

Information on Vocational Education & Training

What is VET?

VET stands for vocational education and training – that is, study and/or practical training that develop the skills and knowledge that people need for employment.

What is the VET sector?

The VET sector is part of the education system that provides courses and training programs related to employment. The other components of the education system are the Colleges sector, the Higher Education sector and the Adult and Community Education sector. There are connections between the qualifications in the different sectors, and it is possible for a person to have what they learned in one sector recognised in another sector.

The VET sector includes the TAFE (technical and further education) system and private Colleges and institutions, and can also include businesses that provide on-the-job training for their employees. As well as the VET providers, it includes organisations such as those whose role is to ensure that the needs of industry and government are addressed, design courses or training programs, conduct assessments, or manage apprenticeships and traineeships.

Under Mutual Recognition when a VET provider is registered and the qualifications it offers are based on Training Packages or accredited courses, the qualifications will be recognised anywhere in Australia by other RTO's.

The VET Quality Framework

The VET Quality Framework comprises:

- the Standards for NVR Registered Training Organisations
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.

The key features of the VET QUALITY FRAMEWORK are:

1. **Outcomes-focused.** VET QUALITY FRAMEWORK focuses on the quality of services and outcomes being achieved for clients rather than the inputs used to get there. This means that registered training organisations have more flexibility in demonstrating how their individual approaches provide quality-training outcomes for their clients.
2. **Nationally consistent.** Individuals expect that they can use the skills from nationally endorsed qualifications across Australia and employers expect that the staff they hire have the same skills no matter where they were trained. State and territory registering bodies have worked together to develop and publish national guidelines to ensure consistent interpretation and implementation of VET QUALITY FRAMEWORK.
3. **Streamlined.** The standards for registered training organisations have been simplified and streamlined to focus on outcomes. VET QUALITY FRAMEWORK places the focus of quality assurance squarely on training and assessment, client services and management systems.
4. **Transparent.** National guidelines and handbooks to be used by registering bodies in all states and territories are readily accessible on the national training website at <http://www.TAC.gov.au/about-TAC/national-vet-regulation/vet-quality-framework.html>

The AQF:

The Australian Qualifications Framework (AQF) covers all qualifications in post-compulsory education and training. It was developed to meet the need for an overall system of qualifications to support reforms in vocational education and training. The AQF was introduced throughout Australia in January 1995 and reviewed in 2011.

- Rationalists RTO qualifications, industry qualifications, vocational and academic qualifications into a single system of twelve qualifications
- Supports flexible education and training pathways between RTO's, TAFE institutions, Private Training Institutions and Universities, training in the workplace and lifelong experience
- Recognises that the vocational education and training sector and the higher education sector each have different industry and institutional linkages

There are fourteen qualifications in the AQF:

Senior Secondary Certificate of Education	
Commonly issued in VET	Commonly issued in Universities
Certificate I	Associate Degree
Certificate II	Bachelor Degree
Certificate III	Graduate Certificate
Certificate IV	Graduate Diploma
Diploma	Master's Degree
Advanced Diploma	Doctoral Degree
Vocational Graduate Certificate	
Vocational Graduate Diploma	

The qualifications marked * are most commonly issued in the vocational education and training sector.

Registered Training Organisation (RTO)

An RTO is a Training Organisation (including TAFE colleges), which is registered by a State or Territory recognition authority to issue Australian Qualifications Framework qualifications and statements of attainment

Only Registered Training Organisations (RTO's):

- Can issue qualifications and statements of attainment that are recognised nationally
- Can use the AQF logo and NRT logos
- Are listed on the [national training information service \(www.training.gov.au\)](http://www.training.gov.au) database
- Can be approved to provide courses to overseas students studying in Australia and listed on the commonwealth register of institutions and courses for overseas students (CRICOS)
- Are eligible to tender for public funding for vocational education and training.

An organisation that is not registered may offer training or assessment services, but it cannot issue nationally recognised qualifications. However, it could form a partnership with an RTO; the Training Accreditation Council (TAC) WA is the regulator for SLWA scope of registration.

Scope of Registration

'Scope of registration' refers to the products and services that a training organisation is registered to provide. RTO's provide:

- Either training and assessment products and services or assessment products and services only
- Products and services up to a specified qualification level that are based on training packages and/or accredited vocational education and training courses where there are no relevant training packages

Student Visa Holders

In accordance with the Education Services for Overseas Students (ESOS) Act 2000, SLSWA is not registered as a CRICOS provider and thereby is unable to provide training to any overseas students who hold an Australian Student Visa.

An overseas student is defined in Section 5 of the ESOS Act as a person (whether inside or outside Australia) who holds a student visa (as defined in regulation 1.03 of the Migration Regulations 1994), excluding:

- a Subclass 576 (Foreign Affairs and Defence Sector) visa, Or
- a person who satisfies the secondary criteria, but not the primary criteria, under the Migration Regulations 1994 for the grant of the visa, or
- a secondary exchange student within the meaning of the Migration Regulations 1994, or
- an overseas student who has been approved under a scholarship scheme, or an exchange scheme, sponsored by the Commonwealth to undertake a course of study or training in Australia.

By enrolling in SLSWA nationally recognised training courses, you are declaring you are not an overseas student holding a student visa. If it is identified that a student holds a visa which falls within this category, SLSWA will notify the student, and their application for enrolment will be rejected.

Compliance Audits

TAC will audit a training organisation when it applies to TAC to:

- become registered as a training organisation
- renew its registration
- vary its scope of registration by adding qualifications and/or courses

TAC will audit RTO's if it receives a complaint against them. TAC will not process any application from a training organisation for registration or for a variation to scope of registration if there are any complaints outstanding against that organisation.

TAC may also initiate an audit at any time during an organisation's period of registration to monitor ongoing compliance with the Standards for NVR Registered Training Organisations. The purpose of a compliance audit is to confirm an organisation's claim that it has processes in operation that meets the standards of the NVR. An organisation will be given a reasonable opportunity to demonstrate compliance with the standards.

There are two types of audits used to evaluate compliance with the NVR Standards: desk audits and site audits. TAC conducts a desk audit in order to evaluate your organisation's application and the documents requested. A site audit is conducted to evaluate your organisation's processes in operation on its premises and to confirm the details given to TAC in the documents supporting your application. The scheduling of a site audit is at the discretion of TAC.

Depending on the circumstances, there are two outcomes from a compliance audit:

- A recommendation made to TAC and/or
- Improvement requests made of the organisation

The compliance audit may be a full audit against all NVR Standards or may focus on particular standards. The audit may include all or a sample of the qualifications and/or courses applied for and the sites where these will be delivered. TAC will determine the scope of the compliance audit.

The training organisation will need to provide sufficient evidence to enable the auditors to form a view that the requirements of the NVR Standards have been met. The auditors exercise their professional judgment when considering the relevance and significance of the evidence provided by your organisation against the standards.

At the end of the audit process, the auditors will discuss their findings and give you a copy of the written audit report. If the standards of the NVR have been met, the report will contain a recommendation to TAC.



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Training Packages

The introduction of Training Packages is a key feature of the National Training Framework. Registered Training Organisations (RTO's) are expected to bring their existing courses into line with Training Packages, and new courses may only be accredited if they do not duplicate Training Package qualifications.

A Training Package encompasses Competency Standards, which represent the full range of skills and knowledge required by an employee in the industry covered by the Training Package. Each Competency Standard is divided into discrete components called Competency Units.

Competency standards, as defined by industry, are packaged into combinations to form various qualifications aligned to the Australian Qualifications Framework (AQF). A Training Package also incorporates assessment guidelines designed to ensure that judgments' about an individual's performance against the competency standards are valid, reliable and fair.

Competency standards, qualifications and assessment guidelines are the endorsed components of a Training Package. In addition, support materials may be provided to assist with the delivery of training and assessment. Learning strategies provide information on how training programs may be organised in workplaces and training institutions.

Assessment resources are evidence-gathering tools and other information provided to assist RTO's and workplaces to develop consistent and effective approaches to conducting assessments in a wide range of contexts. Professional development materials provide the trainer with resources to support them in the implementation of the training package and the delivery of training.

The support materials may be developed by individual RTO to suit their own customers. Alternatively, nationally recognised training materials (e.g. Learner's Guides, Assessor's Guides) are available from Industry Skills Councils.

Competency-Based Training and Assessment

Competency-based Training and Assessment involves strategies designed to maximise the potential for a student to demonstrate that they can perform all workplace-related tasks as outlined in the competency units. Consequently, the delivery and assessment strategies used should also maximise student ability to perform these tasks.

Delivery

Delivery should be designed to assist students with:

- Performing work-related tasks
- Managing a number of different tasks within a job (task management)
- Responding to irregularities and breakdowns in routine (contingency management)
- Dealing with the responsibilities and expectations of the work environment (job/role environment skills) including interacting with others

Delivery in a competency environment should be varied and flexible and adopt various student-focused strategies which optimise student involvement e.g. demonstrations, presentations, calculations, group work, research, fieldwork, guest lecturers etc.

Assessment

The main aim of assessment in a competency environment is to allow the student to demonstrate their ability to perform tasks that are related to realistic work practices. Assessment tasks should be varied and flexible and adopt strategies designed to maximise student performance e.g. demonstrations, presentations, calculations, group work, researched assignments, case studies, applied questions.

For further specific information on assessment in relation to the individual training package, refer to the assessment guidelines/requirement document from that package.