

SKILLS ASSURE SUPPLIER POLICY 2025-2028

Policy owner:	Executive Director, Skills Investment
Effective date:	1 July 2026
Approval date:	29 June 2026
Related policies and documents:	• Vocational Education and Training Skills Assure Supplier Agreement • Program Schedule/s • Delivery Schedule/s • Skills Assure Supplier Evidence Requirements • Program Policies • Foundation Skills Funding Policy
Version control:	Version 1.2 (Marked up)

Index

1. Skills Assure Supplier Framework
2. Performance Standards
3. Compliance Monitoring and Performance Reviews
4. Third Parties
5. Records Maintenance
6. Variations (Qualifications, Locations, Modes)
7. Responsible Marketing Practices
8. Appendix 1: Fee Conditions
9. Appendix 2: Reporting Requirements
10. Appendix 3: Payment Terms
11. Appendix 4: Data Tables
12. Appendix 5: Training Provision Not Funded
13. Appendix 6: Definitions

1. Skills Assure Supplier Framework

The Skills Assure Supplier (SAS) Framework plays a critical role in supporting the objectives of the Queensland Government's **Right Skills Strategy 2025-2028**, contributing to the strengthening of the state's vocational education and training (VET) system and the growth of its economy, while providing Queenslanders with skills that lead to meaningful employment and sustainable career pathways. The SAS Framework is administered by the Department of Trade, Employment and Training ('Department').

This **SAS Policy 2025-2028** is for Registered Training Organisations (RTOs) approved to deliver Queensland Government subsidised training **and assessment** under the SAS Framework. RTOs may be approved to deliver specific **training products** (Qualifications and/or Skill sets) under one or more of the following core VET program areas:

- Career Start: entry-level training for job seekers;
- Career Boost: higher-level training for career advancement.

These programs include Qualifications available through employment-based apprenticeships and traineeships, with some Qualifications offered exclusively via this training pathway. A SAS delivering apprenticeship and traineeship Qualifications is also referred to as a Supervising RTO (SRTO) and must comply with all relevant legislative requirements of an SRTO under the *Further Education and Training (FET) Act 2014*.

Aligned with these programs, the Queensland Government is committed to improving training and labour force participation outcomes for all Queenslanders, including the following cohorts:

- Young people aged 15-19 years;
- First Nations people (Aboriginal and Torres Strait Islander peoples);
- People with disability;
- People from culturally and linguistically diverse communities;
- People returning to the workforce;
- Mature-aged people;
- People living in regional and remote communities.

The SAS may need to provide targeted support to meet the diverse needs of individual learners. This may include delivering foundation skills training (where approved to do so), making reasonable adjustments to support equitable access and participation, and tailoring training approaches to overcome specific barriers to learning and employment.

This SAS Policy 2025-2028 outlines the Queensland Government's expectations and requirements for all SAS, including mandatory Performance Standards and conditions in the Appendices. It applies to SAS approved to deliver training under a general training pathway (i.e. certificate Qualifications or Skill sets), and/or apprenticeships or traineeships, with any pathway-specific requirements clearly identified.

The SAS Policy must be read in conjunction with the related policies and documents including the SAS Agreement and its Schedule/s, which set out additional program and contractual obligations. SAS must ensure all training delivery aligns with the Qualifications, pathways, delivery modes, and locations approved by the Department, and must comply with this SAS Policy, the SAS Agreement, and all associated Schedule/s at all times.

Note: For details of acceptable evidence that must be retained, refer to the Department's **Skills Assure Supplier Evidence Requirements**.

Definitions of commonly used terms in this SAS Policy are provided in **Appendix 6**.

2. Performance Standards

Performance Standard 1: Provide information before enrolment to inform and protect prospective students

- A. Publish on a dedicated webpage the total **Co-Contribution fee** – both concessional and non-concessional – for each Qualification or Skill set the SAS is approved to deliver under a Program. This requirement applies to the RTO arm or division of the SAS organisation. See **Fee Conditions** in **Appendix 1**.
- B. The SAS must clearly advertise all training delivery locations (approved by the Department) on its website.
- C. Provide the prospective student (and employer, and parent or guardian, if applicable) with notice of the following, and retain acceptable evidence to show they received this advice:
- Privacy Notice;
 - Refund Policy which must satisfy requirements under the *2025 Standards for Registered Training Organisations (RTOs)*. It must include full refunds for Co-contribution fees where training has not commenced at the time of enrolment cancellation; proportionate refunds where a Student withdraws from a Unit of competency/Module; and refunds to employers/industry for any additional charges paid beyond the Co-contribution fee and the Government subsidy.
 - The student's eligibility to enrol in a Program including when they will exhaust their entitlement to access a subsidised training place;
 - The Student may be asked to complete Queensland Government surveys on their training goals, experience and outcomes;
 - **For a general training pathway**, the SAS must provide a fact sheet or document outlining its training offering, including:
 - A breakdown of total costs, including the Co-contribution fee, and how and when fees will be charged and collected;
 - Information on delivery mode, training timelines, assessment methods, delivery locations, and all requirements for successful completion of the Qualification or Skill set including **employment licensing requirements, security requirements**, and Vocational placements, if applicable. **Note:** Vocational placements are the responsibility of the SAS to arrange for the Student. **Information provided by the SAS about its training offerings must clearly state that the SAS is responsible for sourcing and organising any required Vocational placements as part of the training (if applicable);**
 - Details of Student support services available.

Performance Standard 2: Conduct Pre-Enrolment Assessment; and Employer Resource Assessment for apprenticeships and traineeships

- A. **For training delivered through a general training pathway**, the SAS must conduct a **Pre-Enrolment Assessment (PEA)** with each prospective student to determine their suitability for the Program, Qualification, and potential employment outcomes, as part of the eligibility and enrolment process. This process must include an interview or conversation to collect relevant information. As part of the assessment, the SAS is required to retain evidence verifying the student's eligibility prior to enrolment. This includes concessional status, as well as any applicable restrictions or exemptions for enrolment in a

Qualification or Skill set, as published by the Department. The SAS must retain the PEA information for review and audit purposes.

- B. It is compulsory for all SAS to use the Department's Apprenticeships / All Students Info – Self Service (AISS) search tool – within 30 days prior to enrolment for individuals undertaking general training and within 90 days prior to enrolment for apprentices and trainees. This is to help confirm if prospective students have previously completed any formal training, Qualifications, or units (for credit transfer), and when completion occurred. As AISS may not capture all student records or awards, the SAS must also confirm directly with prospective students whether they have completed or are currently undertaking training, and must not rely solely on AISS information.
- C. **For apprenticeships and traineeships including school-based**, the employer of an apprentice or trainee must provide adequate facilities, range of work, supervision and on-the-job training required by the FET Act 2014 and a Training Plan. The SAS is required to **review** employment arrangements, complete an **Employer Resource Assessment**, and develop the Training Plan in consultation with the employer and Apprentice/Trainee. If the employment arrangements do not comply with the FET Act, then the SAS should not commit to the Training Plan and must advise the employer, Apprentice Connect Australia Provider (ACAP), and the Department immediately.
- D. The SAS must comply with the Training package requirements for the training product, including any specified entry requirements, pathways information, and qualification description application, before enrolling prospective Students.

Performance Standard 3: Support the learning needs of each Student

- A. Identify any learning support needs or reasonable adjustments required by the Student before training begins.
- B. Ensure all staff (trainers, assessors, and support staff) complete the Department's mandatory *Inclusive Practice Micro-Credential* **within the timeframe specified by the Department after its release (the release date to be advised)**. The SAS must also ensure that new staff, as well as any approved third parties, complete the credential.
- C. Implement effective inclusive practice strategies for Students that align with the *Inclusive Practice Micro-Credential* and embed inclusive practices (including cultural awareness) into RTO processes, systems and activities. The SAS must be able to demonstrate that inclusive practices are integrated as a core element of its operations and provide evidence upon request. **Note:** The SAS may access adaptive technologies and learner support for Students with disabilities through the Department's Skills Disability Support (SDS) service and should utilise this service when assistance is required.
- D. Prior to delivering any **foundation skills training** to a Student (where approved to do so under the SAS Agreement), the SAS **must ensure it has read the Department's Foundation Skills Funding Policy 2026–2028** and is able to evidence that it has undertaken the following steps:
 - 1) Made an informed judgment about the Student's current capabilities by analysing their knowledge and skills against recognised foundation skills benchmarks, as well as the skills required for entry into and completion of the targeted vocational Qualification. The Department supports the use of the Australian Core Skills Framework (ACSF) and the Core Skills for Work Developmental Framework (CSfW) to benchmark a learner's foundation skills capabilities.

The development of the judgement may be in the form of an interview, test, or activities; must be customised to the competencies required for the Student's targeted vocational Qualification; and must

consider documented evidence of the Student's history (i.e. previous education and training, work history, any impairments or disabilities).

Note: For apprentices and trainees, the ACAP will often conduct a Language, Literacy, Numeracy and Digital (LLND) skills assessment as part of the sign-up process. In such cases, the SAS may use and retain the ACAP's assessment and is not required to conduct a separate assessment.

- 2) Developed a Training and Support Plan tailored to the Student's capabilities that outlines how the foundation skills training will be delivered and the outcomes to be achieved through to completion of the targeted vocational Qualification. The Training and Support Plan must be agreed upon by the student and reviewed by the SAS at key milestones, with adjustments made based on the Student's progress and learning needs. **Note: For apprentices and trainees**, the SAS must incorporate this information into their Training Plan instead.

Performance Standard 4: Achieve outcomes for each Student

- A. Actively establish and maintain strong industry and employer networks to:
 - Deliver training that directly aligns and connects to local job vacancies and employment outcomes (general training pathway) or supports ongoing employment and career progression (apprenticeship/traineeship pathway);
 - Organise Vocational placements (when placement is required under the Training package), ensuring alignment with training requirements and Student development. This includes actively matching Students with employers, providing placement guidance, and maintaining regular contact to monitor progress and offer support;
 - Support Students to transition into the workforce, progress to higher-level training, or advance in their chosen career through proactive and demonstrated actions and activities.
- B. Deliver quality training and assessment services that support Students in completing the course (Qualification or Skill set, if applicable) and achieving the required industry outcomes. **Note:** When conducting **Recognition of Prior Learning (RPL)** assessments, the SAS must demonstrate full compliance with the Department's RPL requirements outlined in the *Skills Assure Supplier Evidence Requirements*.

Performance Standard 5: Demonstrate professional and ethical standards of behaviour

- A. Act honestly, fairly, and in good faith in conducting its RTO business, and refrain from any behaviour (as determined by the Department) that may discredit or negatively impact the Queensland Government or its Programs.
- B. Ensure all interactions with the Department and Queensland Government employees are professional and respectful. The Department maintains a zero-tolerance policy for behaviour that is offensive, abusive, or threatening, or that due to its nature or frequency raises health, safety or equity concerns, or consumes disproportionate resources.
- C. Hold Departmental approval as a SAS to deliver training and assessment for the Qualification or Skill set under the Program, including approval for a specific training pathway, delivery mode and delivery location, at the time the services are delivered, and funding is claimed.
- D. Only represent itself to the public or consumers as a SAS for a Program, Qualification, Skill set, or delivery location from the approved start date, as confirmed in writing by the Department.

- E. Ensure appropriate avenues exist for Students (and employers, if applicable) to make complaints and that business processes are in place to resolve complaints in a timely and fair manner.
- F. **For apprenticeships and traineeships**, a SAS may only refuse to enrol or deliver training and assessment to an apprentice or trainee if one or more of the following conditions apply:
- The SAS has the Department's written consent not to enrol Apprentices/Trainees;
 - The employer of the Apprentice/Trainee is a prohibited employer under the Act;
 - The SAS is prevented pursuant to the Act from enrolling Apprentices/Trainees;
 - A Co-contribution fee is not paid despite the SAS providing its fees policy prior to enrolment;
 - The employer does not pay, or agree to pay, any additional SAS charges associated with the provision of training and assessment services.
- G. When the SAS has claimed payment for the relevant units of competency through the funding Program, the SAS **must not withhold the results, statement of attainment, or Qualification** from a Student due to the non-payment of fees.

Performance Standard 6: Comply with all funding terms and conditions

- A. Maintain up-to-date knowledge of SAS requirements as outlined in this SAS Policy, the SAS Agreement, associated Schedule/s, and the other related policies and documents (including apprenticeship and traineeship policies, procedures, and guidelines, if applicable), as amended from time to time. SAS must ensure staff regularly review all relevant documents and contact their Departmental contract manager for clarification where required.
- B. Comply with the requirement that new training products (Qualifications and Skill sets) or delivery locations cannot be added to the Delivery Schedule after the SAS Agreement is awarded, unless they are superseding Qualifications, or the Department provides written approval to add new Qualifications/Skill sets or locations.
- C. Agree that all obligations, duties or liabilities under the relevant policies and SAS Agreement remain the responsibility of the SAS, irrespective of any arrangements or agreements it may have with third parties concerning the funding Program.
- D. If the SAS ceases to be registered for a Qualification on its Delivery Schedule or relevant Program approval, it must inform the Department immediately. For superseded **or expired** Qualifications, the Department will publish a **no new enrolments date** on the Queensland Subsidised Training List (QSTL). The SAS must abide by the Department's no new enrolments date and have the superseding Qualification **on its scope of registration**. The Department will not pay for new student enrolments commencing in superseded **or expired** Qualifications after the published date on the QSTL. This applies even if the Australian Skills Quality Authority (ASQA) extends the no new enrolments date, **as the Department's no new enrolments date takes precedence for all government-funded training products delivered under its programs and will be strictly enforced.**
- E. A SAS with no active training product/s on its Delivery Schedule will have their SAS Agreement terminated by the Department.
- F. No delivery in a Qualification for a continuous 12-month period will result in removal of the Qualification from the Delivery Schedule and may result in termination of the SAS Agreement by the Department in accordance with the above paragraph.

- G. The SAS Agreement is **not** transferable (see Change in Control in clause 30 of the SAS Agreement).
- H. Cooperate fully with SAS monitoring activities including allowing the Department (and any auditors acting on the Department's behalf) access to its premises to conduct compliance audits. This means providing all necessary Records, documents, information, or reports to the Department to indicate proper conduct and compliance with all aspects of the Program. Evidence to be retained by the SAS is outlined in the *Skills Assure Supplier Evidence Requirements*.
- I. Ensure evidence required to be retained is produced to auditors promptly on request during any audit and in a way that permits simple checking against the requirements stated in the *Skills Assure Supplier Evidence Requirements*. Identified non-compliances, **resulting in breaches of the SAS Agreement**, will result in funding refusal or recovery action for overpayments. In exceptional cases, the Department may, in its absolute discretion, consider supplementary material provided **by the SAS** after an audit. The SAS must keep their systems and files in a way that permits them to comply with this requirement.
- J. Abide by any Departmental directive to cease enrolment of new Students from a specified date (see **Enrolment date** definition in **Appendix 6**).
- K. Claim only eligible, payable, and compliant training and assessment services from the Department as specified in this SAS Policy and SAS Agreement Schedule/s, as updated from time to time.
- L. Ensure the accuracy and currency of information held by the Department relating to its business details and contact information.

3. Compliance Monitoring and Performance Reviews

Compliance Monitoring: The Department will conduct SAS compliance monitoring activities to assess adherence to this SAS Policy, the SAS Agreement and its associated Schedule/s, as well as any other documents published or issued by the Department from time to time.

These activities may include, but are not limited to, a full audit of all aspects of this SAS Policy or the SAS Agreement and Schedules; theme-focused activities (e.g. related to student eligibility); monitoring activities (e.g. review of website information, and training and assessment data); feedback from stakeholders (e.g. employers); and outcomes from Student surveys issued by the Department.

Any identified non-compliance with this SAS Policy, the SAS Agreement, Schedules, or *Skills Assure Supplier Evidence Requirements* may result in the Department exercising its rights under the SAS Agreement, including requiring the refund of any funding paid, suspension of funding, a directive to cease student enrolments, or termination of the SAS Agreement.

Performance Reviews: The SAS may be subject to periodic reviews to assess performance, including the review of **activity against Key Performance Indicators (KPIs)**, training and assessment data, delivered outcomes, support provided to priority cohorts, and Student feedback.

Findings from compliance monitoring or performance reviews may impact the RTO's future eligibility for Department-funded programs.

4. Third Parties

- A. A SAS is not permitted to engage or allow a Third party to deliver training or assessment services, market the Program(s), or recruit students.

- B. **Only in exceptional circumstances and with prior written approval** (Variation) from the Department before delivering any services, **may a Third party be permitted to deliver specific services**. When assessing such requests, the Department may consider specific factors (e.g. Student cohort or location) and may, at its discretion, approve all or part of the request or impose conditions.
- C. If approved by the Department, the SAS must have a Memorandum of Understanding (MOU) with the Third party that includes the terms specified by the Department.
- D. If Third party delivery is approved, it will be formalised through a Variation. The SAS will be required to provide reports on Third-party arrangements, and this will be outlined in the Variation.
- E. The approval will be reviewed annually, and the Department will take appropriate action, as outlined in the Department's letter of approval, for a SAS that does not comply with Third party requirements.
- F. Third parties are not permitted to access the Partner Portal.
- G. The SAS must advise the Department, if requested, whether it has engaged an RTO Consultant to provide advice or support relating to compliance with this SAS Policy, SAS Agreement, Schedule/s, or associated policies.
- H. **Exemption:** Third party arrangements are permitted specifically for the delivery of First Aid training.

5. Records Maintenance

- A. The SAS is responsible for ensuring the accuracy and currency of its business information. This includes regularly reviewing and updating the following, but not limited to:
- Business details and contact information;
 - EFT payment details (e.g. changes to bank account);
 - Authorised contacts;
 - Partner Portal access.

6. Variations (Qualifications, Locations, Modes)

SAS are approved by the Department to deliver specific Qualifications and/or Skill sets, in designated locations and through approved delivery modes.

- A. A SAS cannot request or add new Qualifications to their Delivery Schedule/s, except for superseding Qualifications of those already approved. Superseding Qualifications are not automatically added to a Delivery Schedule, and all additions must be actioned by the SAS via Purchasing Online (POL).
- B. A SAS can only commence training in the superseding Qualification as at the date approved by the Department, and variations will not be backdated.
- C. If a SAS intends to cease delivery of a Qualification or Skill set, whether entirely, or at a specific location, or via a particular delivery mode (e.g. face-to-face), it must notify the Department in writing (this excludes superseded Qualifications). Withdrawal may impact the SAS Agreement, including removal of Qualifications or termination. For Queensland public providers, approval must be sought from the Office of Public Provider Partnerships.

Department-initiated Variations

- D. If the Department identifies a market gap or change in service delivery, it may invite RTOs to become a SAS to deliver the Qualification or Skill set, based on the previous EOI assessment outcomes.
- E. When new Qualifications are added to the QSTL, the Department may invite existing SAS with that Qualification on their ASQA Scope of registration to participate in an EOI process.

7. Responsible Marketing Practices

- A. Only the SAS approved to deliver training under a specific funding Program is permitted to market or advertise that Program.
- B. The SAS must clearly publish on a dedicated webpage on its website:
 - The approved SAS logo;
 - Accurate Program details using the correct and full name of each funding Program;
 - Each Qualification or Skill set the SAS is approved to deliver under a Program, including the relevant training pathway (general, apprenticeship, or traineeship), from the Department's approval date;
 - Delivery locations approved by the Department;
 - The total Co-contribution fees (concessional and non-concessional) to be charged for each Qualification or Skill set the SAS is approved by the Department to deliver under a Program.
- C. The SAS must:
 - Include all information outlined in item B above in all marketing and advertising;
 - Only market or advertise itself to the marketplace for a Program from the date of approval by the Department;
 - Only advertise free or fee-free training when mandated under this SAS Policy and Schedule/s for the student cohort;
 - Not market, advertise or offer any gift or other benefit to a Student, prospective Student, employer, or any other person which, in the Department's reasonable opinion, is an Inducement or likely to influence a person to enrol with the SAS;
 - Not make references to government funding that are false and/or misleading.

8. Appendix 1: Fee Conditions

- A. The **Co-Contribution Fee** must represent the total cost to the Student, including any enrolment charges (e.g. ID card fees), tuition, services and materials fees, and all other mandatory costs related to delivering training, assessment, and awarding the Qualification. This also includes costs such as criminal history checks, where required for Vocational placement or employment in certain occupations. **This principle, as it applies to the fee cost specifically for a Student, relates to all training pathways including when Student fees are fixed.**
- B. Upfront charging of the total Co-contribution fee is prohibited. The SAS cannot request or demand more than 30% of the total Co-contribution fee cost upfront. **The only exception is when the Student or employer explicitly requests to pay a higher Co-contribution fee upfront, which is permitted. In such**

cases, the SAS must still report Co-contribution fees to the Department at the Unit of competency level (as outlined in **Item D** below).

- C. Where the SAS must collect a Co-contribution fee, it may be paid on behalf of the Student by their employer or a third party unrelated to the SAS, but cannot be paid or waived by the SAS (whether directly or indirectly), unless approved in writing by the Department. The SAS must not refund, return, or provide cash payments (including 'referral fees' or other bonuses) to any fee payer, including third parties.
- D. The SAS must charge, collect, and report Co-contribution fees at the Unit of competency level. **Co-contribution fees must be reported in whole dollar values for each unit via the SAS's VET activity data submission**, regardless of who pays the Co-contribution fee. Unit fees must total the published Co-contribution fee and be calculated either by evenly dividing the total Co-contribution fee across payable units, or proportionally based on the relative length of each unit. The SAS must retain evidence of all Co-contribution fees charged and collected.
- E. A Student's eligibility for **Concessional status (or PPG status if an apprentice or trainee)** must be confirmed by the SAS at the time of enrolment, with evidence retained to support the higher Government subsidy. The higher subsidy enables the SAS to reduce Co-contribution fees and/or provide increased learning support. Evidence must be retained for all Students whose circumstances have been assessed as fully or partially exempt from the requirement to pay fees.
- F. **Concessional status applies when the Student (including Apprentice or Trainee) falls into one of the following categories:**
- Holds a Health Care, Veteran or Pensioner Concession Card issued under Commonwealth law, or is the partner or a dependant of a person who holds such a card and is named on the card;
 - Holds an official form issued under Commonwealth law confirming that they, their partner, or the person of whom they are a dependant is entitled to concessions under a Health Care, Veteran or Pensioner Concession Card;
 - Identifies as Aboriginal or Torres Strait Islander;
 - Has a disability;
 - Is from a non-English speaking background;
 - Is an adult prisoner.
- G. Fees cannot be charged for:
- Outcome 60 (credit transfer);
 - Outcome 65 (transitional gap training) – when transitioning a Student from a superseded Qualification to the new Qualification and a completed Unit of competency is identified during the mapping process as similar but not equivalent, therefore gap training and assessment is required; or when a Student has completed a Unit of competency and the competency has been superseded and is similar but not equivalent, therefore gap training and assessment is required (however the Qualification code remains the same);
 - Student cohorts exempt from paying Co-contribution fees as specified below.
- H. Cost recovery: Atypical and minor charges by SAS are permitted on a cost recovery basis for services that are not required for the standard delivery of training and assessment services and awarding of a Qualification. This would apply if a Qualification had to be reissued – the SAS (or Department, if applicable) may charge the Student for this service on a cost-recovery basis.

Additional Conditions that apply to General Training

- A. Students undertaking Certificate III and above vocational Qualifications, and Skill sets, as well as non-concessional Students enrolled in lower-level vocational Qualifications, are required to contribute to the cost of their training through the payment of a Co-contribution fee. The SAS determines the Co-contribution fee amount. **Note:** The Co-contribution fee should represent a meaningful contribution toward the cost of training and must not be set at an artificially low rate to attract or incentivise student enrolment.
- B. A SAS may have different offerings for the same Qualification, which can vary based on factors such as delivery mode (e.g. face-to-face or online), location (e.g. regional or Southeast Queensland), work placements, and high-cost electives. A SAS may charge a different Co-contribution fee for each offering of a Qualification under a general training pathway.
- C. **Full fee exemption:** The SAS must apply a full Co-contribution fee exemption where the student falls into one of the following categories:
- Skilling Queenslanders for Work or SQW participants – this training is provided fee-free to Students with any additional costs met through SQW funding;
 - Specific fee-free training programs as announced by the Queensland Government;
 - Foundation skills – this training is fee-free;
 - Lower-level vocational Qualifications for concessional Students – this training can be provided fee-free to Students, as determined by the SAS.
- D. Where the Queensland Government states in writing that the collection of Co-contribution fees is **optional**, the SAS may choose not to collect the Co-contribution fee. In such cases, any decision by the SAS to not collect a Co-contribution fee does not create a financial liability for the Department. The SAS is not entitled to seek reimbursement from the Department for any foregone Co-contribution fee revenue.

Additional Conditions that apply to Apprenticeships and Traineeships

- A. Co-contribution fees are set by the Department at \$1.60 per nominal hour for each Unit of competency or Module and must be calculated at the commencement of each unit or Module. The Co-contribution fee applies consistently to all SAS delivering apprenticeships and traineeships. Adjustments to the Co-contribution fee may be applied annually and will be made solely by the Department, with formal notification provided to SAS.
- B. Additional Co-contribution fees may be charged to the employer; however, these must be negotiated, agreed upon with the employer, and documented upfront, before the apprentice or trainee enrolls in training and training commences.
- C. When the individual converts from a school-based apprenticeship or traineeship (SAT) to a full-time or part-time apprenticeship or traineeship, Co-contribution fees must be charged for training and assessment for any units of competency not yet commenced. This does not apply to Free Apprenticeships for under 25s.
- D. **Partial fee exemption:** The SAS must charge only 40 per cent of the Co-contribution fee where the apprentice or trainee falls into one of the following categories:
- Was or will be under 17 years of age at the end of February in the year in which the SAS provides training, and is not at school and has not completed year 12; or
 - Holds **concessional** status as defined in this SAS Policy.

E. **Full fee exemption:** The SAS must apply a full Co-contribution fee exemption where the apprentice or trainee falls into one of the following categories:

- Undertaking a Qualification as part of the Skilling Queenslanders for Work or SQW – Work Skills Traineeship program;
- School-based apprenticeship or traineeship;
- Specific fee-free training programs as announced by the Queensland Government;
- Foundation skills – this training is fee-free.

Where payment would cause extreme financial hardship, the SAS may also waive the Co-contribution fee. A Co-contribution fee waiver process should be in place at the time of enrolment. The SAS must also have a reasonable internal process to manage appeals regarding Co-contribution fee waiver decisions.

F. **Free Apprenticeships:** The SAS must not charge a fee to any individual who is eligible for a Government subsidy under the Free Apprenticeships for Under 25s initiative. The Department will cover the Co-contribution fee.

9. Appendix 2: Reporting Requirements

When reporting training and assessment services to the Department and making a claim for payment, the SAS must comply with all requirements stated below:

- A. Provide an electronic data submission using an AVETMISS compliant Student management system that complies with the current AVETMISS release and Queensland state requirements. It is compulsory that the SAS use Partner Portal to upload/submit VET activity data. SAS must comply with the Partner Portal *Terms and Conditions*. Failure to do so may result in termination of the SAS Agreement.
- B. Submit VET activity data on or before the last working day of each month; for TAFE Queensland, data is to be submitted by the 15th day of each month (to assist the Department in managing the high volume of data).
- C. Submit accurate and compliant VET activity data that meets the standard Departmental validations in accordance with the following timelines:

General training pathway:

- report enrolments within 30 days of the Unit of competency enrolment;
- report outcomes within 30 days of completion of the Unit of competency.

Apprenticeship/Traineeship pathway:

- report enrolments within 90 days of the Unit of competency enrolment;
- report outcomes within 90 days of completion of the Unit of competency.

- D. Report for each Student – compliant VET activity data that contains complete and correct information against all relevant fields specified for the applicable AVETMISS and Queensland state requirements as superseded, amended or replaced. The following fields are mandatory and must be completed and reported by the SAS before the Department can issue payment:
 - Delivery Schedule number (Purchasing Contract Identifier);
 - verified Unique Student Identifier (USI);
 - Student date of birth;
 - complete Student address and contact details, including street number and name; suburb, locality, or town; contact telephone number; email address (NAT85);
 - complete Student demographic data including, but not limited to – gender, Indigenous status, disability status, main language spoken;
 - whether the Student is eligible for a higher subsidy due to concessional status (Fee Exemption/Concession Type Identifier) (see **Table 1**);
 - correct fund source code (see applicable Schedule);
 - delivery mode identifier;
 - predominant delivery mode;
 - outcome identifier (see **Table 2**);
 - location postcode where training delivery to the Student, apprentice or trainee predominantly took place – for online delivery, the SAS must report the postcode where the training is coordinated (such as state office), not the Student location;

- for an apprentice or trainee, the Training Contract registration number (Training Contract Identifier);
- amount of Co-contribution fees collected per Unit of competency (rounded to nearest dollar) (Client Tuition Fee);
- highest school level completed identifier;
- prior educational achievement flag and identifier;
- VET in Schools flag and At School flag (if applicable);
- labour force status identifier for Job Seekers (either 06 or 07 as specified in AVETMISS);
- labour force status identifier for Existing Workers (either 01, 02, 03, 04 or 05 as specified in AVETMISS);
- actual hours of training and assessment delivered where the Student has engaged in the learning activity and withdrawn from the Unit of competency prior to completion (see **Table 2**);
- when all requirements for the successful completion of the Qualification, course or Skill set have been met, the Student must be reported in the Program Completed file (NAT130); until the certificate is issued to the Student – the 'issued flag' in the Program Completed file must remain as 'N' (Not Issued) value;
- when the certificate is issued to the Student, the 'issued flag' value in the Program Completed file **must** be changed to 'Y' (Issued);
- date Program is completed by Student;
- parchment (or Qualification) issue date;
- Purchasing Contract Schedule Identifier field NAT120 (i.e. unique code issued by the Department), if applicable in a Schedule;
- any other information directed by the Department.

E. Comply with the following:

- Total VET Activity (TVA) reporting: The SAS must report to the Department, all TVA for the National Centre for Vocational Education Research (NCVER), including FFS (domestic and international) delivery;
- USI: All Students (new and continuing) participating in nationally recognised training in Australia are required to have a verified USI. As legislated (Student Identifiers Act 2014 – Part 5 Section 53), an RTO must not issue a VET Statement of Attainment and/or a VET Qualification to a Student that has not been assigned a USI, except where an exemption applies. The SAS **must** report a legitimate USI for each Student;
- Credit Transfer: The SAS must report any eligible unit for credit transfer according to the relevant Training package or accredited course. The SAS must check a Student's Statement of Attainment or record of results to determine if any completed units can be credited towards the Qualification in which the Student intends to enrol. If yes, the SAS must record the Unit of competency as a credit transfer, and it will be counted as part of the maximum number of units of competency payable for the Qualification;

- Location loadings: Loadings will be paid to SAS to support additional costs incurred through actual local delivery in identified country and remote areas in Queensland (subject to the Department's current independent pricing review), as well as in Cape York and the Torres Strait. SAS must report the postcode and locality name of the training delivery to claim the loading, with eligibility restricted to internal delivery (I) and workplace-based (W) predominant delivery modes only. Locations attracting the loading, and the associated amounts, are listed in the applicable Localities and Location Loadings List.

10. Appendix 3: Payment Terms

- For core VET programs, the Government subsidy will be paid to the SAS as units of competency are delivered and accurately reported. All payments will be made at an individual Unit of competency level if applicable, with payable outcomes as per **Table 2**.
- All units of competency or points are of equal value, calculated by dividing the Government subsidy by the designated number of units of competency or points for the Qualification. Claimed units of competency over the maximum number payable will not be paid by the Department.
- For training and assessment services, payments to SAS are generally made monthly only for the data which is error free and addresses all requirements and fields specified in **Appendix 2** (i.e. meets the AVETMIS Standard, all Program or Schedule rules, and Departmental validations for delivery and payment). If payment is not received, the SAS should review its data submission to correct errors and/or incomplete data, for payment in the following month.
- All payments to a SAS will be made via electronic funds transfer to a bank account nominated by the SAS. It is the responsibility of the SAS to inform the Department of any changes to its bank account details.
- To support both national reporting obligations and the Department's budget management, the SAS must submit compliant VET activity data to the Department by the specified deadlines. Payments will not be made for training and assessment services not reported on time (see **Appendix 2**).
- Any changes to the Government subsidy for a Qualification will only apply to Students who commence training from the date specified by the Department, which will be an appropriate period after the announcement of the change by the Department.
- For recommencing Students, the Government subsidy will be based on the remaining value of the Government subsidy for the Qualification at the time of the Student's recommencement e.g. if the subsidy is \$3000 for 10 units (\$300 per unit), and the Student has completed four units, the residual subsidy will be \$1800 (6 units x \$300).
- If a Qualification is superseded by a new Qualification, the SAS will transfer Students from the original Qualification to the new Qualification in accordance with ASQA's General Direction – Learner Transition and Clauses 1.26 and 1.27 in the *2025 Standards for RTOs*.
- Payment Outcome Code 65 (Transitional Gap Training) is only to be reported where a Student is transitioning from a superseded Qualification into a new Qualification, or previously completed competencies have been superseded and the new competencies do not directly map, necessitating gap training and assessment to address the variance in the new competencies. The SAS can report this code to generate payment for the new competencies.
- Refer to **Appendices 4 and 5** for training and assessment services **not funded** by the Department.

11. Appendix 4: Data Tables

Table 1: Concession or non-concession identifier

Code	Definition
C	Concessional Student – meets eligibility criteria at enrolment for concessional status under the relevant Program.
N	Non-concessional Student – does not meet eligibility criteria at enrolment for concessional status under the relevant Program.

Table 2: VET activity outcome identifier – payment codes

Outcome identifier	Description that applies to Unit of competency or Module (refer to www.ncver.edu.au)	Maximum payment	Additional payment for Free Apprenticeships
20	<u>Competency achieved/pass</u> Sufficient evidence has been gathered that competency has been met/completed, as expressed by the relevant endorsed industry/enterprise competency standards of a Training package or learning outcomes of an accredited course. For the Apprenticeship/Traineeship pathway, confirmation has been obtained from the employer that the Student has consistently demonstrated competent performance in workplace tasks relevant to the Unit of competency/Module.	100%	Full fee – calculated at \$1.60 per nominal hour for Unit of competency. Partial exemption fee – calculated at \$1.60 per nominal hour for Unit of competency x 40%. Full exemption – no additional payment.
30	<u>Competency not achieved/fail</u> Sufficient evidence has been retained to validate the SAS's decision to report a Student as not competent, or as not satisfying one or more of the requirements for the Unit of competency/Module.	100%	As above.
40	<u>Withdrawn</u> The Student has engaged in some learning activity (must	50%	Full fee – calculated at \$1.60 per actual hours of training

	be evidence of training, and not just provision of learning materials or attempted assessment) and then notified the SAS of their withdrawal before completing all the assessment criteria; or the Student has engaged in some learning activity and then stopped attending or submitting assessments (discontinues) without notifying the SAS (in this case, the SAS should be satisfied the Student will not return to complete the competency). For the Apprenticeship/Traineeship pathway, this code is to be applied where the Training Contract is cancelled or withdrawn in DELTA (or replacement ICT system) or there is a change of SRTO and the change or cancellation is recorded.		and assessment undertaken by Student as reported by SAS. Partial exemption fee – calculated at \$1.60 per actual hours of training and assessment undertaken by Student as reported by SAS x 40%. Full exemption – no additional payment.
51	<u>Recognition of Prior Learning (RPL) – granted</u> Evidence retained by the SAS must incorporate all the assessments undertaken for the RPL process, along with any other supporting documentation. Note: Payment will not be made for any Unit of competency or Module delivered through RPL if it results in the Student completing the entire Qualification via RPL. Not payable for foundation skills training and lower-level vocational Qualifications (i.e. Certificate I and II).	100% (subject to pricing review outcomes)	Full fee – calculated at \$1.60 per nominal hour for Unit of competency. Partial exemption fee – calculated at \$1.60 per nominal hour for Unit of competency x 40%. Full exemption – no additional payment.
52	<u>RPL – not granted</u>	0%	No additional payment.

60	<u>Credit transfer/national recognition</u>	0%	No additional payment.
65 (Department code)	<u>Transitional gap training</u> (see Appendix 1)	5%	No additional payment.
70	<u>Continuing activity</u>	0%	No additional payment.
81	<u>Non-assessable activity – satisfactorily completed</u>	0% for General training; See Table 3 for Apprenticeships /Traineeships	No additional payment.
82	<u>Non-assessable activity – withdrawn or not satisfactorily completed</u>	0%	No additional payment.
85	<u>Not yet started</u>	0%	No additional payment.

Note: The use of outcome identifier codes must be in accordance with the current AVETMISS release, with the exception of outcome code 65 which is defined by the Department.

Table 3: Administrative payment

The Department will make an administration payment only if one of the following conditions apply:

- A. The Student has achieved a Qualification through an alternative pathway, entered the corresponding Apprenticeship/Traineeship for that Qualification, and only requires a completion certificate to be issued for the Apprenticeship/Traineeship;
- B. The Student has received all training and assessment required from a different SRT0 under their previous Training Contract, entered into a new Training Contract, and only requires a completion certificate to be issued for the Apprenticeship/Traineeship;
- C. The Apprentice/Trainee Training Contract has been cancelled prior to any training provision commencing;
- D. The Apprentice/Trainee has withdrawn within the probationary period prior to any training provision commencing;
- E. The Apprentice/Trainee has changed to another SRT0 prior to any training provision commencing;
- F. The Apprentice/Trainee has gained the entire Qualification through RPL or a combination of RPL and credit transfer (the SRT0 must first confirm with a regional office Departmental representative that the Student's Training Contract will be approved by the Department).

Delivery mode identifier	Outcome identifier	Unit of competency / Module code	Description	Payment
N predominant delivery mode (from AVETMISS 8 release)	81	SRT01	Apprentice or Trainee prepare for training: Paid at completion of apprentice or trainee induction, including developing a Training Plan that meets the Department's requirements.	\$100
N predominant delivery mode (from AVETMISS 8 release)	81	SRT02	Apprentice or Trainee completion: Paid at completion of the Training Contract after the following has occurred: Apprentice or trainee has successfully completed the requirements of the Training Plan, and the SAS has complied with sections 45 and 46 of the Act.	\$400

12. Appendix 5: Training Provision Not Funded

The Government subsidy will **not** apply for the following:

- A. Delivery of any Unit of competency or Module through RPL under a foundation skills/LLND training product or Certificate I and II level Qualifications;
- B. Delivery of any Unit of competency or Module through RPL where the result would be that the Student has completed the entire Qualification by RPL, or a combination of RPL and credit transfer;
- C. Provision of training and assessment services to a Student beyond the prescribed period, as specified in any ASQA General Direction and the 2025 Standards for RTOs for the superseded Qualification;
- D. Provision of training and assessment services to a Student who was enrolled after the no new enrolment date specified by the Department for the relevant Qualification as published on the QSTL;
- E. Provision of training and assessment services where the SAS has not complied with all requirements in the SAS Agreement, this policy and relevant Schedule/s or other related policies and documents;
- F. Provision of training and assessment services to a Student in excess of the competency, Module or points counts as specified on the QSTL, regardless of whether the Student received training or assessment against the competency, Module or points count for the relevant Qualification from another RTO or SAS;
- G. Provision of training and assessment services that are not reported within the timeframe specified in this policy. **Note:** SAS must still report this provision to the Department;
- H. Provision of training and assessment services to a Student who has been previously assessed as competent for the same Unit of competency or Module or the superseded qualification. **Note:** This includes equivalent units and superseding Qualifications;
- I. Delivery of any Unit of competency which is not in accordance with the relevant Training package rules;
- J. Training and assessment services for units of competency where the SAS Agreement is suspended, or the apprentice's/trainee's Training Contract is suspended;
- K. Where the SAS exceeds (without approval) the SAT institutional delivery limit. See the published Guide to school-based apprenticeships and traineeships;
- L. Units of competency for foundation skills/LLND training products that are identified on the Program Schedule/s to the SAS Agreement, will not be funded, unless approved under another Departmental Program;
- M. Vocational units of competency imported into a foundation skills/LLND training product, unless approved under another Departmental program.

13. Appendix 6: Definitions

AISS – means the apprentice, trainee and all students information self-service search tool, accessed through the Department's Partner Portal.

Apprentice/Trainee – means an employee who is being trained in an apprenticeship or traineeship with a Training Contract under the *Further Education and Training Act 2014* or any subsequent Act.

Apprenticeship/Traineeship – means a Qualification declared by the Chief Executive of the Department of Trade, Employment and Training (DTET), under the authority of the *Further Education and Training Act 2014* (FET Act) that combines work with study for a Qualification in a trade or occupation.

ASQA – means the Australian Skills Quality Authority – the national regulator for Australia's Vocational Education and Training (VET) sector.

Australian permanent resident – means a non-citizen (being usually a resident in Australia) who is the holder of a permanent visa. The prospective student will need to show evidence they were granted a permanent visa, such as a visa label on their passport or formal communication from the Australian Government. Further information on visas can be viewed at www.homeaffairs.gov.au.

Australian Qualifications Framework (AQF) – means the national policy for regulated Qualifications in Australian education and training. The AQF incorporates the Qualifications from each education and training sector into a single, comprehensive, national Qualifications framework.

AVETMISS – means the *Australian Vocational Education and Training Management Information Statistical Standard* published by the National Centre for Vocational Education Research (NCVER).

Co-contribution fee – means the non-government financial contribution paid to the SAS to help cover the cost of training and assessment services, with the remaining cost subsidised by the government.

Commencement date – means the date the student first engages in learning activity for a unit of competency. This must match the **Activity Start Date** reported to the Department.

Competency count – means the minimum number of units of competency specified by the training package that are needed to achieve the Qualification outcome. The minimum number of units of competency will be the maximum number of competencies payable for a Qualification. **Note:** Competency count may be replaced by **Module or points count** for certain Qualifications or accredited courses. Points is the value specified by the relevant Training package for a Unit of competency.

Concessional student – means as defined in this SAS Policy 2025–2028, or Schedule, or relevant Program Policy.

Control – means as defined in the *Skills Assure Supplier Vocational Education and Training Agreement*.

Delivery Schedule – means the attachment to the SAS letter of authority (i.e. approval) showing the Qualification or list of Qualifications the SAS is approved to deliver for a program, in accordance with the requirements stated in this policy and the applicable Program Policy.

Department – means the Queensland Department of Trade, Employment and Training or DTET.

Department's policies – means the Department's policies regulating Skills Assure Suppliers (SAS) and policies regulating a program including, without limitation, the Department's *Skills Assure Supplier Evidence Requirements*, as published from time to time on the Department's website (<https://dtet.qld.gov.au/training>) or another website notified by the Department.

Enrolment date – means the date the student is informed of their eligibility for the program and is enrolled into the training product. This date is then used to calculate the timeframes for certain evidence such as AISS searches and official letter or email from employers.

Entity – means either a corporation, a person, a partnership, an incorporated association, and an unincorporated body.

Existing worker – means a current employee who has a one month or more employment relationship with their employer and has actively fulfilled work duties for this period. The one month working relationship could be full-time or on a part-time/casual employment equivalent basis. Existing workers have access to employee entitlements and therefore do not include volunteers. Registration with a Labour Hire Company does not satisfy the 'existing worker' requirement, unless at the commencement of the training the prospective student has been engaged in employment for a period of one month or more and is currently employed. **Note:** The period of work or employment must be in the same industry area and directly involve the same or related occupational duties as the targeted vocational Qualification to ensure alignment. Working in a different role, even within the same industry or employer, does not satisfy or meet this definition and requirement.

Government subsidy – means the amount of public funding the Queensland Government will contribute towards the cost of training and assessment services for an eligible student in a subsidised Qualification or course. The subsidy is paid directly to the SAS.

Inclusive practice – means a training and assessment approach for priority cohorts to help reduce barriers to training access and participation, with the aim to better equip and support the diverse needs of Students to participate and complete their studies. It includes all Students being supported, valued and respected for their differences as they develop new skills.

Inducement – means the offer of gifts or money to a person or business to entice or persuade that person or business.

Key personnel – means, in respect of an entity, an individual who:

- (a) is concerned, or takes part, in the management of the entity;
- (b) is an employee or agent of the entity with duties of such responsibility that their conduct may fairly be assumed to represent the entity in relation to its business;
- (c) exercises a degree of control or influence over the management or direction of the entity. This includes those involved in decision-making that impacts the business or who can significantly affect the entity's future operations and financial position;
- (d) has the ability or capacity to determine the outcome of decisions about the financial and operating policies of the entity.

Module – means a unit of education or training that can be completed on its own or as part of an accredited course. Modules may also result in the attainment of one or more units of competency. For **Module count** see **Competency count**.

National VET regulator – means the body established by section 155 of the *National Vocational Education and Training Regulator Act 2011*, which is the Australian Skills Quality Authority (ASQA).

NVR Act – means the *National Vocational Education and Training Regulator Act 2011* (and includes any commenced amendment affecting the legislation, such as the *National Vocational Education and Training Regulator Amendment Act 2015*).

NVR registered training organisation – means an organisation registered by the Australian Skills Quality Authority (ASQA) as a registered training organisation (RTO) under the *National Vocational Education and Training Regulator Act 2011*.

Priority population group (PPG) means – as declared on the national Apprenticeship/Traineeship Training Contract, such as individuals of Aboriginal or Torres Strait Islander origin; individuals from a non-English speaking background; and individuals with disability, impairment or long-term condition.

Program – means a Queensland Government and Department of Trade, Employment and Training (DTET) program for funding or subsidising training and assessment services to achieve a nationally recognised training outcome for eligible Students.

Program Policies – means the policies which apply to the respective Programs as updated by the Department from time to time.

Program Schedules – means the schedules detailing the Programs under the SAS Agreement.

Qualification – has the meaning assigned to that term in the NVR Act and VET qualification has the same meaning.

Recognition of prior learning (RPL) – involves the assessment of the previously obtained skills and knowledge an individual has achieved outside the formal education and training system of their Qualification, apprenticeship or traineeship. RPL cannot be claimed for experience, skills or knowledge gained since commencing the current apprenticeship, traineeship or Qualification.

Record – means a written, printed, or electronic document providing evidence that activities have been performed.

Record of results – means a Record of all learning leading to an AQF Qualification or an accredited unit in which a Student is enrolled and is issued by an authorised issuing organisation. In Australia this may be called a transcript of results, academic transcript, Record of achievement or statement of results.

Registration – means formal registration by ASQA under the Act. A training organisation/person covered by the Act must be registered to deliver and assess nationally recognised training, and issue nationally recognised VET qualifications.

Related Body Corporate – means where a body corporate is a holding company of another body corporate, a subsidiary of another body corporate, or a subsidiary of a holding company of another body corporate, as defined in the Corporations Act 2001 (Cth).

RTO – means a Registered Training Organisation that is approved to deliver nationally recognised training in the VET sector.

Scope of registration – means the training products for which an RTO is authorised to issue AQF certification documentation. It allows the RTO to provide (a) both training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or (b) assessment resulting in the issuance of AQF certification documentation by the RTO. The scope of registration is listed on the national register.

Skill set – means a single Unit of competency or combination of units of competency from one or more Training packages that link to a licence, regulatory requirement, or defined industry need. Nationally endorsed skill sets have been approved by ASQA and assigned a code for reporting purposes. Priority skill sets subsidised under this policy are published on the QSTL.

Skills Assure Supplier (SAS) – means a Registered Training Organisation (RTO) pre-approved by the Department to deliver publicly funded training and assessment services for a program in Queensland (also referred to as a 'Supplier' in the SAS Agreement).

2025 Standards for Registered Training Organisations – means the conditions that RTOs must comply with, as regulated by ASQA, the National VET Regulator. The purpose of these Standards is to: (a) outline the requirements for an organisation to become an RTO; (b) ensure that training products delivered by RTOs meet the requirements of Training packages or VET accredited courses, and maintain their integrity for employment and further study; and (c) ensure that RTOs operate ethically, with due consideration of the needs of learners and enterprises.

Student Identifiers Act 2014 – means an Act to provide Student identifiers and access to transcripts relating to Vocational Education and Training (VET) and related purposes.

Student, learner, or participant – means an eligible individual who is enrolled with a SAS under a funded training program and may include an apprentice or trainee, as applicable, in this SAS Policy 2025–2028.

Third party – means any entity, organisation or person that is not a part of the RTO entity awarded SAS status (i.e. not employed by the SAS, nor within its organisational structure such as a director). A third party operates as a separate entity, either with or without a contract or agreement with the SAS. Without limitation, a third party is related to the SAS if:

- (a) the third party is a Related Body Corporate of the SAS; or
- (b) there is any commonality in the Key personnel of the third party and the Key personnel of the SAS.

Training Contract – means a training contract for the training of Trainees and Apprentices under the Further Education and Training Act 2014 or any subsequent Act.

Training package – means an integrated set of nationally endorsed standards, guidelines and Qualifications for a specific industry, sector, or workplace. Each training package provides consistent components for training and assessment and recognising skills.

Unique Student Identifier (USI) – means an account or reference number issued by the USI Registrar that uniquely identifies an individual undertaking nationally recognised training over their lifetime. The USI allows collation of an individual's educational attainments for analysis and research purposes while protecting individual privacy.

Unit of competency – means the specification of the standards of performance required in the workplace and where applicable for the course or Qualification, may refer instead to points or modules.

VET accredited course – means a course accredited by the VET regulator in accordance with the *Standards for VET Accredited Courses 2021*.

VET Qualification – means a testamur given to a person confirming they have achieved learning outcomes and competencies that satisfy the requirements of a Qualification recognised under the Australian Qualifications Framework (AQF).

VET Quality Framework – means the set of standards designed to achieve greater national consistency in registering and monitoring RTOs, as well as enforcing standards in the VET sector. It comprises the *2025 Standards for Registered Training Organisations (RTOs)*; Fit and Proper Person requirements; Financial Viability Risk Assessment requirements; Data Provision requirements; and AQF.

VET regulator – means the National VET Regulator (ASQA's chief executive officer) and/or a non-referring state body responsible for VET.

VET statement of attainment – means a statement given to a person confirming that they have satisfied the requirements of specified units of competency.

Vocational placement – means a set number of supervised hours Students must complete with a business or employer relevant to their Qualification. The required hours are specified in the course information and must be successfully finished for Students to be eligible for graduation. This placement allows Students to apply their training and academic knowledge and skills in a real-world work environment, under the guidance of industry professionals.