Guidelines

**for VET Providers**





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Victorian Registration and Qualifications Authority

Level 4  
2 Lonsdale Street   
Melbourne Vic 3000

GPO Box 2317  
Melbourne Vic 3001

T (03) 9637 2806

[vrqa@education.vic.gov.au](mailto:vrqa@education.vic.gov.au)

[vrqa.vic.gov.au](https://www2.vrqa.vic.gov.au/)

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**Introduction**

Authority

The Victorian Registration and Qualifications Authority (VRQA) Guidelines for VET Providers (the Guidelines) are issued under section 4.3.18A of the *Education and Training Reform Act 2006* (the Act) in response to the Ministerial Direction – Standards for Registered Training Organisations (Instrument No. MD146).

Purpose

The purpose of the Guidelines is:

* to ensure the quality of training and assessment services in Victoria reflects a nationally consistent approach to Vocational Education and Training (VET) regulation. The Guidelines align Victoria’s regulatory settings to the national Standards for Registered Training Organisations 2015
* to ensure that VRQA registered training organisations (RTOs) are accountable in addressing the new Child Safe Standards where services are delivered to students under 18 years of age.

The Guidelines supersede all previous VRQA guidelines for VET providers and have been developed with reference to the relevant regulatory standards for RTOs in Victoria, set out in the following documents:

* Australian Quality Training Framework (AQTF), including the AQTF Essential Conditions and Standards for Initial and Continuing Registration
* Standards for Registered Training Organisations 2015
* Standards for VET Regulators 2015
* Child Safe Standards.

The Guidelines are divided into the following 6 parts:

* Guideline 1 – Governance, financial viability and management systems
* Guideline 2 – Transparency and oversight of third parties
* Guideline 3 – Trainer and assessor qualifications
* Guideline 4 – Delivery of training and assessment services
* Guideline 5 – Annual declaration of compliance
* Guideline 6 – Child Safe Standards.

**Guideline 1**

Governance, financial viability and management systems

This Guideline ensures that students can be confident that only VET providers that have appropriate educational governance arrangements and demonstrated management capacity have been registered to provide VET services.

* 1. An RTO must ensure that it has a current strategic plan and a detailed business plan which have been approved by its governing body.

1. The strategic plan must detail the overall vision, mission, board of directors and strategic directions of the RTO and clearly indicate that provision of vocational education is a primary purpose of the RTO.
2. The business plan must detail the operational and workforce development arrangements for a 3-year period that incorporates:
3. description of the business including an organisation chart, courses, location(s) and facilities
4. a continuous improvement plan or risk management strategy
5. a workforce development plan
6. strategic alliances with other education or service providers or third-party arrangements
7. training and assessment delivery including proposed facilities and delivery hours.
   1. An RTO must demonstrate its financial viability and its capacity to sustain quality VET operations into the future by ensuring it has a 3-year financial plan that includes:
8. projected student enrolments by qualifications
9. a range of financial indicators, including:
10. cash flow
11. current ratio of total current assets versus total current liabilities (equal to or greater than 1)
12. debt ratio total liabilities/total assets (equal to or less than 1)
13. the VET provider showing that it has a financial guarantor with the capacity to service the guarantee and/or to demonstrate sufficient working capital to operate for at least 6 months without tuition fees
14. details about whether any person involved in the management or provision of courses by the RTO meets any of the descriptions listed in section 4.3.11(2) of the Act.
    1. An RTO must ensure that it has management systems that include:
15. management information including:
16. details of company incorporation in Australia (alternatively evidence of being an incorporated body in receipt of government funds)
17. a physical address of the company in Victoria for the purposes of serving notices
18. details of the directors, chief executive officer (CEO)/principal executive officer (PEO) and senior management members/high managerial agents with associated police checks and Working with Children Checks if students are under 18 years of age
19. fit and proper person declarations for CEO/PEO and all senior management members/high managerial agents, that are conducted prior to employment and fit and proper status is confirmed annually.
20. confirmation that at least one director or CEO/PEO has their principal residence in Victoria
21. contact arrangements for the CEO/PEO including during holidays and other closure periods
22. physical addresses for the location of financial, student and staff records including archives and computer backup storage
23. a financial management system that includes management of student fee payments and student refunds
24. a student records management system that has the capacity to provide the VRQA with Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) compliant data and to ensure that copies of student records are:
25. not able to be withheld from the RTO; and
26. able to be provided in electronic and print versions at no cost to the VRQA in the event that the VET provider ceases operations
27. a staff records management system including arrangements which ensure that for each staff member involved in training and assessment, the RTO holds verified documentation indicating each staff member’s qualifications and skills.
    1. An RTO must ensure that it has appropriate governance structures that include:
28. transparent governance and ownership arrangements, such as a Board of Directors, governing council, executive management and academic management
29. a governance structure that includes appropriate appointments of persons for oversight of academic/educational integrity and quality assurance, such that:
30. for an RTO with anticipated ongoing operation of less than 150 equivalent full-time students or an annual student fee turnover of less than $1.5 million per annum, persons are appointed with suitable qualifications and experience; and
31. for all other RTOs, a governance committee is established that includes individuals who are independent of the RTO’s ownership and are employed with suitable qualifications and experience
32. a CEO/PEO and members of the RTO’s senior management team with appropriate qualifications and educational experience.

**Guideline 2**

Transparency and oversight of third parties

This Guideline ensures that students are aware and can be confident that VET providers have appropriate arrangements with third parties.

2.1 An RTO must ensure that, where services are provided on its behalf by a third party, the provision of those services is the subject of a written agreement:

* **a third party** means any party that provides services on behalf of the RTO but does not include a party to a contract of employment with the RTO
* services mean training, assessment, related educational or support services and/or any activities related to the recruitment of prospective students, but does not include student counselling, mediation or information and communications technology (ICT) support services.

2.2 An RTO must ensure that any third party delivering services on its behalf is required, under a written agreement, to cooperate with the VRQA:

1. by providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services; and
2. for the purposes of the conduct of any audit or monitoring of its operations.

2.3 An RTO must notify the VRQA of any written agreement entered into under Guideline 2.2 for the delivery of services on its behalf:

1. within 30 calendar days of the agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and
2. within 30 calendar days of the agreement coming to an end.

2.4 An RTO must ensure that information, whether disseminated directly by an RTO or by another party on its behalf, is both accurate and factual, including by:

1. clarifying whether a third party is recruiting prospective students for an RTO on its behalf; and
2. distinguishing 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.

2.5 Prior to the enrolment of students or the commencement of training and assessment, whichever comes first, an RTO must provide, in print or through referral to an electronic copy, current and accurate information that:

1. enables the student to make informed decisions about undertaking training with the RTO; and
2. (at a minimum) includes the name and contact details of any third party that will provide training/assessment, and related educational and support services to the student on the RTO’s behalf.

2.6 Where there are any changes to agreed services, an RTO must advise the student of those changes as soon as practicable, including in relation to any relevant changes to existing or new third-party arrangements or changes in ownership.

2.7 An RTO must have a complaints policy to manage and respond to allegations involving the conduct of:

1. the RTO, its trainers, assessors or other staff
2. a third party providing services on the RTO’s behalf, its trainers, assessors or other staff
3. a student of the RTO.

2.8 An RTO must have an appeals policy to manage a request for the review of a decision, including an assessment decision, made by an RTO or a third party providing services on the RTO’s behalf.

**Guideline 3**

Trainer and assessor qualifications  
(including individuals working under the supervision of a trainer)

This Guideline ensures that students are aware and can be confident that VET providers have appropriate trainers and assessors and there is high-quality delivery of training and assessment courses.

**Trainer and assessor requirements**

3.1 In addition to the requirements specified in Guidelines 3.2 and 3.3, an RTO’s training and assessment must be delivered only by persons who have:

1. vocational competencies at least to the level being delivered and assessed;
2. current industry skills directly relevant to the training and assessment being provided; and
3. current knowledge and skills in vocational training and learning that informs their training and assessment;
4. industry experts may also assist in training delivery and/or the assessment judgement, working alongside the trainer and/or assessor to conduct the training and/or assessment.

3.2 An RTO’s training and assessment must be delivered only by persons who have the qualifications specified in Item 1 or Item 2 of Schedule 1 of these Guidelines.

3.3 Where a person conducts assessment only, an RTO must ensure that the person has the qualification specified in Item 2 of Schedule 1 of these Guidelines.

**Individuals working under the supervision of a trainer**

3.4 Where the RTO, in delivering training and assessment, engages an individual who is not a qualified trainer/assessor, the individual must work under the supervision of a qualified trainer/assessor and must not determine assessment outcomes.

3.5 An RTO must ensure that any individual working under the supervision of a trainer:

1. holds the skill set defined in **Item 4 of Schedule 1** of these Guidelines, that is relevant to the learner cohort which the individual is involved in training and assessing, **or** is actively working towards a training and assessment credential specified in **Item 1 of Schedule 1**;
2. has vocational competencies at least to the level being delivered and assessed; and
3. has current industry skills directly relevant to the training and assessment being provided.

**Guideline 4**

Delivery of training and assessment services

This Guideline has been designed to ensure that students are aware of and can be confident of the quality of VET providers that deliver training and assessment services.

**Amount of training**

4.1 An RTO’s training and assessment strategies and practices, including the amount of training it provides, must be consistent with the requirements of the training packages and VET-accredited courses, and enable each student to meet the requirements for each unit of competency or module in which the student is enrolled.

4.2 For the purposes of Guideline 4.1, an RTO must determine the amount of training it provides to each student with regard to:

1. the existing skills, knowledge and experience of the student;
2. the mode of delivery; and
3. where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

**Training and assessment courses**

4.3 From 1 January 2016, to deliver any Australian Qualifications Framework (AQF) qualification or assessor skill set from the Training and Education Training Package (or its successor), an 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) of these Guidelines.

4.4 From 1 January 2016, to deliver any AQF qualification or skill set from the Training and Education Training Package (or its successor), an RTO must ensure that all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.

4.5 From 1 January 2017, to deliver the training and assessment qualification specified in Item 1 of Schedule 1 of these Guidelines, or any assessor skill set from the Training and Education Training Package (or its successor), an RTO must ensure all trainers and assessors delivering the training and assessment:

1. hold the qualification specified in Item 5 of Schedule 1 of these Guidelines; or
2. work under the supervision of a trainer who holds the qualification specified in Item 5 of Schedule 1 of these Guidelines.

4.6 An RTO must ensure that any individual working under supervision holds the qualification specified in Item 4 of Schedule 1 of these Guidelines and does not determine assessment outcomes.

4.7 An application to add any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor) to an RTO’s scope of registration will only be granted if an RTO has:

1. held registration for at least 2 years continuously at the time of adding the qualification and/or skill set to scope; and
2. from 1 January 2016, undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with Guideline 4.3.

**Guideline 5**

Annual declaration of compliance

This Guideline ensures that VET providers undertake an annual self-compliance check of existing regulatory requirements. It includes reference to the Australian Quality Training Framework (AQTF) which includes conditions and standards that Victorian RTOs are required to comply with under the *Education and Training Reform Act 2006* (available on the VRQA website).

5.1 An RTO registered with the VRQA must provide an annual declaration of compliance with the AQTF Essential Conditions and Standards for Continuing Registration (AQTF Standards) and these Guidelines, and in particular whether it:

1. currently meets the requirements of the AQTF Standards and these Guidelines across all of its existing scope of registration; and
2. has met the requirements of the AQTF Standards for all AQF certification documentation that it has issued in the previous 12 months; and
3. has training and assessment strategies and practices in place that ensure all current and prospective students are or will be trained and assessed in accordance with the requirements of the AQTF Standards and these Guidelines; and
4. currently meets the requirements of Guideline 6 (Child Safe Standards), if applicable.

**Guideline 6**

Child Safe Standards

RTOs that deliver training to persons under 18 years of age have been required to comply with the Child Safe Standards made by the Minister for Child Protection under section 17 of the *Child Wellbeing and Safety Act 2005*.

A summary of the new Child Safe Standards is set out below. Guideline 6 applies to applicants for registration or RTOs that deliver, or intend to deliver, services to persons under 18 years of age.

For the purpose of Guideline 6, **services** mean training, assessment, and related educational and support services including student counselling, mediation or ICT support.

On 1 January 2023, in addition to the requirements under the *Child Wellbeing and Safety Act 2005*, it became a requirement of the *Education and Training Reform Act 2006* (the Act) that:

* RTOs comply with the Child Safe Standards as a condition of registration (new s. 4.3.17(2)(ab) of the Act)
* organisations applying for RTO registration must disclose whether they or their high managerial agent(s) has ever failed to comply with the Child Safe Standards (new s. 4.3.16(2A)(f) of the Act).

Note: see clauses 60–62 of the *Child Wellbeing and Safety (Child Safe Standards Compliance and Enforcement) Amendment Act 2021* (No. 23 of 2021).

Under Guideline 5, RTOs are required to complete an annual declaration of compliance and submit it to the VRQA by 1 April each year. RTOs that deliver services to persons under 18 are required to address their compliance with the Child Safe Standards in their annual declaration.

If the RTO’s delivery model in respect of services to persons under 18 years of age substantially changes during the registration period, the RTO must update its written notice to the VRQA:

* if the RTO initially gave notice to only deliver services to adults, but decides to deliver services to persons under 18 years of age, the RTO must immediately notify the VRQA of that change and the date of effect. The RTO will be required to comply with the Child Safe Standards from this time
* if the RTO initially gave notice to deliver services to persons under 18 years of age, but decides to stop delivering such services, the RTO must notify the VRQA of that change within 30 calendar days of that decision. The RTO is not required to comply with the Child Safe Standards or Guideline 6 once the RTO stops delivering services to persons under 18 years of age.

To demonstrate compliance with Guideline 6, the RTO must have clear policies and procedures in place, enabled and supported by suitable governance and operational arrangements, which achieve the outcomes required for each Child Safe Standard and are appropriate for its student cohort and all premises where services are provided to persons under 18 years of age.

Where an RTO enters into a third-party agreement to support the delivery of services that involves persons under 18 years of age, the RTO must put in place suitable arrangements in accordance with the requirements of the Child Safe Standards.

An RTO is required to notify the VRQA of third-party agreements within 30 calendar days of the agreement taking effect. The RTO must confirm if the contracted third party is delivering services to persons under 18 years of age and must confirm that third party operations address the minimum requirements and actions detailed in the new Standards.

RTOs may need to negotiate amendments to existing third-party agreements to ensure the RTO continues to comply with the Child Safe Standards.

In summary, the new Child Safe Standards deal with the following topics:

**6.1 Child Safe Standard 1**

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

**6.2 Child Safe Standard 2**

Child safety and wellbeing is embedded in organisational leadership, governance and culture.

**6.3 Child Safe Standard 3**

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

**6.4 Child Safe Standard 4**

Families and communities are informed, and involved in promoting child safety and wellbeing.

**6.5 Child Safe Standard 5**

Equity is upheld and diverse needs respected in policy and practice.

**6.6 Child Safe Standard 6**

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

**6.7 Child Safe Standard 7**

Processes for complaints and concerns are child focused.

**6.8 Child Safe Standard 8**

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

**6.9 Child Safe Standard 9**

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

**6.10 Child Safe Standard 10**

Implementation of the Child Safe Standards is regularly reviewed and improved.

**6.11 Child Safe Standard 11**

Policies and procedures document how the relevant entity is safe for children and young people.

Further information about the Child Safe Standards can be found at the Commission for Children and Young People (CCYP) website:

* [www.ccyp.vic.gov.au](http://www.ccyp.vic.gov.au/)

Guidance information to support RTOs to address the Child Safe Standards can be found on the VRQA website:

* [www.vic.gov.au/child-safe-standards-rtos](http://www.vic.gov.au/child-safe-standards-rtos)

**Schedule 1**

Australian Qualifications Framework (AQF) qualification or unit of competency

| **Item** | **Guidelines** | **AQF qualification or unit of competency** |
| --- | --- | --- |
| **1.** | **3.2–3.3** | **Trainers and assessors** |
| **From 1 March 2024 must hold one of the following:**   1. **one of the following from the Training and Education (TAE) Training Package:** |
| * TAE40122 Certificate IV in Training and Assessment (or its successor) or |
| * TAE40116 – Certificate IV in Training and Assessment (or its successor) or |
| * TAE40110 – Certificate IV in Training and Assessment, **and one of the following:** |
| * TAELLN411 – Address adult language, literacy and numeracy skills (or its successor) or |
| * TAELLN401A – Address adult language, literacy and numeracy skills |
| **and one of the following:** |
| * TAEASS502 – Design and develop assessment tools (or its successor) |
| * TAEASS502A – Design and develop assessment tools |
| * TAEASS502B – Design and develop assessment tools   **or** |
| 1. a diploma or higher level qualification in adult education.   **or**   1. A credential issued by a higher education provider (as defined in section 16.1 of the *Higher Education Support Act 2003*) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory in Australia, **and one of the following credentials**, or the successor to one of the following credentials:  * TAESS00011/TAESS00019 - Assessor Skill Set; or * TAESS00024 - VET Delivered to School Students Teacher Enhancement Skill Set. |
| **2.** | **3.2–3.3** | **Assessors** (anyone who provides assessment but not training) |
| **must hold one of the following:** |
| * + TAESS00011 – Assessor Skill Set (or its successor) |
| **or**   * + Meet the requirements of Item 1 schedule 1 |
| **3.** | **3.3** | As per item 2. |
| **4.** | **3.5** | **Persons working under supervision**   1. One of the following credentials, or the successor to one of the following credentials:  * TAESS00003/TAESS00015 Enterprise Trainer and Assessor Skill Set; * TAESS00007/TAESS00014 Enterprise Trainer – Presenting Skill Set * TAESS00008/TAESS00013 Enterprise Trainer – Mentoring Skill Set; * TAESS00021 Facilitation Skill Set; * TAESS00029 Volunteer Trainer Delivery Skill Set; * TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set; * TAESS00020 Workplace Trainer Skill Set; * TAESS00028 Work Skill Instructor Skill Set; or * TAESS00022 Young Learner Delivery Skill Set   **or**   1. A credential issued by a higher education provider (as defined in section 16.1 of the *Higher Education Support Act 2003*); which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory in Australia. |
| **5.** | **4.5** | **Persons delivering the** **Training and Education Training Package must have one of the following:** |
| * TAE50111 – Diploma of Vocational Education and Training |
| * TAE50116 – Diploma of Vocational Education and Training |
| * TAE50122 – Diploma of Vocational Education and Training (or its successor) |
| * TAE50211 – Diploma of Training Design and Development (or its successor) |
| * TAE50216 – Diploma of Training Design and Development (or its successor) |
| * A higher level qualification in adult education |

**Schedule 2**

Independent validation for registered training organisations

Independent validation requirements for an RTO delivering training and assessment qualifications or assessor skill sets from the Training and Education Training Package (or its successor).

For the purposes of Guideline 4.3, the requirements for independent validation will apply as follows:

1. For an RTO applying to extend its scope of registration to include the delivery and assessment of an AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), validation is of:
2. the RTO’s assessment tools, processes and outcomes in relation to other AQF qualifications and/or units of competency on its scope of registration, as directed by the VET Regulator; and
3. the assessment system to be adopted in the delivery of the training and assessment qualification or assessor skill set.
4. For an RTO where its scope of registration includes the delivery and assessment of an AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), validation is of:
5. the assessment system for delivery of the training and assessment qualification or assessor skill set; and
6. the RTO’s assessment tools, processes and outcomes in relation to the training and assessment qualification or assessor skill set.

For the purposes of Guideline 4.3, independent validation of AQF qualifications or the assessor skill set from the Training and Education Training Package (or its successor) must be conducted by one or more persons who collectively have:

1. current knowledge and skills in vocational teaching and learning; and
2. the training and assessment qualification or assessor skill set at least to the level being validated.

**Schedule 3**

Standards for registered training organisations

Mapping of the national Standards for RTOs 2015 to the Guidelines

|  |  |  |  |
| --- | --- | --- | --- |
|  | **National standard** | **Standard** | **Guideline** |
| **Governance, financial viability and management systems** | Standards for RTOs 2015 | 7.2 | 1.1–1.4 |
| **Trainer and assessor qualifications** | Standards for RTOs 2015 | 1.13 | 3.1 |
| 1.14 | 3.2 |
| 1.15 | 3.3 |
| **Individuals working under the supervision of a trainer** | Standards for RTOs 2015 | 1.17 | 3.4 |
| 1.18 | 3.5 |
| **Transparency and oversight of third-party arrangements** | Standards for RTOs 2015 | 2.3 | 2.1 |
| 4.1(e)(f) | 2.4 |
| 5.2(b)(iv) | 2.5 |
| 5.4 | 2.6 |
| 6.1 | 2.7 |
| 6.2 | 2.8 |
| 8.2 | 2.2 |
| 8.3 | 2.3 |
| **Amount of training** | Standards for RTOs 2015 | 1.1 | 4.1 |
| 1.2 | 4.2 |
| **Independent validation of training and assessment qualifications** | Standards for RTOs 2015 | 1.25 | 4.3 |
| **Approval for Training and Education (TAE) qualifications** | Standards for VET Regulators 2015 | 1.5 | 4.7 |
| **Trainer and assessor qualifications for delivering training and assessment qualifications** | Standards for RTOs 2015 | 1.21 | 4.4 |
| 1.23 | 4.5 |
| 1.24 | 4.6 |
| **Annual declaration of compliance** | Standards for RTOs 2015 | 8.4 | 5.1 |

**Schedule 4**

Glossary of key terms

**Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET-accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

**Australian Qualifications Framework (AQF)** means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

**AQF certification documentation** is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

**AQF qualification** means an AQF qualification type endorsed in a training package or accredited in a VET-accredited course.

**Current industry skills** are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

Current industry skills may be informed by consultations with industry and may include, but are not limited to:

1. having knowledge of and/or experience using the latest techniques and processes
2. possessing a high level of product knowledge
3. understanding and knowledge of legislation relevant to the industry and to employment and workplaces
4. being customer/client-oriented
5. possessing formal industry and training qualifications
6. training content that reflects current industry practice.

**Educational and support services** may include, but are not limited to:

1. pre-enrolment materials
2. study support and study skills programs
3. language, literacy and numeracy programs or referrals to these programs
4. equipment, resources and/or programs to increase access for students with disabilities and other students in accordance with access and equity
5. learning resource centres
6. mediation services or referrals to these services
7. flexible scheduling and delivery of training and assessment
8. counselling services or referrals to these services
9. ICT support
10. learning materials in alternative formats, for example, in large print
11. learning and assessment programs contextualised to the workplace
12. any other services that an RTO considers necessary to support students to achieve competency.

**Independent validation** means that the validation is carried out by a validator or validators who:

1. are not employed or subcontracted by an RTO to provide training and assessment
2. have no other involvement or interest in the operations of an RTO.

**Industry** means the bodies that have a stake in the services provided by an RTO. These can include, but are not limited to:

1. enterprise/industry clients, e.g. employers
2. group training organisations
3. industry organisations
4. industry regulators
5. industry skills councils or similar bodies
6. industry training advisory bodies
7. unions.

**Services** mean training, assessment, related educational and support services and/or any activities related to the recruitment of prospective students. It does not include services such as student counselling, mediation or ICT support (except for Guideline 6).

**Student** means a person being trained and/or assessed by an RTO for the purpose of issuing AQF certification documentation.

**Third party** means any party that provides services on behalf of an RTO but does not include a contract of employment between an RTO and its employee.

**Training and assessment strategies and practices** are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable students to meet the requirements of the training package or accredited course.

**Training package** means the components of a training package endorsed by the Industry and Skills Council or its successor to meet the needs of an industry or a group of industries, in accordance with the Standards for Training Packages. The endorsed components of a training package are units of competency, assessment requirements (associated with each unit of competency), qualifications, and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Guidelines. A training package also consists of a non-endorsed, quality-assured companion volume(s) which contains industry advice to RTOs on different aspects of implementation.

**Training and Education (TAE) Training Package** means the training package that contains the TAE qualifications (AQF qualifications) as listed on the national register of information on training packages found at: [www.training.gov.au](http://www.training.gov.au)

**Unit of competency** means the specification of the standards of performance required in the workplace as defined in a training package.

**Validation** is the quality review of the assessment process. Validation involves checking that the assessment tools produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET-accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

**Vocational education and training (VET) accredited course** means a course accredited by the VRQA, Australian Skills Quality Authority (ASQA) or the Training Accreditation Council Western Australia (TACWA).