



2024 FACT SHEETS

A collection of our fact sheets,
guides and templates



Contents

Change in control and other significant changes

Compliance expectations under the VET funding contract

Concessions

Disallowed persons

Enrolling students under 17

Evidence of participation

Free TAFE

How to consider literacy and numeracy skills

Key features of the VET funding contract

Payments under Skills First

Quality in online delivery

Recordkeeping requirements

Sighting and retaining evidence of eligibility

Student eligibility for Skills First

Student information and protection

Understanding skill sets

Using electronic signatures

Guide to superseding training products

Guide to withdrawals

Pre-training review template

Change in control and other significant changes

This fact sheet provides information about when you must tell us about a change in control and other significant changes.

Background

Under the VET funding contract (the contract), you must tell us of certain events. We can then manage any risks that may arise from them.

Change in control

What control means

Control is when an individual or organisation has sufficient capacity to have overall control of your training provider. Control is demonstrated when a person or organisation has any one of these things:

1. legal, financial or equitable ownership (directly or indirectly) of 50 percent or more of share capital (or an equivalent ownership interest if there are no shares)
2. the ability to cast, or control the casting of, a majority of votes at a membership meeting
3. significant capacity to control, in their own right:
 - who is on the board or other decision-making body
 - decision-making about financial or operating policies, without additional approval.

Knowing who has control

If someone has a majority shareholding, or equivalent ownership interest, then it's easy to identify that they have control.

But if there's no majority ownership, whether someone has control may depend on your company structure or governance arrangements.

Someone with control can make major decisions on their own, such as appointing or removing directors, or about the finances or operations of your training provider.

If in doubt about whether a person or organisation meets the definition of control, seek legal advice about your circumstances.

In general:

- A position or job title alone doesn't mean a person has control – it depends on how much practical control they can exercise by themselves. Conversely, changing a person's position title to imply a lower level of control won't remove control.
- Individuals on boards, committees of management or similar governance structures, or individuals who hold high level executive positions such as a CEO, usually don't have the level of control that meets the definition. They may have voting rights or contribute to decisions, but they usually can't make decisions entirely on their own.
- Someone may have control without a majority shareholding. For example, having:
 - rights to company profits rather than a majority of shares or
 - agreements between shareholders to be able to exert a level of control or exercise proxy rights.

When control changes

A change in control happens when any individual or organisation will start to have, or will finish having, control over your training provider.

This does not include changes from transferring shares or other securities on a stock exchange.

When to tell us

You must notify us via SVTS of any change in control immediately when you become aware of it, and at least 20 business days before it takes effect.

What to tell us

When you tell us about a change in control, you need to:

- tell us when the change will take effect
- explain any changes it makes to the information you gave us when you first applied for your contract.

What happens next

We'll review what you tell us and consider the circumstances. We may take no further action, or write back and ask you for more information.

We may inform you that we object to a change in control.

We can also object to a change in control if you haven't notified us, but we've learned about it another way, such as viewing the Australian Securities and Investment Commission (ASIC) register.

If we object, it doesn't mean we're making a judgement about the merits of the business decision itself. Instead, it might mean that the change is so significant that we can no longer rely on the information we used to offer you a contract.

If you go ahead with a change in control that we object to, we can take enforcement action including terminating your contract.

Examples of when you might need to tell us about a change in control

- You sell 50 per cent or more of your shares (or equivalent ownership interest).
- Your shareholders make a new agreement about voting rights or other control of the company. For example, a shareholder is given a proxy right or other right that gives them a majority vote on questions about the company (even if they don't hold 50 per cent or more of the shares).

- There is a holding company that exists between you and your shareholders, and the shareholders of that holding company change.

Other significant changes

As well as telling us about a change in control, you also need to tell us via SVTS of any significant changes to:

- ownership
- who your CEO is (or equivalent position to a CEO)
- your operations.

How a significant change is different to a change in control

A significant change is something that has a substantial impact on your training provider but doesn't result in a change in control.

This may be where you make a change to your corporate structure that doesn't result in a company or person gaining control, but still results in them gaining a significant and new level of influence. For example, a significant change to your governance structure that might impact your ability to deliver training services.

There may be times when a significant change in ownership will result in a change in control, in which case you need to tell us in advance.

When to tell us

You need to tell us about significant changes immediately.

If you're not sure whether an event is a significant change, submit an enquiry via SVTS and we'll tell you.

What happens next

When you tell us about significant changes, we may simply note the information and use it to update our records.

We may consider whether we see the changes as a risk, but we can't object to the change in the same way we can for a change in control.

Examples of when you may need to tell us about a significant change

- Your CEO (or equivalent, for example a managing director at a Learn Local Organisation (LLO)) leaves their position and a new person is appointed to the role.
- Your board or committee of management decides to completely disband and reform, or to establish a new governance model.
- A new owner acquires a number of shares that doesn't meet the definition of control but does give them a significant role in the company structure.
- Your company structure splits its training function into a different part of the organisation under different governance arrangements.
- You experience, or expect to experience, a significant issue with your financial operations.
- You no longer have a principal place of business in Victoria that's your base for administering training.
- You're a non-Victorian training provider and no longer have a commercial property in Victoria from which you deliver training.
- You decide you don't want to continue being a registered training organisation.
- You're an LLO and decide to give up your registration with the Adult, Community and Further Education (ACFE) Board.



Further information

Submit an enquiry via [SVTS](#).

Compliance expectations under the VET Funding Contract

The VET Funding Contract (the contract) is used to reflect and deliver the policy objectives of the Skills First program. It sets expectations to ensure consistent quality in training and accountable spending of government funds.

This document details how we help you to comply with the contract, and how we respond when concerns and issues arise.

What you can expect from us

We help you understand the contract

Our goal is to help you understand your contract obligations so you can avoid any potential compliance issues. We are practical in the ways we do this, by providing:

- clear contract information products, such as fact sheets, templates and forms
- direct engagement opportunities, such as online information sessions, visits, meetings and surveys
- free training sessions through the [VET Development Centre](#)
- useful information on SVTS
- timely answers to your SVTS enquiries

We respond clearly, fairly, and proportionately to a compliance concern

We aim to:

- clearly explain any potential compliance concern or issue
- clearly explain our process
- seek more information from you and give you time to respond
- respect your expertise and listen to your experience
- respond based on the nature and seriousness of the issue
- clearly communicate the reasons for our decisions
- help you avoid future compliance issues

What we expect from you

We expect you to:

- understand your obligations under the contract
- use our resources as the first step to answering your queries
- work actively, openly and professionally with us on compliance issues
- respond to our questions and requests
- ensure accurate and timely reporting
- follow the principles in the [Skills First Quality Charter](#).

Use our information products or submit an [SVTS](#) enquiry if you are unclear about your contract obligations.

Our compliance approach





We're focused on supporting you to understand your contract obligations but have a compliance role should concerns arise.

Many compliance issues are often an accidental mistake or the unintended result of a business practice. When we take compliance action under the contract, it will be proportionate to the risk and impact of the issue and based on a range of potential steps, as outlined on the next page.




Help us with your feedback

We welcome your feedback so we can continually improve our work. You are welcome to contact us through [SVTS](#). We encourage you to participate in our annual training provider survey.

How we support compliance

|  We set standards |  We support |
|---|---|
| <ul style="list-style-type: none"> • Develop provider selection criteria • Develop and maintain the contract and guidelines | <ul style="list-style-type: none"> • Answer your SVTS enquiries • Provide clear information products • Direct engagement opportunities • Free training sessions through the VET Development Centre |
|  We monitor |  We audit and review |
| <ul style="list-style-type: none"> • Identify trends and anomalies in training activity data • Analyse funding claims • Analyse student and employer satisfaction surveys • Scan the VET environment, including media • Consider information from others, including complaints | <ul style="list-style-type: none"> • Audits – Business Process Audit (BPA), Transactional Compliance Audit (TCA), Pre-Training Review Audit and evidence audits • Reviews – Quality Review, Rectification Review • Student and teacher interviews <p>Read our Skills First audit and review strategy</p> |

Steps in our compliance actions

|  Advise |  Investigate |  Enforce |
|--|--|--|
| <ul style="list-style-type: none"> • Clearly explain the issue • Seek more information • Give you time to respond • Help avoid future issues • Potentially take back funds • Consider any further action | <ul style="list-style-type: none"> • Seek further information and hold meetings • Conduct student interviews • Conduct targeted audits or reviews • Undertake forensic investigation • Give you time to respond • Potentially take back funds • Consider any further action | <ul style="list-style-type: none"> • Give you time to respond • Withhold or take back funds • Make a change to funded scope • Suspend or terminate a contract • Refer to a regulator or government department • Refer to a law enforcement agency or integrity body, including IBAC • Start legal proceedings |

Further information

- Submit an enquiry via [SVTS](#)
- Read our [fact sheets](#)
- Read our [Questions and answers about the VET Funding Contract](#)

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Concessions

This fact sheet provides information about concessions under Skills First.

Who can get a concession?

Card holders

You must give a Skills First student a concession on their tuition fees if they hold a current and valid:

- ✓ health care card issued by the Commonwealth
- ✓ pensioner concession card
- ✓ veteran's gold card.

This applies to training at a certificate IV level or below and in skill sets.

Dependants

A student who is a dependant spouse or dependant child of a card holder is also entitled to a concession.

The dependant is usually listed on the card. If they aren't, ask the student about their dependant relationship to the card holder as part of enrolment. Attach this information to the student's file with the card evidence.

Asylum seekers

Even if they don't have a concession card, Skills First students enrolled under the Asylum Seeker VET Program are entitled to a concession for training at certificate IV level or below, or in a skill set.

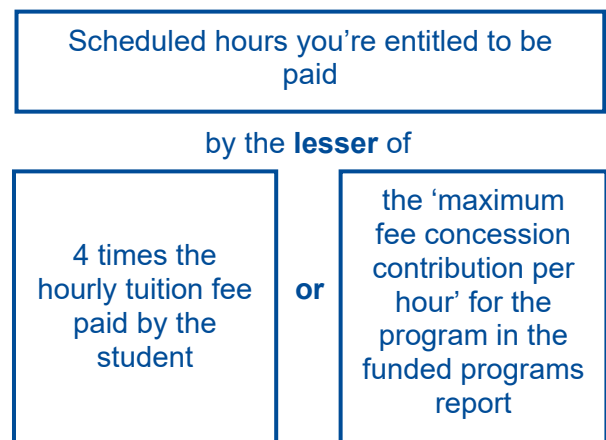
How much can I charge?


You must not charge a concession student any more than 20% of your published standard tuition fee. The standard fee is the amount you'd charge a non-concession student in the same program at the same time.

Our contribution

We'll pay a contribution towards the revenue you lose when you must charge concession rates. This is called the fee concession contribution.

We calculate the fee concession contribution by multiplying:



 The scenarios in attachment 1 show how we determine the hourly rate we pay and how we calculate the fee concession contribution payment.

You can track your concession activity using the current claim status export report in the 'claims' section of SVTS.

When we don't pay a contribution

You don't have to grant a concession on non-tuition fees (for example, materials fees). If you do, we don't pay a concession contribution for it.

You can charge any student lower or zero tuition fees if you choose, for example, if they're in financial hardship. But we only pay a fee concession contribution if the student has a concession entitlement.

Checking entitlement

Check before training starts

You must check a student's concession entitlement before their training starts. Do this as part of the enrolment process.

Concession applies for the full program

Once you've checked the student is entitled to a concession as part of enrolment, it applies to all tuition fees for the program. This applies even if:

- you don't charge all fees for the program in one instance (for example, you charge per year, semester or subject)
- the card will expire before training starts
- the card will expire before the program ends.

Grace period

If a student can't show you their concession as part of enrolment, you can allow a grace period for them to show it after training starts.

If you allow a grace period, you need to confirm that the concession was current on or before the date training started. Keep a record of this for audit or review.

You must have a documented business process for how you apply a grace period. We suggest your business process should:

- specify the maximum time you will allow for the grace period, and if you will allow for any exceptions to this. For example, where there is significant delay in Centrelink processing the student's application for a concession.
- contain your procedure for checking and retaining a record of the evidence of concession's start date. That way, all staff are clear about requirements.
- cover how you explain to students how the grace period works.

If a student becomes eligible later

If you don't charge all fees in one instance

If a student gets a new concession entitlement during their training, they can bring it to you, and you must give them the concession rate for any fees you haven't charged them yet.

You must tell students about this opportunity to get a fee concession later.

If you do charge all fees in one instance

If a student who paid all their fees at the start of their program gets a new concession entitlement, you can choose to apply the concession to any subjects they haven't yet started.

Whether you choose to do this is at your discretion, and it should be part of a documented business process.

If you do this, you will need to re-calculate the tuition fees for those subjects and provide any refund owing to the student.

Re-issue the statement of fees to reflect this change.

Protecting student privacy

The customer reference number (CRN) on Commonwealth-issued concessions is a particularly sensitive form of personal information.




A CRN can't be changed if it is subject to a security breach, unlike other forms of identity evidence where a new card or document number can be issued.

To protect student privacy, **don't** keep a copy of the CRN for the purpose of evidencing Skills First concession entitlement. Instead, sight it and retain a declaration. See the table on the next page for details.

Only keep a copy of the CRN if you must do so for other purposes, for example when using Centrelink confirmation e-services.

How to sight and retain evidence


There are 3 options for sighting and retaining evidence of concession.

|  SIGHT |  RETAIN |
|---|--|
| 1. Either: <ul style="list-style-type: none"> the original card correspondence from the card issuer confirming they can start claiming their entitlement the concession card displayed on a Digital Wallet through a Centrelink Express Plus mobile app. | A written declaration stating you've sighted the evidence showing the: <ul style="list-style-type: none"> name of your authorised delegate who sighted the evidence date the evidence was sighted concession holder's name card type. <p> don't keep a copy of the CRN</p> |
| 2. A record from Centrelink confirmation e-services | An extract showing the date it was made and card type. |
| 3. Confirmation the student's name and concession card number match a current and valid record of a concession entitlement in the Document Verification Service (DVS). The DVS doesn't show what type of concession card the student holds or if they are a dependant, so ask the student as part of your enrolment process. | A transaction record that shows: <ul style="list-style-type: none"> the concession holder's name that their name and card number were verified to match a current and valid concession entitlement in the DVS. Also retain a record of the card type and the student's relationship to the cardholder if they're a dependant. |

Reporting

These are the 2 key reporting fields for reporting concession:

- Fee concession/exemption type identifier, which identifies the fee concession you granted.
- Client tuition fee, which records in cents, the hourly fee charged to the student – that is, the concession amount you charged them.

 The scenarios in attachment 1 show how we use this data to calculate your fee concession contribution payment.

Further information

- [Guidelines about fees](#)
- [Victorian VET student statistical collection guidelines](#)
- [Guide to SVTS claims](#)
- Submit an enquiry via [SVTS](#)

Attachment 1 - fee concession contribution scenarios

Scenario 1

Sam enrolls in your Certificate III in Technical Security program. They have a current and valid health care card.

Your standard tuition fee for this program is \$600, so you charge Sam a concession fee of \$120 (20% of your standard tuition fee).

You plan to deliver 424 scheduled hours of supervised training and assessment.

| Reporting the concession | How we determine the concession contribution we pay to you | How much we pay you |
|---|--|---|
| <p>You report the fee exemption/concession type identifier 'H' to let us know Sam has a health care card.</p> <p>You'll need to convert the \$120 that Sam paid to an hourly rate by dividing it by the scheduled hours: $(\\$120 \div 424) = \\0.28 per hour.</p> <p>You'll report this amount in cents in the client tuition fee field in your NAT120 file, formatted as: 00028.</p> | <p>First, we calculate the amount per hour you didn't receive from Sam because we required you to grant a fee concession.</p> <p>We do this by multiplying the hourly tuition fee amount you charged Sam by 4: $(\\$0.28 \times 4) = \\1.12 per hour. This is the 80% you didn't receive.</p> <p>Then we compare this amount to the program's maximum concession contribution rate per hour published in the funded programs report (FPR). If the maximum is:</p> <ul style="list-style-type: none"> • higher than \$1.12, we calculate the contribution based on \$1.12 per hour • lower than \$1.12, we calculate the contribution based on the maximum concession contribution per hour in the FPR. <p>In this case, the maximum concession contribution per hour in the FPR is higher at \$3.26 per hour, so the concession contribution payment will be based on \$1.12 per hour.</p> | <p>We pay your concession contribution at the same time and in the same way we pay your hourly subsidy payment.</p> <p>So, for each scheduled hour you are entitled to be paid funds, you will receive a concession contribution payment of \$1.12 per hour.</p> <p>When, for example, you are paid for 10 scheduled hours, you will receive a concession contribution payment of \$11.20 $(\\$1.12 \times 10 \text{ hours})$.</p> |

Scenario 2

Ashfaq enrolls in your Certificate IV in Music Industry. He has a current and valid health care card.

Your standard tuition fee for this program is \$4,015, so you charge Ashfaq a concession fee of \$803 (20% of your standard tuition fee).

You plan to deliver 730 scheduled hours of supervised training and assessment.

| Reporting the concession | How we determine the concession contribution we pay to you | How much we pay you |
|---|---|---|
| <p>You report the fee exemption/concession type Identifier 'H' to let us know Ashfaq has a health care card.</p> <p>You'll need to convert the \$803 that Ashfaq paid to an hourly rate by dividing it by the scheduled hours: $(\\$803 \div 730) = \\1.10 per hour.</p> <p>You'll report this amount in cents in the client tuition fee field in your NAT120 file, formatted as: 00110.</p> | <p>First, we calculate the amount per hour you didn't receive from Ashfaq because we required you to grant a fee concession.</p> <p>We do this by multiplying the hourly tuition fee amount you charged Ashfaq by 4 $(\\$1.10 \times 4) = \\4.40 per hour. This is the 80% you didn't receive.</p> <p>Then we compare this amount to the program's maximum concession contribution rate per hour published in the funded programs report (FPR). If this amount is:</p> <ul style="list-style-type: none"> • higher than \$4.40, we calculate the contribution based on \$4.40 per hour • lower than \$4.40, we calculate the contribution based on the maximum concession contribution per hour in the FPR. <p>In this case, the maximum concession contribution rate per hour in the FPR is lower at \$4.06 per hour, so the concession contribution payment will be based on \$4.06 per hour.</p> | <p>We pay your concession contribution at the same time and in the same way we pay your hourly subsidy payment.</p> <p>So, for each scheduled hour you are entitled to be paid funds, you will receive a concession contribution payment of \$4.06 per hour.</p> <p>When, for example, you are paid for 10 scheduled hours, you will receive a concession contribution payment of \$40.60 $(\\$4.06 \times 10 \text{ hours})$.</p> |

Disallowed persons

This fact sheet explains the disallowed person requirements under the Skills First program.


Background

The VET Funding Contract (the contract) includes a defined category of people or organisations who you can't engage, employ, contract, or otherwise deal with in connection with your contract. This is called a disallowed person.

This is to minimise risks to the integrity of the Skills First program and to ensure that the Victorian Government is only subsidising high-quality training that meets ethical standards.

Who can be a 'disallowed' person?

A disallowed person can be either:

 an 'organisation' (including a body corporate, partnership, association, government or local government authority or agency)

 a 'natural person' (an individual).

Organisations

To be 'disallowed', an organisation must have been a registered training organisation (RTO) that was:

- subject to one of the events described in the definition of disallowed person OR
- responsible for them by either their acts or omissions.

This applies whether or not the RTO had a contract with the department.

Individuals

To be 'disallowed', an individual must have been a relevant person at an RTO that was:

- subject to one of the events described in the definition of disallowed person OR
- responsible for them by either their acts or omissions).

A relevant person means someone at a sufficiently high level within an organisation to have exercised a material degree of control or influence over the management or direction of the organisation in relation to training delivery.¹

This means they would have a high level of control over any conduct that could give rise to a contract termination.

Disallowed person events

Both RTOs and relevant persons at RTOs can become a disallowed person if, since 1 January 2011, the RTO has been subject to either:

- a VET Funding Contract termination
- a termination of any equivalent funding arrangement in another state or territory, or removal of commonwealth approval to offer VET Student Loans.

The termination must be for a performance reason. For example, if a contract ends voluntarily, or a termination is applied to a group of RTOs for a government policy reason, these are not performance reasons.

¹ Relevant person includes any Executive Officer or High Managerial Agent, consistent with how these are defined under the Corporations Act 2001 (Cth) and the National Vocational Education and Training Regulator Act 2011 (Cth) as persons with a high level of Control.

We consider disallowed persons when making decisions

We may ask if you employ or have engaged disallowed persons when we:

- award contracts during a provider selection process
- don't approve a change in control notification
- assess your application to subcontract training and assessment.

These scenarios don't limit your ongoing obligation to not engage, employ, contract, or otherwise deal with disallowed persons in connection with the contract.

Do your due diligence

We don't hold a list of disallowed persons. It's your responsibility to do due diligence when employing staff or entering contracts with individuals or organisations.

This includes making sure that anything they do on your behalf will still meet your obligations under the contract.

As part of your due diligence, consider:

- were they a relevant person at the previous organisation?
- was the contract terminated for performance reasons?
- what was the person's position relative to the termination?

Due diligence with individuals

Regardless of the role an individual might take in your organisation, you must consider their previous roles.

Due diligence about contract terminations

You should use all the information that is publicly available to you:

- We publish a [list of contract terminations](#) since mid-2015.
- You should also research the websites of other government departments or agencies that fund VET.

While this published information is a useful starting point, it won't necessarily provide the full picture. For example, you may find it difficult to ascertain:

- funding arrangement terminations in all jurisdictions since 1 January 2011
- the reasons for a termination
- the identities of all relevant persons of a training provider that was the subject of a termination.



Further information

Submit an enquiry via [SVTS](#).

Enrolling students under 17

This fact sheet explains your role and responsibilities when enrolling a student under 17 in Skills First training.

Background

All children and young people in Victoria aged from 6 to 17 years are legally required to be at school unless they've been granted an exemption from school attendance.

Either a school principal or the Department of Education (the department)'s regional director can grant the exemption. This depends on the student's circumstances.

You can only enrol a student who will be under 17 when their Skills First training starts if they have an exemption.

But, students under 17 don't need an exemption to enrol in Skills First training if they:

- are still enrolled in school and doing a Skills First-funded School-Based Apprenticeship/Traineeship or Head Start Apprenticeship/Traineeship
- have a Year 12 or an equivalent qualification.

The exemption process

You can't ask for an exemption on a student's behalf. The exemption process is managed by the student's school and involves the student and their parents/carers.

Even though you don't have a formal role in the process, you can advise the school or the student's parents/carers about suitable and appropriate training options for the student.

Program requirements

A student under 17 can only be granted an exemption if the training is:

- on a full-time basis of at least 25 hours a week; **or**
- a combination of training and employment averaging at least 25 hours a week.

Program changes

An exemption only applies to the specific training provider and program on the exemption.

Changes to a student's program, program hours or training provider must be approved by the person who granted the exemption. You must sign and retain approval of changes before updating an enrolment.

You **don't** need further approval if the student takes longer to complete the training than indicated on the exemption.

You must also notify the department regional office and the student's previous school (if relevant) if a student who is still under 17 stops attending or completes their training. The school will support the student by talking to them about alternative pathways.

Evidence of exemption

You must sight and retain evidence of an exemption if you're enrolling a student who will be under 17 when their training starts.

If a student can't provide evidence of their exemption, advise them to contact their school to get a copy of an existing exemption or begin the exemption process. You can give the student a letter of offer to support this process.

The evidence is different depending on the student's circumstances. You need to check who approved the exemption and make sure it is in the right format. Each region has its own process. Some give the student an exemption document in 2 parts – the exemption itself and the details of the training.

i However, in all cases, the evidence of exemption **must**:

- identify you as the training provider and the programs to be undertaken
- identify the relevant employer if the student is to undertake an apprenticeship or a traineeship.

You should ask the student to contact the school or department regional office if the exemption does not include this information or they've misplaced it. Also check they've given you all the pages of the exemption.

Student has completed Year 10

Who can grant an exemption?

- school principal
- regional director

What format can an exemption take?

- a signed endorsement page from a completed exemption from school application form
- a signed letter or a signed certificate

i A regional director may grant an exemption if a school principal has refused and it's been referred to the department for review.

Student has not completed Year 10

Who can grant an exemption?

- regional director only

What format can an exemption take?

- a signed letter or a signed certificate

i An exemption from school application form alone isn't evidence of an exemption for a student who hasn't completed Year 10.

Student is not nor has even been enrolled in a Victorian school

Who can grant an exemption?

- regional director only

What format can an exemption take?

- a signed letter or a signed certificate

i Home-schooled students or those from overseas or interstate should contact their regional office to discuss training options. You can give the student a letter of offer to support this process.

Supporting students

Letters of offer

You can give a student a letter of offer for a place in training to support their exemption process. Students can attach this letter to their exemption from school application form.

If you choose, you can do all or part of a pre-training review with the student. You can include this information in a letter of offer to explain why the training would be suitable and appropriate for the student.

A letter of offer will help the school principal or a regional director decide if enrolment in training is in the student's best interests. They may decide not to grant an exemption until they have seen a letter of offer.

Informing our regional offices

To tell us about a student under 17, email the Youth Pathways and Transitions teams at regional offices, using the details below.

Further information

- [Department's information](#) about school enrolment and exemption processes
- Submit an enquiry via [SVTS](#)

| Region | Youth Pathways and Transitions |
|------------|---|
| North East | pathways.transitions.nev@education.vic.gov.au |
| North West | pathways.transitions.nwv@education.vic.gov.au |
| South East | pathways.transitions.sev@education.vic.gov.au |
| South West | pathways.transitions.swv@education.vic.gov.au |

Scenarios

Anna is 15

- She has completed Year 10.
- She wants to enrol in a Certificate II in Ecology.
- Her school principal has completed and signed the exemption from school application form.
- She has a copy of the endorsement page from the exemption form.

Can I enrol Anna?

Yes.

Sashin is 16

- He has not completed Year 10.
- He wants to enrol in a Certificate III in Early Childhood Education and Care.
- He has a signed letter from his principal.

Can I enrol Sashin?

No. As Sashin has not completed Year 10, only the regional director can grant the exemption.

Latifan is 16

- They have just arrived from NSW, having never attended a school in Victoria.
- They want to enrol in a Certificate II in Salon Assistant.
- Their NSW school principal has sent an email stating they are no longer enrolled at school.

Can I enrol Latifan?

No. As Latifan has never been enrolled in a Victorian school, they need a regional director to grant an exemption.



Evidence of participation

This fact sheet is designed to help you meet our expectations for evidence of participation (EOP) under the Skills First program.

Why EOP is important

Your EOP enables us to reasonably judge whether a student has participated in training and assessment. You must maintain EOP at a subject level to substantiate your payment claims.

Only use approved EOP

We only accept these items of EOP:

- ✓ Evidence of work submitted
- ✓ Skills First teacher notes
- ✓ Attendance roll
- ✓ Evidence of assessment
- ✓ Login and engagement evidence
- ✓ Flexible and distance learning records

We may accept a statutory declaration in extreme circumstances.

Read your contract for specific requirements for each form of EOP.

This table shows the number of items of EOP you need to keep in different circumstances:

| If the subject | Keep |
|---|--|
| is 30 days duration or fewer | 1 item of EOP |
| is more than 30 days | 2 items of EOP where: <ul style="list-style-type: none"> • the first is no later than 30 days after the activity start date (and no earlier than it) • the second is evidence of assessment for the subject. |
| has an RPL outcome | 1 item of EOP which must be evidence of assessment for the subject |
| has a withdrawn outcome | 1 item of EOP, regardless of the duration |
| is delivered under the literacy and numeracy support program (TAFEs and dual sector providers only) | 1 item of EOP, regardless of the duration |

i When you transfer a student to a superseding subject, the superseded and superseding subjects are treated as a single subject for the purpose of EOP.

Retaining EOP records

Check your recordkeeping obligations before destroying any documents associated with your contract, including EOP.

You must keep records related to your contract for 3 years after a student has completed or withdrawn from the program. Check older contracts for previous requirements.

Electronic signatures

You can use electronic signatures for items of EOP that require a signature. Make sure they meet the principles of identity, consent, and reliability. For further information, please read our [fact sheet: using electronic signatures](#).

Meeting expectations in different circumstances

Clustered delivery

Clustered delivery is where your training session or assessment activity covers more than one subject.

If you use an attendance roll as an item of EOP for clustered delivery, make sure it shows what subjects were delivered in each training session.

If this isn't clear, we may ask you for additional evidence to show this, for example, a delivery schedule, timetable, lesson plan or equivalent document.

Student withdrawals

You only need to keep one item of EOP if a student withdraws from a subject.

You can use any accepted EOP item, except evidence of assessment, as this won't apply for a subject that the student hasn't finished.

When a student withdraws from a subject or discontinues without notice, you must amend their activity end date to when the student either:

- confirmed their intent to withdraw (official withdrawal)
- stopped participating or you decided they withdrew (apparent withdrawal).

If a student only attends the first class of a program, and they withdraw, an attendance roll for a subject delivered in that class is not sufficient EOP. You'll also need to provide evidence to show the student engaged in training or assessment and that it wasn't simply an induction or orientation.

Online and distance learning

You can use any item of EOP for online and distance learning and keep it electronically, provided you meet the requirements for the item of EOP you are using.

Electronic attendance rolls

If you use an electronic attendance roll for an online class as EOP, you must make sure:

- it's a recognised tool for recording attendance as part of your normal processes
- your Skills First teachers record attendance consistently and accurately and can show how information is entered, updated, and interpreted on the roll
- the Skills First teacher signs the roll.

You can use automated methods of tracking attendance within your online learning platform. You'll need to have evidence that each student logged into the platform at the time the subject was delivered.

Log-in and engagement evidence

You can't use a login record that only shows a student received training materials as EOP. It needs to show their online engagement with the learning or assessment activity and that you've checked with them their continued engagement across the subject.

Examples include:

- a record of the student participating in an online discussion forum
- a record of the student completing a self-paced activity within an online learning platform
- emails or another record of communication between the student and their Skills First teacher.

Records of flexible or distance modes of learning

If you use this type of EOP, make sure that it demonstrates communication relating to engagement in learning and/or assessment activity. This could be emails, texts or messages from an online learning platform.

A Skills First teacher attempting to call a student and leaving a voicemail isn't EOP. Evidence that the student has logged into an online platform to download learning materials is also not EOP.

Evidence of assessment

For subjects more than 30 days duration you must have 2 items of EOP.

The second item must be evidence showing the student completed the assessment requirements for the subject.

Evidence of assessment must identify:

- the student
- the subject to which the assessment task (or tasks) relates
- a result, such as satisfactory or competent/not yet competent along with a key if you use abbreviations e.g., C=competent
- the date the item or action was assessed
- the signature of the Skills First teacher who assessed it.

You don't have to provide the actual assessment task for this item of evidence.

You could use evidence such as a subject-level assessment summary from an online learning management system or an assessment summary cover sheet.

See attachment 1 for examples of assessment summaries that meet requirements.

Make sure that it shows that the assessment outcome followed work being submitted or the observation of a task.

Keep complete teacher notes

Your teacher notes must show a 2-way communication between the teacher and student and be a subject-based interaction.

Notes that just say 'student was contacted' isn't EOP. It must give enough detail about the interaction and expectations of the student. For example:

'Contacted [student name or ID] on [full date] about their assignment for [subject ID] and clarified some requirements. Student feels confident to progress and will follow up with any further issues.'

This may include notes from personal interviews, phone calls or emails that show engagement between the student and teacher.

Workplace-based training

It can be challenging to collect EOP when apprentices are doing workplace training.

Keep in mind that the [guidelines about apprenticeship/traineeship training delivery](#) require you to make contact with both the apprentice/trainee and supervisor to monitor and document details of their progress.

This communication could qualify as EOP in the form of 'Skills First teacher notes'.



Further information

- Lodge an [SVTS](#) enquiry
- [Fact sheet: recordkeeping requirements](#)
- [Fact sheet: using electronic signatures](#)
- Internal audit checklist
- [Fact sheet: guide to withdrawals](#)

Attachment 1

These are fictional examples to show how all aspects of evidence of assessment could be met depending on how you record assessment. They show the information your evidence should include, but your evidence might look different to these. For example, you might extract a report from your learning management system rather than a summary screen view as seen below, or you might use two screen views to cover all the information.

Sample assessment summary – learning management system

Subject code and name

subject code | name: ACMGRM305 Groom dogs to meet breed style and coat requirements

Animal Care Training Institute P/L

Student: Scott Terrier

Program: ACMSS00032 - Advanced Dog Grooming Skill Set

Assessor: P Rankin

Start date: 04/03/2024

End date: 08/09/2024

| Date | Student | Assessor | Assessment task | Result |
|------------|---------------|----------|-------------------------------|--------------|
| 04/03/2024 | Scott Terrier | P Rankin | 1 grooming techniques | satisfactory |
| 04/03/2024 | Scott Terrier | P Rankin | 2 style to coat requirements | satisfactory |
| 06/03/2024 | Scott Terrier | P Rankin | 3 groom combination coats | satisfactory |
| 06/03/2024 | Scott Terrier | P Rankin | 4 maintain grooming equipment | satisfactory |

Date assessed
Student full name
Assessor name
Assessment task name
Assessment outcome

To meet the requirement for the assessor to sign the assessment, they complete an electronic action equivalent to a signature. The assessor must log in to the system using a unique username and password (identity), the system is set up so that only specific staff can enter an assessment outcome in a specific workflow (consent) and the Animal Care Training Institute has a clear business process for how assessments are recorded in the system (reliability).

Sample assessment summary cover sheet - clustered subjects

Animal Care Training Institute P/L

Assessment summary cover sheet

Program: ACMSS00032 Advanced Dog Grooming Skill Set

Student Name: Scott Terrier

| Unit code Unit name | Progress |
|---|----------|
| ACMGRM304 Perform grooms on cross breed dogs | |
| ACMGRM305 Groom dogs to meet breed style and coat requirement | |

| | | |
|---|-----|-----------------------------|
| Task 1 – Assessment: grooming techniques | ✓ S | <input type="checkbox"/> NS |
| Task 2 – Assessment: styling techniques | ✓ S | <input type="checkbox"/> NS |
| Task 3 – Observation: maintain grooming equipment | ✓ S | <input type="checkbox"/> NS |
| Task 4 – Reflection activity | ✓ S | <input type="checkbox"/> NS |

| Unit assessment outcomes | | |
|--------------------------|-------------------|-------------|
| ACMGRM304 | Not yet competent | ✓ Competent |
| ACMGRM305 | Not yet competent | ✓ Competent |

Skills First teacher signed: P Rankin **Date:** 04/08/2024

Assessment task name

Assessment outcome

Date assessed

Assessor signature

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Free TAFE

This fact sheet explains student entitlement to Skills First Free TAFE programs.

Student entitlement

Any student eligible for Skills First can get a tuition fee waiver for a Free TAFE program at a TAFE or dual sector university.

Attachment 1 shows examples of student eligibility for Free TAFE.

2 types of Free TAFE fee waivers

Students can get fee waivers for Free TAFE priority courses and Free TAFE short courses.

Free TAFE priority courses

Free TAFE priority courses are AQF qualifications on the Free TAFE for Priority Courses list.

There is a **one in a lifetime limit** for Free TAFE priority courses. But there are exceptions.

Free TAFE short courses

Free TAFE short courses are high priority skill sets.

They don't count towards the one in a lifetime limit on fee waivers for Free TAFE priority courses. Students can do multiple Free TAFE short courses and receive fee waivers.

But they are treated as skill sets for the '2 at a time' and '2 in a year' volume limits on Skills First training. The only exception is the limits don't apply to these 2 courses:

- Course in Identifying and Responding to Family Violence Risk
- the Literacy and Numeracy Support program.

One in a lifetime limit

The general rule is that a student can only get a fee waiver for one Free TAFE priority course in their lifetime. But there are exceptions.

Exceptions to the one in a lifetime limit

JobTrainer

A student's fee waiver for a Free TAFE priority course under the JobTrainer initiative doesn't count toward their one in a lifetime limit.

Certificate IV in Training and Assessment

Students who have completed any Free TAFE program can get an additional Free TAFE fee waiver to do the Certificate IV in Training and Assessment (TAE).

This is to encourage industry-qualified people to consider a career in VET training.

It doesn't matter if they:

- completed the earlier program as Free TAFE, Skills First or fee-for-service.
- already received fee waivers under Free TAFE, JobTrainer or Free TAFE pathways.

Free TAFE priority pathways

Students can get additional fee waivers to do more than one Free TAFE priority course within specified occupational pathways. This supports students to get the skills they need and to address key workforce shortages.

You can find out what Free TAFE priority courses are in pathway programs on the funded programs report or at www.vic.gov.au/free-tafe.

Pre-training review for pathways

Even though a student may be entitled to do multiple programs in a pathway, you must determine that each program is suitable and appropriate as part of a pre-training review.

The rules for pathways

- A student must complete each pathway program before they can get another fee waiver.¹
- You can rely on the information in the pre-training review and evidence of eligibility and student declaration form as evidence that a student has completed a program.
- A student can't get more than one fee waiver for a pathway program at a time, even if they're within the '2 at a time' volume limit.
- A student who holds a completed pathway program can get another fee waiver if they do additional subjects that make up a stream. For example, a student completes the Certificate III in Individual Support (Ageing), then re-enrols in it to do the disability specialisation.
- A student doesn't have to complete pathway programs in a set order (subject to training package rules, including prerequisites). For example, they could do a diploma, then a certificate IV.
- It doesn't matter how a student completes a pathway program – whether its Free TAFE, Skills First or fee-for-service – they can get a fee waiver for another pathway program.
- A student who has used their Free TAFE entitlement for a non-pathway program could still get a fee waiver for a pathway program. To do this, they need to first complete a pathway program – either as Skills First or fee-for-service. Then they can get a fee waiver for another pathway program.
- It doesn't matter how old a student's completed pathway program is, as long as a current or previous version of it is on training.gov.au.
- The Auslan pathway is open to any student, even if they've already accessed Free TAFE for a non-pathway program.

Students restarting Free TAFE

If a student doesn't complete their Free TAFE priority course, they can restart it (or the superseding version of it) and continue to receive their fee waiver. This applies even if they continue at a different TAFE or dual sector university.



Further information

- Submit an enquiry via [SVTS](https://svts.vic.gov.au)
- www.vic.gov.au/free-tafe

¹ You can make an exception for students who haven't completed the old Diploma of Early Childhood Education and Care (ECEC) by the transition date and need to complete the prerequisite certificate III before transitioning to the new diploma

Attachment 1 - example scenarios

Example 1 – Nigel wants to do the Certificate IV in Mental Health Peer Work

Nigel completed the Certificate IV in Community Services in 2022 under Free TAFE and wants to do the Certificate IV in Mental Health Peer Work.

Nigel can commence the Certificate IV in Mental Health Peer Work with a Free TAFE fee waiver as it is a program in the community services pathway, and he has completed a program in this pathway. Nigel can continue to do further programs in the pathway and get a fee waiver, provided he completes each one.

Example 2 – Oliver wants to pursue a career in agriculture

Oliver completed the Certificate II in Agriculture fee-for-service in 2017. He then completed Certificates II and III in Horticulture in 2022 under Free TAFE and JobTrainer.

Oliver wants to return to study in agriculture and do the Certificate IV in Agriculture.

Even though Oliver already received fee waivers for 2 Free TAFE programs, because he completed a program in the agriculture pathway, he can now start another program in that pathway and get an additional fee waiver.

Example 3 – Lara wants to teach in the ageing support sector

Lara has worked in this sector for many years. She completed the Certificate IV in Ageing Support as fee-for-service in 2016.

She wants to do her Certificate IV in Training and Assessment so that she can teach in the sector.

She started, but didn't complete, the Certificate IV in Work Health and Safety under Free TAFE in 2023.

Lara can commence the Certificate IV in Training and Assessment (TAE) and receive another Free TAFE fee waiver.

Because Lara received a Free TAFE fee waiver in 2023 for a program she didn't complete, she wouldn't normally be entitled to another fee waiver. But she can receive a fee waiver for the Certificate IV in Training and Assessment with an additional fee waiver as she previously completed the Certificate IV in Ageing Support, which is a Free TAFE program.

Example 4 – Karen wants to do the Certificate IV in Accounting and Bookkeeping

Karen completed the Certificate IV in Veterinary Nursing in 2022 under Free TAFE.

Karen has not completed any other study.

Karen is not eligible for a Free TAFE fee waiver because she received a fee waiver for the Certificate IV in Veterinary Nursing, which isn't part of the accounting and bookkeeping pathway.

Karen could do the Certificate IV in Accounting and Bookkeeping under Skills First or as fee-for-service. Once completed, she could then commence the Diploma of Accounting with a Free TAFE fee waiver, as it is part of the accounting pathway.

Example 5 – Soren wants to do the Certificate IV in Ageing Support

Soren wants to do the Certificate IV in Ageing Support and then eventually the Diploma of Nursing.

They used their Free TAFE fee waiver entitlement in 2022 for the Certificate III in Individual Support but did not complete it.

Soren is not eligible for a Free TAFE fee waiver because they didn't complete the Certificate III in Individual Support. Soren can either:

- complete the Certificate IV in Ageing Support subsidised under Skills First or fee-for-service. After that, they can do the Diploma of Nursing with a fee waiver because it's in the same pathway.
- complete the Certificate III in Individual Support under their original Free TAFE enrolment, then get a fee waiver to do the Certificate IV in Ageing support as it is another program in the nursing and personal care pathway.

How to consider literacy and numeracy skills

This fact sheet provides guidance on how to consider literacy and numeracy skills as part of a Skills First pre-training review.

Pre-training review purpose

You must undertake a pre-training review to ensure that Skills First students are enrolled in training that is suitable and appropriate for them.

The pre-training review helps you to understand the student's objectives for training and help them select a program that:

- meets their needs
- links to job or further study opportunities
- minimises duplication of existing competencies.

Considering literacy and numeracy skills is just one element of a holistic pre-training review, but it's an important one. It helps to decide the right level of study for a student, and whether they need any additional support.

Your pre-training review business process

We don't prescribe how you should consider each element of the pre-training review. But you must have a clear and documented business process that shows how you use the pre-training review to enrol students in suitable and appropriate training. For each student, you must document why you decided the training is suitable.

Things to factor into your business process

You should consider:

- whether your training and assessment strategies specify literacy and numeracy skill levels or entry requirements (including any specified in training packages)
- how you flag any additional support the student needs and communicate it to

teachers (for example, in an individual support plan or training plan).

Sample pre-training review template

We provide an optional template that you can use to document your pre-training review decisions. This is published in the documents section of SVTS.

Considering literacy and numeracy

You can use your professional expertise to decide the best way to consider a student's literacy and numeracy skills.

We don't mandate any tool or process

Use of the Australian Core Skills Framework (ACSF) is considered best practice. It is a robust, uniform and valid way to identify literacy and numeracy skills.

However, we **don't** prescribe a particular assessment, tool or process to assess literacy and numeracy as part of the pre-training review.

We prefer you to be free to invest in literacy and numeracy assessment tools that suit your students, your context and your business process. For example:

- tools that are contextualised for your industry
- Commonwealth Government-approved tools if you administer VET Student Loans.

Methods you could use

There is a range of methods for considering literacy and numeracy skills including:

- adopting an established, validated assessment tool
- modifying an established tool
- developing your own tool or process.

Your own process might consider:

- results of any previous literacy and numeracy assessments you've done with the student
- secondary school results
- qualifications you've previously issued to the student.

Whichever method you use to consider literacy and numeracy skills, it is important that it's flexible enough to cater for different student cohorts and circumstances.

A formal assessment

Using a formal assessment or 'test' can be administratively efficient and provide consistent and comparable results. But for some students, such as disengaged learners or Aboriginal Victorians, formal tests or exam-like assessments may not be the most appropriate option.

If so, there are other indicators of literacy and numeracy you could use such as:

- how easily they navigate and complete a written application
- a discussion to gauge their speaking and listening skills
- the result of an informal assessment activity
- samples of recent written work.

Year 12 results

From 2022, a senior secondary student statement of results will show whether minimum standards for literacy and numeracy have been achieved through the General Achievement Test (GAT).

Year 12 results may provide enough information for some students, for others it may not, depending on the program they're enrolling in.

For example, a student who has studied only humanities subjects and now wants to enrol in the Certificate III in Surveying and Spatial Information Services may benefit from an additional assessment of numeracy skills.

Information from a past enrolment

If you've already considered a student's literacy and numeracy skills for a previous enrolment and they now want to enrol in a new program, you'll need to do a pre-training review for the new enrolment.

You can use the initial results and assessment outcomes but carefully consider these results in the context of the proposed new program.

Online assessments

Online assessments can be efficient and convenient for both you and your students and provide consistent results.

However, as with other methods, you need to think about how you confirm or reconcile those results with other information gathered during the pre-training review. For example, conversations with the student.

You also need to think about how to ensure the student completed the test themselves, without help.

Support for students

If your pre-training review finds that accredited training is not suitable for the student, you should consider whether a pathway program would be a good first step. This could include pre-accredited training in a supported environment.

If the training is suitable, but the student will need support, you should provide educational support options, in line with regulatory standards. For example, you might consider modifying training materials or methods, or offering additional foundation skills subjects.

Literacy and Numeracy Support Program at TAFE

This is an initiative that enables TAFEs and dual sector universities to package up to 100 hours of literacy and numeracy support subjects for Skills First students who need help with basic foundation skills to successfully complete vocational qualifications.

TAFEs and dual sector universities must not charge tuition fees for subjects delivered under this initiative – it's treated as a Free TAFE short course.

The literacy and numeracy support implementation guide provides more information, including:

- the list of subjects available
- which qualifications you must have on your scope of registration.

You don't need to do a further pre-training review to justify enrolling the student in the literacy and numeracy support program subjects.

Literacy and numeracy support is not treated like a foundation skills program, so even if a student has a qualification higher than a Certificate IV, they're still eligible.

Literacy and numeracy support subjects **don't** count as a skill set towards the student's '2 in a year' or '2 at a time' limit on Skills First training.



Further information

- Submit an [SVTS](#) enquiry
- Skills First pre-training review template published in the documents section of [SVTS](#)
- The [Learn Local website](#) has useful information about referral paths to pre-accredited training.

Key features of the VET funding contract

This fact sheet gives you an overview of the key features of the contract. For more details, read our [contract overview](#) and our range of topic-based fact sheets.

Skills First objectives

You must perform your contractual obligations consistently with the objectives of the Skills First program. Your training must:

- be high quality and relevant to industry and employers
- enable students to get the skills they need to make them job-ready
- help students to undertake further education
- promote and enable participation in training for disadvantaged learners
- be provided in the best interests of students.

Skills First Quality Charter

The [Skills First Quality Charter](#) helps you understand what we expect from you when training Skills First students. You must act in line with the charter and its 6 principles, outlined below.

| |
|--|
| Commitment to serving the public interest |
| Accountable and effective governance |
| Informed choice |
| Deliberate planning of training program |
| High quality training and assessment delivery |
| Responsive feedback systems |

The contract structure

Main body

Consists of definitions, objectives and the contract's main terms and conditions.

Schedule 1 – program specifications

Contains the program delivery obligations under Skills First.

- Part A – student attraction, eligibility, pre-training review and enrolment, fees, training delivery.
- Part B – evidence of participation, reporting, claims for payment.
- Part C – the conditions for programs and initiatives that allow eligibility exemptions or fee waivers.

Schedule 2 – individual details and conditions

Details the terms and conditions that apply to your individual contract, such as your funded scope and commencement allocations.

Schedule 3 – special initiatives

Contains the details of any specific funding for government-priority programs.

A managed market

The contract allows us to manage how much Skills First training you deliver and for what programs. This is a way for us to meet government priorities and Victoria's skills and jobs needs, while managing the overall Skills First budget.

Funded scope

Funded scope is the name given to the range of programs you can deliver under Skills First. Funded scope is not restricted for TAFEs and dual sector universities. For all other training providers, we set your funded scope when you first enter a contract.

We decide funded scope based on your program delivery plans. These plans include the details of the training you want to deliver in the coming year and an estimate of how many students you think you'll be able to train. From time to time, we may invite you to apply to have new programs added to your funded scope after this, but there are conditions.

Allocations

Commencement allocation

A commencement allocation is the fixed number of commencements we allow you to have within a defined period, usually a calendar year. It is split into separate amounts for AQF qualifications and skill sets.

A commencement happens when you receive payment from us for an enrolled student. Once you reach the limit of your commencement allocation, you can't enrol further students under Skills First.

From time to time, we may invite you to apply for an increase to your commencement allocation. When deciding whether to approve an increase, we consider issues such as labour market needs, government priorities, your capability and capacity, and the overall Skills First budget.

Program allocation

A program allocation allows us to mitigate the potential oversupply of training. We may use it to set a maximum number of commencements for any single program. A program allocation can apply across the whole market or for an individual training provider.

If we make a program allocation, we may remove the limit at a later stage or offer a process for you to apply for an increase.

Quality in training

The contract has provisions to help ensure students get high quality training that's aligned with the Skills First objectives.

Student information

You must give students specific information at various stages in their Skills First training. This includes important information such as a statement of fees before they start their training and a training plan up to four weeks after their training starts.

[Fact sheet: student information and protection](#)

Pre-training review

You must do a pre-training review with each student, either as part of their enrolment or before training starts, to decide if the program is suitable and appropriate for them. This includes deciding on the most suitable and appropriate program if the student is considering several options. You must document your decision and have a clear documented business process for how you do pre-training reviews.

We've published a Skills First pre-training review template in [SVTS](#) that you can choose to use and customise to your needs.

[Fact sheet: how to consider literacy and numeracy skills](#)



Student eligibility

To be eligible for Skills First training, a student must be an Australian citizen or permanent resident, or a New Zealand citizen. Students who don't meet these criteria may be eligible if they are asylum seekers.

Students must also be physically present in Victoria when they're doing training and assessment, or in a border region postcode. Border region postcodes are listed in the [guidelines about eligibility](#).

The amount of subsidised training a student can do is limited. A student can't start more than:

- 2 AQF qualifications in a year
- 2 skill sets in a year
- 2 programs at a time.

[Fact sheet: student eligibility for Skills First](#)

Evidence of eligibility

You must sight and retain specified documents to show that you've checked a student's evidence of eligibility for the Skills First program.

The guidelines about eligibility list the documents we accept and sets out how to sight and retain them. These methods include sighting an original document, an original certified copy, using the Commonwealth Government's online Document Verification Service (DVS) and using the Express Plus Medicare mobile app.

[Fact sheet: sighting and retaining evidence of eligibility](#)



Fees, concessions and waivers

You can set your tuition fees according to what you think is appropriate so that you can deliver quality training. We don't prescribe minimum or maximum fees.

However, you do have to:

- apply a concession rate to a student that has an entitlement. This is 20% of the standard published fee that you would have charged a non-concession Skills First student in the same program at the same time

- charge zero tuition fees where there is a mandatory fee waiver prescribed in your contract or guidelines and the student meets the criteria.

We pay a contribution toward the revenue you lose by charging a concession or fee waiver.

The [guidelines about fees](#) explain the requirements for tuition fees, including concessions and fee waivers and any evidence you need of student entitlement.

Concession entitlement

Subject to some restrictions, students can get a concession on their tuition fees if they:

- hold a current and valid health care card, pensioner concession card, or veteran's gold card
- are the dependent spouse or child of a card holder
- are referred under the Asylum Seeker VET Program.

You must check a student's concession card before their training starts. This is usually done at the time of enrolment.

[Guidelines about fees](#)

[Fact sheet: concessions](#)

[Fact sheet: payments under Skills First](#)



Accountability

We have a public duty to ensure government funds are used appropriately when you deliver Skills First training.

Evidence of participation

You must keep evidence to prove to us that each student participated in their learning or assessment. This is called evidence of participation. It is a form of funding assurance you give us to support your claims for payment.

[Fact sheet: evidence of participation](#)

Recordkeeping

A record is any document that you or your staff produce or obtain while performing your obligations under the contract. You must keep records for each student until three years after they have completed or withdrawn from their training. You can create and keep any of your records electronically.

[Fact sheet: recordkeeping requirements](#)

Subcontracting

You can subcontract any of the training services you provide under the contract, except for the pre-training review. However, you must get our prior written approval before you subcontract training and assessment.

You must report to us your use of brokering services (where you pay a third party to recruit students) and publish information about these services on your website.

You don't need our approval to subcontract other aspects of the training services, such as administrative tasks or marketing.

Your subcontracting agreement must include some specific conditions, such as preventing the subcontractor from subcontracting to someone else.

Audits and compliance

Our funding and quality assurance audits and reviews are needed to check that you're fulfilling your obligations under the contract.

We've developed a [Skills First audit and review strategy](#) to help you understand the audit program and prepare for audits and reviews.

We've also published our [compliance expectations under the VET funding contract](#) to help you understand our approach to assuring contract compliance, and how we respond when a concern or issue arises.



Reporting and claims for payment

You must provide statistical data to us via [SVTS](#). The data is used to pay you a subsidy, shape policy, monitor activity, evaluate initiatives and plan for the future.

The [Victorian VET student statistical collection guidelines](#) and the validation rule and rejects supplement contain all the information you need to know about this statistical collection.

There are also several useful guides on [SVTS](#).



Further information

Submit an enquiry via [SVTS](#).

Payments under Skills First

This fact sheet explains how payments work under the Skills First program.

↓ What we pay you

We pay a subsidy for each scheduled hour you report. Scheduled hours are the hours of supervised training and assessment that you plan for a single subject.

Payable hours

Use the [Victorian training package purchasing guides](#) or accredited course documentation to help you plan your Skills First training delivery.

These set out nominal hours for each subject within AQF qualifications and skill sets. Nominal hours are the hours of supervised training and assessment we think is needed to achieve the outcomes of a subject. It doesn't include homework or practice.

Normally, we'd expect your scheduled hours to be similar to nominal hours. But use your professional judgement about what scheduled hours you need for the programs you deliver to your specific students.

The guides also set out minimum and maximum payable hours.

i We pay you up to the maximum payable hours for each program. But the minimum hours are a guide only.

See the funded programs report for details of subsidies and maximum payable hours.

Subsidy loadings

We pay additional loadings to reflect government priorities and in recognition of where it might cost more to deliver training. These are applied automatically by SVTS and increase the hourly subsidy rate for eligible students:

- indigenous loading 50%
- disengaged youth loading 30%
- VCE and VPC loading 10%
- regional loading 10% (25% for TAFEs)

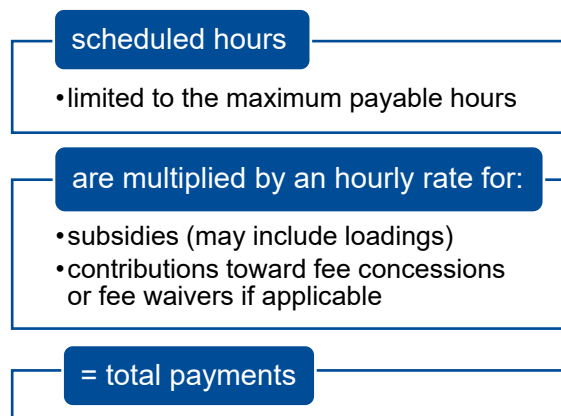
More than one loading may be relevant and if so, are applied cumulatively to the subsidy.

TAFE and dual sector universities receive a loading of 10% for all training delivery. This is applied separately to any other applicable loadings.



How we pay you

We pay monthly and in arrears. We calculate payments for each subject you report by multiplying your reported scheduled hours by the relevant subsidy rate (including any loadings and contributions):



Where a subject is delivered across multiple months, we apportion or 'split' your payment across those months.



Our payments and your tuition fees

Subsidies reduce the cost of training for eligible students and contribute to your training delivery costs.

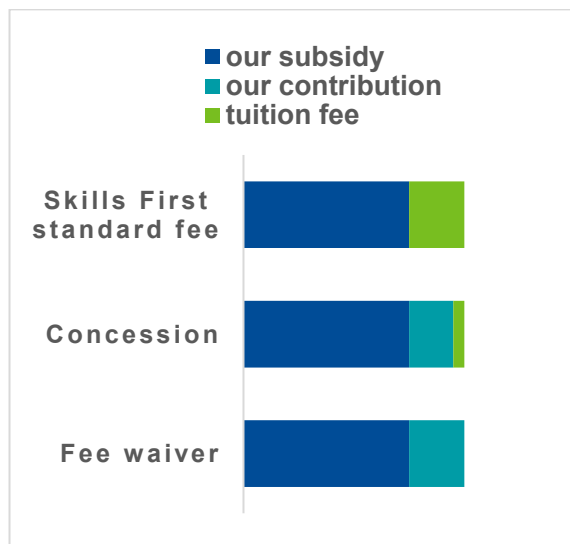
But our subsidy may not cover the full cost of training and you may need to charge a tuition fee. You can set your own tuition fees based on what you think is appropriate to deliver quality training services. But you must:

- grant a fee concession to students who are entitled to one
- grant a fee waiver to students where they meet the criteria set out in the contract and guidelines.

Fee concessions or waivers support particular students to afford training or to ensure priority programs are done by as many students as possible.

We pay a contribution towards revenue you lose where we require you to grant fee concessions or fee waivers. Our maximum concession contribution and our fee waiver contribution are published on the funded programs report.

This chart illustrates this combination of subsidy, contributions and fees:



Your data

It's important that you submit timely and accurate data to SVTS every month so we can calculate your payments. Payment is conditional on:

- your data being in line with the Victorian VET statistical guidelines
- students being eligible
- training being provided in line with the contract.

SVTS also validates and actions specific funding arrangements, including approved allocations, and will reject claims and/or recover funds in line with contract settings.

We may recover funds or adjust payments, for example, where:

- you have not reported training activity accurately or as required
- training activity is not consistent with the vocational intent or packaging rules
- there's another program with a lower subsidy you could deliver to meet a student's needs.

Program unique supervised hours

As well as scheduled hours, you must also report program unique supervised hours (PUSH). This is the total number of hours experienced by the student in supervised training and assessment.

For example, if you deliver a 300-hour scheduled program, but cluster some units so that the student only experiences 200 hours of supervised training and assessment, you would report the PUSH as 200 hours.

We ask you to report PUSH because it tells us about the intensity of the student experience for the whole program.

We do not use PUSH to calculate payments and they might be different to scheduled hours.



Avoiding errors and rejects

Upload often

You're required to upload your data at least once a month, but we recommend you upload more often to give yourself time to correct any data errors before the payment processing date.

Review

Your upload is processed by SVTS overnight, so review your data the next day to check for any errors or rejects.

We allow you to suspend claims even if they meet the business rules. This 'claims confirmation' process allows you to suspend payment if you're not sure you're entitled to it.

Use our guides

We provide claims and reporting guides to assist you.

The guide to SVTS claims:

- explains how to create claims
- demonstrates how your data is treated by SVTS
- provides instructions on how to manage and monitor your claims and payments.

We also provide the Victorian VET student statistical collection guidelines to help you understand the form, purpose, scope and requirements of submitting data to the SVTS.

Use our reports

Use the current claim status report in SVTS to see the value of your claims for payment and check your subject end dates are correct.

Use the forecast payment report to see claims awaiting payment, the students you've made claims for and your expected revenue.

How we can help

We'll help you fix any payment issues where possible via SVTS enquiries. Be sure to provide the type of error or reject, RTO student ID, program code and subject code in your enquiry.

We can override automated decisions made by SVTS if we determine it's appropriate.



Further information

- [Guide to SVTS claims](#)
- [Victorian VET student statistical collection guidelines](#)
- [Guidelines about fees](#)
- [Guidelines about eligibility](#)
- [Fact sheet: concessions](#)
- Submit an enquiry via [SVTS](#)

Quality in online delivery

This fact sheet gives an overview of online requirements for online training and assessment under the Skills First program, and practical suggestions to support quality online delivery.

Background

We recognise the benefits that online training and assessment can offer students, including flexibility and accessibility. At the same time, we want to make sure that online learning is the same level of quality as other modes of delivery, and it meets Skills First objectives.

Planning for quality

You must make sure your online training and assessment is planned and delivered in a way that is suited to an online learning environment.

Student digital literacy

Students must have the capacity to participate fully in online learning. This should be assessed as part of a comprehensive pre-training review that includes assessing:

- prospective students' digital literacy
- whether your online learning strategies and materials are appropriate for them
- their access to necessary technology.

You should support students to overcome any barriers to their online participation.

Learning material compliance

All learning materials provided online must comply with the high-level principles of the [Web content accessibility guidelines \(WCAG\)](#). You need to decide the level of compliance with the WCAG that may apply more broadly to your organisation. At minimum, your Skills First learning materials must comply with the high-level principles.

Attachment 1 explains what the high-level principles mean.

Further supporting quality

Consider these key elements as you design your approach to online training and assessment.

Student support

Ensure your students know how and when they can contact their teachers and other key staff to get the support they need.

Student engagement

Give students collaborative learning opportunities. Ensure students know how you'll give them feedback. Have a plan for how you'll respond to student inactivity or non-engagement with their online training.

Mode and method of assessment

Make sure your online assessments address all aspects of a subject. Assess practical skills using contemporary technology.

Skills First teacher capability

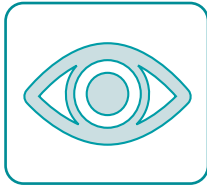
Ensure your teachers are skilled in online facilitation and can deliver an engaging learning experience. Support your teachers with training and professional development.



Further information

- Submit an enquiry via [SVTS](#)
- [Web content accessibility guidelines](#)

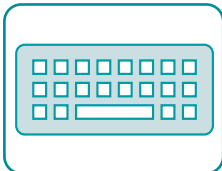
Attachment 1: High-level principles of the web content accessibility guidelines



Perceivable

Students must be able to perceive the online information presented to them. For example:

- text alternatives are given for any non-text content
- use captions for multimedia content
- using a simple content layout
- content is easy to see and hear.



Operable

Students must be able to easily operate and navigate online. For example:

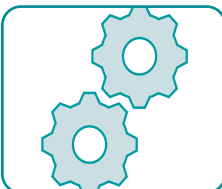
- full functionality is available from a keyboard, and other input modalities
- students have enough time to read and use content
- students can easily navigate, find content and determine where they are
- content is not designed in a way that is known to cause seizures.



Understandable

Students must be able to understand and use the online interface. For example:

- text is readable and understandable
- web pages are predictable
- help students to avoid and correct their mistakes.



Robust

Content can be interpreted reliably by a wide variety of tools, including assistive technologies, such as screen readers.

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This document is a guide only and subject to change

2 of 2

Recordkeeping requirements

This fact sheet provides an overview of Skills First recordkeeping requirements.

|  4 rules for records | |
|--|---|
| Keep records secure | Have good records to protect your business |
| Make records easily accessible for audit and review | Keep records for 3 years after the student completes or withdraws from training, and then dispose of them if you can |

What's a record?

A record is any document within the meaning of the [Evidence Act 2008 \(Vic\)](#) that a training provider or staff produces or gains possession of in the course of performing its obligations under the contract.

Each record must be in enough detail for us to determine your compliance with the contract.

We've created forms and templates, such as the evidence of eligibility and student declaration form, that help you make records with sufficient detail.

Examples of records

- Evidence to support your claim for payment, such as:
 - evidence of eligibility
 - evidence of participation
 - evidence of a student's entitlement to a concession or fee waiver
 - evidence of the pre-training review.
- Evidence that training and assessment was appropriate and of high quality.
- Information about Skills First teachers.
- Quotes, invoices and receipts to subcontractors and other third parties.
- Bank statements to confirm fee payment.

Amending records

All records must be complete, accurate and authentic.

You must not amend records. However, if you discover a minor administrative oversight, you can make a change provided it is:

- true
- accurate
- documented in detail
- clearly explained in a straightforward way.

You must not change records just to comply with the contract or create records retrospectively.



Easy access for audit

You must promptly provide us with easy access to a record if we ask for it.

You must help us, or anyone we authorise such as an auditor, to locate, access and view records. This includes taking copies of records and responding promptly to requests for access.

Sometimes we may ask for a missing or misplaced record within a short timeframe (for example, 24 hours after an audit). You must not use this time to create a new record or amend ones that have already been audited.

It's in your interests to keep good records. If you don't give us a record that we request within a reasonable or specified time, we could decide it doesn't exist and that the activity it would evidence didn't occur. We may exercise our contractual rights on this basis.

We may also ask you to retain further records if we think they're necessary to show your compliance with the contract.



Keep records for 3 years

You must keep a record for 3 years after the student completes or withdraws from their program. For example, if a student completed training on 30 June 2022, records related to their training can't be destroyed until 30 June 2025.

But sometimes we may ask you to keep a record for longer.

Also, we can ask you to start keeping a record you are not currently keeping, if we think this is necessary.



Dispose of records when no longer needed

You must have a process to promptly and securely dispose of records that include personal information if they are no longer needed for any purpose. This is a requirement of the Privacy and Data Protection Act.

Personal information includes any information that identifies the student.

This is particularly important for sensitive information, like government issued documents you retain as evidence of eligibility.

Before disposing of records check whether you still need to keep them for regulatory or other legal reasons.



Keep records secure

You must have a secure recordkeeping system for both hard copy and electronic records that clearly shows your contract compliance and supports your claims for payment.

Your recordkeeping system must securely protect the records from theft, loss, damage and unauthorised access, use and amendments.

You should have policies to help you prepare for and recover from significant business disruptions.



Protect student privacy

Protecting your students' personal information and complying with the [information privacy principles](#) is an important obligation you must meet.

Privacy notice

Make sure your students know about the ways their personal information will be collected and handled when they enrol.

Do this through the Victorian government VET student enrolment privacy notice and your own student enrolment privacy notice. Look in the [Victorian VET student statistical collection guidelines](#) for more information.

Student privacy concernse

If a student raises a privacy concern with you about retaining their evidence of eligibility, make all reasonable attempts to reassure them of your privacy protection measures.

If the student is still concerned, you can instead retain a declaration that you've sighted the evidence.

Include the name of the authorised delegate, the date they sighted the evidence, the student's name, and the type of evidence sighted in the declaration. Attach it to the student's file.

Don't retain Centrelink Customer Reference Numbers (CRN)

The CRN is a particularly sensitive form of personal information. It can't be changed if it is subject to a security breach, unlike other forms of identity evidence where a new card or document number can be issued.

Don't keep a copy of the CRN for the purpose of evidencing Skills First concession entitlement.

Instead, keep a written declaration attached to the student's file stating that you've sighted the evidence of concession – and don't record the CRN on the declaration.

Only keep a copy of the CRN if you must do so for other purposes, for example when using Centrelink confirmation e-services.

Read our fact sheet: concessions for more information.



Other laws

You must comply with all other laws relating to recordkeeping, including:

- [Standards for registered training organisations 2015 \(National Standards\)](#)
- [VRQA guidelines for VET providers](#)
- [Privacy and Data Protection Act 2014 \(Vic\)](#)
- [Privacy Act 1988 \(Cth\)](#)

Under national standards, you must cooperate with the VET regulator in the retention, archiving, retrieval, and transfer of records.



Further information

- Submit an enquiry via [SVTS](#)
- [Fact sheet: using electronic signatures](#)
- [Fact sheet: evidence of participation](#)
- [Guidelines about eligibility](#)
- Office of the Victorian Information Commissioner: [Information privacy principles short guide](#)
- Office of the Victorian Information Commissioner: [Guidelines to the information privacy principles](#)
- [Fact sheet: concessions](#)

Sighting and retaining evidence of eligibility

This fact sheet explains what you must sight and retain when you check a student's evidence of eligibility for the Skills First program. Read it alongside the VET funding contract and guidelines about eligibility.

Background

Before you enrol a student in Skills First training, you must confirm their eligibility by checking they're an Australian or New Zealand citizen or a permanent resident of Australia.

Students must be doing all their training and assessment in Victoria or a border region that's specified by postcode in the guidelines about eligibility.

You must establish eligibility in a robust way that we can verify at an audit or review. This includes sighting and retaining evidence of eligibility.

Types of evidence we accept

We accept these documents as proof of citizenship or permanent residence.

| If the student is: | You can accept ANY of these: |
|-----------------------|---|
| an Australian citizen | <ul style="list-style-type: none">✓ Australian birth certificate (not birth extract)✓ current Australian passport✓ Australian citizenship certificate✓ current green Medicare card✓ Australian certificate of registration by descent |
| a New Zealand citizen | <ul style="list-style-type: none">✓ current New Zealand passport✓ New Zealand birth certificate✓ New Zealand citizenship certificate✓ current green Medicare card |
| a permanent resident | <ul style="list-style-type: none">✓ current green Medicare card✓ confirmation of permanent residence granted by the Department of Home Affairs AND the student's foreign passport or ImmiCard |

i If a student lives in a specified border region, you can rely on the postcode they provide on their enrolment form as their home address. You don't have to retain any additional evidence of their address.

Using a proxy declaration when a student can't provide an eligibility document

You must make all reasonable efforts to help a student prove their eligibility with one of these documents. If a student can't do this, they may be able to make a case to show they're in exceptional circumstances.

Follow these steps to help a student in this situation:

Step 1: Decide whether you think the student is in exceptional circumstances.

This doesn't include where a student is unwilling to bear the cost or inconvenience of obtaining documents. It may include where a student:

- grew up in a remote location and their birth was not registered
- Is experiencing disadvantage or estrangement from family or guardians and don't have access to identity documents.



Step 2: If the student is in exceptional circumstances, send us an SVTS enquiry asking us to approve a proxy declaration.

Include any supporting information to make the case for the student. For example, a declaration signed by your CEO, or a representative from a government department or community service provider.

Step 3: We'll reply with a decision. If we approve, keep a copy of the declaration and our approval.

Ways to sight and retain evidence

There are **6** ways to sight and retain evidence of eligibility so you can help students in different circumstances. **Attachment 1** shows example scenarios.

|  SIGHT |  RETAIN |
|---|---|
| 1. An original document, presented in person | A photocopy or electronic copy |
| 2. An original certified copy of the document, presented in person or sent by post | A photocopy or electronic copy |
| 3. Confirmation the student's details are verified to match a current and valid document in the Document Verification Service (DVS) | A transaction record showing the document was verified in the DVS |
| 4. A green Medicare card displayed on a digital wallet through: <ul style="list-style-type: none">• the Express Plus Medicare mobile app; or• MyGov mobile application | A written declaration that includes the authorised delegate's name and the date they sighted the card, the card number and the card holder's name |
| 5. An email or pdf document the student has obtained from the VEVO system that confirms they hold a permanent visa AND An original or certified copy of the student's foreign passport or ImmiCard | Electronic or paper copies of both documents |
| 6. Your own VEVO check on the student's behalf, that shows they hold a permanent visa and that the details on the VEVO check match the details on their foreign passport or ImmiCard | A VEVO transaction record that shows the student's details and permanent visa status |

Using certified copies

A certified copy is made when a student presents their original document and a photocopy of it to a 'certifier' and they verify it to be a true copy. For information about who can be a certifier, see the guidelines about eligibility, or the [Department of Justice and Community Safety website](#).

Using the DVS

The Document Verification Service (DVS) is a Commonwealth government service. It's a national online system that allows organisations to compare an individual's identifying information with a government record.

We encourage you to use the DVS as an efficient and secure way to check Skills First eligibility. You can use it to check a range of Australian government-issued documents, including passports, Medicare cards and birth certificates.

Engage a gateway service provider

To use the DVS, you must engage a gateway service provider. This is an organisation authorised by the Commonwealth government to match information requests to and from the DVS. For more information about how to become a DVS user, refer to the [Commonwealth government's website](#).

Sight and retain evidence

When you use the DVS, you don't have to sight and retain a copy of the student's document. Instead, you sight confirmation from the gateway service provider that the details on the student's document match a current and valid record in the DVS database.

You must retain a transaction record that shows the student's details, and that they were verified to match a valid and current document in the DVS. You don't need to print this – you can retain it electronically. An electronic record can usually be kept within the gateway service provider's administrative platform. But if not, keep a secure electronic version that can't be easily altered.

If a document can't be verified

If a student's evidence can't be verified through the DVS, you need to give them the opportunity to provide it in another way before making a final decision about their eligibility.

Using VEVO to confirm permanent residence

In most cases, permanent residents can use a green Medicare card as evidence of Skills First eligibility. If the student doesn't have a green Medicare card, you can confirm permanent residence through VEVO.

If a student gives you a self-generated VEVO check, this may be in the form of an email or pdf document. You'll need to:

- look for the logo of the Department of Home Affairs on the VEVO check
- look for information in the VEVO check that clearly shows the student has a permanent visa
- make sure the student's name on the VEVO check is the same as it is on their passport or ImmiCard.

Using eligibility evidence again for future enrolments

If you keep a copy of the student's eligibility evidence on file, you can use it again the next time they enrol with you.

- If you use a means other than the DVS to verify the evidence, the document must still be current and valid.
- If you use the DVS to verify the evidence and you don't retain an expiry date, you can continue to use it **only** for enrolments that occur in the same calendar year as the DVS check.

You must continue to keep a copy of the evidence for audit or review purposes.

You must also make all other assessments of the student's eligibility for the new enrolment.

Student privacy concerns

It is important you keep a student's personal information private and secure. If a student has concerns about the security of their personal information, you should try to reassure them by explaining your privacy measures.

If a student continues to object to you retaining their personal information for privacy reasons, you can sight their evidence without retaining it. Instead of keeping a copy of their document, you must prepare a written declaration that you have sighted it. It must include the:

- name of the authorised delegate who sighted the evidence
- date it was sighted
- type of document that was checked
- student's name.

This must only be done if a student has specifically raised a privacy concern with you and remains concerned after you have made all reasonable attempts to reassure them of your privacy measures.

Eligibility exemptions

You can only exempt a student from eligibility criteria if there is a program or initiative in the contract and guidelines about eligibility that allows it.

Asylum Seeker VET Program

Students can get an exemption from the citizenship/permanent residence requirement if they meet the criteria to participate in the Asylum Seeker VET Program. This program is open to individuals (and their dependents) who either:

- hold any humanitarian, protection, or refugee visa in Australia
- have applied for a humanitarian, protection or refugee visa and hold a bridging visa for this purpose
- have made an application under s.417 or s.48b of the Migration Act 1958 (Cth) which is yet to be determined and hold a bridging visa.

Individuals must have study rights, and work rights are required for programs that include work placement.

There are 3 ways you can check eligibility to participate:

1. If you're registered to use the VEVO system, you can ask the student for permission to check the type of visa they hold and the status of their study and work rights.
2. You can accept a VEVO record that a student has generated themselves. You'll need to check that the details on the record match the name, date of birth and document number of their foreign passport or Immicard.
3. You can accept a letter of referral from the Asylum Seeker Resource Centre or the Australian Red Cross.

When a student has a bridging visa, you'll need to sight additional evidence that they're applying for a humanitarian, protection, or refugee visa or making an application under s.417 or s.48b of the *Migration Act 1958 (Cth)*.

We don't maintain a list of visa types, so you'll need to refer to the [Department of Home Affairs website](#) to check visa types.



Further information

- Submit an enquiry via [SVTS](#)
- [Fact sheet: Skills First eligibility](#)
- [Fact sheet: using electronic signatures](#)
- [Fact sheet: recordkeeping requirements](#)

Attachment 1 - example scenarios

These scenarios show examples of how to sight and retain evidence of a student's eligibility.

Example 1 – Thuy is a permanent resident of Australia

| | |
|--|---|
| Thuy holds a permanent resident visa and has a green Medicare card. She shows it to you on her phone through the Express Plus Medicare mobile app. | Sight Thuy's Medicare card on her physical phone through the Express Plus Medicare mobile app. Retain a written declaration that you have sighted the digital green Medicare card. |
|--|---|

Example 2 – Bailey is an Australian citizen with privacy concerns

| | |
|---|---|
| Bailey has an Australian passport. Bailey shows you their passport in person but doesn't want you to keep a copy of it. | Try to calm their concerns by informing them of your privacy measures. If Bailey is still concerned after your explanations, you may retain a written declaration that you have sighted their passport. |
|---|---|

Example 3 – Yasmine is an Australian citizen, and you use DVS

| | |
|--|---|
| Yasmine has an Australian certificate of registration by descent. As part of your online enrolment process, she enters her document details into the gateway service provider's platform that connects to the DVS. | Sight confirmation from the gateway service provider that the details on Yasmine's certificate match a current and valid record in the DVS. Retain a copy of the transaction record that shows Yasmine's details, and that they were verified to match her Australian certificate of registration by descent in the DVS. |
|--|---|

Example 4 – Ahmad holds a bridging visa

| | |
|---|---|
| Ahmad has a bridging visa with study rights. He is waiting for a result for his application for a refugee visa. He is eligible for the Asylum Seeker VET Program. He gives you permission to access VEVO on his behalf. He has an ImmiCard. | Sight that his details match a record in the VEVO system, and that he has a valid bridging visa with study rights. Check that Ahmad's ImmiCard details match the VEVO record. As he holds a bridging visa, you must further sight a document from the Department of Home Affairs that acknowledges Ahmad has applied for a refugee visa. Retain: <ul style="list-style-type: none">• a copy of the VEVO transaction record.• a copy of Ahmad's ImmiCard. You don't have to keep a copy of the document Ahmad shows you from the Department of Home Affairs – but keep a written declaration that you have sighted it. |
|---|---|

Student eligibility for Skills First

This fact sheet explains how you should apply Skills First eligibility rules and includes helpful example scenarios.

Eligibility requirements

To be eligible for Skills First funding, a student must be:

- an Australian citizen or permanent resident, or a New Zealand citizen
- doing all training and assessment while physically present in either:
 - Victoria
 - a border region that's specified by postcode in the guidelines about eligibility.

Eligibility requirements are described in the VET funding contract and the guidelines about eligibility.

You must apply the eligibility requirements unless there's an exemption in part C of schedule 1 of the contract or under any special initiatives. To grant an exemption you must follow the requirements of the relevant initiative.



Further information

- Submit an [SVTS](#) enquiry
- [Fact sheet: sighting and retaining evidence of eligibility](#)

Volume limits

There are **3 limits** on how much Skills First-subsidised training a student can do, to maximise program completions and encourage students to make informed decisions about their training and employment opportunities.

| Limit | What? | When? | Not taking into account |
|--|--|--------------------|---|
| '2 skill sets in a year' The student may make a maximum of... | commencements in skill sets | in a calendar year | <ul style="list-style-type: none">• if a student is moving from a superseded program to the current version of the same program• if a student is recommencing training in the same program (at either the same or a different provider)• if a student has participated in '22510VIC – course in identifying and responding to family violence risk'• if a student is doing LN support subjects. |
| '2 AQF qualifications in a year' The student may make a maximum of... | commencements in AQF qualifications | in a calendar year | <ul style="list-style-type: none">• if a student is moving from a superseded program to the current version of the same program• if a student is recommencing training in the same program (at either the same or a different provider)• if a student is seeking to enrol in an apprenticeship after having participated in one of the programs identified as a 'pre-apprenticeship and pathway program' on the funded programs report. |
| '2 at a time' The student may undertake a maximum of... | programs (skill sets and AQF qualifications) | at any one time | <ul style="list-style-type: none">• '22510VIC – Course in identifying and responding to family violence risk'• if a student is doing LN support subjects. |



Example scenarios

These scenarios show examples of how to assess a student’s eligibility.

Example 1 – Mohammed wants to enrol in the Certificate II in Ecology

| | |
|---|--|
| <p>This calendar year, Mohammed:</p> <ul style="list-style-type: none"> • commenced and completed the Certificate II in Food Processing (Skills First subsidised) • commenced and completed the Certificate II in Auslan (Skills First subsidised). | <p>Is Mohammed eligible?</p> <ul style="list-style-type: none"> • NO. Mohammed has reached the ‘2 AQF qualifications in a year’ limit, so he can’t get Skills First funding for any more AQF qualifications this calendar year. • However, he is still eligible to enrol in up to 2 Skills First funded skill sets this year. |
|---|--|

Example 2 – Sarah wants to enrol in the Certificate III in Engineering

| | |
|--|--|
| <p>This calendar year, Sarah:</p> <ul style="list-style-type: none"> • continued her training in the Certificate III in Beauty Services that she started last year (Skills First subsidised) • commenced the Certificate III in Retail this year (Skills First subsidised). <p>Both programs are still in progress.</p> | <p>Is Sarah eligible?</p> <ul style="list-style-type: none"> • NO. Sarah has reached the ‘2 at a time’ limit. • However, she can commence the Certificate III in Engineering later in the year if she completes or withdraws from one of her current courses. • If this happens, she will not be exceeding the ‘2 AQF qualifications in a year’ limit because she commenced the Certificate III in Beauty Services last year. |
|--|--|

Example 3 – Stefan wants to enrol in the Certificate III in Tourism

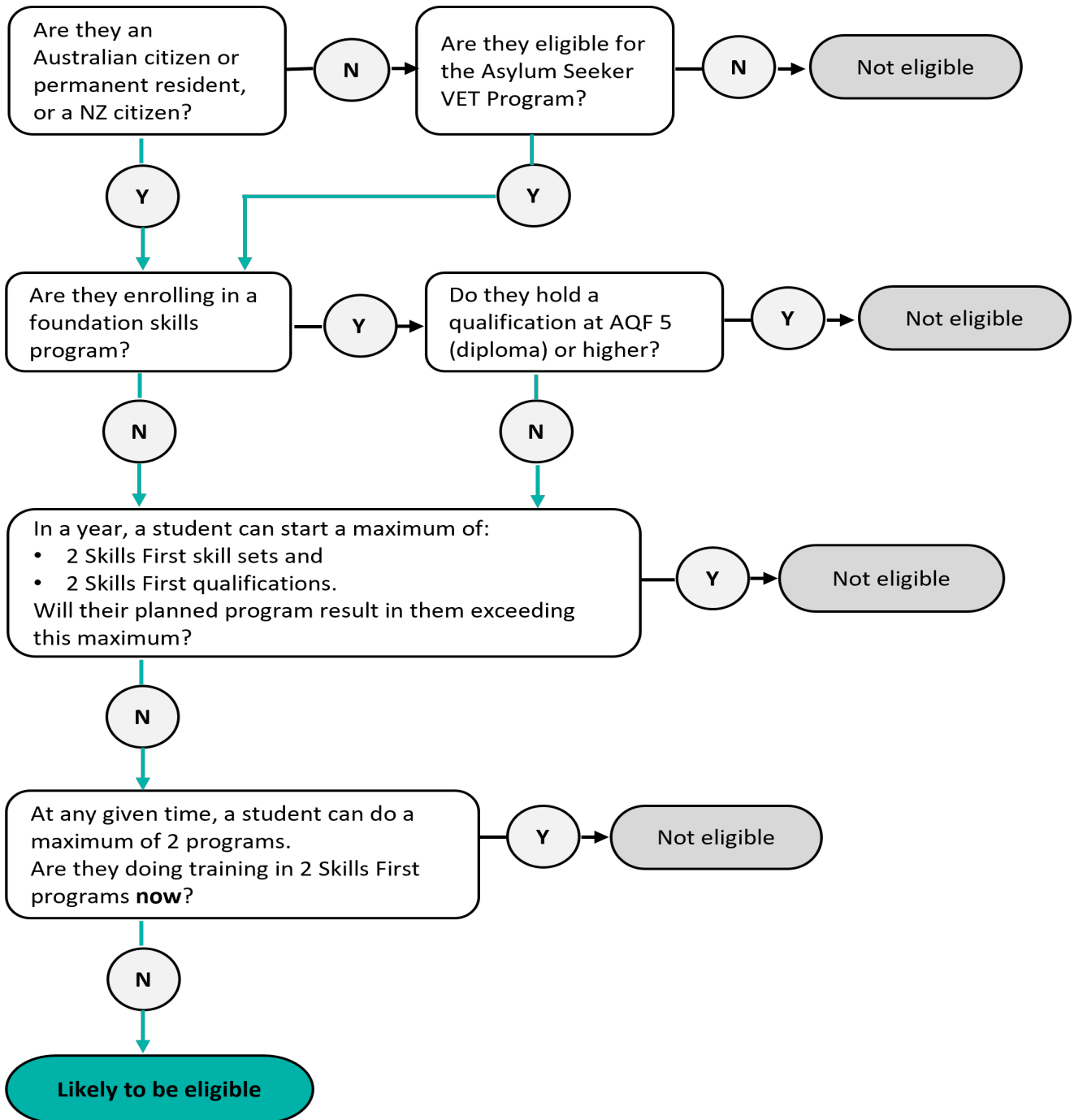
| | |
|---|---|
| <p>This calendar year, Stefan:</p> <ul style="list-style-type: none"> • commenced the Certificate III in Pet Grooming (Skills First subsidised) • commenced the Certificate III in Science (fee for service). <p>Both programs are still in progress.</p> | <p>Is Stefan eligible?</p> <ul style="list-style-type: none"> • YES. Stefan hasn’t reached the ‘2 in a year’ or the ‘two at a time’ limit, because only one of the programs he commenced this year was Skills First subsidised. |
|---|---|

Example 4 – Nisha wants to enrol in the ‘Assist Clients with Medication Skill Set’

| | |
|--|---|
| <p>This calendar year, Nisha:</p> <ul style="list-style-type: none"> • commenced the Certificate II in Health Support Services (Skills First subsidised) • commenced the Course in Supporting People with Disability to use Medications (Skills First subsidised). <p>Both programs are still in progress.</p> | <p>Is Nisha eligible?</p> <ul style="list-style-type: none"> • NO. Nisha has reached the ‘2 at a time’ limit. • However, because Nisha hasn’t reached the ‘2 skill sets in a year’ limit, they’d be eligible for the ‘Assist Clients with Medication Skill Set’ after they either finish or withdraw from one of the other programs. |
|--|---|

Student eligibility flowchart

This flowchart helps you understand the steps to assess eligibility. It is a guide only and doesn't cover all individual student circumstances. Refer to the guidelines for comprehensive information on eligibility rules.



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Student information and protection

This fact sheet summarises the type of information you must give students as they move from prospective students through to completing their Skills First training.

Prospective students

Victorian Skills Gateway profile

The [Victorian Skills Gateway](#) is a website that helps prospective students find VET programs.

You must register for and maintain an up-to-date profile on the Victorian Skills Gateway. Follow the [instructions](#) on the website. Your profile must include information about your delivery locations, programs and contact details. Maintaining accurate and current information will help you attract new students.

Your public website information

You must maintain certain up to date information on your public website.

Fee information

- the standard tuition fee for each Skills First program you offer
- student services and amenities fees
- text that reads 'The student tuition fees as published are subject to change given individual circumstances at enrolment'.

Subcontracting arrangements

- the subcontractor's name
- the subcontractor's role in training and assessment.

Other information

- your complaints and appeals process
- a list of all the brokering services providers you use

Marketing and promotion

You must be accurate, honest, ethical and responsible when promoting training and recruiting students. You must not mislead prospective students, even unintentionally.

You must give prospective students clear information about:

- the nature and requirements of the training
- how much they will pay
- the training hours and commitment
- the assessment and expected outcomes for the training.

You must carry out promotional and recruitment activities in accordance with the [Skills First Quality Charter](#).

Under [Australian Consumer Law](#), you must not engage in false or misleading practices.

Incentives to enrol are not allowed

You must not offer someone, either directly or indirectly, any incentives to enrol in Skills First training. This could be a financial incentive or other incentive. An example of a direct incentive is offering a prospective student a laptop or voucher.

As well as to prospective students, incentives must not be offered to any other person or entity, such as an employer or social organisation. For example, offering equipment to a sports club if its members enrol in training.

Foundation skills

If you offer foundation skills programs, but you aren't on the approved provider list, you must make it clear to prospective students that those programs do not get a Skills First subsidy.

Before enrolment

Consequences of using a Skills First entitlement

You must tell a student if they are being enrolled under the Skills First program. You must explain to them how accessing Skills First now will affect their future entitlement to government-subsidised training.

Subcontracting

If you are approved to subcontract any of your training and assessment, you must ensure that students clearly know they will enrol with you and not the subcontractor.

Pre-training review

You must follow the pre-training review process with each student to decide if training is suitable and appropriate for them. The pre-training review happens as part of enrolment or before training starts.

You must gather information from the student to decide whether the proposed training meets their objectives and could lead to a job, further study or participation for those experiencing disadvantage.

Students with disabilities

Your promotional materials should encourage students with disabilities to access Skills First training.

Under the [Equal Opportunity Act 2010 \(Vic\)](#), you should make reasonable adjustments to support a student with a disability. You can use the pre-training review process to identify what reasonable adjustments are needed.

Refund policy

You must give students a clear and reasonable refund policy before they enrol in training. The refund policy must meet the requirements set by your regulator.

Privacy obligations

The personal information students give you is protected by privacy laws, including the [Privacy Act 1988 \(Cth\)](#), [Privacy and Data Protection Act 2014 \(Vic\)](#) and the [Australian Privacy Principles](#). You must include a standard privacy notice in all enrolment forms.

Before commencement

Statement of fees

You must give a student a statement of fees before their training starts – even if they are not paying the fees, such as where their employer is paying for training.

A statement of fees must include:

- the code, title and currency of the program
- a quote for the total cost of the program
- the tuition fees (allowing for any concession or fee waiver entitlement) and other fees like student services, amenities or materials fees
- an estimate of the government contribution to the cost of the program, expressed in dollars.

The statement of fees does not need to include information already given to the student in a training plan or as general consumer information.

Practical placements need a written agreement

You must have a written practical placement agreement with the employer or host organisation, in addition to the training plan. This must be signed by you, the employer or host organisation, and the student before the placement starts.

The practical placement agreement must include information about each party's rights and obligations, the skills to be developed and assessed, the location of the placement, the start and finish dates, the length of the placement, and the maximum hours per week.



After commencement

Training plan

You have up to four weeks after the start of training to develop a training plan.

You must create a training plan that tells students about the training and assessment for their program, including its intensity, duration, how they'll be taught and assessed, and by whom.

Check Schedule 1 of the VET Funding Contract for the information you must include in the training plan.

Training plan requirements for non-apprentices/trainees

You can give non-apprentice/trainee students their training plan as one document or in multiple documents. You can give the same training plan information to a cohort of students who are doing the same training in the same way, or you can customise it for an individual student. It must be kept up to date.

Non-apprentice/trainee students don't need to sign their training plan. However, you must have a business process to show how you approved the training plan information and made it available to the student.

Training plan requirements for apprentices and trainees

Apprentices and trainees must have a personalised training plan that's developed with and signed by the employer, a school representative if it's a School-Based Apprenticeship/Traineeship, the student and you.

The training plan needs to reflect the workplace arrangements. It must be kept up to date. You must agree any updates to the training plan with the apprentice or trainee and their employer, and you must give them both a copy of the updated version.

Student complaints

You must have a complaint handling and appeals process for receiving and resolving student complaints.



At completion

You must comply with regulatory standards and the [Australian Qualifications Framework](#) when issuing qualifications and statements of attainment. This includes requirements about prescribed information you must record on qualifications, statements of attainment and records of results.



Further information

- Submit an enquiry via [SVTS](#)
- [Fact sheet: Quality in online delivery](#)

Understanding skill sets

This fact sheet explains arrangements for delivering skill sets under Skills First.

Background

We may fund skills sets under Skills First in the form of:

- an accredited course with the title ‘course in...’ (a course in)
- a nationally recognised skill set from a training package
- an accredited single subject
- a group of accredited subjects that we approve to be delivered as a skill set.

All skill sets we fund are in the funded programs report, marked as skill sets in the ‘program type’ column.

Purpose of skill sets

Skill sets complement AQF qualifications. They can benefit students by giving them:

- training pathways to AQF qualifications
- specific skills and general capabilities
- reskilling to meet the needs of a rapidly changing economy
- more career opportunities within their workplace and between employers.

Allocations

For standard contract holders, your commencement allocation is separated into 2 parts:

- commencements for AQF qualifications
- commencements for skill sets.

This is documented in your schedule 2 – individual details and conditions.

Managing your allocation

You can’t use your commencement allocation for skill sets to deliver AQF qualifications, or vice versa.

Use [SVTS](#) to track how many commencements you’ve used. Click on Contracts > Contract Commencement Allocations.

Additional allocations and additions to funded scope

We may offer you the opportunity to apply for increased allocations and additions to your funded scope.

This depends on the state’s training needs and the Skills First budget. We will advise you about such opportunities via SVTS.

Limits on student participation

Doing a skill set and an AQF qualification at the same time

The ‘2 at a time’ limit applies collectively across skill sets and AQF qualifications. For example, a student can’t do 2 skill sets and one AQF qualification at the same time.

Number of skill sets in a year

The ‘2 in a year’ limit applies, but skill sets and AQF qualifications are counted separately.

This means a student can start a maximum of 2 skill sets and 2 AQF qualifications in a calendar year but they still can’t do more than 2 at the same time.

Fees and payment

Tuition fees

Like any other Skills First training, you determine tuition fees for skill sets. Normal concession and fee waiver settings apply.

Subsidies and fee contributions

We calculate and pay subsidies (including loadings), RPL subsidies, concession contributions and fee waiver contributions in the same way as AQF qualifications.

Reporting

You must report skill set training activity via SVTS using the funding source identifier – state training authority GSP.

Pre-training review

The pre-training review is a fundamental component of the contract and is a requirement for skill sets.

Given skill sets are typically much shorter than AQF qualifications, you can scale down the pre-training review, provided you obtain enough information to show the skill set is suitable and appropriate for the student's needs, and they clearly understand all their other training options.

Training plans

You must issue training plans to students doing skill sets, except where the skill set consists of a single subject.

For single subjects you must still inform the student about the training and assessment requirements for the skill set so they can make an informed decision about their enrolment.

Free TAFE short courses

Skill sets that are Free TAFE short courses are identified in the 'Free TAFE' column of the funded programs report and on the Victorian Government's [Free TAFE website](#).

TAFEs must grant a fee waiver to students who do these Free TAFE short courses.

This doesn't count towards the student's entitlement to one Free TAFE fee waiver in their lifetime.

Reporting Free TAFE short courses

Use funding source identifier GSP to report TAFE enrolments in Free TAFE short courses.

For all subject enrolments from 1 January 2024, report the new value 'S' as the second character of the 'fee exemption/concession type identifier' field when reporting Free TAFE short courses.



Further information

Submit an enquiry via [SVTS](#)

Using electronic signatures

This fact sheet explains how the department expects you to electronically sign or obtain an electronic signature on a document, including common methods and some practical example scenarios.

You can use an electronic signature on all documents

We accept electronic signatures for all documents that need to be signed to meet a VET Funding Contract (the contract) requirement. This includes your own signature, signatures of your employees or signatures of third parties such as students.

For example:

- practical placement agreements
- the evidence of eligibility and student declaration form
- teacher endorsement of an attendance roll for evidence of participation.

The only exception is where there is another law or regulatory obligation you must comply with that says you can't use an electronic signature.

What method to use

We don't prescribe how you make the electronic signature or endorse specific electronic signature software products. You'll need to research and investigate what's available and decide what will work best for your business.

But any method you use must satisfy these 3 principles:



identity – clearly identify the person who signs.



consent – clearly indicate the person's agreement to the information.



reliability – be 'as reliable as appropriate in light of all the circumstances' so we can rely on the signature at audit or review as showing the person's agreement.

We expect you to have a business process or rationale for choosing when to use an electronic signature. This applies to each situation where you collect signatures electronically.

You should use a method that is proportionate to the risk of what is being agreed to or endorsed.

In general, the higher the risk of an invalid or unenforceable signature, or potential security breach, the more robust your electronic method needs to be.

Common electronic methods

The table on the next page identifies common methods for obtaining electronic signatures. It includes a rating of how robust we think they are in meeting the requirements of the contract.

Common electronic signature methods – from most to least robust

| Method | Description | Application to contract |
|--|--|---|
| <p>Graphical signature</p> <p>Encrypted codes</p> <p>Electronic signature software</p> | <p>Such as using an electronic pen or finger to make a signature directly onto an electronic device.</p> <p>When a unique code or encryption key is sent to a user and they must enter the code to sign the document by ticking a box or entering their name.</p> <p>Commercially available software that send a request for signature to a user's email address. The software requires the user to authenticate their identity using methods such as an access code, SMS authentication, phone authentication or identity checks against publicly available information. The programs also keep electronic records of the signatures and protect signed documents from unauthorised alteration.</p> | <p>Using one of these methods is likely to be robust for most purposes.</p> |
| <p>Tick box</p> <p>Online form</p> <p>Email from a verified address</p> <p>Electronic workflow</p> <p>A scanned ink-based signature</p> | <p>Ticking a box in an online form.</p> <p>Typing one's name in an online form.</p> <p>Sending or receiving an email from an address that is verified to belong to that person. For example, an email from your employee from their password-protected company email address, or an email from a student from an address recorded in their student file as their primary contact.</p> <p>Completing a step in an electronic workflow.</p> <p>An ink-based signature that is scanned into an electronic format and cut and pasted into a document.</p> | <p>Higher risk</p> <p>A combination of these methods might be needed for a higher risk application. For example, a student signature on the evidence of eligibility and student declaration form.</p> <p>Lower risk</p> <p>ng one of these methods may be sufficient for lower risk applications, or for actions occurring within a secure system, such as within an online platform that includes both authentication (secure login) and authorisation (restricts particular actions to authorised users).</p> |
| <p>Phone message</p> | <p>Phone conversation.</p> <p>Text message or another digital message.</p> | <p>Do not use these methods. They are not appropriate or sufficiently robust.</p> |

Example scenarios

Fully online enrolment process

Aliah wants to enrol with Essential College in a Diploma of Nursing. It uses a fully online enrolment process.

Online enrolment

Aliah completes an online form that includes an electronic version of the evidence of eligibility and student declaration form.

Through its 'back-end' administrative process, Essential College then uses Aliah's information to assess her eligibility and processes it through a workflow.

Obtaining the student's signature

Essential College opts to use a commercially available electronic signature product for getting Aliah's signature. This covers the requirements for identity, consent and reliability in one step and provides an electronic audit trail.

Essential College chose this safe and robust option because checking eligibility is a fundamental requirement of Skills First and involves making decisions about large amounts of taxpayer funds.

Obtaining Essential College's signature

Essential College's signature was obtained when an authorised delegate completed a step within a workflow. It has a clear business process in place that prevents anyone without the required authorisation from completing this step in the workflow.

It can demonstrate that its delegate's 'sign-off' can only be achieved by them logging-in to its system with a unique ID and password (**identity**).

Only specific people are authorised within the system to review and approve student information and decide student eligibility (**consent and reliability**).

Electronic endorsement of an attendance roll

Billy is undertaking a Certificate IV in Music at Cadence College. It uses a classroom-based delivery model. To improve efficiency they use an online administration system to collect information about student attendance.

Cadence College uses this information as evidence of participation.

Obtaining the teacher's signature

To record student attendance, the teacher logged-in to a secure administrative platform using their unique ID and password (**identity**).

Cadence College has a business process in place that shows this is a recognised method for collecting student attendance information. It makes sure the minimum information needed for evidence of participation is recorded in the one place (the student's name or student ID, the subject identifier and the date) and that any clustered delivery information is provided.

The teacher recorded Billy's attendance by completing a 'tick box' process to confirm he attended the class. The teacher then endorsed the information (**consent and reliability**).



Further information

- Submit an enquiry via [SVTS](#)
- [Fact sheet: Sighting and retaining evidence of eligibility](#)
- [Fact sheet: Recordkeeping requirements](#)

Guide to superseding training products

This fact sheet explains the transition to superseding or replacement training products under Skills First.

Background

Training products, including training package qualifications, skill sets and accredited courses, are regularly updated and replaced with new versions.

In this guide, 'new' means a superseding or replacement training product, and 'old' means a superseded or expired training product.

When a training product is replaced, you need to either:

- complete the training and assessment for your current students in the old training product, **or**
- transition them to the new training product.

The transition period

When a new training product is introduced, ASQA allows a period in which students can still complete training in the old training product. This is called the transition period.

For Skills First training, we follow the transition period set by ASQA. This applies regardless of whether you're regulated by ASQA or VRQA.

We call the end of the transition period the subsidised training end date (STED).

We record the STED for each training product in the funded programs report. If ASQA extends a transition period, we update the STED to match it.

Updating your funded scope

If you already have the old version, you don't need to contact us to add the new version of a training product to your funded scope.

We'll automatically update your funded scope to include the new training product once it's:

- on your scope of registration as shown on the training.gov.au website
- added to the funded programs report by the department.

You can run the 'RTO funded scope report' in the reports section of SVTS to check if a program code and enrolment type has been added to your funded scope.

When we update the funded programs report

We typically add a new training product once the associated purchasing guide is updated. For VET accredited courses, we add the new course before the old course is set to expire.

For apprenticeships and traineeships, we won't add a new training product to the report (and won't update your funded scope) until after the approved training scheme is endorsed by the VRQA.

Approved training schemes are usually endorsed after purchasing guides are updated. This means we often add the apprenticeship/traineeship version of a program to the funded programs report later than the non-apprenticeship/traineeship.

Approved training schemes are published on the [VRQA website](#).

Using a new training product

You can start training a student in a new training product once we add it to the funded programs report.

i You can't start delivery until the program is on the funded programs report, even if it is already on your scope of registration.

Transitioning apprentices and trainees

If you're transitioning an apprentice or trainee to a new program, first you need to make sure the training contract is updated to the new program identifier.

Advise your apprentice or trainee and their employer to [lodge a request](#) to vary the training contract with their Apprenticeship Network provider.

Don't transition the student to the new program until the variation is approved and appears in Epsilon.

If you do, you'll get a 'reject 43' when you report the new program identifier. This means the program identifier doesn't match Epsilon.

You should contact the Apprenticeship Network provider if there is any delay in processing a variation request.

Impact of transitioning

Commencements

When you transition a student to a new program, this doesn't use up another commencement as long as you report the new program enrolment correctly.

Follow the reporting instructions in this guide to ensure you don't accidentally use up any additional commencements in SVTS.

Eligibility

You don't need to re-check a student's eligibility for Skills First when you transition them from an old to a new program.

Transitioning to a new program isn't counted towards the '2 in a year' and '2 at a time' limits for future enrolments.

Pre-training review

You don't need to do a new pre-training review for a student transitioning to a new program.

However, you should consider whether the new learning strategies and materials remain suitable and appropriate for the student. If not, you may need to think about whether they need any extra support to succeed.

Training plan

You need to keep the training plan up to date with details about the new subjects and program.

You must share the updated version with the student, and the employer for apprenticeships and traineeships, so they're aware of changes.

Evidence of participation (EOP)

When you transfer a student to a new subject, the old and new subjects are treated as a single subject for the purpose of EOP.

Reporting

Follow the reporting instructions in this guide to make sure you link the old and new enrolments.

This helps us avoid counting them twice against your commencement allocation and program allocation (where relevant) and makes it easier for us to understand your data, including your completion rate.

Transitioning to a new training package qualification

There are two steps to reporting a student's transition to a new training package qualification.

First, finalise all the subject enrolment records that commenced under the old program enrolment.

Second, start reporting ongoing and new subjects under the new program enrolment, and link them back to the old enrolment.

Read [table 1](#) for instructions on how to report this.

Transitioning only to a new subject

Sometimes you may want to transition students to a new subject, but not to a new program. You can do this if the program:

- hasn't been superseded, or
- has been superseded, but hasn't reached its STED.

Read [table 2](#) for instructions on how to report this.

Transitioning to accredited courses

Accredited courses are processed in SVTS in a different way to national training package qualifications.

This means that when you report a student's transition to a replacement accredited course, you'll have to report the new course like any new program enrolment, and you don't link it to the old course.

When you make this transition, the new course will use a further commencement allocation.

Lodge an SVTS enquiry if you are running low on commencements as a result of this, and we'll look into reinstating the places that were counted twice.

Be sure to provide the client ID and the two program identifiers in the enquiry.



Further information

- Submit an [SVTS](#) enquiry
- [Victorian VET student statistical collection guidelines](#)

Reporting superseding enrolments

Table 1 – Transitioning to a new program

Step 1: Finalise the old program enrolments

| If the subject is | How to report the data elements |
|---------------------------|---|
| Completed* | Outcome identifier - national Report a valid final value for a completed subject. For example '20 - competency achieved/pass' or '30 - competency not achieved/fail'. Activity end date Report the date the subject was completed. |
| Still in progress* | Outcome identifier - national Report value '40 - Withdrawn/discontinued' if you're going to re-enrol the student in the same subject for completion under the new program enrolment. OR Report value '61 – Superseded subject' if the subject is superseded and you're going to re-enrol the student in the new (superseding) subject for completion under the new program enrolment. Hours attended Report the number of hours of supervised training and assessment you provided prior to the transition. Report the balance of the hours when you report the continuation of the subject under the new program enrolment. Activity end date Update to the date the subject is transitioned. |
| Not yet started | All fields Stop reporting these subjects entirely. You'll report them against the new program enrolment instead. |



You need to keep reporting completed and withdrawn subjects in your monthly uploads until the end of the collection year. If you don't, this will trigger a reject code (20) in SVTS and we will reclaim the funds previously paid to you.

Step 2: Start reporting the new program enrolment

| If the subject is | How to report the data elements |
|--|---|
| <p>Under the new program enrolment</p> | <p>Program Identifier Report the 'program identifier' for the new program.</p> <p>Enrolment date Report the same 'enrolment date' you used for the old program. This is the first of 3 data elements that help us link your old and new program enrolments.</p> <p>Program commencement date Report the new 'program commencement date'. This is typically one day after the date you've chosen as the transition date - but it can be later.</p> <p>Purchasing contract identifier Report the same 'purchasing contact identifier' you used for the old program - even if it's a different collection year. This is the second data element that helps us link the old and new program enrolments.</p> <p>Associated program identifier Report the 'program identifier' you used for the old program. This is the third data element that helps us link your old program enrolment to the new one.</p> <p>Program enrolment identifier Generate a new 'program enrolment identifier' that reflects the new 'program identifier' and 'program commencement date'.</p> |
| <p>A withdrawn subject that is restarting</p> | <p>Subject identifier For subjects from the old program enrolment that you reported as withdrawn or superseded (outcome identifier 40 or 61) and are now going to restart:</p> <ul style="list-style-type: none"> • report the same (old) subject identifier if the subject: <ul style="list-style-type: none"> ○ is not superseded, or ○ is superseded, but you are not transitioning to the new subject at this time. • report the new subject identifier if you are transitioning to a superseding subject. <p>Outcome identifier - national Report value '70 - continuing enrolment'.</p> <p>Subject enrolment identifier</p> |



| If the subject is | How to report the data elements |
|-------------------|---|
| | <p>Generate a new 'subject enrolment identifier' reflecting the new 'program enrolment identifier', 'program identifier', 'program commencement date', 'associated program identifier' and 'activity start date' combination.</p> <p>Activity start date Report the new 'activity start date'.</p> <p>You're reporting the continuation of the previously commenced unit, so this would typically be the day after the 'activity end date' for the withdrawn subject – but it can be later. It must be on or after the new program commencement date.</p> <p>Scheduled hours You've already received payment for some of the hours under the old subject enrolment, so report the balance of the 'scheduled hours' for the new subject enrolment.</p> <p>Calculate the balance by subtracting the old subject's 'hours attended' from the old subject's 'scheduled hours'. This ensures you will be paid for the remainder of the subject, and won't be overpaid.</p> <p>If you schedule more hours for the rest of the subject, for example if the new subject is longer than the old, you can increase the scheduled hours. Payments will still be limited to the maximum payable hours for the program.</p> |
| New | <p>All</p> <p>Report subjects that didn't commence under the old program enrolment under the new enrolment in the same way you would for any other subject.</p> |

Exceptions where you complete the old subject after transitioning to the new program

Sometimes you might transition the student to the new program, but decide to continue reporting some subjects under the old program enrolment until their completion rather than restarting them under the new program enrolment.

You can only do this if the subjects are completed before:

- the STED for the old program
- the end of the transition period for the subject if it is also superseded.

You might do this for administrative simplicity where the subject is almost finished, or if it's in the student's best interest to complete because the new one might require more hours. When this happens, you can have an activity end date for these subjects that's after the new 'program commencement date'.



Table 2 – Transitioning to a superseding subject without transitioning to a new program

Withdrawing from the old subject and reporting the new subject

| If the subject is: | How to report the data elements |
|--------------------|--|
| Old | <p>Outcome Identifier - National Report value '61 - Superseded subject'. This indicates the student is withdrawing from the subject and re-enrolling in the new subject under the same program enrolment.</p> <p>Hours Attended Report the number of hours of supervised training and assessment you provided before transitioning to the new subject. You'll report the balance of the hours against the new subject enrolment.</p> <p>Activity End Date Update to the transition date.</p> |
| New | <p>Subject identifier Report the new subject identifier. This code must be mapped to the superseded subject identifier in training.gov.au listing for the subject.</p> <p>Outcome Identifier - National Report value '70 – continuing enrolment.</p> <p>Scheduled Hours You've already received payment for some of the hours under the old subject enrolment, so report the balance of the 'scheduled hours' for the new subject enrolment. Calculate the balance by subtracting the old subject's 'hours attended' from its 'scheduled hours'. If you schedule more hours for the rest of the subject, for example if the new subject is longer than the old, you can increase the scheduled hours. Payments will still be limited to the maximum payable hours for the program.</p> <p>Activity Start Date Report the new 'activity start date'. You're reporting the continuation of the previously commenced unit, so this would typically be the day after the 'activity end date' for the withdrawn subject – but it can be later.</p> |

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Guide to withdrawals

This guide to withdrawals explains the definitions, evidence and reporting requirements that apply when students withdraw from training.

Types of withdrawals

There are 3 types of withdrawals.

- **Official withdrawal** – the student tells you verbally or in writing that they don't intend to complete the training.
- **Apparent withdrawal** – the student stops participating in training but doesn't tell you, so you decide when to withdraw them.
- **Deferral** – you come to an agreement with the student that they can withdraw from a program for now and return to training later.

Written process for withdrawals

You should have a written process for managing withdrawals and explain your process to students. Your process could cover:

- how you identify issues that can cause a student to drop-out (for example, whether the student needs additional support)
- how you attempt to re-engage a student (for example, how many attempts you should make to contact them before you decide to withdraw them, and how you record your attempts)
- how you approve and manage deferrals (for example, how long a student can defer their training)
- how you deal with other less common situations that might result in a withdrawal (for example, when a student is substantially in arrears with their tuition fees, and you can't come to an acceptable financial arrangement)
- how you record withdrawals (for example, a note in the student file or an internal withdrawal form).

Notification requirements

There are certain people you must tell when apprentices, trainees or students under 17 withdraw from their training.

Apprentices and trainees

If an apprentice or trainee fails to commence training as planned or withdraws, you must tell the [Apprenticeship Network provider](#) and the employer within 2 weeks. Refer to the 2024 guidelines about apprenticeship and traineeship training delivery.

Students under 17

If a student who is under 17 years of age and has an exemption from school to train with you stops attending, you must tell the Department of Education regional office and the student's previous school (if relevant).

The school will support the student by talking to them about alternative pathways.

Evidence of participation

If you claim payment for a withdrawn subject, you need to keep one item of evidence of participation (EOP) to show that the student engaged in learning or assessment.

i You can use any accepted item of EOP except evidence of assessment, which won't be available as the student didn't complete the subject.

How to report a withdrawal

When a student withdraws from training, follow these steps to report it in SVTS.

1. Update the 'program status identifier' to a withdrawal.
2. Update all the completed subject enrolments that are linked to the program with an outcome (for example competency achieved/pass).
3. For subjects that were in progress:
 - record the withdrawal in the 'outcome identifier – national' field
 - change the activity end date to match the **date of withdrawal**. The date of withdrawal is the date the student either:
 - confirmed their intent to withdraw as noted in the student file or on an internal withdrawal form (official withdrawal)
 - stopped participating, or you decided they withdrew (apparent withdrawal).
 - report the hours attended (along with the original scheduled hours for the subject, despite the withdrawal).
4. Do not report any subjects that have not started.

See **Attachment 1** for more detail on how to report withdrawals and **Attachment 2** for some examples.

Calculating hours attended

The hours attended is the number of hours of supervised training and assessment you delivered to the student before they withdrew from a subject. You must report this along with the original scheduled hours, but we only pay for the hours attended.

We don't specify how you calculate the hours attended when a student withdraws from a subject. However, it should be based on hours of supervised training and assessment delivered to the student. As such, hours attended will typically be less than the scheduled hours for the subject.

If the student didn't participate in any training or assessment, or you didn't keep any EOP for the subject, you should either:

- report an activity end date that matches the activity start date and report zero hours attended, or
- exclude the subject from future data reports.

This will reverse any previous payments we made for the subject.

How to report a program deferral

You can decide the amount of time you accept as a deferral.

Follow these steps when a student defers their program.

1. Update the 'program status identifier' to show that the program is deferred.
2. Update all the subject enrolments that are linked to the program:
 - completed subjects should be reported with a final outcome (for example, competency achieved/pass)
 - subjects that were in progress should be reported as either withdrawn, or continuing with an estimated activity end date. You can decide this based on your business process and individual circumstances.
3. Do not report any subjects that have not started.

See **Attachment 1** for more detail on how to report program deferrals.

Deadline for reporting withdrawals

You must report a withdrawal by the earlier of:

- 2 months after the date of withdrawal
- the final data submission date for the data collection year.

i If you decide that a student withdrew during the year but the final data submission date has passed, you can report the withdrawal using an activity end date of 01/01 in the new collection year.

Withdrawn students can return to training

You can change the activity end date for subjects to account for changed circumstances or students who need more time to successfully complete their training.

But if you're not sure whether a student is still engaged in training it's best to withdraw the student from the subject rather than continually pushing out the activity end date.

A student can return to their training, whether they withdrew officially, or you decided to withdraw them (apparent withdrawal).

See **Attachment 1** for details on how to report when a student returns after a withdrawal.



Further information

- Submit an [SVTS](#) enquiry
- [Victorian VET student statistical collection guidelines](#)
- [Evidence of participation fact sheet](#)

Attachment 1: Quick reporting guide

This is how to report when a student withdraws from training, defers their training, or returns after a withdrawal. Refer to the Victorian VET student statistical collection guidelines for more information on reporting.

Reporting a withdrawal

| Withdrawal | SVTS file to update | Data to be entered |
|--|------------------------------|--|
| Program enrolment | Program Completed (NAT00130) | <ul style="list-style-type: none"> • Program status identifier - this will be one of: <ul style="list-style-type: none"> ○ 40 – withdrawn – official use this when the student officially withdraws ○ 41 – withdrawn – apparent use this when you've decided that the student has withdrawn because they stopped engaging in training, or for other reasons in line with your policy. |
| Subject enrolments commenced | Training Activity (NAT00120) | <ul style="list-style-type: none"> • Outcome identifier - national use 40 – withdrawn/discontinued • Activity end date this is the date of withdrawal • Scheduled hours the hours you had scheduled for the whole subject (despite the student's withdrawal) • Hours attended the number of hours of supervised training and assessment delivered to the student in the subject before they withdrew <p>Note: if the student did not engage in any training, or you don't have EOP retained for the student, you should either:</p> <ul style="list-style-type: none"> • change the activity end date to match the activity start date and report zero hours attended, or • exclude the subject entirely from data uploads. |
| completed | Training Activity (NAT00120) | Report a final outcome identifier – national for all completed subjects, e.g., competency achieved /pass (code 20). |
| not commenced | Training Activity (NAT00120) | Do not report subjects that are yet to commence. |

Reporting a deferral

| Deferral | SVTS file to update | Data to be entered |
|--|------------------------------|---|
| Program enrolment | Program Completed (NAT00130) | <p>Program enrolment status identifier</p> <ul style="list-style-type: none"> 42 – withdrawal – deferred <p>use this when you have confirmed with the student that they will return at an agreed time to finish their training.</p> |
| Subject enrolments commenced | Training Activity (NAT00120) | <p>Outcome identifier - national</p> <ul style="list-style-type: none"> Decide whether you will report subjects that have started as: <ul style="list-style-type: none"> continuing (code 70) - and amend activity end dates to an estimated date when you think the training will be completed <p>or</p> withdrawn/discontinued (code 40) – and amend the activity end dates to the date of withdrawal, and report the hours attended as described in the withdrawal reporting table above. |
| completed | Training Activity (NAT00120) | Report a final outcome identifier - national for all completed subjects, e.g., competency achieved/pass (code 20). |
| not commenced | Training Activity (NAT00120) | Do not report subjects that are yet to commence. |

Reporting a student's return to training after a withdrawal

Reporting a new program enrolment

When a student returns after a withdrawal you can report it as a new program enrolment (and award credit transfer for any completed subjects).

Reporting against the original program enrolment

You can also report a returning student against the original program enrolment. You should update the program enrolment status identifier to 'in training' (code 30) and keep the original program commencement date.

How you report the withdrawn subjects depends on when the student returns – use the reporting instructions below:

| If the student returns during: | then: |
|---|--|
| the same data collection year as their withdrawal | you can report withdrawn subjects against the existing subject enrolment. To do this: <ul style="list-style-type: none">• update the activity end date• remove the hours attended• continue to report the scheduled hours. |
| | OR you can start a new subject enrolment for withdrawn subjects. To do this: <ul style="list-style-type: none">• link the subject to the original program commencement date• report the new activity start and end dates for the subject• report the scheduled hours you've assessed as needed for the student to complete the subject. |
| the data collection year following their withdrawal | you must start a new subject enrolment for withdrawn subjects. Follow the instructions for new subject enrolments in the row above. |

Attachment 2: Examples of reporting withdrawals

These examples show how to report when students withdraw from training in two scenarios.

Example 1: Jonah doesn't provide notice of withdrawal

| | |
|---|--|
| <p>Jonah is enrolled in a Certificate III program and has commenced 2 subjects.</p> <p>Jonah's first subject started on 05/02/2024 and his second subject started on 12/02/2024. Both subjects have a reported activity end date of 19/04/2024.</p> <p>You've retained an item of EOP for each subject.</p> <p>Jonah hasn't submitted the first assessment task which was due on 01/03, and your learning management system shows that the last time they accessed training materials was 20/02.</p> <p>You've made 2 unsuccessful attempts to contact Jonah – by phone on 11/03, and by email on 22/03.</p> <p>You wait a few days for a response then decide they are not returning. You decide to use 22/03, your last attempt to contact them, as the date of withdrawal.</p> | <p>Action:</p> <p>Update the program status identifier to 41 – withdrawn – apparent.</p> <p>Take these steps to report both subjects:</p> <ul style="list-style-type: none">• use outcome identifier '40 - withdrawn/discontinued'• amend the AED to 22/03• enter the hours attended for the subject (but keep reporting the scheduled hours for the entire subject)• keep notes (for example, emails, file notes) of your attempted contacts on the student file. <p>Don't report any subjects that Jonah was enrolled in but hadn't commenced.</p> |
|---|--|

Example 2: Amal officially withdraws

| | |
|---|--|
| <p>Amal has successfully completed 3 subjects in their program. You've reported a 'competent' outcome identifier for each of these.</p> <p>Amal has commenced a fourth subject with:</p> <ul style="list-style-type: none">• an activity start date of 03/06/2024• a reported activity end date of 26/07/2024. <p>Amal attended the first 3 weekly classes for the subject but stopped attending after the third class on 17/06.</p> <p>You've retained an item of EOP for the subject.</p> <p>You call Amal on the 08/07 and leave a message.</p> <p>Amal responds to your call on 16/07 by emailing to say they are withdrawing from training.</p> | <p>Action:</p> <p>Update the program status identifier to 40 – withdrawn – official.</p> <p>Take these steps to report the subject:</p> <ul style="list-style-type: none">• use outcome identifier '40 - withdrawn/discontinued'• amend the activity end date to 16/07 - the date Amal officially notified you• enter the hours attended for the subject (but keep reporting the scheduled hours for the entire subject)• keep a note of your attempt to contact them and the written notification of their withdrawal on the student file. <p>Don't report any subjects that Amal was enrolled in but hadn't commenced but do keep reporting the 3 successfully completed subjects.</p> |
|---|--|

Skills First pre-training review template

Purpose

This is an optional template that you can customise for your own purposes. It's designed to help you to conduct a pre-training review in line with Skills First requirements.

How to use this template

Use it to document why you determined a program was suitable, and the most suitable training option for a student.

You may need to document and retain other information, such as academic transcripts to evidence credit transfer.

You can modify the template to align with your own business process. The considerations provided under each question are just suggestions and are not exhaustive - these may vary depending on the individual and the type of training you offer.

If you choose to use this template, you must do your own due diligence to comply with all requirements of the VET funding contract.



Further information

Submit an enquiry via [SVTS](#).

Student and program details

| | |
|---------------------|--|
| Student name: | |
| Student ID: | |
| Program name / ID: | |
| Program start date: | |

Your details

| | |
|----------------|--|
| Your name: | |
| Your position: | |
| Date: | |

Section 1: What does the student want to achieve by doing this program?

You might consider:

- work aspirations
- the likely job or further study prospects resulting from the training.

This ensures:

the student is clear about their reasons for enrolling in the program and understands the link to likely job outcomes, further study or advantages of participation.

Your notes (summary of what you considered):

Section 2: Does the student have any relevant skills, knowledge or training?

You might consider:

- prior learning
- employment experience
- volunteering experience.

This ensures:

- the student doesn't enrol in unnecessary training or repeat training already achieved
- their existing competencies can be recognised through:
 - recognition of prior learning (RPL)
 - recognition of current competency (RCC)
 - credit transfer.

Your notes (summary of what you considered):

Section 3: Does the student have the capabilities to successfully complete the program?

You might consider:

- entry requirements and pre-requisites (including literacy and numeracy requirements)
- results of current and previous literacy and numeracy skills assessments
- secondary school results
- programs they have previously completed with you
- indicators of digital capability, for example, an assessment (or self-assessment) of digital skills and confidence
- their access to relevant technology and understanding of the minimum IT requirements.

See: [Fact sheet: how to consider literacy and numeracy skills](#)

This ensures:

- the student is enrolled in a training program at the appropriate level for them
- you can identify reasonable supports to assist the student to complete the program.

Your notes (summary of what you considered):

Section 4: Are the learning methods and materials appropriate? Any issues, challenges, or barriers?

You might consider:

- special needs or requests
- disability
- personal circumstances
- suitability of learning materials.

This ensures:

the learning methods and materials in the training and assessment strategy are suitable; and reasonable adjustments can be made.

Your notes (summary of what you considered):

Outcome: based on the information, is the proposed program suitable, and the most suitable training?

| | |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | Yes, with support or adjustments |
| <input type="checkbox"/> | No |

Your notes (document reasons and note any supports or adjustments):

(e.g., literacy and numeracy support, additional foundation skills training, digital capability support, wellbeing, career or counsellor support, adjustments to proposed learning strategies or materials).

If you offer an alternative program, write the details: