

# ACT STANDARDS FOR DELIVERY OF TRAINING

ACT GOVERNMENT TRAINING INITIATIVES

*Schedule to the ACT Funding Agreement*



**ACT**  
Government

Chief Minister, Treasury and  
Economic Development

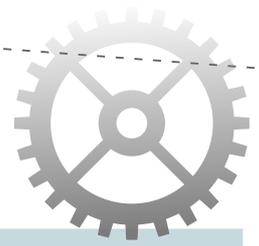
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# VERSION CONTROL

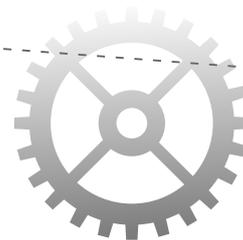
VERSION	EFFECTIVE DATE	STATUS	DETAILS
3.0	1 January 2016	New Release	Content change
3.1	1 July 2016	Modification	<p><b>Definition added</b></p> <ul style="list-style-type: none"><li>• Formal training</li><li>• Informal training and learning</li><li>• Supervisory staff</li></ul> <p><b>Definition amended</b></p> <ul style="list-style-type: none"><li>• Structured training</li><li>• Training record book</li></ul> <p><b>ACT Standard added</b></p> <ul style="list-style-type: none"><li>• 1.1 Promotion and Publications (1.1.4)</li></ul>
3.2	1 January 2017	Modification	<p><b>Definition added</b></p> <ul style="list-style-type: none"><li>• Cancellation date (Australian Apprenticeships)</li><li>• Cancellation date (Skilled Capital)</li><li>• Completion (Training Plan)</li><li>• Date Deemed Competent (Skilled Capital)</li><li>• Employer</li><li>• Substantive visa</li></ul> <p><b>Definition amended</b></p> <ul style="list-style-type: none"><li>• Alternative Training Program</li><li>• Delivery Mode</li><li>• Transition</li></ul> <p><b>ACT Standard added</b></p> <ul style="list-style-type: none"><li>• 2.4 Initial Skills Assessment (2.4.4 and 2.4.5)</li><li>• 2.5 Recognition (2.5.4 and 2.5.5)</li></ul> <p><b>ACT Standard amended</b></p> <ul style="list-style-type: none"><li>• 2.6 Training Plan (2.6.4)</li><li>• 2.7 Training Delivery and Participation (2.7.1 b)</li></ul>

It is the responsibility of the user to ensure that this is the current and complete document. The latest version located at: <http://www.cmtedd.act.gov.au/skillscanberra/act-quality-framework/act-standards>

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# TERMS AND DEFINITIONS



In this document:

The word “must” indicates mandatory requirements to be strictly followed to comply with the ACT Standards for the Delivery of Training (ACT Standards) and from which no deviation is permitted.

TERMS	DEFINITION
Aboriginal and Torres Strait Islander	Person who: a) is of Aboriginal or Torres Strait Islander descent b) identifies as being of Aboriginal or Torres Strait Islander origin and c) is accepted as such by the community with which the person associates. Note: This term is interchangeable with Indigenous Australian.
ACT AVETMISS	See AVETMISS. The ACT mandates additional compliance obligations related to AVETMISS outlined at the <a href="#">AVETMISS webpage</a> .
ACT employer	Employer with a physical workplace address in the ACT. The workplace address must be a physical address in the ACT, not a PO Box.
ACT Funding Agreement (ACTFA)	Contractual arrangement between the ACT Government and RTOs for the delivery of ACT Government training initiatives. RTOs must hold an approved ACTFA prior to applying for, and throughout the delivery of, training and/or other services under training initiatives in the ACT.
ACT Government training initiative	Any training initiative which is funded by the ACT Government, whether in whole or in part. Training initiatives may target specific student groups, such as equity groups and/or specific skills and qualifications. Specific contractual provisions apply for each initiative.
ACT Qualifications Register	A register containing information about qualifications available through ACT Government training initiatives, including approved RTOs.
ACT Skills Needs List	Identifies the ACT priorities for VET in the ACT at a qualification level. The list will allow targeted funding of training for the development of a productive and highly skilled workforce to contribute to the ACT’s economic future.
ACT Standards for Delivery of Training (known as ACT Standards)	Schedule to the ACTFA. Mandatory standards for RTO management and delivery of training in the ACT.

TERMS	DEFINITION
ACT Standards Compliance Guides	Schedules to the ACTFA which, for each training initiative: <ul style="list-style-type: none"> <li>a) provide direction to RTOs on how to interpret and comply with ACT Standards, and</li> <li>b) include additional mandatory requirements, and</li> <li>c) outline administrative arrangements.</li> </ul>
Additional Support	Individual support provided to a student to undertake and/or complete a training course or qualification under an ACT Government training initiative. This could include interpreter services, specialised LLN tuition, mentoring, counselling, and note-taking. RTOs may identify that a student requires additional support at the time of enrolment, during the initial skills assessment, or anytime during the delivery of training.
Alternative Training Program	A year 10 or year 12 equivalent program outside of a mainstream/ traditional secondary school or college context. The approved alternative programs are delivered by CIT or CCCares.
Apprentice	Person contracted to an employer through an Australian Apprenticeships Training Contract who is undergoing training for a recognised trade occupation.
Apprenticeship Network Provider (ANP)	Approved by the Commonwealth to deliver Australian Apprenticeship services in the ACT, including providing advice and support services tailored to the needs of employers and apprentices throughout the apprenticeship lifecycle – from pre-commencement to completion – through: <p><b>Universal services</b> for all employers and Australian Apprentices providing contract sign-up and administration, marketing, information and advice, and</p> <p><b>Targeted services</b> (gateway and in-training support) for employers and individuals assessed as needing additional support to complete the Australian Apprenticeship.</p>
Approval Statement	Formal written statement issued by the Director-General (or delegate) of the Education Directorate permitting a young person to engage in specific employment or training for a defined period. An Approval Statement applies to students under 17 years-of-age who, after completing Year 10, wish to leave school and seek employment or work-related training. If these students enter into an Australian Apprenticeship, the training contract approval acts in lieu of an Approval Statement application. Further information is available on the <a href="#">Publications webpage</a> on the Education Directorate’s website

TERMS	DEFINITION
Assessment (Competency)	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 VET accredited course ( <i>Standards for Registered Training Organisations (RTOs) 2015</i> ).
Assessment (Initial Skills)	Includes: <ul style="list-style-type: none"> <li>a) an individual assessment per student of: <ul style="list-style-type: none"> <li>I) LLN and additional support needs</li> <li>II) the qualification level to determine its appropriateness</li> </ul> </li> <li>b) an offer of RPL and explanation of credit transfer obligations.</li> </ul>
Assessment (LLN)	Process of collecting evidence and determining the student's language, literacy and numeracy skills. The assessment must: <ul style="list-style-type: none"> <li>a) be in the form of an interview, test or activities</li> <li>b) customised to the competencies required in the qualification</li> <li>c) consider documented evidence of the student's history (i.e. prior education, work history, impairments, disabilities)</li> <li>d) identify the ACSF level of the student.</li> </ul>
Assessment item (completed)	Actual piece/s of work completed by a student or evidence of that work, including evidence collected for an RPL process.
Assessment Tools	Tools that include the following components: context and conditions of assessment, tasks to be completed by the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements and may address a cluster of competencies as applicable for holistic assessment.
Audit Sanctions Matrix	The Directorate's methodology for assessing the level of non-compliance of RTOs with ACT Standards and for determining a sanctioning amount based on assessed risk of non-compliance identified. The matrix may be updated and reissued to clarify requirements or assessment and calculation process as required.
Australian Apprentice	Term used to describe both apprentices and trainees, who have entered into an Australian Apprenticeships Training Contract.

TERMS	DEFINITION
Australian Apprenticeship	<p>a) Combination of practical work on-the-job, with structured training to achieve a nationally recognised qualification under an Australian Apprenticeships Training Contract. More information is available at the <a href="#">Australian Apprenticeships website</a>.</p> <p>b) Involves a student and employer.</p>
Australian Apprenticeship Support Network (the Apprenticeship Network)	Replaced Australian Apprenticeship Centres nationally on 1 July 2015.
Australian Apprenticeships Training Contract	<p>Legally binding agreement between an Australian Apprentice and an employer which defines the rights and responsibilities of each party. These include:</p> <p>a) the employer guaranteeing to train the Australian Apprentice in the agreed occupation or training area and to allow time off work to attend any required off-the-job training; and</p> <p>b) the Australian Apprentice agreeing to learn all aspects of the occupation or training area and to work for the employer for a specified period.</p> <p>Also referred to as a training contract.</p>
Australian Core Skills Framework (ACSF)	A tool designed to describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy across five levels of performance ranging from 1 (low level) to 5 (high level).
Australian Qualifications Framework (AQF)	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 ( <i>Standards for Registered Training Organisations (RTOs) 2015</i> ).
Australian school-based Apprenticeship (ASBA)	Part of the national Australian Apprenticeship system. It provides school students with the opportunity to combine practical paid work with structured training as part of their education program to achieve a nationally recognised qualification.
Australian Skills Quality Authority (ASQA)	National regulator for Australia's VET sector.

TERMS	DEFINITION
AVETARS	ACT Vocational Education and Training Administration Records System (AVETARS) is the system for managing the administration of ACT Government training initiatives. AVETARS includes RTO, student, employer, ANPs and school portals.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) is the agreed national data standard for the collection, analysis and reporting of VET information in Australia. See also ACT AVETMISS.
AVETMISS Compliant Student Management System	Student Management System capable of producing AVETMISS compliant and validated NAT files for all funded training activity that occurs in the ACT.
AVETPAK	NCVER <a href="#">AVETMISS validation software</a> .
Cancellation date (Australian Apprenticeships)	The last day the AA was employed as an Australian Apprentice. This is identified as the 'Actual End Date' on AVETARS.
Cancellation date (Skilled Capital)	The date: <ul style="list-style-type: none"> <li>the student advised the RTO or the Directorate that they have withdrawn from the qualification, or</li> <li>of the RTO's decision to cancel the student's enrolment in the qualification for reasons such as lack of attendance or inability to contact the student after a number of attempts.</li> </ul>
Commencement Date of Australian Apprenticeships Training Contract	Date an Australian Apprentice commences an Australian Apprenticeship.
Commencement of Training	Participation in a minimum of one unit of competency. See Participation.
Completion (Training Plan)	The process of completing the training plan in its entirety including obtaining signatures from all relevant parties.
Credit Transfer	Granting of status or credit by an institution or training organisation for units of competency completed at the same or another institution or training organisation.

TERMS	DEFINITION
Date Deemed Competent (Australian Apprenticeships)	The date of the final agreement that competence in the workplace for the full qualification has been achieved.
Date Deemed Competent (Skilled Capital)	The date the final unit of competency was awarded for the qualification.
Days	In the context of this document the term 'days' refers to calendar days.
Delivery mode	<p>The method input by the RTO in AVETARS to indicate how the training for the qualification is delivered. RTOs may select multiple modes to reflect various delivery methods.</p> <p><b>A. Fully off-the-job by RTO</b> Includes learning that takes place away from the workplace at any permanent or semi-permanent training location, and usually involves face-to-face training.</p> <p><b>B. Distance learning and remote e-learning</b> Includes correspondence-based learning, web based resources, computer based resources, online interactions both on and off campus, radio, television, videoconference, or audio conference.</p> <p><b>C. Fully on-the-job (other than distance) by RTO</b> Includes learning conducted in the workplace by the RTO.</p> <p><b>D. Blend of training by RTO/employer</b> Used where the predominant method of learning is not fully off-the-job, distance learning/e-learning, fully on-the-job or employer-guided workplace learning.</p> <p><b>E. Employer-guided workplace learning</b> Includes learning conducted in the workplace by the employer. The employer will be supported by learning materials provided by the RTO for this purpose and will include a documented process and delivery strategy to ensure employers carry out their responsibilities.</p>
Delivery Strategy	The approach to the delivery of training that includes learning, training and assessment strategies. Additional support and wrap around services may be part of a delivery strategy.
Digital signature	A signature that utilises encryption technology to transform a message to a seemingly unintelligible form and back again.

TERMS	DEFINITION
Directorate	Chief Minister, Treasury and Economic Development Directorate and includes any officer of that Directorate who is authorised by the Director-General to perform the functions of the Directorate.
Due to Complete Date (Australian Apprenticeships)	Date determined by adding the commencement date of the training contract plus the nominal duration (full-time or part-time) of the qualification minus any applicable credit of time (to a maximum of three years and six months).
Due to Complete Date (Skilled Capital)	AVETARS system generated date determined by adding 2 years and one month to the Commencement date. See Commencement date (Skilled Capital). By this date all training and administrative arrangements for finalising the student record must be completed.
Electronic signature	An electronic symbol or process attached to, or logically associated with, a contract or other record and executed or adopted by a person with the intent to sign the record.
Employer (Australian Apprenticeships)	A person who: <ul style="list-style-type: none"> <li>• has delegated authority to make decisions relating to the training contract for the Australian Apprentice,</li> <li>• is employed at the same workplace (or host employer workplace) and predominantly for the same hours as the Australian Apprentice, and</li> <li>• has the appropriate qualification and/or skills and capacity to train and supervise the Australian Apprentice.</li> </ul>
Employment service provider	Organisation funded by the Australian Government to provide people from all backgrounds with access to services and support to help them overcome barriers and develop the required skills to gain employment and participate in society. They include Jobactive providers and Disability Employment Services (DES) providers.
Enrolment (Finalisation)	Includes familiarising the student with the RTO and the process for participating in the learning and successfully completing training in a specific qualification or skill set. The enrolment process also includes conducting the initial skills assessment (see Assessment (Initial Skills)) and the completion of an AVETMISS compliant enrolment form.

TERMS	DEFINITION
Exemption Certificate (ACT)	Formal certificate issued by the Director-General of the Education Directorate (or delegate) exempting a young person from either the education participation requirements to be enrolled at any education provider (i.e. complete exemption) or from meeting the full-time participation (attendance) requirement of their education provider (i.e. partial exemption). A student, who has not completed Year 10 but wishes to leave school and undertake work-related training, may be required to obtain an <i>Exemption Certificate</i> . An Application for an Exemption Certificate is available on the <a href="#">Publications webpage</a> of the Education Directorate's website.
Exemption Certificate (NSW)	Relevant delegates in NSW may grant exemptions to students of compulsory school age from the requirement to be enrolled in school provided approval has been given to entering a full time Australian Apprenticeship commencing in Year 10. Australian Apprentices working in the ACT who are residing in NSW must have a <i>Certificate for Exemption from Enrolment at School</i> . Information on applying for this exemption and the conditions that apply can be found at the <a href="#">NSW Department of Education website</a> .
Existing Worker (EW)	Person who is currently employed. Eligibility criteria may vary according to the specific training initiative. Refer to specific training initiative ACT Standards Compliance Guides.
Fee-for-service RTO	RTOs delivering Australian Apprenticeship training that do not receive ACT Government User Choice funding for delivery of one or more qualifications.
Formal training	Formal training takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree). Formal training is supported by training materials and delivered by a qualified trainer.
Foundation Skills	Foundation skills are defined in the <i>National Foundation Skills Strategy for Adults (2012)</i> as the combination of: <ul style="list-style-type: none"> <li>a) LLN – listening, speaking, reading, writing, digital literacy and use of mathematical ideas; and</li> <li>b) employability skills, such as collaboration, problem solving, self-management, learning and ICT skills required for participation in modern workplaces and contemporary life.</li> </ul>
Genuine Hardship (financial)	Term used in relation to fee concession. A determination of the student's inability to pay the required tuition fee, based on relevant evidence.
ICT	Information and communication technology.

TERMS	DEFINITION
Indigenous Australian	See Aboriginal and Torres Strait Islander.
Individual Student Price (ISP)	The subsidy paid by the ACT Government to RTOs for a student to complete training. This includes the QSA and any additional loadings (See QSA).
Informal training and learning	Informal training and learning results through experience of work-related, social, family, hobby or leisure activities. Informal training and learning includes activities undertaken in the workplace under appropriate supervision, specifically new tasks or skills taught and learnt in the workplace that contribute to the development of the skills required for the qualification.
Initial Skills Assessment	See Assessment (Initial Skills).
Interstate training	Australian Apprentices in an ACT training contract for qualifications which are currently not delivered by RTOs in the ACT may be required to travel interstate to undertake their formal training. This normally occurs in 'blocks' of time.
Language, Literacy and Numeracy (LLN)	Component of foundation skills. a) Language – refers to the understanding and use of spoken and written English. b) Literacy – refers to the integration of listening, speaking, reading, writing and critical thinking. It incorporates numeracy and it includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social situations. c) Numeracy – refers to the ability to use mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civic life.
Lead RTO	The RTO approved to deliver and receive payment directly from the Territory for services under the specific training initiative.
Loadings	An additional payment added to the QSA based on eligibility of the student and/or RTO.
Long-term Unemployed	A person who has been registered as unemployed for at least the last 52 weeks.
Minimum Tuition Fee	The minimum fee the RTO must charge for an ACT Government subsidised qualification.

TERMS	DEFINITION
National Register	See TGA. The register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the <i>National Vocational Education and Training Regulator Act 2011</i> .
NCVER	National Centre for Vocational Education Research is an independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about VET nationally.
New Worker (NW)	Person who has been employed within an enterprise for less than three (3) months full-time or twelve (12) months part-time or casually prior to commencing an Australian Apprenticeship.
Notification of Business (NOB)	Electronic process by which the Directorate advises the RTO it has been nominated as the training provider on an Australian Apprenticeships Training Contract.
Off-the-job	Learning that takes place away from the workplace at any permanent or semi-permanent training location, and usually involves face-to-face teaching.
On-the-job	Training undertaken in the workplace as part of the productive work of the learner under normal operating conditions.
Participation	Participation in training is determined when: <ul style="list-style-type: none"> <li>a) the student has commenced training in at least one (1) unit of competency</li> <li>b) the student has interacted and actively participated in the training</li> <li>c) the RTO has documented the interaction and participation.</li> </ul> <p>To be valid, evidence of participation must contain the student's name or identification number, a unit of competency identifier and a date.</p>
Person with a disability	Person that identifies as having a disability (intellectual, mental health, physical) that impacts on the person's ability to undertake training and work in the chosen qualification and may result in the person requiring additional training and/or work-related support services and/or modifications.
Probationary Period	See Training Contract Probationary Period.
Progressing employee	An Australian Apprentice with continuing and unbroken employment with the same employer, progressing within three months of completing one AQF level qualification to a higher AQF level.

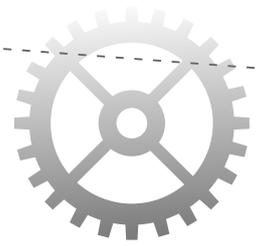
TERMS	DEFINITION
Qualification Certificate	Formal certification awarded by an accredited authority in recognition of the successful completion of an educational program. Qualification certificates are awarded when a person has met the RTO requirements and has satisfied all requirements of the units of competency that comprise an AQF qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification. Includes a record of results.
Qualification Subsidy Amount (QSA)	The base subsidy available for a qualification prior to the application of any loadings.
Recognition of Prior Learning (RPL)	<p>An assessment process that assesses the competency of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited course.</p> <ul style="list-style-type: none"> <li>a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);</li> <li>b) Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business); and</li> <li>c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).</li> </ul> <p><i>(Standards for Registered Training Organisations (RTOs) 2015).</i></p>
Registered Training Organisation (RTO)	Training organisation registered to provide VET and/or assessment services and issue nationally recognised qualifications. All RTOs are required to meet the <i>Standards for Registered Training Organisations (RTOs) 2015</i> . The nationally recognised qualifications an RTO can issue are defined by its scope of registration as listed on <a href="http://training.gov.au">training.gov.au</a> . See TGA.
Replacement qualification	Most up-to-date qualification in a training package which replaces a qualification that has been superseded.
RTO Internal Review Tool	Provided by the Directorate for RTO use in conducting the annual internal review as required by the ACTFA.

TERMS	DEFINITION
Scope of Registration	<p>The training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:</p> <ul style="list-style-type: none"> <li>a) provide both training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or</li> <li>b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.</li> </ul> <p><i>(Standards for Registered Training Organisations (RTOs) 2015).</i></p>
Skill Set	<p>A single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need <i>(Standards for Registered Training Organisations (RTOs) 2015).</i></p>
State Training Authority (STA)	<p>The Directorate is an administrative unit of the ACT Government that acts as the State Training Authority in the ACT. The Directorate is responsible and accountable for the provision of strategic advice on ACT VET. As the STA, the Directorate administers ACT and Australian Government funds for a variety of training initiatives and is responsible for the approval and variation of training contracts for Australian Apprenticeships in the ACT.</p>
Statement of Attainment	<p>A statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement <i>(Standards for Registered Training Organisations (RTOs) 2015).</i></p>
Structured Training	<p>Includes formal training and informal training and learning.</p>
Student	<p>Eligible person enrolled in and participating in an ACT training initiative.</p>
Student Identifier	<p>Has the meaning given in the Student Identifiers Act 2014 <i>(Standards for Registered Training Organisations (RTOs) 2015).</i></p>
Subcontract	<p>An arrangement where any third party (organisation or individual) provides services on behalf of the RTO, where there is not a contract of employment with the RTO.</p>
Substantive visa	<p>Any visa (whether permanent or temporary) other than a bridging visa or Criminal Justice visa.</p>
Superseded qualification	<p>Qualification that has been replaced by a newer version. See transition.</p>

TERMS	DEFINITION
Supervisory staff (Australian Apprenticeships)	Suitably qualified and/or licenced (where required) person/s who is employed at the same workplace and predominately for the same hours as the Australian Apprentice.
TGA	The national register of information on training packages, qualifications, accredited courses, units of competency and RTOs located at <a href="http://training.gov.au">training.gov.au</a> .
Trainee	Person employed in a recognised traineeship vocation and who has entered into an Australian Apprenticeships Training Contract with their employer.
Training Contract	See Australian Apprenticeships Training Contract.
Training Contract Hours	The total combined work and training hours per week, as agreed in the Australian Apprenticeships Training Contract.
Training Contract Probationary Period	A probationary period is a period of time after the training contract is signed, which allows either the employer or the apprentice/trainee to terminate the training contract agreement for any reason.
Training Initiative	See ACT Government Training Initiative.
Training Mode	<p>The method used to determine how the training for the unit of competency will be delivered to the student as defined in the training plan.</p> <p>Training Modes include:</p> <ul style="list-style-type: none"> <li>a) Classroom based- training that takes place away from a person’s job, either off the premises or in a separate training area in the workplace, and usually involves face-to-face teaching.</li> <li>b) Electronic based- uses electronic media to deliver flexible vocational education and training. It is suited to distance learning and flexible learning, but is also used in face-to-face teaching.</li> <li>c)</li> <li>d) Employment based- is training conducted in the workplace as part of the productive work of the Australian Apprentice. Training may be delivered by the RTO and/or the workplace supervisor. If the workplace supervisor is delivering the training, they must be supported by training materials (and possibly learning materials) provided by the RTO.</li> <li>e) Other – may include distance learning (or self-paced study), which can be undertaken independently and supported by a trainer. It may include e-learning approaches.</li> </ul>

TERMS	DEFINITION
Training Package	Training Packages comprise: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components of the training package form part of the requirements that an RTO must meet under the Standards for Registered Training Organisations. 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 ( <i>Standards for Registered Training Organisations (RTOs) 2015</i> ).
Training Plan	Documented program of training and assessment for an individual student. It is developed by a RTO in consultation with the student and, where required by the training initiative, by the employer, as the basis for training and assessing a person undertaking a training course or qualification.
Training Record Book	Tool used for tracking progress. Under an Australian Apprenticeship the RTO has an obligation to provide formal training, and the employer has an obligation to provide training in the workplace (informal training and learning). The purpose of a training record book is to record this training.
Transition	The 12 months immediately after publication of a replacement training package or qualification on TGA. Where the transition period is extended by ASQA, the transition must occur within the approved extension timeframe. Includes all actions required to change the delivery operations of an RTO from an existing training product to a replacement endorsed or accredited training product, including resourcing, registration and transfer of students. The RTO must transfer continuing students from the superseded qualification to the replacement qualification as soon as practicable but no later than 12 months from the date of publication of the replacement qualification or within the approved extension timeframe, unless the student will be genuinely disadvantaged. The RTO must enrol new students in the replacement qualification as soon as practicable but no later than 12 months from the date of publication of the replacement qualification on TGA or prior to the expiry of the approved extension timeframe.
Tuition Fee	Contribution towards the cost of training charged by the RTO to the student/ employer.
TYIMS	Training and Youth Internet Management System is the key IT support system that tracks Australian Apprentice and employer relationships, determines eligibility for, and makes payments and tracks performance of ANPs.
Unique student identifier (USI)	Has the meaning given in the <i>Student Identifiers Act 2014</i> .

TERMS	DEFINITION
Unit of Competency	The specification of the standards of performance required in the workplace as defined in a training package ( <i>Standards for Registered Training Organisations (RTOs) 2015</i> ).
User Choice	National funding policy for Australian Apprenticeships promoting choice in training services provided to employers and Australian Apprentices. Under User Choice the STA administers payments to RTOs, as a contribution towards the cost of training.
VET	Vocational education and training.
VET Quality Framework (VQF)	Comprises: <ul style="list-style-type: none"> <li>a) the Standards for Registered Training Organisations</li> <li>b) the Australian Qualifications Framework</li> <li>c) the Fit and Proper Person Requirements</li> <li>d) the Financial Viability Risk Assessment Requirements</li> <li>e) the Data Provision Requirements.</li> </ul> ( <i>Standards for Registered Training Organisations (RTOs) 2015</i> ).
Work Experience Placement	<p>Period of unpaid work with an employer undertaken by VET students to complement and/or support a course or unit of competency, with supervision provided by the employer, the training provider or both.</p> <p>Work experience placements funded through a Skilled Capital loading are additional to the industry placements required as part of a training package qualification and are intended to provide additional support for students in the identified categories that attract loadings.</p>
Wrap Around Services	Support services that will significantly assist students to remain engaged in the training process and to successfully progress to further training and/or employment.
Youth at risk	A young person aged between 15 – 24 years-of-age who is at risk of disengaging from education and employment.



# INTRODUCTION TO THE STANDARDS

The ACT Standards for the Delivery of Training are known as the **ACT Standards**.

## PURPOSE

The ACT Standards outline mandatory standards for registered training organisations (RTOs) in the management and delivery of training in the ACT. They apply equally to all RTOs, including RTOs delivering ACT Government training initiatives (training initiatives), and RTOs with an ACT Funding Agreement (ACTFA) offering Australian Apprenticeships training on a Fee-for-Service basis.

The ACT Standards form a schedule to the ACTFA and operate in conjunction with:

- The VET Quality Framework (VQF)
- Relevant Commonwealth, State/Territory legislation and regulatory requirements

For each ACT training initiative, the ACT Standards also operate in conjunction with:

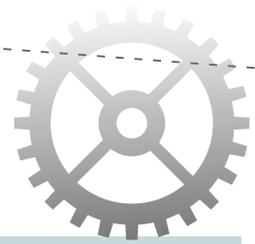
- ACT Standards Compliance Guides (also schedules to the ACTFA) and
- Audit Sanctions Matrix.

In the event of any inconsistency between an ACT Standards Compliance Guide for a specific training initiative and these Standards, to the extent of any inconsistency, the ACT Standards Compliance Guide will prevail.

The ACT Standards were introduced 1 January 2014.

All RTOs that hold an ACTFA will be audited by the Chief Minister, Treasury and Economic Development Directorate (the Directorate) to ensure they comply with the ACT Standards, including program specific requirements outlined within Compliance Guides. RTO sanctioning will be based on an assessment of the RTO's overall level of compliance in accordance with the Audit Sanctions Matrix.

The audit conducted will be in accordance with the Directorate's audit schedule. The frequency of audit may be influenced by the level of government funding received, type of qualifications delivered, complaints received and/or other performance indicators determined by the Directorate.



# 1. GENERAL STANDARDS

## Standard 1.1. Promotion and publications

All information and services provided by the RTO should be fully disclosed so the student and/or employer can determine if the services advertised match what is being sought. The published material must contain accurate information about the RTO.

- 1.1.1. The RTO must ensure all publicity relating to training initiatives, including publications, promotional and advertising materials, public announcements and activities or any products or processes developed, is ethical, accurate and consistent.
- 1.1.2. Publications and promotion of training initiatives must:
  - a) identify the RTO's legal entity and/or trading name and RTO National Code
  - b) include the indicative fees for each course/qualification it offers under the specific training initiative
  - c) include an acknowledgement of any government funding as required under the specific training initiative.
- 1.1.3. Where the RTO subcontracts any part of its training services to an RTO or other organisation that does not hold an agreement with the Territory, the RTO must apply for subcontracting arrangement approval and have a written agreement with the subcontracted party outlining the mandatory terms and conditions of the arrangement.
- 1.1.4. Where the RTO subcontracts any part of its student recruitment services to a recruitment agent or broker, the RTO must:
  - a) advise the Directorate in writing
  - b) have a written agreement with the subcontracted party that ensures recruitment information and activities meet the specifications for each training initiative
  - c) ensure the subcontracted party is restricted from collecting personal information for the purpose of enrolment, conducting the initial skills assessment and collecting student tuition fees.

## Standard 1.2. Data collection and reporting

The RTO must meet national and ACT reporting and recordkeeping obligations.

- 1.2.1. The RTO must ensure responses to all mandatory ACT Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) enrolment questions are sought during the enrolment process for each student.
- 1.2.2. The RTO must ensure there is a valid enrolment for each student. A valid enrolment is a complete, signed and dated AVETMISS compliant enrolment form.
- 1.2.3. The RTO must manage student enrolments and record student results using an AVETMISS compliant student management system.
- 1.2.4. The RTO must ensure the student management system contains full, correct and current information against mandatory AVETMISS fields as per the ACT AVETMISS requirements.
- 1.2.5. The RTO must report all training activity as specified in the ACT AVETMISS requirements and as required under the specific training initiative. Where certification is withheld from the student due to non-payment of fees or any other outstanding obligations to the RTO, training activity must still be reported.

## Standard 1.3. Records management

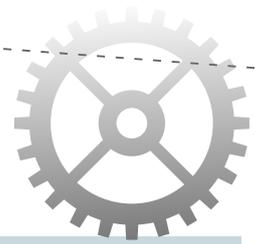
The RTO must have systems in place to ensure records are systematically managed and maintained. This includes ensuring records are complete, accurate and current.

- 1.3.1. The RTO must establish a file record for each enrolled student. This may be paper-based or electronic.
- 1.3.2. The RTO must comply with all relevant legislative requirements relating to records management, including the *Territory Records Act 2002* and record retention requirements in line with the *Standards for Registered Training Organisations (RTOs) 2015*.
- 1.3.3. The RTO must retain and make available to the Directorate, all records relating to these Standards and the delivery of training and assessment services, for each student, for a period of seven years after completion of, or withdrawal from, training.

## Standard 1.4. Compliance

The RTO must participate in audit activities notified by the Directorate. The RTO response to the audit must be timely, complete and co-operative.

- 1.4.1. The RTO must conduct an annual internal review of its compliance with the ACTFA.
- 1.4.2. The RTO must use the RTO Internal Review Tool template provided by the Directorate to complete the annual internal review.
- 1.4.3. The RTO must submit the completed RTO Internal Review Tool and any required evidence on request from the Directorate within the required timeframe.
- 1.4.4. The RTO must provide access to relevant files and student records on request and for the conduct of an on-site or desktop audit.
- 1.4.5. The RTO must submit further evidence to address non-compliant audit findings to the Directorate if requested, within the required timeframe.



## 2. SERVICE STANDARDS

### Standard 2.1. RTO eligibility

The RTO must manage its scope of registration on the national register (training.gov.au (TGA)), including, but not limited to, the transition to replacement training packages/qualifications within 12 months of publication, to ensure it delivers qualifications from currently endorsed training packages.

- 2.1.1. The RTO must have current scope of registration for the nominated training delivery and assessment services it advertises.
- 2.1.2. The RTO must have a documented strategy to ensure active students are transitioned into new/replacement training package qualifications within a period of one year from the date the new/replacement training product was released on TGA. Where the transition period is extended by ASQA, the transition must occur within the approved extension timeframe.
- 2.1.3. The RTO must ensure new students are not enrolled into a superseded qualification once the transition period has lapsed.
- 2.1.4. The RTO must ensure students, employers (if applicable) and other stakeholders affected by changes to training packages, are advised how the change will impact them.
- 2.1.5. The RTO must have a documented strategy to manage its operations when ceasing to deliver qualifications in the ACT, including student enrolments affected.

### Standard 2.2. Student eligibility

The RTO must ensure that prospective students meet the eligibility requirements for the specific training initiative before finalising enrolment. The determination of eligibility includes student criteria and where applicable, covers specific requirements for the workplace location.

- 2.2.1. The RTO must have a documented process that ensures students are assessed against the specific eligibility criteria for each training initiative.
- 2.2.2. The RTO must ensure evidence to support the assessment of eligibility is collected prior to the finalisation of enrolment.

### Standard 2.3. Fees and charges

The RTO must ensure all fees and charges related to the provision of training services are outlined to all parties prior to enrolment. Information provided is to be clear, accurate and sufficient to enable an informed choice.

- 2.3.1. The RTO must publish all fees and charges.
- 2.3.2. The RTO must detail its fees and charges including, but not limited to:
  - a) compulsory fees
  - b) additional charges or co-contributions
  - c) application process for exemptions and concessions
  - d) methods of collection
  - e) refund information

- 2.3.3. The RTO must ensure students, and where applicable the employer, are provided with information relating to fees and charges prior to enrolment.
- 2.3.4. The RTO must ensure students are provided with information regarding eligibility for the completion payment prior to enrolment.
- 2.3.5. The RTO must charge students at least the minimum tuition fee in accordance with the specific training initiative.
- 2.3.6. The RTO must collect, record and retain all evidence relating to fee transactions. Where a fee concession, waiver, exemption or refund is granted, the RTO must retain all supporting evidence relating to the decision for each student.
- 2.3.7. The RTO must have a formal process in place to support the assessment of student eligibility for waiving any remaining fees and charges, after concessions have been applied.
- 2.3.8. The RTO must only permit a fee concession or exemption for a student where evidence supporting the eligibility for concession or exemption is obtained from the student prior to the finalisation of enrolment process.

#### Standard 2.4. Initial skills assessment

For each eligible student, the RTO must conduct an initial skills assessment comprising of an assessment of Language, Literacy and Numeracy (LLN) skills to ascertain the proposed qualification, learning program, strategies and materials are appropriate for the student.

The RTO must ensure students are made aware of opportunities for recognition prior to commencing training and that adequate information, support and opportunities are provided to students to engage in the Recognition of Prior Learning (RPL) process.

- 2.4.1. The RTO must conduct and document an initial skills assessment for each student prior to the commencement of training.
- 2.4.2. The initial skills assessment for each student must:
  - a) offer RPL, explain credit transfer obligations and identify any relevant competencies previously achieved
  - b) ascertain the most suitable qualification for the student, based on the student's existing educational attainment and capabilities
  - c) assess LLN skills to determine whether the level of the qualification and proposed learning strategies and materials are appropriate
  - d) assess the need for additional support
  - e) identify any actions or strategies to be implemented to address identified needs for the student, including any adjustments required to the learning program, delivery strategy or materials.
- 2.4.3. The RTO must have a documented process for conducting the LLN assessment, including determining and documenting the Australian Core Skills Framework (ACSF) level (1 – 5) of the student.
- 2.4.4. The RTO must align the results of the LLN assessment with the ACSF. The ACSF level (1 – 5) of the student must be recorded on the LLN assessment.

## Standard 2.5. Recognition

The RTO must recognise qualifications and statements of attainment issued by other RTOs.

Where a student has extensive workplace experience or has undertaken prior studies in a field related to the current training program they may also be eligible for RPL.

- 2.5.1. The RTO must apply a systematic and organisation-wide approach for offering and assessing RPL and credit transfer, including a documented policy and procedure to support and govern its application.
- 2.5.2. The RTO must ensure credit transfer and RPL is applied where applicable.
- 2.5.3. When assessing an application for credit transfer and RPL the RTO must:
  - a) follow its documented processes
  - b) accurately record and report credit transfer and RPL outcomes.
- 2.5.4. Where the credit transfer and/or RPL process results in the student already holding 80% or more of the required competencies, the RTO must, in consultation with the student and where applicable, the employer, reassess the suitability of the qualification level and:
  - a) select a higher level or different qualification, or
  - b) document the decision to continue with the enrolled qualification. Evidence of the discussion and decision must be retained.
- 2.5.5. The RTO must retain evidence to support all credit transfer and RPL awarded.

## Standard 2.6. Training plan

Information on training and assessment is to be documented in a training plan for all students. The training plan must be developed by the RTO and agreed with the student and, where required by the specific training initiative, the employer.

- 2.6.1. The RTO must have a documented process to ensure a training plan is completed and maintained for each student.
- 2.6.2. The RTO must ensure the training plan is consistent with the specifications for each training initiative.
- 2.6.3. The training plan must be:
  - a) consistent with the qualification or competencies to be attained
  - b) consistent with the proposed delivery and assessment strategies
  - c) customised as required, for the needs of the employer where applicable, and the student or student group, including the needs identified in the initial skills assessment
  - d) signed and dated by all relevant parties.
- 2.6.4. The RTO must ensure a fully executed copy of the training plan is provided to the student and where applicable, to the employer within 14 days of its completion and evidence of its provision is retained. The original and any updated versions of the training plan must be held by the RTO for each student.
- 2.6.5. The RTO must review the training plan and update where necessary, to take into account student progress and any changes, within the timeframes specified under the specific training initiative.
- 2.6.6. The RTO must update the training plan with any mutually agreed changes to training and assessment details. Changes must be made within the timeframes specified under the specific training initiative and be endorsed by all required parties.

## Standard 2.7. Training delivery and participation

The delivery of structured training should be designed to maximise the opportunity for the student to achieve high quality outcomes. All training delivery must be supported by evidence of participation in each unit of competency.

- 2.7.1. The RTO must deliver training that is:
  - a) customised to meet student, industry and where applicable, employer needs
  - b) in accordance with the training commencement date and training modes identified on the training plan. Where changes are required, the changes should be reflected on a compliant revised training plan
  - c) in line with the delivery strategy for the qualification.
- 2.7.2. Evidence of participation in each unit of competency must be collected and retained and contain the student's name or identification number, a unit of competency identifier and a date.
- 2.7.3. The evidence collected by the RTO must validate that participation has occurred in the unit of competency for each student.
- 2.7.4. Evidence required must meet the following criteria:
  - a) One point of evidence of participation per unit of competency if the elapsed time for delivery of the unit of competency is one (1) month or less.
  - b) Two points of evidence of participation per unit of competency if the elapsed time for delivery of the unit of competency is greater than one (1) month.

## Standard 2.8. Support and monitoring

The RTO must provide students with learning resources that are relevant to support the development of underpinning knowledge required for the units of competency and monitor that the skills and knowledge outcomes are being achieved and any additional support has been provided as required.

- 2.8.1. The RTO must monitor the progress of the student consistent with the specifications for each training initiative.
- 2.8.2. The RTO must retain dated records of contacts, matters discussed, actions taken and outcomes achieved.
- 2.8.3. The RTO must provide any required additional support as identified in the initial skills assessment or through the monitoring of student progress and retain evidence of its provision.

## Standard 2.9. Assessment

Assessment practices and tools used by the RTO to determine competence must be consistently applied and evidence retained to support the assessment judgement.

- 2.9.1. The RTO must ensure the assessment methods used are consistent with the student's training plan. Where changes to the assessment methods are required, the changes should be reflected on a compliant revised training plan.
- 2.9.2. The RTO must develop and retain master copies of all assessment tools for each unit of competency or cluster of units, including mapping of assessment tasks to each unit of competency.
- 2.9.3. The RTO must ensure the assessment tools are used for each student.
- 2.9.4. The RTO must retain evidence (in accordance with Standard 1.3.3) of completed assessment items for each student for each unit of competency or cluster of units.
- 2.9.5. The RTO must, at any time, be able to produce an up-to-date summary assessment record for each student, identifying progress against each unit of competency on the training plan.

## Standard 2.10. Completion

Student completion must be conducted in accordance with the requirements of the training initiative.

- 2.10.1. The RTO must report completion of training for each student via the method specified in the training initiative.
- 2.10.2. The RTO must report completion of training for each student within the timelines required under the training initiative.

## Standard 2.11. Issuance of qualification certificate and statement of attainment

RTOs must issue an AQF compliant qualification certificate to students who successfully complete a qualification or, where a student withdraws from the program prior to completing, the RTO must issue an AQF compliant statement of attainment for units of competency achieved.

- 2.11.1. The RTO must have a documented process that ensures the issuance of an AQF compliant qualification certificate or statement of attainment to students who have been assessed as competent, in accordance with the requirements of the training package.
- 2.11.2. The qualification certificate or statement of attainment issued must include all elements required under the specific training initiative.
- 2.11.3. The RTO must retain evidence of qualifications and statements of attainment issued to each student.



**ACT**  
Government

Chief Minister, Treasury and  
Economic Development

Further information can be found on the Skills Canberra  
website at <http://www.cmtedd.act.gov.au/skillscanberra>