Standards for Registered Training Organisations (RTO) Practical Manual

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Standards for Registered Training Organisations (RTOs) 2015

Links

Standards for Registered Training Organisations 2015 (ComLaw website)

On 26 September 2014, the Council of Australian Governments (COAG) Industry and Skills Council agreed to new regulatory standards for training providers and regulators—the Standards for Registered Training Organisations (RTOs) 2015. These replace the Standards for NVR RTOs 2012.

ASQA uses the Standards to ensure nationally consistent, high-quality training and assessment across Australia’s vocational education and training (VET) system. Compliance with the Standards is a requirement for:

- all ASQA registered training organisations, and
- for applicants seeking registration.

ASQA uses the Standards to protect the interests of all students in Australia’s VET system. The Standards guide nationally consistent, high-quality training and assessment services in the vocational education and training system.

The following links provide this information:


Transition arrangements


Changes in comparison to the ‘old’ NVR 2012 standards

The table provides the standard, the clause and a final column with suggestions for maintaining compliance

<table>
<thead>
<tr>
<th>Standards for Registered Training Organisations (RTOs) 2015</th>
<th>Standards for Registered Training Organisations (RTOs) 2015</th>
<th>Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of Instrument</td>
<td>This legislative instrument may be cited as the Standards for Registered Training Organisations (RTOs) 2015.</td>
<td></td>
</tr>
</tbody>
</table>
Part 1: Definitions

These Standards are the Standards for Registered Training Organisations 2015. These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011 or equivalent legislation covering VET regulation in a non-referring State as the case requires
- VET Quality Framework

Note – the National Vocational Education and Training Regulator Act 2011, or equivalent legislation covering VET regulation in a non-referring State, provides the VET Regulator with the powers necessary to carry out its functions. Nothing in these Standards may be read as limiting or diminishing those powers.

These Standards should be read in conjunction with the:

- Standards for Training Packages
- Standards for VET Accredited Courses
- Standards for VET Regulators

Purpose

The purpose of these Standards is to:

1. set out the requirements that an organisation must meet in order to be an RTO;
2. ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and
3. ensure RTOs operate ethically with due consideration of learners’ and enterprises’ needs.

Structure

These Standards consist of eight Standards. Under each Standard is a set of Clauses of the Standard.

To comply with a Standard, the RTO must meet each of the Clauses. A person applying to register as a new RTO must demonstrate the capacity to meet these Standards for all of the person’s intended scope of registration.

For each Standard a context statement is also included. The context does not form part of the Standard itself, and has been included to provide
background information to help readers understand the Standard.
The Standards and Clauses are collectively referred to as Standards.

Definitions
The glossary at the beginning of these Standards defines certain words and expressions which have specific meaning in these Standards.

<table>
<thead>
<tr>
<th>Access and Equity</th>
<th>Means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF certification documentation</td>
<td>Is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual. <a href="http://www.asqa.gov.au/media-and-publications/sample-aqf-documentation.html">http://www.asqa.gov.au/media-and-publications/sample-aqf-documentation.html</a></td>
</tr>
<tr>
<td>AQF qualification</td>
<td>Means an AQF qualification type endorsed in a training package or accredited in a VET accredited course <a href="http://www.aqf.edu.au/aqf/about/what-is-the-aqf/">http://www.aqf.edu.au/aqf/about/what-is-the-aqf/</a></td>
</tr>
<tr>
<td>Assessment</td>
<td>Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a Training Package or VET accredited course. <a href="http://www.det.act.gov.au/__data/assets/pdf_file/0015/801600/AssessmentIssuesInVET_MinimisingTheLevelOfRisk.pdf">http://www.det.act.gov.au/__data/assets/pdf_file/0015/801600/AssessmentIssuesInVET_MinimisingTheLevelOfRisk.pdf</a></td>
</tr>
<tr>
<td>Assessment system</td>
<td>Is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2. QA system is documented in QA manual as an overarching set of benchmarks that are detailed per qualification in the TAS • Risk management processes are simple to follow and take into account the Foundation Skills levels of learners, the costs/safety and requirements of qualifications</td>
</tr>
<tr>
<td>Assessors</td>
<td>Are persons who assess a learner’s competence in accordance with Clauses 1.13 to 1.16 1.15 Where a person conducts assessment only, that person must have: a) prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 3 of Schedule 1, or demonstrated equivalence of competences; and b) from 1 January 2016, Item 1 or Item 3 of Schedule 1.</td>
</tr>
</tbody>
</table>
| Assessment Principles | Assessment system is incorporated in the QA system and is a coordinated set of documented policies and procedures (including assessment materials and tools) designed and implemented to increase the likelihood that assessments of learners, using many different assessors, in varying situations, are consistent and are based on assessment evidence that is valid, sufficient, authentic and current and assessment practice that is fair, flexible, valid and reliable. | • Included in the QA manual on assessment policy and procedures  
• Assessment tools are at the correct Foundation Skills Level  
• Recognition of Prior Learning (RPL) guides identify Foundation Skills level required  
• Reasonable adjustment information includes level of Foundation Skills |
| Audit | Means an audit or compliance audit undertaken by the VET Regulator | [Audit report - VET Quality Framework Standards for Registered Training Organisations 2015](#)  
[Audit report - VET Quality Framework Standards for Registered Training Organisations 2015](#)  
[Audit report - VET Quality Framework Standards for Registered Training Organisations 2015](#)  
[Audit report - VET Quality Framework Standards for Registered Training Organisations 2015](#) |
| Australian Qualifications Framework (AQF) | Means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education. | [http://www.aqf.edu.au/](http://www.aqf.edu.au/) |
| Authenticated VET transcript | Has the meaning given in the Student Identifiers Act 2014 | Generally, a registered training organisation must not issue a VET qualification or VET statement of attainment to an individual after 2014 unless the individual has a student identifier.  

The Student Identifiers Registrar must assign a student identifier to an individual on application.  

On request by an individual, or an organisation or body involved with vocational education and training, the Registrar may verify that an identifier is the individual’s student identifier, or give the individual’s student identifier.  

Records of student identifiers must be protected from misuse. Collection, use and disclosure of an individual’s student identifier without the individual’s consent is prohibited, unless it is authorised by this Act. The Information Commissioner may deal with breaches of these rules as interferences with privacy under the Privacy Act 1988.  

On request, the Registrar may give all or part of an authenticated VET transcript of an individual who has a student identifier to the individual, a registered training organisation or a VET-related body. This is subject to access controls set by the individual. |
| Client | Means a learner, enterprise or organisation that uses or purchases the services provided by an RTO | |
| Code | Means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses. | By the end of 2015, the current components of units of competency will change and be separated into a unit of competency and assessment requirements. Below are the templates as published in the Standards for Training Packages 2012.
### Competency

Means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.


### Current Industry Skills

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

- a) having knowledge of and/or experience using the latest techniques and processes;
- b) possessing a high level of product knowledge;
- c) understanding and knowledge of legislation relevant to the industry and to employment and workplaces;
- d) being customer/client-oriented;
- e) possessing formal industry and training qualifications; and
- f) training content that reflects current industry practice.


### Data Provision Requirements

Are the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation


### Educational and Support Services

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

- a) pre-enrolment materials;
- b) study support and study skills programs;
- c) language, literacy and numeracy (Foundation Skills) programs or referrals to these programs;
- d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- e) learning resource centres;
- f) mediation services or referrals to these services;
- g) flexible scheduling and delivery of Training and Assessment;
- h) counselling services or referrals to these services;
- i) information and communications technology (ICT) support;
- j) learning materials in alternative formats, for example, in large print;
- k) learning and assessment programs customised to the workplace; and

- Foundation Skills (aligned to the FOUNDATION SKILLS) assessment prior to enrolment
- Description of the extent of support RTO can provide; networks in Foundation Skills that can be used e.g. SEE (LLN) Program, [www.teach2learn.com.au](http://www.teach2learn.com.au) resources
l) any other services that the RTO considers necessary to support learners to achieve competency.

**Executive officer** means:

a) a person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes part in the management of the RTO; or

b) an administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court); or

c) if the RTO is a body corporate:

i. a person who, at any time during a period for which the organisation is registered, owns 15% or more of the organisation; or

ii. a person who, at any time during a period for which the organisation is registered, is entitled to receive 15% or more of dividends paid by the organisation; or

iii. the administrator of a deed of company arrangement executed by an organisation; or

iv. a trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

- Signed the form for fit and proper person

  [Fit and Proper Person Requirements Declaration form](#)

  Fit and Proper Person Requirements declaration About this declaration In considering whether a training organisation is suitable for registration (initial and continuing) as a ......

**Financial Viability Risk Assessment Requirements**

Means the requirements made under section 158 of the *National Vocational Education and Training Regulator Act 2011* or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires

[Financial_viability_risk_assessment_pack](#)

FDV-0001-Financial Viability Risk Assessment Pack

**Government entity**

Means:

a) a Department of State of the Commonwealth; or

b) a Department of the Parliament established under the *Parliamentary Service Act 1999* of the Commonwealth;

c) an Executive Agency, or Statutory Agency, within the meaning of the *Public Service Act 1999* of the Commonwealth;

d) a Department of State of a State or Territory; or

e) an organisation that:

   i) is not an entity; and

   ii) is either established by the Commonwealth, a State or a Territory (whether under a law or not) to carry on an enterprise or established for a public purpose by an Australian law; and
(iii) can be separately identified by reference to the nature of the activities carried on through the organisation or the location of the organisation whether or not the organisation is part of a department or branch described in paragraph (a), (b), (c) or (d) or of another organisation of the kind described in this paragraph.

<table>
<thead>
<tr>
<th>High managerial agent</th>
<th>Means an employee or agent of the organisation with duties of such responsibility that his or her conduct may fairly be assumed to represent the organisation in relation to the business of providing courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Signed the form for fit and proper person&lt;br&gt;&lt;br&gt;<code>Change of chief executive</code>, statutory declaration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent validation</th>
<th>Means, for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) are not employed or subcontracted by the RTO to provide training and assessment; and</td>
</tr>
<tr>
<td></td>
<td>b) have no other involvement or interest in the operations of the RTO.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent validation of training and assessment qualifications</th>
<th>From 1 January 2016, to deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation).</th>
</tr>
</thead>
</table>

**Schedule 2**

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

For the purposes of Clause 1.25 the requirements for independent validation will apply as follows:

a) For an RTO applying to extend its scope of registration to include the delivery and assessment of an AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), validation is of:

i) the RTO’s assessment tools, processes and outcomes in relation to other AQF qualifications and/or units of competency on its scope of registration, as directed by the VET Regulator; and

ii) the assessment system to be adopted in the delivery of the training and assessment qualification or assessor skill set.

b) For an RTO where its scope of registration includes the delivery and assessment of an AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), validation is of:

iii) the assessment system for delivery of the training and
assessment qualification or assessor skill set; and
iv) the RTO’s assessment tools, processes and outcomes in relation to the training and assessment qualification or assessor skill set.

For the purposes of Clause 1.25 independent validation of AQF qualifications or the assessor skill set from the Training and Education Training Package (or its successor) must be conducted by one or more persons who collectively have:

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

| Industry | Means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:
| Industry clients, e.g. employers; | a) enterprise/industry clients, e.g. employers;
| Group training organisations; | b) group training organisations;
| Industry organisations; | c) industry organisations;
| Industry regulators; | d) industry regulators;
| Industry skills councils or similar bodies; | e) industry skills councils or similar bodies;
| Industry training advisory bodies; | f) industry training advisory bodies; and
| Unions. | g) unions. |

For industry [Australian Skills Quality Authority](https://www.education.gov.au/skills-and-training)

For industry ASQA’s industry engagement activity The Industry Engagement team works collaboratively with regulators and industry representative bodies to ensure student, employer,..


| Industry engagement | For the purposes of Clauses 1.5 & 1.6, may include, but is not limited to, strategies such as:
| Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs; | a) partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;
| Involving employer nominees in industry advisory committees and/or reference groups; | b) involving employer nominees in industry advisory committees and/or reference groups;
| Embedding staff within enterprises; | c) embedding staff within enterprises;
| Networking in an ongoing way with industry networks, peak bodies and/or employers; | d) networking in an ongoing way with industry networks, peak bodies and/or employers;
| Developing networks of relevant employers and industry representatives to participate in assessment validation; | e) developing networks of relevant employers and industry representatives to participate in assessment validation; and
| Register of industry, organisation, personnel names and contact per qualification on scope | • Register of industry, organisation, personnel names and contact per qualification on scope
| The RTO documents and maintains current evidence of its industry engagement activities. | • The RTO documents and maintains current evidence of its industry engagement activities. |
| **Industry regulator** | Means a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation. | Australian Skills Quality Authority: Home http://www.asqa.gov.au/The Australian Skills Quality Authority promotes quality training so that students, employers, and industry have confidence in Australia’s training sector. ... ASQA has taken this decision following comprehensive regulatory scrutiny of the training. |
| **Learner** | Means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation | http://www.skillsrecognition.net.au/key-terms |
| **Licensed or regulated outcome** | Means compliance with an eligibility requirement for an occupational licence or a legislative requirement to hold a particular training product in order to carry out an activity | Licensing standards and training packages: a guide to assist ... http://www.training.qld.gov.au/resources/training-organisations/pdf/integrating-licensing-standards-guide.pdf In its general form, industry licensing can refer to a range of regulatory instruments or ..... However it is important to consider that a licence outcome may. |
| **Mode of delivery** | Means the method adopted to deliver training and assessment, including online, distance, or blended methods. | Exploring assessment in flexible delivery of vocational ... www.ncver.edu.au/.../vedataportal/.../hy9PC4wHEA_SweP8tvC30wY... ... highlights the diversity of assessment methods used in flexible delivery modes of teaching across Australia’s vocational education and training (VET) sector. |
| **Module** | Means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency. | Glossary | Australian Skills Quality Authority www.asqa.gov.au › News and publications The following terms, definitions and acronyms are used in the VET sector in .... the requirements of units of competency or modules specified in the statement. |
| **National Register** | Means the register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the National Vocational Education and Training Regulator Act 2011. | Training.gov.au | Australian Skills Quality Authority www.asqa.gov.au › About › Australia’s VET sector Risk-based regulation - Australia’s VET sector ... Training.gov.au is the official national register of information on training packages, qualifications, courses, units ... |
| **Nationally Recognised Training (NRT) Logo** | Means the logo used nationally to signify training packages and VET accredited courses. | Issue qualifications and statements of attainment | Australian ... www.asqa.gov.au › ... › Meet the requirements of ongoing registration Where can I find information about AQF qualifications and the VET sector? ASQA has ... What is the Nationally Recognised Training (NRT) logo? The NRT logo ... |
| **Operations** | ..of an RTO include training, assessment and administration and support services related to its registration, including those delivered across jurisdictions and offshore | About RTOs | Australian Skills Quality Authority www.asqa.gov.au › About › Australia’s VET sector What is a registered training organisation (RTO)? ... list of RTOs is maintained at training.gov.au, the authoritative national register of the VET sector in Australia. |
| **Person** | Includes a body politic or corporate as well as an individual. | |
| **Professional development** | means activities that develop and/or maintain an individual’s skills, Examples of professional development activities include: a) participation in courses, workshops, seminars, conferences, or formal learning programs; | | • Emails, minutes, certificates of attendance, validation forms — all completed /signed / dated by RTO/trainer/assessor and industry representative, letters or copy of registers of sign-ons for roster |
knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment.

- Professional development conferences, meetings with industry businesses and personnel; attendance at product shows (including evidence)

| b) participation in mentoring, professional associations or other learning networks; | • Documentation clearly states the requirements to provide formal, informal and non-formal evidence |
| c) personal development through individual research or reading of publications or other relevant information; | |
| d) participation in moderation or validation activities; and | |
| e) participation in industry release schemes. | |

**Recognition of Prior Learning (RPL)** means an assessment process that assesses the competency/s 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 courses.

| 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); | • Documentation clearly states the requirements to provide formal, informal and non-formal evidence |
| 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 | |
| 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). | |

**Record**

Means a written, printed, or electronic document providing evidence that activities have been performed

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

Retention requirements for completed student assessment items, updated ... Skills Quality Authority (ASQA), as the National VET ... training organisation (RTO) must comply with any such ... the relevant endorsed Industry/enterprise ... or contract, RTOs must consider the record-keeping.

**Registrar**

Has the meaning given in the Student Identifiers Act 2014.

Registrar appointed for USI | VET Sector News from Velg ... https://velgtraining.wordpress.com/2015/12/.../registrar-appointed-for-us... Dec 10, 2015 - Mr Jason Coutts has been appointed as the Unique Student Identifiers (USI) Registrar, responsible for overseeing the USI initiative nationally.

**Registration**

Means registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.


**RTO**

Means a Registered Training Organisation.
| **RTO code** | Means the registration identifier given to the RTO on the National Register |
| **Scope of registration** | Means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:  
  a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or  
  b) provide assessment resulting in the issuance of AQF certification documentation by the RTO. |
| **Services** | Mean training, assessment, related educational and support services and/or any activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support. |
| **Skill set** | Means 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 |
| **Standards for VET Accredited Courses** | Are the standards made under subsection 188(1) of the National Vocational Education and Training Regulator Act 2011 or the equivalent requirements adopted by a non-referring State. |
| **Statement of attainment** | Means 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 |
| **Statistically valid** | Means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated. |
| **Student Identifier** | Has the meaning given in the Student Identifiers Act 2014. |
| **Third party** | Means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee. |

**www.training.gov.au**

**Services**

**Means** training, assessment, related educational and support services and/or any activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

**Skill set**

**Means** 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.

**Standards for VET Accredited Courses**

**Are** the standards made under subsection 188(1) of the National Vocational Education and Training Regulator Act 2011 or the equivalent requirements adopted by a non-referring State.

**Statement of attainment**

**Means** 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.

**Statistically valid**

**Means** for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.

**Student Identifier**

**Has** the meaning given in the Student Identifiers Act 2014.

**Third party**

**Means** any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainers</td>
<td>Are persons who provide training in accordance with Clause 1.13, 1.14 and 1.16. The RTO’s training and assessment is delivered only by persons who have: a) prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1, or demonstrated equivalence of competencies; and b) from 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1. Where a person conducts assessment only, that person must have: a) prior to 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1, or demonstrated equivalence of competencies; and b) from 1 January 2016, Item 1 or Item 3 of Schedule 1.</td>
</tr>
<tr>
<td>Training</td>
<td>Is the process used by an RTO or a third party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO’s scope of registration.</td>
</tr>
<tr>
<td>Training and assessment strategies and practices</td>
<td>Are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.</td>
</tr>
<tr>
<td>Training Package</td>
<td>Means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. 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.</td>
</tr>
<tr>
<td>Training Product</td>
<td>Means AQF qualification, skill set, unit of competency, accredited short course and module. The resources to train and assess a Training Package. ISCs update training packages in accordance with the Training Package Development and Endorsement Process Policy when updating training packages. This policy ensures that training package products are: • developed to an agreed quality standard, and • responsive to industry’s existing and future demand for new skills.</td>
</tr>
<tr>
<td>Unit of competency</td>
<td>Means the specification of the standards of performance required in the workplace as defined in a training package. A unit of competency is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised.</td>
</tr>
<tr>
<td>Validation</td>
<td>Validation is the quality review of the assessment process. Validation involves checking Schedule 2.</td>
</tr>
</tbody>
</table>
that the assessment tool/s produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations

**External and independent validation requirements for RTOs:**
1. For an RTO applying to extend its scope of registration
   - validation is of other AQF qualifications on scope as well
2. For an RTO applying for the renewal of its registration
   - assessment system for delivery
   - assessment tools, processes and outcome

<table>
<thead>
<tr>
<th>VET</th>
<th>Means vocational education and training.</th>
</tr>
</thead>
</table>