an industry, industry sector or enterprise by JSCs which cover their respective industry or sector and are endorsed by State and Federal Government Skills ministers – on the recommendation of the Assurance Body. The JSCs also review and maintain the Training Package and provide associated products and services. You can find the details of the JSC responsible for the Training Package that you use by looking up your Training Package on training.gov.au.

The Assurance Body is a body nominated by Skills Ministers to assess draft training products against the Training Package Organising Framework and make recommendations to Skills Ministers about the endorsement of proposed training products. This role is currently covered by DEWR

Foundation Skills

Originally, units of competency covered the technical skills required for the job, however, over time, employers and industry have asked for more from the VET sector. Today, all units of competency contain Foundation Skills which are either explicit in the performance criteria or listed in the Foundation Skills table.

As assessors, we are all responsible for ensuring the students have:

- the technical knowledge and skills to perform the tasks;
- the language, literacy and numeracy skills that are relevant to the unit;
- and the employability skills.

All learners in vocational education and training may face language, literacy and numeracy (LLN) skills challenges that are particular to the industry they are training for. We know that without adequate skills in these areas, individuals often struggle to demonstrate their competence either during the learning program or once in employment. This can lead to early withdrawal from studies and lack of sustainable employment opportunities.

The RTO has a responsibility to ensure students have the appropriate level of Foundation Skills for the course, and if required, will provide additional support to ensure the student can achieve success in their students. This may include support within the classroom or being referred to a specialist support team either within the RTO or externally.

'Foundation skills' is the term that Australian Government agencies have started to use to cover the Australian Core Skills Framework (ACSF)'s five core skills (learning, reading, writing, oral communication and numeracy), plus the employability skills, or the Core Skills for Work Developmental Framework (CSfW). However, this is not a definitive definition, and it is worth noting that the Foundation Skills Training Package covers core skills plus digital literacy.

Foundation skills are covered in the Design Cluster training manual, which explains the various foundation skills frameworks used in the VET system in Australia.

Frameworks that cover Foundation Skills

To guide the development and support of LLN skills, the VET sector has the Australian Core Skills Framework (ACSF), the Employability Skills Framework (ESF), the Core Skills for Work Developmental Framework (CSfW) and the Digital Literacy Skills Framework.

As you work through the clusters of your TAE, you will develop an understanding of how these frameworks are integrated into the units of competency.



VET Quality Framework

The aim of the vocational education and training (VET) Quality Framework is to achieve greater national consistency in:

- **registering and monitoring** RTOs
- the **enforcement of standards** in the VET sector.

The VET Quality Framework comprises the:

- [Standards for Registered Training Organisations 2015](#)—standards to ensure nationally consistent, high-quality training and assessment across Australia's VET system
- [Fit and Proper Person Requirement 2011](#)—which specify the suitability requirements of individuals involved in the operation of a registered training organisation.
- [Financial Viability Risk Assessment Requirements 2011](#)—which relate to training organisations' ability to meet financial viability requirements.
- [Data Provision Requirements 2012](#)—which sets out the requirement for providers to supply ASQA with data upon request, and to submit quality indicator data annually.
- [Australian Qualifications Framework](#)—which is the national policy for regulated qualifications in Australian education and training.

The Standards for Registered Training Organisations 2015 were endorsed by the Council of Australian Governments (COAG) Industry and Skills Council in 2014. The Standards are enabled by the *National Vocational Education and Training Regulator Act 2011* (NVR Act), which aims to:

- Provide national consistency in regulation of the VET sector, using a standards-based quality framework and a risk-based approach
- Promote quality, flexibility, and innovation in VET
- Promote Australia's reputation for VET locally and overseas
- Promote a VET system that meets Australia's social and economic needs
- Protect students undertaking or proposing to undertake VET in Australia
- Ensure access to accurate information regarding the quality of VET

These Standards which are summarised in the diagram and provided in detail on subsequent pages, form part of the VET Quality Framework. This system ensures the integrity of nationally recognised training in Australia. RTOs are required to comply with the VET Quality Framework at all times. As the national regulator for the VET sector, ASQA regulates training providers against the VET Quality Framework.

| | | | | | | | |
|---|---|---|---|--|--|---|---|
| Standard One The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses. | Standard Two The operations of the RTO are quality assured. | Standard Three The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records. | Standard Four Accurate and accessible information about an RTO, its services and performance is available to inform learners and clients. | Standard Five Each learner is properly informed and protected. | Standard Six Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively. | Standard Seven The RTO has effective governance and administration arrangements in place. | Standard Eight The RTO cooperates with the VET Regulator and is legally compliant at all times. |
| Implement a comprehensive training and assessment strategy (Clauses 11 – 14) | Implement quality assurance strategies (Clauses 21 – 22) | Provide secure certification (Clauses 31 – 34) | Provide accurate information to learners about services and qualifications (Clause 41) | Inform and protect learners (Clauses 51 – 54) | Manage complaints and appeals fairly (Clauses 61 – 66) | Ensure authorised executive officers are in place (Clause 71) | Provide requested information to ASQA (Clauses 81 and 82) |
| Engage with industry (Clauses 15 – 16) | Monitor independent third parties (Clauses 23 – 24) | Provide credit for prior studies (Clause 35) | | | | Assess financial viability risk (Clause 72) | Notify ASQA regarding third party agreements (Clause 83) |
| Support learners (Clause 17) | | Meet requirements of the USI (Clause 36) | | | | Protect prepaid fees by learners (Clause 73) | Make an annual declaration on compliance with the Standards (Clause 84) |
| Conduct effective assessment (Clauses 18 – 112) | | | | | | Hold public liability insurance (Clause 74) | Comply with all relevant legislative and regulatory requirements (Clauses 85 and 86) |
| Employ skilled trainers and assessors (Clauses 113 – 116) | | | | | | Provide accurate information about performance and governance (Clause 75) | |
| Provide supervision of trainers where needed (Clauses 117 – 120) | | | | | | | |
| Employ experts to teach trainers and assessors (Clauses 121 – 126) | | | | | | | |
| Manage transitions from supervised training products (Clause 126 – 127) | | | | | | | |

Schedules to the Standards for RTOs 2015

| Schedule | Relevant Standard |
|------------|--|
| Schedule 1 | Standard One, Clauses 131, 114, 115, 118, 123, 124 |
| Schedule 2 | Standard One, Clause 125 |
| Schedule 3 | Standard Seven, Clause 71 |
| Schedule 4 | Standard Four, Clause 41 |
| Schedule 5 | Standard Three, Clauses 31 – 34 |
| Schedule 6 | Standard Seven, Clause 73 |

Division within the Standards

| | |
|--------|--|
| Part 1 | Preliminary: Name, purpose, structure and glossary |
| Part 2 | Training and assessment: Standards 1 – 3 |
| Part 3 | Obligations to learners and clients: Standards 4 – 6 |
| Part 4 | RTO governance and administration: Standards 7 – 8 |

Standards for Registered Training Organisations 2015

Standard 1. The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Context:

Learners, employers, and industry must have confidence in the integrity, currency and value of certification documents issued by RTOs, through high quality training and assessment practices that:

*meet the requirements of training packages and VET accredited courses.
is responsive to industry and learner needs; and
is delivered by appropriately qualified trainers and assessors with the right support services, facilities, and equipment.*

The RTO's training and assessment strategies and practices must have regard to the amount of training required for the learner to gain the competencies as specified in the relevant training package or VET accredited course. The amount of training will vary depending on the existing skills and knowledge of the learner, the mode of delivery and include any work placement arrangements.

To ensure thorough and rigorous assessment practices and results, RTOs must implement a comprehensive plan of systematic validation. RTOs must use a risk-based approach to developing the plan considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.

Trainers and assessors who are involved in training and assessment delivery being considered as part of the validation process may also participate in the validation process.

There are differences in the operating characteristics and business objectives of RTOs and the evidence RTOs use to demonstrate compliance with this Standard will reflect those differences.

To be compliant with Standard 1 the RTO must meet the following:

- 1.1 The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.
- 1.2 For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:
 - a) the existing skills, knowledge and the experience of the learner.
 - b) the mode of delivery; and
 - c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
- 1.3 The RTO has, for all of its scope of registration, and consistent with its training and assessment strategies, sufficient:
 - a) trainers and assessors to deliver the training and assessment.
 - b) educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment.
 - c) learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery; and
 - d) facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.
- 1.4 The RTO meets all requirements specified in the relevant training package or VET accredited course.

Industry relevance

- 1.5 The RTO's training and assessment practices are relevant to the needs of industry and informed by industry engagement.
- 1.6 The RTO implements a range of strategies for industry engagement and systematically uses the outcome of that industry engagement to ensure the industry relevance of:
 - a) its training and assessment strategies, practices and resources; and
 - b) the current industry skills of its trainers and assessors.

Learner support

- 1.7 The RTO determines the support needs of individual learners and provides access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET [vocational education and training] accredited courses.

Assessment

- 1.8 The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):
 - a) complies with the assessment requirements of the relevant training package or VET accredited course.
 - b) is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Table 1.8-1: Principles of Assessment

| | |
|--------------------|--|
| Fairness | <p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p> |
| Flexibility | <p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none">• reflecting the learner's needs.• assessing competencies held by the learner no matter how or where they have been acquired; and• drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual. |
| Validity | <p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:</p> <ul style="list-style-type: none">• assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance.• assessment of knowledge and skills is integrated with their practical application.• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and• judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. |
| Reliability | <p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p> |

Table 1.8-2: Rules of Evidence

| | |
|---------------------|---|
| Validity | The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. |
| Sufficiency | The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency. |
| Authenticity | The assessor is assured that the evidence presented for assessment is the learner's own work. |
| Currency | The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. |

- 1.9 The RTO implements a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration:
- when assessment validation will occur.
 - which training products will be the focus of the validation.
 - who will lead and participate in validation activities; and?
 - how the outcomes of these activities will be documented and acted upon.
- 1.10 For the purposes of Clause 1.9, each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET Regulator.
- 1.11 For the purposes of Clause 1.9, systematic validation of an RTO's assessment practices and judgements is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:
- on or prior to 31 March 2019:
 - vocational competencies and current industry skills relevant to the assessment being validated.
 - current knowledge and skills in vocational teaching and learning
 - the training and assessment credential specified in Item 1, or Item 2, or Item 4, or Item 5 of [Schedule 1](#).
 - on or after 1 April 2019:
 - vocational competencies and current industry skills relevant to the assessment being validated.
 - current knowledge and skills in vocational teaching and learning
 - the training and assessment credential specified in Item 2 or Item 5 of [Schedule 1](#).
- Industry experts may be involved in validation to ensure there is the combination of expertise set out in a) or b) above.
- 1.12 The RTO offers recognition of prior learning to individual learners.

Trainers and assessors

- 1.13 In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTO's training and assessment is delivered only by persons who have:
- vocational competencies at least to the level being delivered and assessed.
 - current industry skills directly relevant to the training and assessment being provided; and
 - current knowledge and skills in vocational training and learning that informs their training and assessment.
- Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

- 1.14 The RTO's training and assessment:
- a) if delivered on or prior to 31 June 2019, is delivered only by persons who have the training and assessment credential specified in Item 1 or Item 2 or Item 3 of [Schedule 1](#).
 - b) if delivered on or after 1 July 2019, is delivered only by persons who have the training and assessment credential specified in Item 2 or Item 3 of [Schedule 1](#).
- 1.15 Where a person conducts assessment only, the RTO ensures that:
- a) on or prior to 30 June 2019, the person has the training and assessment credential specified in Item 1, or Item 2, or Item 3, or Item 4, or Item 5 of [Schedule 1](#); or
 - b) on or after 1 July 2019, the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of [Schedule 1](#)
- 1.16 The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment.

Individuals working under the supervision of a trainer.

- 1.17 Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the supervision of a trainer and does not determine assessment outcomes.
- 1.18 The RTO ensures that any individual working under the supervision of a trainer under Clause 1.17:
- a) holds the training and assessment credentials specified in item 6 of [Schedule 1](#).
 - b) has vocational competencies at least to the level being delivered and assessed; and
 - c) has current industry skills directly relevant to the training and assessment being provided.
- 1.19 Where the RTO engages an individual under Clause 1.17, it ensures that the training and assessment complies with Standard 1.
- 1.20 Without limiting Clauses 1.17 - 1.19, the RTO:
- a) determines and puts in place:
 - i. the level of the supervision required; and
 - ii. any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence; and
 - b) ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.
- 1.22 To deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered. *(From 1 January 2017, the requirements set out in clause 1.22 continue to apply to any other AQF qualification or skill set from the TAE Training Package (or its successor).)*
- 1.23 To deliver the training and assessment credential specified in Item 1 or Item 2 of [Schedule 1](#), or any assessor skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment:
- a) hold the training and assessment credential specified in Item 7 of [Schedule 1](#); or
 - b) work under the supervision of a trainer that meets the requirement set out in a) above.
- 1.24 The RTO must ensure that any person working under supervision for the purposes of Standard 1.23 b):
- b) does not determine assessment outcomes.
 - c) holds the following:
 - on or prior to 31 March 2019, the training and assessment credential specified in Item 1 or Item 2 of [Schedule 1](#); or
 - on or after 1 April 2019, the training and assessment credential specified in Item 2 of [Schedule 1](#).

Independent validation of training and assessment qualifications

- 1.25 To deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in [Schedule 2](#) (and the definitions of **independent validation** and **validation**).

Transition of training products

- 1.26 Subject to Clause 1.27 and unless otherwise approved by the VET Regulator, the RTO ensures that:
- a) where a training product on its scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register;
 - b) where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register;
 - c) where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and
 - d) a new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.
- 1.27 The requirements specified in Clause 1.26 (a) do not apply where a training package requires the delivery of a superseded unit of competency.

Standard 2. The operations of the RTO are quality assured.

Context:

The RTO is ultimately responsible for ensuring quality training and assessment within their organisation and scope of registration, regardless of any third-party arrangements where training and/or assessment is delivered on their behalf. This includes where the RTO subcontracts the delivery of services to a third party and the third party further subcontracts the delivery of services, but the AQF certification documentation will be issued by the RTO. The RTO must have a written agreement with any party that delivers services on its behalf.

The RTO is responsible for developing, implementing, monitoring and evaluating quality training and assessment strategies and practices that meet training package and VET accredited course requirements.

Evaluating information about performance and using such information to inform quality assurance of services and improve training and assessment is sound business and educational practice. The information used to evaluate RTO performance must be relevant to the operating characteristics and business objectives of the RTO and will vary from one RTO to another.

To be compliant with Standard 2 the RTO must meet the following:

- 2.1 The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration.
- 2.2 The RTO:
- a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and
 - b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals.

- 2.3 The RTO ensures that where services are provided on its behalf by a third party the provision of those services is the subject of a written agreement.
- 2.4 The RTO has sufficient strategies and resources to systematically monitor any services delivered on its behalf and uses these to ensure that the services delivered comply with these Standards at all times.

Standard 3. The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.

Context:

To maintain the integrity and national recognition of training products, AQF certification must be consistent in presentation and RTOs must accept the certification issued by other RTOs. This is the purpose of nationally agreed requirements about the nature of certification content and presentation and maintenance. Learner needs should be met through timely issuance of AQF certification documentation and access to their records.

RTOs are not obliged to issue any certification that would be entirely comprised of units or modules completed at another RTO or RTOs.

To be compliant with Standard 3 the RTO must meet the following:

- 3.1 The RTO issues AQF certification documentation only to a learner whom it has assessed as meeting the requirements of the training product as specified in the relevant training package or VET accredited course.
- 3.2 All AQF certification documentation issued by an RTO meets the requirements of Schedule 5.
- 3.3 AQF certification documentation is issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete and providing all agreed fees the learner owes to the RTO have been paid.
- 3.4 Records of learner AQF certification documentation is maintained by the RTO in accordance with the requirements of Schedule 5 and are accessible to current and past learners.
- 3.5 The RTO accepts and provides credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where these are evidenced by:
 - a) AQF certification documentation issued by any other RTO or AQF authorised issuing organisation; or
 - b) authenticated VET transcripts issued by the Registrar.
- 3.6 The RTO meets the requirements of the Student Identifier scheme, including:
 - a) verifying with the Registrar, a Student Identifier provided to it by an individual before using that Student Identifier for any purpose.
 - b) ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the Student Identifiers Act 2014.
 - c) ensuring that where an exemption described in Clause 3.6 (b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar; and
 - d) ensuring the security of Student Identifiers and all related documentation under its control, including information stored in its student management systems.

Standard 4. Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.

Context:

The RTO is ultimately responsible for ensuring transparent and accurate information about RTO services and performance is accessible to prospective and current learners and clients of the RTO, regardless of any arrangements to have this information distributed on behalf of the RTO.

Transparent and accurate information about RTO services and performance enables prospective and current learners and clients to make informed decisions regarding their training and/or assessment needs.

The information about RTO services and performance provided by the RTO must be relevant to and reflect the needs of the client which will vary from RTO to RTO.

To be compliant with Standard 4 the RTO must meet the following:

4.1 Information, whether disseminated directly by the RTO or on its behalf, is both accurate and factual, and:

- a) accurately represents the services it provides and the training products on its scope of registration;
- b) includes its RTO Code;
- c) refers to another person or organisation in its marketing material only if the consent of that person or organisation has been obtained;
- d) uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4;
- e) makes clear where a third party is recruiting prospective learners for the RTO on its behalf;
- f) distinguishes where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party;
- g) distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO;
- h) includes the code and title of any training product, as published on the National Register, referred to in that information;
- i) only advertises or markets a non-current training product while it remains on the RTO's scope of registration.
- j) only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised;
- k) includes details about any VET FEE-HELP, government funded subsidy or other financial support arrangements associated with the RTO's provision of training and assessment; and
- l) does not guarantee that:
 - i. a learner will successfully complete a training product on its scope of registration; or
 - ii. a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2; or
 - iii. a learner will obtain a particular employment outcome where this is outside the control of the RTO.

Standard 5. Each learner is properly informed and protected.

Context:

In order to ensure that learners are adequately informed about the services they are to receive, their rights and obligations, and the RTO's responsibilities under these Standards, the RTO must provide learners with information prior to commencement of services including any third party arrangements affecting the delivery of training and/or assessment. This is to occur regardless of the manner in which the learner has been engaged, and whether the learner was initially engaged by the RTO itself or a third party.

The RTO is to provide or make readily available information to the learner that outlines the services the RTO will provide the learner, along with the rights and obligations of the learner and the RTO.

The RTO may provide information to the learner through one or more documents, for example an enrolment form, policy, employment contract or agreement, induction handbook or documented practice, training plan or training contract.

To be compliant with Standard 5 the RTO must meet the following:

- 5.1 Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.
- 5.2 Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:
 - a) the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register;
 - b) the training and assessment, and related educational and support services the RTO will provide to the learner including the:
 - i. estimated duration;
 - ii. expected locations at which it will be provided;
 - iii. expected modes of delivery;
 - iv. name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf; and
 - v. any work placement arrangements.
 - c) the RTO's obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.
 - d) the learner's rights, including:
 - i. details of the RTO's complaints and appeals process required by Standard 6; and
 - ii. if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in;
 - e) the learner's obligations:
 - i. in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of services;
 - ii. any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product; and
 - iii. any materials and equipment that the learner must provide; and
 - f) information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.

- 5.3 Where the RTO collects fees from the individual learner, either directly or through a third party, the RTO provides or directs the learner to information prior to enrolment or the commencement of training and assessment, whichever comes first, specifying:
- a) all relevant fee information including:
 - i. fees that must be paid to the RTO; and
 - ii. payment terms and conditions including deposits and refunds;
 - b) the learner's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies;
 - c) the learner's right to obtain a refund for services not provided by the RTO in the event the:
 - i. arrangement is terminated early; or
 - ii. the RTO fails to provide the agreed services.
- 5.4 Where there are any changes to agreed services, the RTO advises the learner as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

Standard 6. Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.

Context:

RTOs must implement a transparent complaints and appeals policy that enables learners and clients to be informed of and to understand their rights and the RTO's responsibilities under the Standards.

Enterprise RTOs and volunteer associations that do not charge fees for the training and/or assessment and only provide training to employees or members are not required to maintain a separate complaints and appeals policy in relation to their training and assessment. These organisations must ensure, however, that their organisation's complaints policy is sufficiently broad to cover the activities as an RTO.

To be compliant with Standard 6 the RTO must meet the following:

- 6.1 The RTO has a complaints policy to manage and respond to allegations involving the conduct of:
- a) the RTO, its trainers, assessors or other staff;
 - b) a third party providing services on the RTO's behalf, its trainers, assessors or other staff; or
 - c) a learner of the RTO.
- 6.2 The RTO has an appeals policy to manage requests for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO's behalf.
- 6.3 The RTO's complaints policy and appeals policy:
- a) ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
 - b) are publicly available;
 - c) set out the procedure for making a complaint or requesting an appeal;
 - d) ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
 - e) provide for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.
- 6.4 Where the RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the RTO:
- a) informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
 - b) regularly updates the complainant or appellant on the progress of the matter;

6.5 The RTO:

- a) securely maintains records of all complaints and appeals and their outcomes; and
- b) identifies potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

6.6 Where the RTO is an employer or a volunteer organisation whose learners solely consist of its employees or members, does not charge fees for the training and/or assessment, and does not have in place a specific complaints and appeals policy in accordance with Clauses 6.1 & 6.2, the organisation has a complaints and appeals policy which is sufficiently broad to cover the services provided by the RTO.

Standard 7. The RTO has effective governance and administration arrangements in place.

Context:

Business viability is critical to the ongoing sustainability of an RTO and the investment it makes in its services. If RTOs are not viable, then this negatively impacts on the quality of its training and assessment outcomes and on learners.

Operational and financial business standards therefore provide important protective measures for the learner and RTOs, as well as acting as a disincentive for underprepared organisations to enter the market.

The factors determining the viability of an RTO are dependent upon the business objectives and operating characteristics of the RTO. For example, the factors determining the business viability of an enterprise RTO embedded within a major Australian business may be different to those impacting upon a private provider or a publicly owned TAFE Institute.

To be compliant with Standard 7 the RTO must meet the following:

- 7.1 The RTO ensures that its executive officers or high managerial agent:
 - a) are vested with sufficient authority to ensure the RTO complies with the RTO Standards at all times; and
 - b) meet each of the relevant criteria specified in the Fit and Proper Person Requirements in Schedule 3.
- 7.2 The RTO satisfies the *Financial Viability Risk Assessment Requirements*.
- 7.3 Where the RTO requires, either directly or through a third party, a prospective or current learner to prepay fees in excess of a total of \$1500 (being the threshold prepaid fee amount), the RTO must meet the requirements set out in the Requirements for Fee Protection in Schedule 6.
- 7.4 The RTO holds public liability insurance that covers the scope of its operations throughout its registration period.
- 7.5 The RTO provides accurate and current information on its performance and governance consistent with the *Data Provision Requirements* as updated from time to time.

Standard 8. The RTO cooperates with the VET Regulator and is legally compliant at all times.

Context:

RTOs need to comply with the requirements of the RTO Standards as well as other relevant Commonwealth, State and Territory legislation. This is critical if RTOs are to deliver training products that have integrity, and which fulfil their obligations to their clients.

It is important that third party arrangements are documented and transparent to facilitate the Regulator's knowledge that such arrangements exist. This will enable them to factor this into the risk profile they apply when enforcing compliance with the Standards and to review, in the context of RTO audits, the terms of the third party arrangements and the effectiveness of the arrangements in facilitating compliance with these Standards.

To be compliant with Standard 8 the RTO must meet the following:

8.1 The RTO cooperates with the VET Regulator:

- a) by providing accurate and truthful responses to information requests from the VET Regulator relevant to the RTO's registration;
- b) in the conduct of audits and the monitoring of its operations;
- c) by providing quality/performance indicator data;
- d) by providing information about substantial changes to its operations or any event that would significantly affect the RTO's ability to comply with these standards within 90 calendar days of the change occurring;
- e) by providing information about significant changes to its ownership within 90 calendar days of the change occurring; and
- f) in the retention, archiving, retrieval, and transfer of records.

8.2 The RTO ensures that any third party delivering services on its behalf is required under written agreement to cooperate with the VET Regulator:

- a) by providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services; and
- b) in the conduct of audits and the monitoring of its operations.

8.3 The RTO notifies the Regulator:

- a) of any written agreement entered into under Clause 2.3 for the delivery of services on its behalf within 30 calendar days of that agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and
- b) within 30 calendar days of the agreement coming to an end.

8.4 The RTO provides an annual declaration on compliance with these Standards to the VET Regulator and in particular whether it:

- a) currently meets the requirements of the Standards across all its scope of registration and has met the requirements of the Standards for all AQF certification documentation it has issued in the previous 12 months; and
- b) has training and assessment strategies and practices in place that ensure that all current and prospective learners will be trained and assessed in accordance with the requirements of the Standards.

8.5 The RTO complies with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations.

8.6 The RTO ensures its staff and clients are informed of any changes to legislative and regulatory requirements that affect the services delivered.

Ensuring compliance

We all have a responsibility to ensure our personal compliance within the VET system.

For trainers and assessors this includes:

- Keeping a trainer and assessor profile up to date
- Having a plan for ongoing professional development around training and assessment practices
- Documenting the professional development activities
- Documenting your vocational competency against the units and qualifications you will be delivering – this is often refer to as mapping your vocational competence
- Planning and documenting activities to ensure your ongoing industry currency
- Planning ongoing industry engagement

Compliance is more than just doing things, it's about the documentation you keep to demonstrate this compliance.

Documenting compliance in the VET system is essential to ensure that training providers, trainers and assessors all adhere to relevant laws, regulations and quality standards. Some strategies to document compliance effectively include:

- Policy and Procedure manuals – having comprehensive policies and procedures covering all aspects of enrolment, assessment, student support, complaints handling and appeals (based on the Standards for RTOs)
- Record-keeping systems – implementing robust record-keeping systems to document student attendance, assessment results, trainer qualifications, evidence of vocational placements and evidence of industry consultations
- Validations and Moderations – conducting regular internal compliance audits and reviews to ensure the RTO and the trainers and assessors are adhering to a quality, consistent and robust system
- Reporting and documentation templates – using standardised templates for staff profiles, reporting incidents, maintain student records, recording validation meetings and continuous improvements
- Mapping assessment instruments to the Units of Competency to ensure validity and sufficiency of assessment
- Using marking guides, exemplars and checklists – to ensure reliability of assessment

By employing these and other strategies, training organisations can effectively document compliance in the VET system, ensuring they meet the required standards and comply with legislation – providing high-quality education and training for learners and meeting the needs of industry and employers.

Continuous Improvement

Continuous improvements is an area of importance in the Standards for Registered Training Organisations 2015 but is also just good business practice. RTOs that actively adopt a continuous improvement cycle create a stronger, more sustainable business that meet the needs of clients and stakeholders. This cycle also enables RTOs to adapt quickly to changing external environments such as economic factors and skills needs.

In order to improve what we do, as well as gathering feedback from colleagues, we need to gather feedback from our clients. Informal feedback can be gathered through observation, monitoring enrolments and return business. However, under the Standards, training and assessment organisations are required to have formal processes in place.

The quest for continuous improvement is a defining characteristic of any professional practice. There are many reasons why we need to engage in the continuous improvement of assessment systems as professionals in the VET sector. These include:

- Confirming the credibility and recognition of certification
- Supporting industry and community recognition of VET
- Providing the best service for clients and stakeholders
- Ensuring training and assessment reflect current industry requirements
- Improving the validity, reliability, flexibility, and fairness of assessments
- Ensuring meaningful feedback and guidance for learners
- Supporting ongoing RTO quality assurance
- Enhancing the reputation and recognition of the RTO and its services
- Minimising risks associated with the training and assessment process
- Improving management and operational efficiency.

An effective quality system includes processes that encourage and achieve continuous improvement. For RTOs this means developing a planned and ongoing process to systematically review and improve policies, procedures, products, and services through analysis of relevant information and collection of data from clients and other stakeholders, including staff.

Keeping up to date with changes in VET

The VET system has been evolving since the White Paper into the Reform of the VET sector was released in 1994 and will continue to do so. It is important to stay in the information loop and access the plethora of resources designed to help you. Subscriptions to ASQA, the relevant state Training Authority, training.gov.au, JSA, JSC, and NCVER e-newsletters will alert you to new resources, workshops, and free resources, as well as changes in policy. They are also an important source of information about funding.

Opportunities to contribute

As you have discovered, the VET sector is a dynamic, evolving environment. As well as knowing the changes to VET that affect you in your work role, you can contribute to the development process of VET policy. Some of these opportunities may be in the form of:

- Attendances at workshops, involving consultations conducted by VET organisations and stakeholders
- Written submissions and feedback to VET organisations and stakeholders
- Participating in forums, networks, or conferences
- Participating in your practice environment's meetings
- Contributing to online consultations.

Improving your digital skills

Moving forward all trainers and assessors must have digital literacy skills, this can include developing and facilitating online delivery, developing classroom resources, communicating electronically with learner, entering results into RTO management systems, researching industry and attending webinars and online forums. There are many free courses online to help trainers improve their digital skills. If you need to improve your digital skills visit some of these websites for free online tutorials.

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| Hays learning offers free online courses to help you get closer to your next career goal. | https://www.hays.com.au/online-learning/skills-development |
| Free online courses to help you develop your digital skills | https://alison.com/ |
| Word for Windows training – from Microsoft | https://support.microsoft.com/en-au/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73 |
| Learn how to use Microsoft 365 with free training from Microsoft | https://support.microsoft.com/en-us/training |
| In this free Word tutorial, learn how to format text, save and share documents, modify line and paragraph spacing, use tables and columns, and do more with your documents. | https://edu.gcfglobal.org/en/word/ |
| Learn Microsoft word with the free Microsoft word tutorials and online courses. | https://coursesity.com/free-tutorials-learn/microsoft-word |

Industry engagement and Industry consultation

Industry engagement ensures that VET programs are aligned with current and emerging industry needs. By collaborating with employers and industry representatives, trainers can design training programs that equip students with the skills and knowledge required by employers, making graduates more job-ready and enhancing their employability.

Industry input also helps maintain the quality and currency of VET programs. As industries evolve and adopt new technologies and practices, trainers need to be informed about these changes to update their instructional content. Collaboration with industry experts ensures that the training remains up-to-date and reflects the latest industry standards.

Industry engagement facilitates the integration of workplace experiences into training. Trainers can incorporate real-world scenarios, case studies, and practical examples shared by industry partners. This integration bridges the gap between classroom learning and actual workplace situations, enhancing the practical skills and knowledge of VET students.

Subscribing to a variety of newsletters and forums will ensure VET practitioners gain insights into emerging trends, technology and practices directly from industry and identify skill shortages and gaps in the labour market. By understanding the skills that are in high demand, trainers can tailor their programs to address these shortages.

Useful websites include:

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| Jobs and Skills Australia | https://www.jobsandskills.gov.au/ |
| Australian Bureau of Statistics Labour Force, Australia Headline estimates of employment, unemployment, underemployment, participation and hours worked from the monthly labour force survey | https://www.abs.gov.au/statistics/labour/employment-and-unemployment/labour-force-australia/latest-release |
| Australia's National Career Information Service | https://myfuture.edu.au/ |
| VOCEDplus is a free international research database for tertiary education, especially as it relates to workforce needs, skills development, and social inclusion. | https://www.voced.edu.au/ |
| AI Group A peak national employer organisation representing traditional, innovative and emerging industry sectors. | https://www.aigroup.com.au/ |
| How to find the Jobs and Skills Council for your industry? We are all waiting for training.gov.au to be updated to show who now develops the training packages – until then..... | You can find a useful list of newly established Jobs and Skills Councils on the following page. https://www.skillseducation.com.au/pages/vet-reform-updates |

Industry engagement and consultation in VET ensures training programs remain relevant, high-quality, and responsive to the needs of the job market.

Strategies to engage and consult with Industry.

The following table outlines practical examples of how training providers and trainers in the VET sector can engage with and consult with industry and local employers.

| Engagement method | Practical Examples |
|--|--|
| Industry Advisory Committees | Establish committees comprising industry experts who provide guidance on Training and Assessment Strategy (TAS) development, industry trends, and skill requirements. Regular meetings ensure ongoing collaboration. |
| Workplace visits and guest speakers | Arrange field trips to industry workplaces or invite professionals to share real-world experiences and insights with students. |
| Industry Projects | Collaborate with industry/local employers to design and implement real projects that students work on, solving industry-related problems and gaining practical skills. |
| Work-Based Learning Programs | Establish partnerships with businesses for work placements, vocational placements, apprenticeships, and traineeships, allowing students to gain hands-on experience. |
| Annual Training Needs Analysis of local employers | Conduct surveys or interviews with industry representatives to identify current and future skill needs, informing program design and updates. |
| Seek input into learning activity development | Involve industry experts in developing curriculum content, ensuring it aligns with current industry practices, standards, and emerging trends. |
| Include industry in validation of training programs | Validate Training and Assessment strategies and Assessment methods and tools with industry partners to ensure they reflect real workplace expectations and performance standards, terminology and technology. |
| Industry Competitions and Awards | Encourage students to participate in industry-related competitions or award events, promoting interaction and recognition. https://www.worldskills.org.au/ |
| Provide professional development opportunities for VET practitioners | Trainers attend industry conferences, workshops, and seminars to stay updated on the latest developments and bring that knowledge back to the classroom. |
| Seek feedback and ideas for continuous improvement | Regularly seek feedback from employers about the preparedness of VET graduates, using this input to enhance training programs. |
| Ongoing networking | Develop networks of relevant employers and industry representations and participate in ongoing networking with industry organisations, peak bodies, unions and employers. |

By undertaking industry engagement, you ensure that the training and assessment you provide will ensure graduates hold industry-relevant skills and knowledge and are able to apply these in the workplace.

Glossary of VET

The Glossary of VET is a compilation of Australian vocational education and training (VET) terms and acronyms. It includes both current and historical terms, concepts, acronyms, and other abbreviations found in Australian VET research, policy, and data. The 2020 edition is presented in two sections: the first section contains the terms; the second section contains acronyms and other abbreviations.

VET Glossary

A comprehensive glossary of terms used in the Australian VET System is available in the Axcelerate Resource files.

VET Acronyms

A comprehensive list of acronyms used in the Australian Vet System is available in the Axcelerate Resource files.



Resources

Websites

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| Department of Employment and Workplace Relations | www.dewr.gov.au |
| Department of Employment and Workplace Relations – Skills Councils and Committees | https://www.dewr.gov.au/skills-and-training/skills-councils-and-committees |
| Jobs and Skills Australia | https://www.jobsandskills.gov.au/ |
| Australian Skills Quality Authority (ASQA) | www.asqa.gov.au |
| Queensland - Department of Employment, Small Business, and Training | desbt.qld.gov.au/training |
| Victoria - Department of Education and Early Childhood Development | www.education.vic.gov.au |
| Northern Territory - Department of Trade, Business, and Innovation | https://nt.gov.au/learning |
| New South Wales - Training Services NSW | www.training.nsw.gov.au |
| Tasmania - Skills Tasmania | www.skills.tas.gov.au |
| South Australia - Department for Innovation and Skills | innovationandskills.sa.gov.au |
| ACT - Skills Canberra | www.skills.act.gov.au |
| Western Australia - Department of Training and Workforce Development | www.dtwd.wa.gov.au/training |
| Training.gov.au | training.gov.au |
| Australian Qualification Framework | www.aqf.edu.au |
| SafeWork Australia | www.safeworkaustralia.gov.au |
| SafeWork NSW | https://www.safework.nsw.gov.au/ |
| WorkSafe Victoria | www.worksafe.vic.gov.au |
| SafeWork South Australia | www.safework.sa.gov.au |
| WorkSafe Queensland | www.worksafe.qld.gov.au |

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| WorkSafe Tasmania | www.wst.tas.gov.au |
| NT WorkSafe | www.worksafe.nt.gov.au |
| WorkSafe ACT | www.worksafe.act.gov.au |
| WorkSafe Western Australia | www.worksafe.wa.gov.au |
| Comcare | www.comcare.gov.au |
| Apprenticeship Support Network | https://www.apprenticeshipsupport.com.au/Home |
| Group Training Australia | https://www.grouptrainingdirectory.com.au/ |
| Business Council of Australia | https://www.bca.com.au/ |
| Australian Industry Group | https://www.aigroup.com.au/ |
| ACTU National Union Directory | https://www.actu.org.au/about-the-actu/directory |
| Working with children checks in Australia | https://raisingchildren.net.au/grown-ups/work-child-care/organising-child-care/wwc-checks |
| Research paper – Exploring Professional Development Practices for VET Practitioners | https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1397&context=ajte |
| Free Online Courses for Digital Literacy | https://edu.gcfglobal.org/en/basic-computer-skills/ |
| Reading Writing Hotline | https://www.readingwritinghotline.edu.au/ |
| Skillswise for Adults | https://www.bbc.co.uk/teach/skillswise |
| Australian Disability Clearinghouse on Education and Training | https://www.adcet.edu.au/ |
| Bloom’s Taxonomy of Measurable Verbs | https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf |
| DESBT Reasonable Adjustment Guide | https://desbt.qld.gov.au/_data/assets/pdf_file/0028/8299/reasonable-adjustment-for-web.pdf |
| Adult Migrant English Program resources | https://immi.homeaffairs.gov.au/settling-in-australia/amep/volunteer-tutor-resources |
| Resources for Trainers (English Language Training) | https://navitas-skilled-futures.com.au/support-services/resources-for-trainers/ |
| Literacy Network | https://www.literacynetwork.org.au/live/ |
| OECD – Teaching and learning in VET: Providing effective practical training in school-based settings | https://www.oecd.org/coronavirus/policy-responses/teaching-and-learning-in-vet-providing-effective-practical-training-in-school-based-settings-64f5f843/ |

Use your search engines wisely, and you will find a wealth of information to help you navigate the world of VET.

Be mindful of websites which are redundant:

- Check the information against other sources;
- Check the date the website was last updated;
- Refer to government websites to cross reference details;
- Confirm the sources of information with peers.

To narrow your search results put your key words in quotation marks – e.g. “what are the dimensions of competency”

Check that the sites you refer to are Australian sites. VET is relevant all over the world – however, some terminology may be different.

Enjoy the journey!