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Skills Reform

**Reforms to improve the quality of training delivery - Draft Standards for Registered Training Organisations (RTOs)**

**National forums – November to December 2022**

Acknowledgement of country

We respectfully acknowledge the Traditional Custodians of the lands on which we are all meeting today.

We pay our respects to Elders and extend our thanks to all First Nations peoples who generously share their knowledge as part of this consultation.

# Welcome and introductions

# Purpose of workshop

* Describe the reform context and why the Standards are changing
* Describe the key changes in the draft Standards
* Discuss what you think about the changes, and identify where improvements could be made

# Context

# Reform context

***Industry Clusters***

* + Improved industry leadership in the VET sector
  + Improved engagement of RTOs in training package development

***Qualification Reform***

* + Reduce over prescription in training products
  + Empower RTOs to deliver innovative employer-focussed training practices

***ASQA Reform***

* + Reforms to shift regulatory approach and improve engagement with the VET sector
  + A focus on self-assurance and excellence in training outcomes

# What we’ve heard from the sector

* RTOs report that being high quality means having:
  + governance structures committed to quality
  + a learner centred approach
  + strong local and employer networks
  + structures in place to ensure effective assessment processes
  + high-quality trainers and assessors with strong links to industry
* Some limitations of the current system include:
  + overly prescriptive Standards and training products
  + Standards that are complex and difficult to navigate
  + Standards that focus on administrative processes
  + significant challenges in attracting and maintaining a high quality workforce

# Revising the Standards

**To ensure the sector’s focus is on high quality and innovative training, the Standards need to be clearly focussed on quality learner outcomes**

In revising the Standards we aimed to:

* Streamline the content and structure to enhance focus and understanding
* Ensure requirements are clear and outcome focussed
* Provide a clearer understanding of what high quality training looks like
* Remove duplication and cross referencing
* Address identified gaps in quality
* Enable RTOs to evidence the outcomes in different ways
* Balance flexibility to enable excellence and innovation while setting clear expectations

# Structure of the draft Standards

# The proposed structure – Quality areas outcome statements

5 Quality Areas and each Quality Area has an outcome statement that describes the intent

**Quality Area outcome statements**

Training and assessment enables learners to gain industry-relevant skills and knowledge.

Learners are treated fairly and are properlu informed, protected, and supported.

Learners are trained and assessed by people who are qualified, skilled and committed to continuous learning and development.

Effective industry, employer and community engagement ensures learners receive relevant skills and knowledge, and supports lifelong learning.

Effective governance ensures integrity of operations, commitment ot quality delivery, and continuous improvement.

**Quality Areas**

1. Training and assessment

2. Learner support

3. Workforce

4. Engagement

5. Governance

# The proposed structure – Focus Areas

* Under each Quality Area are Focus Areas that group like requirements together
* 14 Focus Areas
* Outcome statements for each Focus Area – help to quickly identify the intention of the requirements under each focus area

**Quality Area outcome statement**

Effective industry, employer and community engagement ensures learners receive relevant skills and knowledge, and support lifelong learning.

**Focus Area outcome statements**

Industry and employer engagement informs training and assessment.

Community linkages facilitate pathways into, through and from training.

**Quality Area**

4. Engagement

**Focus Areas**

4.1 Industry and employers

4.2 Community

# The proposed structure – Requirements sit under each Focus Area

There are 38 requirements

**Quality Area outcome statement**

Effective industry, employer and community engagement ensures learners receive relevant skills and knowledge, and support lifelong learning.

**Focus Area outcome statements**

Industry and employer engagement informs training and assessment.

Community linkages facilitate pathways into, through and from training.

**Requirements**

#### Industry and employers

* + 1. The RTO ensures the industry relevance of training and assessment by:

1. identifying relevant industry representatives and employers,
2. seeking meaningful advice and feedback from those representatives and employers, **and**
3. using their advice and feedback to inform changes to training and assessment practices.

#### Community

* + 1. As relevant to the learner cohort and the training being offered, the RTO forms linkages with others in the community such as educational institutions, community groups, job networks and wellbeing support services to support progression through the training product and facilitate pathways into, through and from training.

# Key proposed changes in the draft Standards

# The draft Standards – the content

The intent of the draft Standards is that they:

* are **outcomes-focused** to make it clear what needs to be achieved while enabling this to be tailored to each organisational context
* are written in **plainer language**
* are framed to **accommodate the diversity** of the sector
* are **simpler** and **easier to navigate** because they have fewer technical definitions and less cross-referencing
* are **streamlined** with fewer requirements

Today’s forum focuses on the **foundational document that is the Standards**, ensuring that the revised requirements are fit-for-purpose and are readily implementable and understood by RTOs

# What’s been moved out of the draft Standards?

Some existing clauses in the current Standards are proposed to be moved into other legislative instruments

Examplesinclude:

* the requirement to comply with the Data Provision Requirements (clause 7.3 of the current Standards)
* the requirement to provide an annual declaration on compliance (clause 8.4 of the current Standards)
* the detail of when transition is required to happen for superseded or deleted training products (clauses 1.26 and 1.27 of the current Standards)
* requirements relating to AQF certification documentation and the AQF issuance policy (clauses 3.2 – 3.4 and Schedule 5 of the current Standards)

See page 11 and Part F of the consultation paper

# How do the draft Standards fit into the bigger picture?

Requirements for RTOs would be consolidated in three locations under the

NVETR Act, each with a different purpose:

**National Vocational Education and Training Regulator Act:** Act

**Standards for RTOs**

Outcome-focused requirements that go to the heart of quality training delivery

**Guidelines**

Enforceable Guidelines that operate alongside the Standards, setting out credential requirements and other matters

**Compliance-based requirements**

Important requirements that must be met to maintain registration

**This will be supported by clear guidance material**

# What’s different in the draft Standards?

# Greater focus on quality of training and assessment

* Stronger focus on the **quality of training**
* Defining **amount of training**
* Rewrite of the **principles of assessment and rules of evidence** for greater clarity and consistency of interpretation
* A new requirement for **pre-validation of assessment tools**
* Greater clarity about **validation** re the intended outcome of ensuring assessment tools and practices are fit-for-purpose
* **Safe** facilities, resources and equipment
* Clarity around **recognition of prior learning (RPL)** as an assessment process, and expectations on access to RPL

**Standard 1 (Training and Assessment)**

**Outcome statement:** Training and assessment enables learners to gain industry-relevant skills and knowledge

# Greater emphasis on learner support

* Refreshed list re **information that needs to be given**
* **Reviewing** existing skills (LLN and digital skills)
* Identifying training support services and providing **access**
* Supporting learners through **transition** of training products, to minimise disadvantage
* Reasonable access to trainers and assessors
* Reasonable adjustments and flexibility re personal circumstances
* Access to wellbeing support services
* **Equitable policies and practices** re learner diversity including **culturally safe training** for Aboriginal and Torres Strait Islander peoples, **safety for minors** and other vulnerable cohorts
* Clearer requirements re complaints policies

**Standard 2 (Learner support)**

**Outcome statement:** Learners are treated fairly and are properly informed, protected, and supported

# Focus on building workforce capability and flexibility

* Change to ‘understanding of current industry practices’
* Improved capacity to engage **industry experts** and **people working towards TAE qualifications** to deliver training and assessment under the direction of a trainer or assessor
* Use of **Guidelines** for credential requirements
* Increased focus on **PD and currency** of training and assessment skills

**Standard 3 (Workforce)**

**Outcome statement:** Learners are trained and assessed by people who are qualified, skilled, and committed to continuous learning and development

# Effective industry engagement and community linkages

* Clarity about **industry engagement** including how that advice is used to inform training and assessment practices
* Requirements for RTOs to form relevant linkages with others in the **community**
* Relevant linkages depend on learner cohort and training
* Includes linkages with educational institutions, community groups, job networks and wellbeing support services – focus on facilitating pathways into, through and from training

**Standard 4 (Engagement)**

**Outcome statement:** Effective industry, employer and community engagement ensures learners receive relevant skills and knowledge, and supports lifelong learning

# Building stronger governance

* Management **accountability for compliance** with the Standards (including compliance by third parties)
* Leading a **culture of integrity, quality training, safety, and wellbeing**
* Accountability re **number of staff and risk management**
* Designed to promote learning and work environments that are **supportive, inclusive, and free from discrimination and harassment**
* **Financial viability** and **fit and proper person** requirements embedded
* Strengthened requirements relating to **continuous improvement**

**Standard 5 (Governance)**

**Outcome statement:** Effective governance ensures integrity of operations, commitment to quality delivery, and continuous improvement

# Are there any other comments?

# Summary and next steps

# Next steps

* We are continuing the national forums until **9 December 2022**
* The consultation paper and online survey are available on the Skills Reform website:

[www.skillsreform.gov.au/reforms/quality-reforms/](https://www.skillsreform.gov.au/reforms/quality-reforms/)

* Consultation closes **31 January 2023**
* Email [vetquality@dewr.gov.au](mailto:vetquality@dewr.gov.au) if you need any assistance

# Next steps

* Once consultation closes, we will:
  + refine the draft Standards based on feedback
  + engage with the states and territories and the VET regulators
* Your feedback will inform:
  + changes to the draft Standards
  + consideration of changes to legislation
  + development of guidance materials
* A summary of consultation and outcomes will be published on the Skills Reform website in early 2023
* Revised Standards will be piloted with RTOs in 2023

# Thank you