



## **2023 FACT SHEETS**

A COLLECTION OF OUR FACT  
SHEETS, GUIDES AND  
TEMPLATES

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*This document is a guide only and subject to change*

# Change in control and other significant changes

This fact sheet provides information about requirements under Skills First to notify us about a change in control and other significant changes.

## Background

Under the VET Funding Contract (the contract), you must notify us of certain events, so that we can manage the risks that may arise in different circumstances.

We also want to make sure that training providers don't use their contract as an asset to trade with someone else without us evaluating them against our stringent criteria.

## Change in control

### What control means

In simple terms, it's when a person (an individual or organisation) has sufficient capacity to have overall control of your organisation. Control is demonstrated when a person or organisation has:

- 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)
- the ability to cast, or control the casting of, a majority of votes at a membership meeting
- significant capacity to control in their own right either:
  - the composition of the board or other decision-making body (for example, the individual right to add or remove someone)
  - decision making about financial or operating policies without additional approval.

### Knowing who has control

Whether a person or organisation has control depends on your company structure or governance arrangements.

You'll need to decide who meets the definition of control. If in doubt, 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.
- In corporate environments where there are shareholders, control is usually obtained through majority share ownership. Control means a person or entity can make major decisions in their own right, for example, appointing or removing directors.
- Other than through a majority shareholding, there may be other ways a person or organisation has control.

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 means that any person 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 notify us

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

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 we may write back and ask you for more information.

We may inform you that we don't approve of a change in control. This doesn't mean we're making a judgement about the merits of the business decision itself. Instead, it means that we might determine that the change in control has such a significant effect that we can no longer rely on the information we used to offer you a contract.

If we don't approve the change in control, or if you don't tell us of a change in control in the way you are required to under the contract, we can take enforcement action, including terminating your contract.

## Examples of when you may need to notify 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 notifying us of a change in control, you also need to notify us via the SVTS of any significant changes to:

- ownership
- who your CEO is (or equivalent position to a CEO)
- your operations (including your financial viability, or if you've decided to stop operating as a registered training organisation in Victoria).

## How a significant change is different to a change in control

A significant change is where it has a substantial impact on your training provider, but it doesn't result in any person or organisation gaining the amount of practical control that meets the contract definition of 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 is also a change in control, in which case you need to notify us in advance.

## When to notify 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 will 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 the changes represent any risk from our perspective, but we don't include a right under the contract to not approve a significant change in the way we can if you were notifying us of a change in control.

## Examples of when you may need to notify 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 expects to experience, a significant issue with your financial operations.
- 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

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

## Steps in our compliance actions

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

## **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 for training at a certificate IV level or below and in skill sets if they hold a current and valid:

- ✓ Health Care Card issued by the Commonwealth
- ✓ Pensioner Concession Card
- ✓ Veteran's Gold Card.

### 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.

### Other concession entitlements

Even if they don't have a concession card, a student is entitled to a concession if they:

- ✓ self-identify as being of Aboriginal or Torres Strait Islander descent, for training at any level
- ✓ enrolled under the Asylum Seeker VET Program for training at certificate IV level or below or in skill sets.

## How much can I charge?

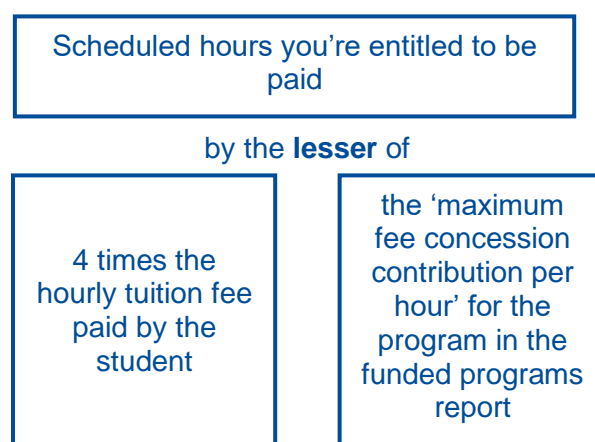
You must not charge a concession student any more than 20% of your published standard tuition fee. The standard fee is the amount you'd charge a non-concession student in the same program at the same time.


You apply a concession rate for all the hours they've paid tuition fees for - even if their concession entitlement expires before they complete those hours.

## Our contribution

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

We calculate the fee concession contribution by multiplying:



 The scenarios at the end of this fact sheet 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). You can if you choose, but we don't pay a concession contribution towards non-tuition fees.


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 is eligible for a concession.



## Checking evidence

### Check before the training starts

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

 It doesn't matter if the card will expire before the training starts or during the training, as long as it's current when you check it as part of enrolment.

### Grace period

If a student can't show you their concession as part of enrolment, you can allow a reasonable grace period for them to show it after training starts. You must have a documented business process for how the grace period is applied.

If you allow a grace period, the concession must have been valid at the time the student started their training. You must keep a record of the start date or 'valid from' date of the concession card to show this.

You can determine the start date of a card as follows:

- physical concession card – displays the start date
- Express Plus Centrelink mobile app via its digital wallet – displays the start date
- Centrelink Confirmation eServices – does not display the start date. However, you can enter a 'point in time' check for the last 18 months to find a concession card's validity on a chosen date.

The Document Verification Services (DVS) doesn't display the start date of the card, so you will need to ask the student for it and attach a record of it to their file.

## Rechecking concession

You might need to check the student's concession again after training starts, depending on how you charge tuition fees.

If you don't charge all fees for an enrolment in a program in one instance (for example, you charge per semester, year or subject), you must recheck the student's concession entitlement when you invoice them for new fees.

If you charge all fees upfront but arrange with the student to pay in instalments (a payment plan), you don't need to re-check their concession entitlement each time you invoice the student for an instalment amount.

### Superseding programs



You don't have to recheck a student's concession entitlement when moving them to a superseding version of a program that's part of the same enrolment.

## Sighting and retaining evidence

You must sight and retain evidence of a student's concession entitlement in a way that lets us confirm it for audit or review purposes.

You must document the date you checked the concession entitlement, showing it was current and valid at the time.

There are four options for sighting and retaining evidence of concession. These are shown in the table on the next page.

 SIGHT	 RETAIN
<p><b>1. Original documents</b></p> <p>You can sight the physical card or a letter from the card issuer confirming the student is entitled to a concession.</p>	<p>You must retain a copy and indicate the date you sighted it.</p> <p>Remember to make sure that your copy shows the:</p> <ul style="list-style-type: none"> <li>• concession holder's name</li> <li>• card number</li> <li>• 'valid from' or card start date</li> <li>• expiry date.</li> </ul>
<p><b>2. Digital card</b></p> <p>You can sight a concession status displayed on an Express Plus Centrelink mobile app via its digital wallet. This can't be a screenshot or reproduced image of the digital card.</p> <p>A concession card displayed in the digital wallet is current and valid unless:</p> <ul style="list-style-type: none"> <li>• EXPIRED appears across the card</li> <li>• the card no longer shows up in the digital wallet.</li> </ul>	<p>You'll need to retain a written declaration on the student's file that shows the:</p> <ul style="list-style-type: none"> <li>• name of your authorised delegate who sighted the card</li> <li>• date the card was sighted</li> <li>• concession holder's name</li> <li>• card number.</li> </ul>
<p><b>3. Centrelink Confirmation eServices extract</b></p> <p>You can extract a record from Centrelink Confirmation eServices.</p>	<p>You'll need to retain the extract and it must show the:</p> <ul style="list-style-type: none"> <li>• date the extract was made</li> <li>• concession holder's name</li> <li>• card number.</li> </ul>
<p><b>4. Document Verification Service (DVS)</b></p> <p>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.</p>	<p>When you use the DVS, you don't have to sight and retain a copy of the student's physical card.</p> <p>You'll need to sight confirmation from the Gateway Service Provider that the card holder's details on their card match a current record in the DVS database. You'll need to retain a transaction record that shows:</p> <ul style="list-style-type: none"> <li>• the concession holder's name</li> <li>• that the name and card number were verified to match a DVS record.</li> </ul> <p>The DVS doesn't show what type of concession card the student holds, so you need to ask the student to give you this as part of your enrolment process. Attach a record of this information to their file to verify it's a type of card we accept.</p>



## Reporting

The two key reporting fields for reporting concession are the:

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



The scenarios at the end of this fact sheet show how we use this data to calculate your fee concession contribution payment.

### Indigenous Students

To get a concession contribution for your students who self-identify as being of Aboriginal or Torres Strait Islander descent, report:

- the indigenous status identifier category indicated by the student
- fee concession/exemption type identifier 'O' - other (where they don't have another concession card).

### Asylum Seekers

To get a concession contribution for your students who are Asylum Seekers, report them against funding source identifier 'ASP' or 'ASL'.

If they're enrolled in a program where you need to report a different funding source identifier (for example, identifier 'GSP' for skill sets), report the fee concession/ exemption type identifier, 'A' – Asylum Seeker.



### Further information

- [Guidelines about Fees](#)
- [Victorian VET Student Statistical Collection Guidelines](#)
- [Guide to SVTS Claims](#)
- Submit an enquiry via [SVTS](#)

## Fee concession scenarios

Scenario 1	How do you report the concession?	How do we determine the concession contribution we pay to you?	How much do we pay you?
<p>Sam enrolls in your Certificate III in Technical Security program.</p> <p>They have a current and valid Health Care Card.</p> <p>Your standard tuition fee for this program is \$600, so you charge Sam a concession fee of \$120 (20% of your standard tuition fee).</p> <p>You plan to deliver 424 scheduled hours of supervised training and assessment.</p>	<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: <math>(\\$120 \div 424) = \\$0.28</math> 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 (\$0.28) by 4 (\$1.12). 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"> <li>• <b>higher</b> than \$1.12, we calculate the contribution based on \$1.12 per hour</li> <li>• <b>lower</b> than \$1.12, we calculate the contribution based on the maximum concession contribution per hour in the FPR.</li> </ul> <p>In this case, the maximum concession contribution per hour in the FPR is <b>higher</b> 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 (<math>\\$1.12 \times 10</math> hours).</p>

Scenario 2	How do you report the concession?	How do we determine the concession contribution we pay to you?	How much do we pay you?
<p>Ashfaq enrolls in your Certificate IV in Music Industry.</p> <p>He has a current and valid Health Care Card.</p> <p>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).</p> <p>You plan to deliver 730 scheduled hours of supervised training and assessment.</p>	<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: <math>(\\$803 \div 730) = \\$1.10</math> 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 (\$1.10) by 4 (\$4.40). 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"> <li>• <b>higher</b> than \$4.40, we calculate the contribution based on \$4.40 per hour</li> <li>• <b>lower</b> than \$4.40, we calculate the contribution based on the maximum concession contribution per hour in the FPR.</li> </ul> <p>In this case, the maximum concession contribution rate per hour in the FPR is <b>lower</b> 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 x 10 hours).</p>

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# 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.<sup>1</sup>

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.

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<sup>1</sup> 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
- The Commonwealth Department of Education, Skills, and Employment publishes a [list of training providers no longer approved to offer VET Student Loans](#). This may include training providers that have ceased to deliver approved programs.
- 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 associated 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
- ✓ A Statutory Declaration (in extreme circumstances).

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

## Get the basics right

A common issue we've noticed is when your documents don't record all information required to show EOP at a subject level.



Please make sure your EOP **always** includes:

- student name or client ID
- subject ID
- full date (dd/mm/yy).

## Know your dates and points of EOP

- i** Your EOP must occur and be dated between the Activity Start (ASD) and Activity End Date (AED) of your reported claims.

The amount of EOP you need to keep depends on the reported ASD and AED for each subject.

Subject duration	Keep
 30 days or fewer	1 point of EOP
 More than 30 days	2 points of EOP, in 2 <b>different</b> forms, where: <ul style="list-style-type: none"><li>• the first is no later than 30 days after the ASD (and no earlier than it)</li><li>• the second is no earlier than 30 days before the AED (and no later than it)</li></ul>

- 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.

Common issues we've noticed are when:

- 2 points of EOP are required but you only provide one
- 2 points of EOP are required and must be in 2 different forms, but you've used the same item twice. For example, if 2 attendance rolls are provided for a subject with a duration of 3 months this would not meet the EOP requirements.

## Retaining EOP records

It's good practice to 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.

## Meeting expectations

This section gives advice on how to meet EOP requirements in different circumstances.

### Clustered delivery

Clustered delivery is where your training session or assessment activity covers more than one subject. Clustering subjects with similar training requirements can avoid repeating delivery and assessment of the same tasks. For example, you may cluster subjects that have common knowledge, skills, or performance requirements, and are at the same Australian Qualifications Framework (AQF) level.

If you use an attendance roll as EOP for clustered delivery, make sure it shows what subjects were delivered in each training session. We may request additional evidence to show this, for example, a delivery schedule, timetable, lesson plan or equivalent document.

We may need you to provide this additional evidence because EOP is about showing that a student is participating in their training at a subject level. So, if you use an attendance roll for clustered delivery, be specific about what subjects were delivered to each student.

### Student withdrawals

When a student chooses to withdraw from a subject or discontinue without notice, you must amend their AED to either the:

- official withdrawal date (i.e., when the student confirmed their intent to withdraw, noted in the student file or on an internal withdrawal form); or
- if there is no official withdrawal, the last engagement date supported by EOP.

When a student withdraws from a subject, an attendance roll with the same date as the first class of the program is not sufficient EOP. You must provide additional evidence to show you delivered training or assessment to the student for the subject on the attendance roll – not simply an induction session or orientation class.

### Online and distance learning

All forms of EOP can be used for online and distance learning and kept electronically, provided they meet the requirements in the contract for the form 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
- that your Skills First teachers understand how to record attendance consistently and accurately and you can show how information is entered, updated, and interpreted on the roll
- it's signed by the Skills First teacher.

Signatures can be in the form of an equivalent electronic action. For example, by showing that the Skills First teacher logs in to a secure administrative platform using a unique ID and password (**identity**). Having them complete a workflow step or 'tick box' process within the secure platform shows they've confirmed who attended the class and that they've endorsed the information (**consent** and **reliability**).

For further information, please read our [Fact sheet: Using electronic signatures](#).

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

A login record that only shows a student received training materials isn't EOP. It needs to show their online engagement with the learning/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

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 sufficient.

One way this form of EOP might be satisfied is through Skills First teacher notes that demonstrate a two-way phone or email communication that shows the student is working on the learning materials.

### Evidence of assessment

Your evidence of assessment should include the date the item or action was actually assessed. An assessment cover sheet that just shows an overall assessment outcome isn't EOP – it also needs to show that the assessment outcome followed work being submitted or the observation of a task.

You'll also need to clearly show any key or legend used for assessment outcomes. For example, 'C' = competency achieved or 'NYC' = not yet competent.

### Keep complete teacher notes

Your teacher notes must show a two-way communication between the teacher and student that demonstrates a subject-based interaction.

A record that just says 'student was contacted' isn't EOP. Your teacher notes 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, emails or other communications that show engagement between the student and teacher.

### Workplace-based training

When supervised training and assessment is complete but you're waiting for employer sign-off of a student's competence, the second point of EOP must be no earlier than 30 days before (and no later than) the end date of supervised training and/or assessment.

This is instead of using the AED (which is reported when the employer's sign off is received). You must record in the student's file the date when all supervised training and assessment ended.

It can be challenging to collect EOP when apprentices are doing workplace training. Keep in mind that the [2023 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](#)

# 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.

## 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

When you develop your pre-training review business process, you should factor in:

- 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 a sample 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 for training providers that 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 literacy and numeracy assessment you've done with the student for previous enrolments
- secondary school results
- qualifications you've previously issued to the student.

### Allow flexibility for different student cohorts and circumstances

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.

### When using a formal assessment

Some training providers use a formal assessment or 'test' because it is administratively efficient and can provide consistent and comparable results. However, some students, such as disengaged learners or some Koorie students, may be unfamiliar and uncomfortable with formal or exam-like assessments.

When a formal assessment might be a problem for the student there are other indicators of literacy and numeracy skill that could be used such as:

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

### When using 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 student sitting the redeveloped General Achievement Test (GAT).

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

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

### When using 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 results of the initial consideration, along with the student's assessment outcomes for the previous program. But carefully consider these results in the context of the proposed new program.

## When using 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

This is a Skills First program that enables you to package up to 100 hours of additional training for Skills First students who need help with basic foundation skills to successfully complete vocational qualifications.

[The Literacy and numeracy support implementation guide](#) provides more information on delivering literacy and numeracy support to Skills First students, including:

- the list of subjects you can offer
- 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.

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

If you deliver subjects under this program it:

- **does** count towards your commencement allocation
- **does not** 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

- Lodge an [SVTS](#) enquiry
- Skills First pre-training review – sample 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 VET Funding Contract (the contract). For more details, read our [Questions and answers about the VET Funding Contract](#) 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 students under the Skills First program. You must comply with the charter and its six 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 has mechanisms that allow us to manage and control how much Skills First training is delivered by training providers 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 determine funded scope based on the program delivery plans you submitted during the process of entering a contract. 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 numbers of commencements for AQF qualifications and skill sets.

A 'commencement' happens when you receive any payment from us for an enrolled student. Once you reach the limit of your commencement allocation, you cannot enrol any 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, sometimes we'll 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 will 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

### Eligibility criteria

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

- an Australian citizen or permanent resident, or a New Zealand citizen
- physically present in Victoria when they're doing training and assessment.

The amount of subsidised training a student can do is limited. For example, a student can't start more than 2 Skills First-subsidised AQF qualifications or skill sets in a year or more than 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 describes the methods you can use to sight and retain the document. 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](#)

[Guidelines About Eligibility](#)



## Fees and concessions

### Fees, concession rates and waivers

You can set your tuition fees according to what you think is appropriate so that you can deliver quality training. We do not prescribe minimum or maximum fee level.

However, you do have to:

- apply a concession rate to any student that has an entitlement to one. 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 mandatory fee waiver.

The [Guidelines about fees](#) explain the requirements for tuition fees, including fee waivers and concessions.

### 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
- self-identify as being of Aboriginal or Torres Strait Islander descent
- 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](#)



## 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 a guidance document to help you understand our approach to ensuring compliance with the contract, and how we respond when a concern or issue arises.

[Skills First Audit and Review Strategy](#)

[Compliance expectations under the VET Funding Contract](#)



## Reporting and claims for payment

You must provide statistical data to the 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.

[Victorian VET Student Statistical Collection Guidelines](#)

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.

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%.

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

## 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):

**scheduled hours**

- limited to the maximum payable hours

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.

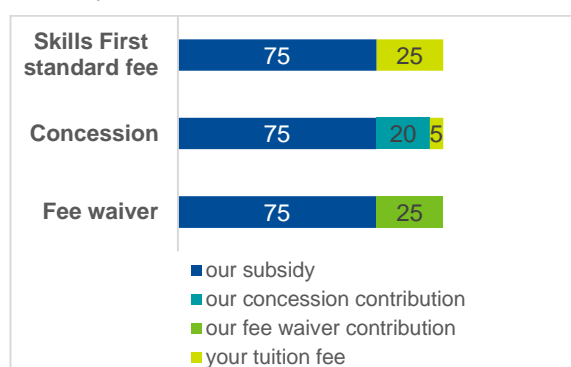
But our subsidy may not cover the full cost of training and you may need to charge a tuition fee. You can set your own tuition fees based on what you think is appropriate to deliver quality training services. But you must:

- 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 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 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 requirements for online training and assessment under the Skills First program.

## 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.

## Online training and assessment in Skills First

We define online training and assessment as delivery of supervised training and/or assessment via the internet.

When training meets this definition, you need to meet specific requirements under the contract.

It **does include** when supervised training or assessment is happening, but the student and trainer are not in the same location, for example:

- ✓ video conferencing
- ✓ virtual classrooms

It **doesn't** include:

- × when the internet is used as part of learning in a classroom or face-to-face setting
- × when a student is using the internet to do homework or to upload assessment tasks.

## Online service standards

If you deliver any online training and assessment, you must publish online service standards in a prominent place on your website.

Online service standards help students to make an informed choice about which delivery mode and training provider will suit their individual needs.

Check [SVTS](#) for the contract notification that we publish each year that prescribes the online service standards and gives a sample version.

We tell you what items to include in online service standards, but we don't set specific benchmarks for each item. We know these may vary depending on the training provider and cohort.

We publish an example of online service standards on [SVTS](#) to show what they could look like. You can refer to this for information, but must create your own version, based on your actual service delivery.

## Planning for quality

You must make sure that 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 and access to necessary technology. You should support students to overcome any barriers to their online participation.

## Training and assessment strategies

Your training and assessment strategies must address the unique requirements of online learning. A program delivered online needs to be intentionally designed for the online environment, not simply an electronic replication of classroom-based resources.

Your training and assessment strategies must also include the validation method for online assessment tools, given the importance of making sure the student's work is their own and that it is assessed authentically.



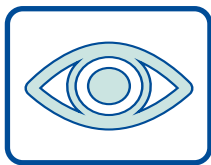
## Learning materials

All learning materials provided online must comply with the high-level principles of the [Web Content Accessibility Guidelines 2.1](#) (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.

The infographic below explains what the high-level principles mean.

## Further information

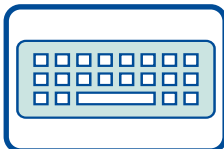
- Lodge an [SVTS](#) enquiry
- [W3C guidance on the Web Content Accessibility Guidelines 2.1](#)



### Perceivable

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

- text alternatives are given for any non-text content
- using a simple content layout
- content can be easily seen and heard.



### Operable

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

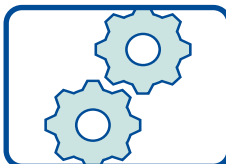
- full functionality is available via a keyboard
- students have enough time to read and use content
- content is not designed in a way that is known to cause seizures.



### Understandable

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

- text is readable and understandable
- web pages are predictable.




### Robust

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

# Recordkeeping requirements

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

 <b>4 rules for records</b>	
<b>Keep records secure</b>	<b>Have good records to protect your business</b>
<b>Make records easily accessible for audit and review</b>	<b>Keep records for three years after the student completes or withdraws from training</b>



## 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.

Records must not be amended. 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.

Records must not be changed just to comply with the contract.

Under no circumstances should records be created retrospectively.



## Easy access for audit and review

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

You must help us, or any person 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. We consider a record not to exist if it isn't given to us within a reasonable or specified time. Accordingly, we would consider whatever activity the record would have evidenced did not 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.



## Keeping records for three years

You must keep a record for three 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 beyond three years. You may also have to retain records for longer under other laws or standards. So check all your obligations before disposing of your records.

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



## Keeping 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 unauthorised access, use and amendments.

You must also have a secure method of disposing of records (both hard copy and electronic).



## Other laws

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

- [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](#)

# 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 make sure they're eligible, by confirming they're an Australian or New Zealand citizen or a permanent resident of Australia.

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

## Types of evidence we accept

### Proving citizenship/permanent residence

We accept these documents as proof of citizenship/ permanent residence:

If the student is:	You can accept <u>ANY</u> of these:
an Australian citizen	<ul style="list-style-type: none"><li>✓ Australian birth certificate (not birth extract)</li><li>✓ current Australian passport</li><li>✓ Australian citizenship certificate</li><li>✓ current green Medicare card</li><li>✓ Australian certificate of registration by descent</li></ul>
a New Zealand citizen	<ul style="list-style-type: none"><li>✓ current New Zealand passport</li><li>✓ New Zealand birth certificate</li><li>✓ New Zealand citizenship certificate</li><li>✓ current green Medicare card</li></ul>
a permanent resident	<ul style="list-style-type: none"><li>✓ current green Medicare card</li><li>✓ formal confirmation of permanent residence granted by the Department of Home Affairs <b>AND</b> the student's foreign passport or ImmiCard</li></ul>
an asylum seeker enrolling under the Asylum Seeker VET program	<ul style="list-style-type: none"><li>✓ a 'Referral to Government Subsidised Training - Asylum Seekers' form from the Asylum Seeker Resource Centre or the Australian Red Cross</li><li>✓ confirmation through the Visa Entitlement Verification Online (VEVO) system that the student has a valid visa type that we accept for participation in the program</li></ul>
in exceptional circumstances	<ul style="list-style-type: none"><li>✓ a proxy declaration signed by the training provider CEO or a government or community services provider, approved by the department</li></ul>

## Using a proxy declaration

You must make all reasonable efforts to help a student prove their eligibility in the conventional way. If a student doesn't have an accepted form of evidence of eligibility, 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 student grew up in a remote location and their birth was not registered or is experiencing disadvantage or estrangement from family or guardians and they don't have access to identity documents.

**Step 2:** If the student is in exceptional circumstances, lodge an SVTS enquiry and ask 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:

 SIGHT	 RETAIN
1. An original document, presented in person	A photocopy or electronic copy
2. An <b>original</b> 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 the Express Plus Medicare mobile app	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 <b>AND</b> 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

## Sighting certified copies of a document

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

## Formally confirming 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 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 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.



### Further information

- Submit an enquiry via [SVTS](#)
- [Fact sheet: Skills First Eligibility](#)
- [Fact sheet: Using electronic signatures](#)
- [Fact sheet: Recordkeeping requirement](#)

# 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
- physically present in Victoria when they're doing training and assessment.

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

## Volume limits

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

Eligibility requirements are described in the VET Funding Contract (the contract) and the Guidelines About Eligibility (the guidelines).

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

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

Limit	What?	When?	Not taking into account
'2 skill sets in a year' The student may make a maximum of...	commencements in skill sets (including training reported under the 'LNSUPPORT' course code)	in a calendar year	<ul style="list-style-type: none"> <li>• if a student is moving from a superseded program to the current version of the same program</li> <li>• if a student is recommencing training in the same program (at either the same or a different provider)</li> <li>• if a student has participated in '22510VIC – Course in identifying and responding to family violence risk'</li> </ul>
'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"> <li>• if a student is moving from a superseded program to the current version of the same program</li> <li>• if a student is recommencing training in the same program (at either the same or a different provider)</li> <li>• 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</li> </ul>
'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"> <li>• '22510VIC – Course in identifying and responding to family violence risk'</li> </ul>



## 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"><li>• <b>commenced and completed</b> the Certificate II in Food Processing (Skills First subsidised)</li><li>• <b>commenced and completed</b> the Certificate II in Auslan (Skills First subsidised).</li></ul>	<p>Is Mohammed eligible?</p> <ul style="list-style-type: none"><li>• <b>NO.</b> 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.</li><li>• However, he is still eligible to enrol in up to 2 Skills First funded skill sets this year.</li></ul>
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### Example 2 – Sarah wants to enrol in the Certificate III in Engineering

<p>This calendar year, Sarah:</p> <ul style="list-style-type: none"><li>• <b>continued her training</b> in the Certificate III in Beauty Services that she started <b>last year</b> (Skills First subsidised)</li><li>• <b>commenced</b> the Certificate III in Retail this year (Skills First subsidised).</li></ul> <p>Both programs are still in progress.</p>	<p>Is Sarah eligible?</p> <ul style="list-style-type: none"><li>• <b>NO.</b> Sarah has reached the '2 at a time' limit.</li><li>• <b>However</b>, she can commence the Certificate III in Engineering later in the year if she completes or withdraws from one of her current courses.</li><li>• 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.</li></ul>
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### Example 3 – Stefan wants to enrol in the Certificate III in Tourism

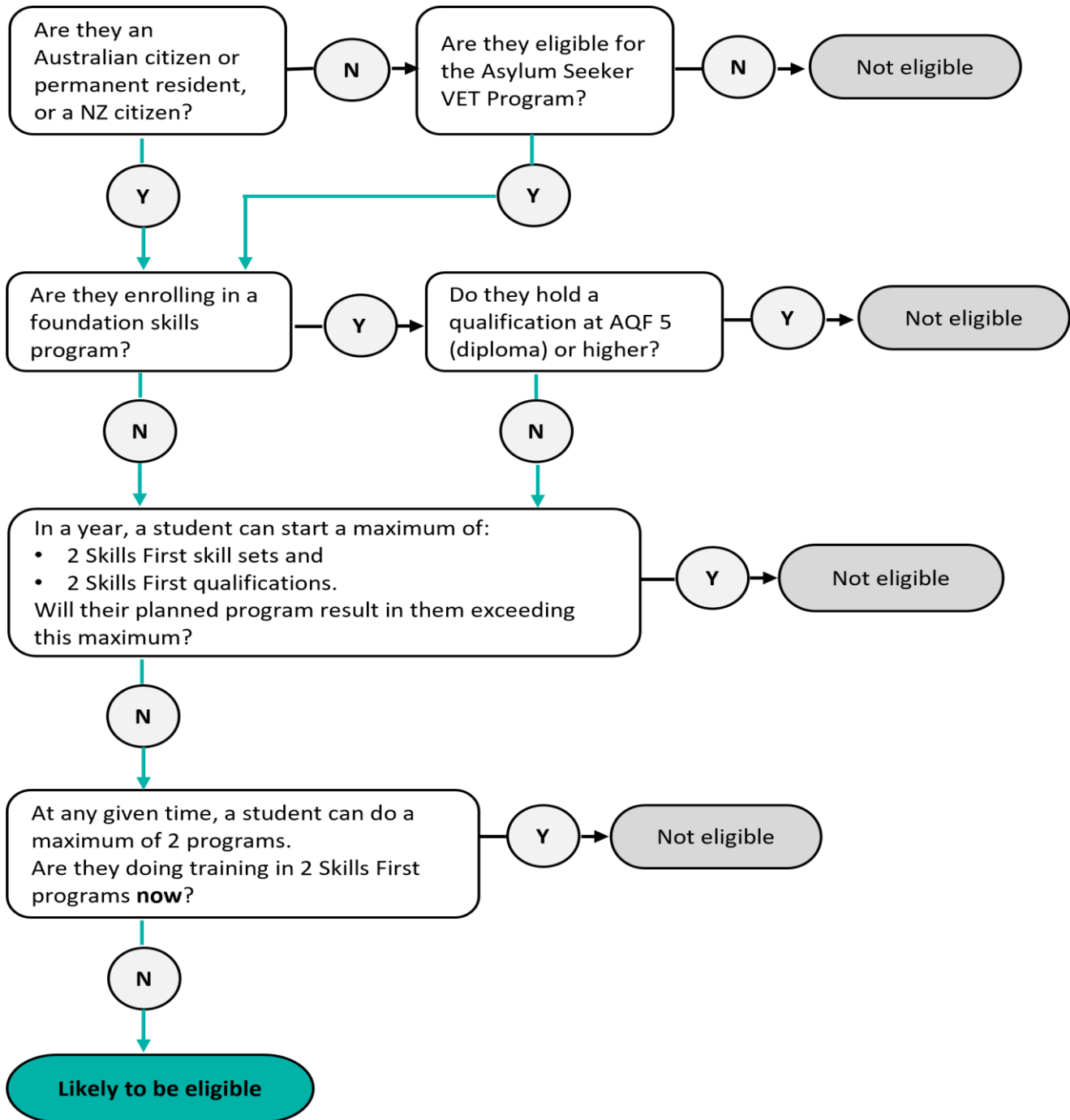
<p>This calendar year, Stefan:</p> <ul style="list-style-type: none"><li>• <b>commenced</b> the Certificate III in Pet Grooming (Skills First subsidised)</li><li>• <b>commenced</b> the Certificate III in Science (fee for service).</li></ul> <p>Both programs are still in progress.</p>	<p>Is Stefan eligible?</p> <ul style="list-style-type: none"><li>• <b>YES.</b> 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.</li></ul>
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### 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"><li>• <b>commenced</b> the Certificate II in Health Support Services (Skills First subsidised)</li><li>• <b>commenced</b> the Course in Supporting People with Disability to use Medications (Skills First subsidised).</li></ul> <p>Both programs are still in progress.</p>	<p>Is Nisha eligible?</p> <ul style="list-style-type: none"><li>• <b>NO.</b> Nisha has reached the '2 at a time' limit.</li><li>• 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.</li></ul>
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## 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
- where relevant, your online service standards.

## 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.

The information shared during this process helps students to decide whether the proposed training meets their aspirations and interests, and could lead to a job or further study.

#### 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](#)
- 2023 Online service standards

# 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 approved by the Department of Education and Training (the department).

All skill sets funded under Skills First are in the funded programs report and are 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

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

Delivering skill sets won't count towards your commencements for AQF qualifications, and vice versa. And you can't use your commencements for AQF qualifications for skill sets, 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 during 2022.

This depends on the state's training needs. We will advise you about such opportunities via SVTS.

## Literacy and numeracy support program

Under this program, you can offer up to 100 hours of literacy and numeracy support subjects to students who need help to do their vocational program.

These subjects (reported using the LNSUPPORT course code) **are** counted towards your skill set commencement allocation. This means the group of subjects reported under the 'LNSUPPORT' program code for an individual student will consume one skill set allocation.

The subjects **aren't** counted towards the student's '2 skill sets in a year' or '2 at a time' limits.

Read the [Literacy and Numeracy Support Implementation Guide](#) for more information.

## 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 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

Subsidies (including loadings), RPL subsidies, concession contributions and fee waiver contributions are calculated and paid in the same way as AQF qualifications.

## Reporting

You must report skill sets 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.

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## 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

These skill sets are Free TAFE short courses:

- Course in Gender Equity
- Course in Identifying and Responding to Family Violence Risk
- Course in Introduction to the National Disability Insurance Scheme
- Course in Working Safely in the Solar Industry
- Agricultural Chemical Skill Set
- Hybrid Electric Vehicle Inspection and Servicing Skill Set
- Battery Electric Vehicle Diagnose and Repair Skill Set
- Battery Electric Vehicle Inspection and Servicing Skill Set
- Mental Health Co-existing Needs Skill Set
- Mental Health Peer Work Skill Set
- Literacy and numeracy support program.

TAFEs must grant a fee waiver to students enrolling in these Free TAFE short courses.

A student's participation in these skill sets won't impact their Free TAFE entitlement.

Report TAFE enrolments in these short courses using funding source identifier GSP, and fee waiver/exemption type identifier 'Y'.



### 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><b>Graphical signature</b></p> <p><b>Encrypted codes</b></p> <p><b>Electronic signature software</b></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><b>Tick box</b></p> <p><b>Online form</b></p> <p><b>Email from a verified address</b></p> <p><b>Electronic workflow</b></p> <p><b>A scanned ink-based signature</b></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><b>Higher risk</b></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><b>Lower risk</b></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 <b>authentication</b> (secure login) and <b>authorisation</b> (restricts particular actions to authorised users).</p>
<p><b>Phone message</b></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.

Under Skills First, we refer to the end of the transition period as 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.

## Concessions

You don't have to recheck a student's concession entitlement when moving them to a superseding version of a program that's part of the same enrolment.

## 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.

Read the [Evidence of participation fact sheet](#) for more information.

## 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 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, you must finalise all the subject enrolment records that commenced under the old program enrolment.

Second, you 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

- Lodge an [SVTS](#) enquiry
- [Victorian VET Student Statistical Collection Guidelines 2023](#)
- [Evidence of participation fact sheet](#)

## Reporting superseding enrolments

Table 1 – Transitioning to a new program

What you're doing	What it applies to	How to report the data elements
<b>Step 1: Finalise the old program enrolments</b>	<b>For completed subjects*</b>	<ul style="list-style-type: none"> <li>• <b>Outcome identifier - national</b> Report a valid final value for a completed subject. For example '20 - competency achieved/pass' or '30 - competency not achieved/fail'.</li> <li>• <b>Activity end date</b> Report the date the subject was completed.</li> </ul>
	<b>For subjects still in progress*</b>	<ul style="list-style-type: none"> <li>• <b>Outcome identifier - national</b> Report value '40 - Withdrawn/discontinued' if you're going to re-enrol the student in the exact same subject for completion under the new program enrolment. <b>OR</b> 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.</li> <li>• <b>Hours attended</b> Report the number of hours of supervised training and assessment you provided prior to the transition. You'll report the balance of the hours when you report the continuation of the subject under the new program enrolment.</li> <li>• <b>Activity end date</b> Update to the date the subject is transitioned.</li> </ul>
	<b>For subjects not yet started</b>	<ul style="list-style-type: none"> <li>• <b>All fields</b> 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, a reject code (20) will be triggered in SVTS and the funds previously paid to you will be reclaimed.</li> </ul>

What you're doing	What it applies to	How to report the data elements
<b>Step 2: Start reporting the new program enrolment</b>	<b>For all subjects under the new program enrolment</b>	<ul style="list-style-type: none"> <li>• <b>Program Identifier</b> Report the 'program identifier' for the new program.</li> <li>• <b>Enrolment date</b> Report the same 'enrolment date' you used for the old program. This is one of three data elements that help us link your old and new program enrolments.</li> <li>• <b>Program commencement date</b> Report the new 'program commencement date'. This is typically one day <b>after</b> the date you've chosen as the transition date - but it can be later.</li> <li>• <b>Purchasing contract identifier</b> 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.</li> <li>• <b>Associated program identifier</b> Report the 'program identifier' you used for the <b>old</b> program. This is the final data element that helps us link your old program enrolment to the new one.</li> <li>• <b>Program enrolment identifier</b> Generate a new 'program enrolment identifier' that reflects the new 'program identifier' and 'program commencement date'.</li> </ul>
	<b>Restarting the withdrawn subjects</b>	<ul style="list-style-type: none"> <li>• <b>Subject identifier</b> For subjects you are now going to restart after reporting them withdrawn or superseded (outcome identifier 40 or 61) from the old program enrolment: <ul style="list-style-type: none"> <li>○ report the same (<b>old</b>) subject identifier if the subject: <ul style="list-style-type: none"> <li>○ is not superseded, or</li> <li>○ is superseded, but you are not transitioning to the new subject at this time.</li> </ul> </li> <li>○ report the <b>new</b> subject identifier if you are transitioning to a superseding subject.</li> </ul> </li> <li>• <b>Outcome identifier - national</b> Report value '70 - continuing enrolment'.</li> </ul>

What you're doing	What it applies to	How to report the data elements
		<ul style="list-style-type: none"> <li> <b>Subject enrolment identifier</b>            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.         </li> <li> <b>Activity start date</b>            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. It must be on or after the new program commencement date.         </li> <li> <b>Scheduled hours</b>            You've already received payment for some of the hours under the old subject enrolment, so report the <b>balance</b> of the 'scheduled hours' for the new subject enrolment.            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.             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.         </li> </ul>
	<b>New subjects</b>	<ul style="list-style-type: none"> <li> <b>All</b>            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.         </li> </ul>

### 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 overlap between the 'activity end date' for these subjects and the new 'program commencement date'.



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

What you're doing	What it applies to	How to report the data elements
<b>Withdrawing from the old subject and reporting the new subject</b>	<b>For the old subject</b>	<ul style="list-style-type: none"> <li> <b>Outcome Identifier - National</b>                      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.                 </li> <li> <b>Hours Attended</b>                      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.                 </li> <li> <b>Activity End Date</b>                      Update to the transition date.                 </li> </ul>
	<b>For the new subject</b>	<ul style="list-style-type: none"> <li> <b>Subject identifier</b>                      Report the new subject identifier. This code must be mapped to the superseded subject identifier in training.gov.au listing for the subject.                 </li> <li> <b>Outcome Identifier - National</b>                      Report value '70 – continuing enrolment.                 </li> <li> <b>Scheduled Hours</b>                      You've already received payment for some of the hours under the old subject enrolment, so report the <b>balance</b> 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.                 </li> <li> <b>Activity Start Date</b>                      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.                 </li> </ul>

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# Guide to withdrawals

This guide to withdrawals clarifies the definitions, processes, evidence and reporting requirements that apply to withdrawn subject and program enrolments.

## Types of withdrawals

Students may withdraw from an individual subjects within a program, or from an entire program.

Three common situations result in a withdrawal from a subject or program:

- the student notifies you verbally or in writing that they don't intend to complete the training – this is an **official withdrawal**
  - the student stops participating in training but doesn't notify you that they intend to withdraw so you must decide when to withdraw them – this is an **apparent withdrawal**
  - you come to an agreement with the student that they can withdraw from a program for now and defer their training to a later date – this is a **deferral**.
- deal with other less common situations that might result in a withdrawal such as when a student is substantially in arrears with their tuition fees, and you can't come to an acceptable financial arrangement
  - record withdrawals (for example, a note in the student file or an internal withdrawal form).

You should explain to students how your organisation manages withdrawals, including how the training they have done might impact on their eligibility for future government-subsidised training.

## Students can return to their training

Remember that you can withdraw a student who has stopped participating even if you think there is a chance they will return.

A student can decide to return to their training regardless of whether they withdrew officially or not.

If a student returns after a long absence, whether a withdrawal or a deferral, you need to check that they are still eligible for Skills First.

## Business process for withdrawals

Your organisation should have a written process on managing withdrawals. This could cover how you:

- identify issues contributing to non-participation, such as whether the student needs additional support
- attempt to re-engage a student before you decide to withdraw them (this might include how many attempts you should make to contact them before you decide to withdraw and how you record your attempts)
- approve and manage deferrals, including deciding how long a student can defer their training

## Steps for subject withdrawals

Follow these steps when a student withdraws from a subject:

1. Work out the date of withdrawal – this is different for official and apparent withdrawals.
2. Retain evidence of participation (EOP) to show that the student engaged in the subject.
3. Update your reporting in the SVTS to:
  - record the withdrawal in the 'outcome identifier - national' field
  - change the activity end date to the date of withdrawal
  - report the hours attended.

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

### The date of withdrawal

When a student withdraws from a subject, the date of withdrawal is either:

- the date of official withdrawal (i.e. when the student confirmed their intent to withdraw, and as noted in the student file or on an internal withdrawal form)
- in the case of an apparent withdrawal, the last engagement date supported by EOP.

**i** You must amend the activity end date of a subject to the date of withdrawal.

### When to report a withdrawal

You need to report a withdrawal by the earlier of:

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

However, for apparent withdrawals, there may be cases where you can't report a withdrawal by the final data submission date.

For example, the student's last engagement was in December, but you didn't realise they had withdrawn until after the close of the collection year.

You can add a dated file note to the last item of EOP and amend the activity end date for the subject to 01/01 in the new collection year.

### Calculating hours attended

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

We don't specify how you must calculate the hours attended when a student withdraws from a subject. However, they 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 report zero hours attended. This will reverse any previous payments made for the subject.

### When you're not sure if the student is engaged

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

However, when you're not sure whether a student is still engaged in training, it is best that you do not continually push out the activity end date. This will result in the data in SVTS showing a subject with an unusually long duration, but we won't be able to see the reason for this.

When you're not sure, it's better to withdraw the student from the subject.

### Retaining evidence of participation

If you have made a claim for payment for a withdrawn subject, you need to keep EOP to show that the student engaged in learning and/or assessment.

Like for completed subjects, if the duration of the subject is 30 days or fewer, you will need to retain one item of EOP.

If the duration is more than 30 days, you will need to retain 2 items of EOP, in 2 different forms.

The first item must be dated no later than 30 days after the activity start date (and no earlier than it).

For an official withdrawal, the second item must be dated no earlier than 30 days before the activity end date (and no later than it).

For an apparent withdrawal, the second item will be on the activity end date (the date of the student's last engagement with the subject).

As withdrawals are not always anticipated, we understand that it can sometimes be difficult to meet the requirement for a second point of EOP. For example, you might have been trying to re-engage a student for over a month before they finally tell you they're withdrawing.

In this instance, you should document in the student file your attempts to contact the student. Also note why the last item of EOP you have is more than 30 days from the date of withdrawal.

## Steps for program withdrawals

Follow these steps when a student withdraws from an entire program:

1. Update the 'program status identifier' to a withdrawal.
2. Update all the subject enrolments that are linked to the program with a final outcome. For example, some subjects might be reported as competency achieved/pass. Any programs that were in progress should be reported as withdrawn.
3. Do not report any subjects that have not started.

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

## Steps for program deferrals

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. For example:
  - some subjects might be reported as competency achieved/pass
  - any subjects that were in progress should be reported either as withdrawn, or as continuing with an estimated activity end date. You can decide this based on your organisation's business process and the student's individual circumstances.
3. Do not report any subjects that have not started.

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

## When an apprentice or trainee withdraws from a program

If an apprentice or trainee fails to commence training as planned, or withdraws from a program, in addition to following the reporting steps in this fact sheet, you must also notify the [Apprenticeship Network provider](#) and the employer within 2 weeks. This is required by the 2023 Guidelines About Apprenticeship and Traineeship Training Delivery.

## When a student under 17 withdraws from a program

If a student who is under 17 years of age and has an exemption from school to train at your organisation stops attending, you must notify:

- the department regional office
- the student's previous school (if relevant).

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

## Steps for students returning to training

It's up to you to decide what length of time is acceptable as a deferral.

When a student returns after a deferral or a withdrawal you can:

- treat it as a new program enrolment (and award credit transfer for any completed subjects) **or**
- continue to report training against the original program enrolment.

Follow these steps when you want to continue to report training against the original program enrolment:

1. Update the 'program enrolment status identifier' to 'in training' (code 30)
2. Keep the original program commencement date
3. If you have reported any withdrawn subjects with hours attended, and the student returns in the **same data collection year**:
  - update the activity end date
  - remove the hours attended
  - keep reporting the scheduled hours
4. If you have reported any withdrawn subjects with hours attended and the student returns in the **following data collection year**:
  - start a new enrolment for the subject linked to the original program commencement date
  - report the activity start and end dates for the new subject enrolment to the new year
  - adjust the scheduled hours down to account for any hours attended you reported in the previous data collection year for their first attempt at the subject.



### Further information

- Lodge an [SVTS](#) enquiry
- [Victorian VET Student Statistical Collection Guidelines 2023](#)
- [Evidence of Participation fact sheet](#)

## Attachment 1: Quick guide to reporting a withdrawal

This is how to report when a student withdraws from a subject or program. Refer to the Victorian VET Student Statistical Collection Guidelines for more information on reporting.

Withdrawal type	SVTS file to update	Data to be entered
<b>Subject enrolment withdrawal</b>	Training Activity (NAT00120)	<ul style="list-style-type: none"> <li>• <b>Outcome identifier - national</b> use 40 – withdrawn/discontinued for when a student has officially withdrawn, or you have lost contact with them (i.e., an apparent withdrawal)</li> <li>• <b>Activity end date</b> this is the date of withdrawal <b>OR</b> if the student did not engage in any training this will be the same as the activity start date</li> <li>• <b>Scheduled hours</b> the hours you had scheduled for the whole subject (despite the student’s withdrawal)</li> <li>• <b>Hours attended</b> the number of hours of supervised training and assessment delivered to the student before they withdrew <b>OR</b> if the student did not engage in any training, or you don’t have EOP retained for the student, this should be reported as zero (and not left blank).</li> </ul>
<b>Program enrolment withdrawal</b>	Program Completed (NAT00130)	<ul style="list-style-type: none"> <li>• <b>Program status identifier</b> this will be <b>one</b> of: <ul style="list-style-type: none"> <li>○ 40 -withdrawn – official use this when the student officially withdraws</li> <li>○ 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</li> </ul> </li> </ul> <p><b>i</b> When a student is withdrawn from a program enrolment all subjects in the NAT00120 file - Training Activity should have a final outcome reported including withdrawals from subjects that are in progress.</p>



Withdrawal type	SVTS file to update	Data to be entered
<b>Program deferral</b>	Program Completed (NAT00130)	<ul style="list-style-type: none"><li>• <b>Program enrolment status identifier</b> use 42 – withdrawal – deferred when you have confirmed with the student that they will return at an agreed time to finish their training.</li></ul>
	Training Activity (NAT00120)	<ul style="list-style-type: none"><li>• Report the relevant 'outcome identifier - national' for all completed subjects, for example competency achieved/pass (code 20)</li><li>• Decide whether you will report subjects that have started as:<ul style="list-style-type: none"><li>○ continuing (code 70) - and amend activity end dates to an estimated date when you think the training will be completed</li></ul></li><li><b>or</b></li><li>○ withdrawn/discontinued (code 40) – and amend the activity end dates to the date of withdrawal, and report the hours attended</li><li>• Do not report subjects that are yet to commence.</li></ul>

## Attachment 2: Reporting examples for subject withdrawals

These examples show how to report subject withdrawals in two different situations.

### Example 1: Student doesn't provide notice of withdrawal (apparent withdrawal)

#### Situation:

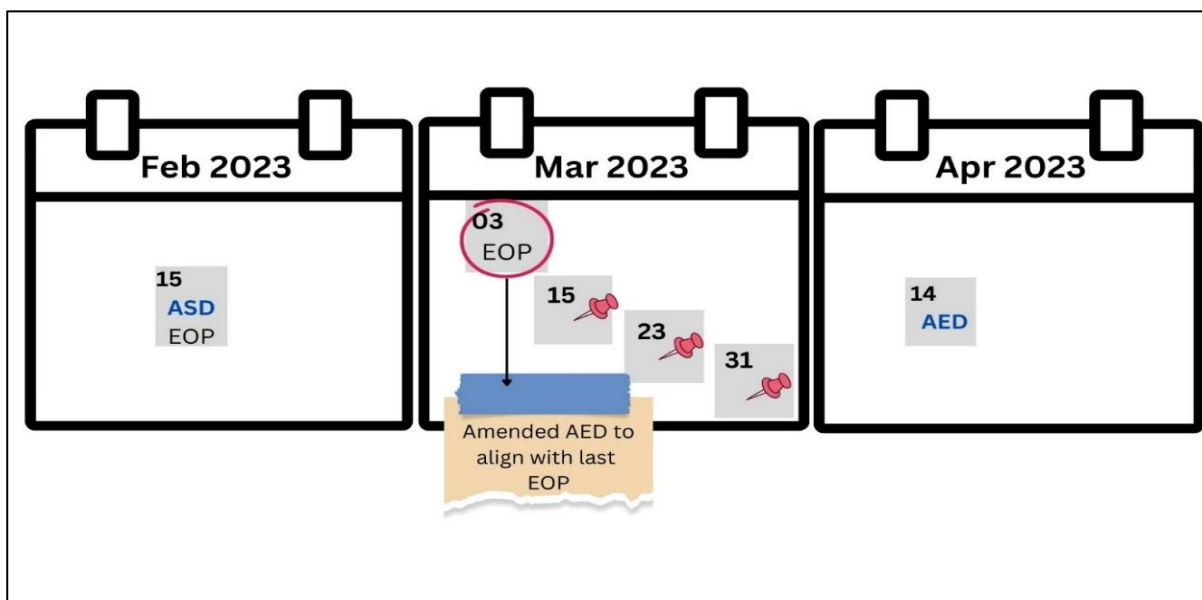
- Jonah is enrolled in a subject with:
  - a reported activity start date (ASD) of 15/02/2023
  - a reported activity end date (AED) of 14/04/2023
- You have retained EOP for this subject, dated 15/02 and 03/03.
- An assessment task was due on 10/3 but Jonah has not engaged since 03/03
- You've made 3 unsuccessful attempts to contact Jonah on 15/03, 22/03 and 31/03 so you decide to withdraw them. You keep a note of all attempted contacts on the student file.

#### Action:

Take these steps to report the subject:

- use outcome identifier '40 -withdrawn/discontinued'
- amend the AED to 03/03 - the last date of engagement that can be evidenced.
- enter the hours attended for the subject (as well as the scheduled hours for the entire subject)

This diagram summarises the key events and data for example 1:





## Example 2: Student officially withdraws

### Situation:

- Amal is enrolled in a subject with:
  - a reported activity start date (ASD) of 01/02/2023
  - a reported activity end date (AED) of 28/04/2023
- You have retained EOP for this subject, dated 01/02 and 24/02.
- An assessment task was due on 03/3 but Amal has not engaged in training or assessment since 24/02
- You attempted to contact Amal on the 14/03 and 17/04, noting the attempts in the student file.
- On 20/4 Amal responds to your calls by sending an email to say they are withdrawing from the subject.

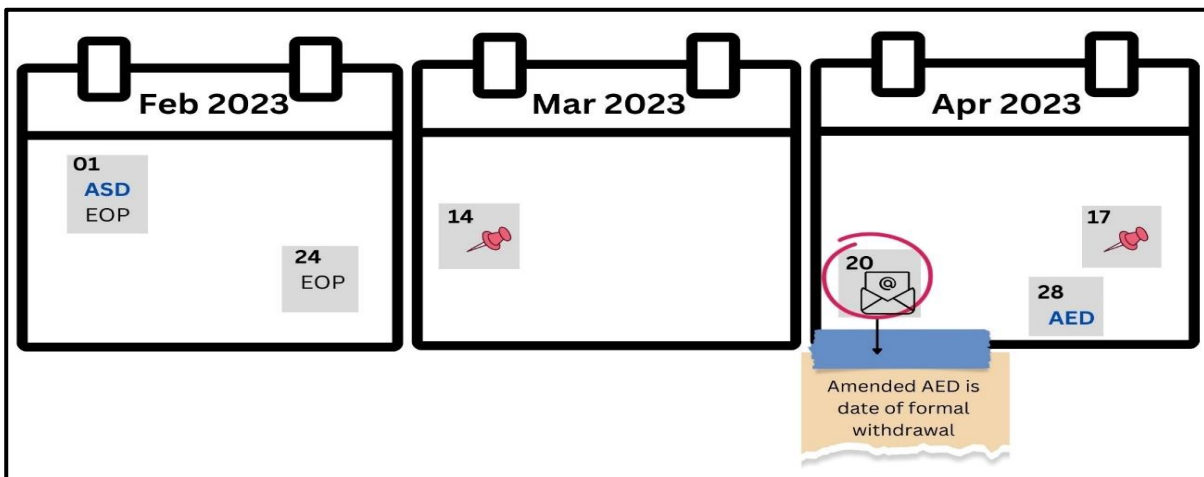
### Action:

Take these steps to report the subject:

- use outcome identifier '40 -withdrawn/discontinued'
- amend the AED to 20/04 - the date of official withdrawal
- enter the hours attended for the subject (and keep reporting the scheduled hours for the entire subject)

As you do not have an item of EOP in the final month of the subject keep a note on the student file along with your documented attempts to contact the student to explain why your retained EOP doesn't meet the final month requirement.

This diagram summarises the key events and data for example 2:



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# Online service standards

If you deliver online training and assessment, you must publish your online service standards in a prominent place on your website. These are the minimum items of information that must be included in your standards (as prescribed under CN 2022-20).

Prescribed information	Rationale
<p><b>Student support</b>, including:</p> <ul style="list-style-type: none"><li>• details of how and when students can contact teachers, trainers, assessors, administration staff, information technology staff, and any other key staff and response times</li><li>• support services and how students studying online can access them.</li></ul>	<p>Students are supported throughout their study and have clear information about how to access this support.</p>
<p><b>Student entry requirements and induction</b>, including:</p> <ul style="list-style-type: none"><li>• confirmation of their digital literacy</li><li>• platforms needed to access learning materials and resources</li><li>• the minimum hardware and software requirements.</li></ul>	<p>Students are only enrolled in programs that are suitable and appropriate.</p> <p>Students are aware of the minimum requirements they must meet to be able to participate in the program.</p>
<p><b>Learning materials</b>, including:</p> <ul style="list-style-type: none"><li>• how learning materials are presented to students to optimise their learning experience</li><li>• how you've met the high-level principles of the Web Content Accessibility Guidelines.</li></ul>	<p>Learning materials cover all aspects of a subject and give students all the information they need to achieve competency.</p> <p>Learning materials are accessible to a wide variety of learners.</p>
<p><b>Student engagement</b>, including:</p> <ul style="list-style-type: none"><li>• providing students with collaborative learning opportunities with their peers and others</li><li>• providing students with ongoing feedback – setting out your approach, how feedback will be given and how frequently</li><li>• how you respond to student inactivity or non-participation.</li></ul>	<p>Students are engaged in their online learning and monitored to ensure they continually progress through their program.</p>
<p><b>Mode and method of assessments</b>, including the:</p> <ul style="list-style-type: none"><li>• forms of assessment used</li><li>• tools and technology used to assess practical skills.</li></ul>	<p>Students are assessed against all aspects of a subject and their practical skills are assessed using contemporary technology.</p>
<p>Details of <b>Skills First teacher skill and experience in online delivery</b>, including their relevant qualifications and professional development.</p>	<p>Skills First teachers are skilled in online facilitation.</p> <p>Skills First teachers have current qualifications or have completed professional development so they can deliver an engaging learning experience.</p>

## Example online service standards

Sample only – your standards must reflect actual practice

### XYZ Training – Online Service Standards

We are committed to providing a quality online learning experience. These service standards explain how we support students doing online training.

#### Student support

##### Skills First teachers

- Available for learning/assessment queries by phone, email, online chat between 2:00pm and 4:00pm Monday to Friday, for the duration of the program/subject.
- Will reply to queries within 24 hours and return assessments within 7 days.
- There will be a maximum of 20 students to each trainer/assessor.

##### Administrative support

- Available by phone and email between 9:00am and 5:00pm Monday to Friday.
- Will reply to queries within 48 hours.

##### IT support helpdesk

- Available via phone, email and online chat between 10:00am and 4:00pm Monday to Friday and between 10:00am and 2:00pm on Saturday and Sunday.
- Will reply to queries within 48 hours.

##### Support services

- Counselling service available by appointment between 9:00am and 5:00pm Monday to Friday, in person or via video conference.

##### Library services

- Campus library is available between 8:00am and 6:00pm Monday to Friday and between 9:00am and 1:00pm on Saturday and Sunday.
- Online library available anytime at [www.xyzexample.com](http://www.xyzexample.com)

#### Student entry requirements and induction

We do a comprehensive pre-training review for all prospective students to decide whether a program is suitable and appropriate for your individual needs, including:

- assessing your digital literacy by asking you to do a self-assessment quiz
- discussing the quiz outcomes and recommending whether the program is suitable for you and identifying additional support where required.

We use a learning management system (LMS). For optimal access you will need these minimum information technology requirements:

- a device with a minimum of 8GB memory and 1.5Ghz processor
- Microsoft Windows 8 and above or Mac OS version 10 and above.

Web-based content is available on hand-held devices including mobile phones and tablets.

An introductory module and FAQs on the LMS can be found at [www.xyzexample.com](http://www.xyzexample.com)

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**Learning materials**

Our learning materials used in online training are interactive and in a variety of formats, including:

- guided content
- graphics
- video
- audio
- interaction through discussion forums and webinars.

We apply the principles of the Web Content Accessibility Guidelines to our learning materials by making them perceivable, operable, understandable and robust.

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**Student engagement**

We offer an online learning experience that is engaging and interactive. We will monitor your participation and support you to progress through your program.

We provide collaborative learning opportunities so that you can interact with peers, through

- discussion forums
- webinars.

We'll give ongoing feedback through:

- interaction with trainers/assessors in informal discussion forums
- in response to individual queries and in relation to the tasks you complete.

We will contact you if you have not logged on within 2 weeks of the program commencement date.

You will be deemed to have withdrawn from the program if you:

- have not logged on within 4 weeks of the program commencement date; and
  - after making five attempts at contact, you do not reengage with us.
- 

**Mode and method of assessment**

We will use a minimum of two forms of assessment for each subject, including:

- knowledge questions
- projects
- case studies
- demonstration of practical skills.

We will use video technology to assess practical skills.

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**Skills First teacher skill and experience in online delivery**

All trainers and assessors delivering our online programs are experienced and qualified in online delivery. They:

- hold formal qualifications in online training
  - participate in a staff reference group that shares ideas for improvement.
- 

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# Skills First pre-training review template

An optional template to help you conduct Skills First pre-training reviews.

## Purpose

This sample template is an optional and customisable tool to help you to conduct a pre-training review in line with the VET Funding Contract (the contract). It does not provide a substitute for the requirements set out in the contract.

## How to use this template

This template supports the requirement under clause 4.4 of Schedule 1 to document why you determined the program each Skills First student enrolled in was suitable, and the most suitable training option for that student, with reference to the considerations in clause 4.3 of Schedule 1.

It is intended as a tool that can form one part of your pre-training review business process. Along with completing this (or a similar) template, other key inputs into your decision may need to be documented and/or retained, such as academic transcripts to evidence credit transfer.

You can modify the template to align with your documented business process. For example, the 'considerations' provided under each question are just suggestions or prompts and are non-exhaustive - these may vary depending on the type of training offered and the student cohort.



## Further information

Submit an enquiry via [SVTS](#).

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



<b>1. Student name:</b>	
<b>2. Student ID (if applicable):</b>	
<b>3. Program name/ID:</b>	
<b>4. Review completed by: (name and position)</b>	
<b>5. Date of review:</b>	
<b>6. Date of program commencement:</b>	
<b>7. What are the student's objectives for choosing this program?</b>	
<p>This might include consideration of:</p> <ul style="list-style-type: none"><li>• aspirations (including work aspirations)</li><li>• interests</li><li>• the likely job or further study prospects resulting from the training.</li></ul>	<p><b>Why:</b></p> <p>The student is clear about their reasons for enrolling in the program.</p> <p>The chosen program links to likely job, participation and/or further study opportunities and/or access to training for disadvantaged learners.</p> <p>See clause 4.3(a) of Schedule 1</p>
<b>Document considerations:</b>	



**8. Has the student previously acquired any relevant competencies?**

This might include consideration of:

- prior learning
- employment experience
- volunteering experience.

Why:

The student does not undertake any unnecessary training that duplicates competencies.

As appropriate, existing competencies can be recognised through:

- RPL
- Recognition of current competency (RCC)
- credit transfer.

See clause 4.3(b) of Schedule 1

**Document considerations:**

**9. Does the student have the capabilities to successfully complete the program?**

This might include consideration of:

- Whether the program entry requirements and pre-requisites are met (including any LN requirements).
- Indicators of literacy and numeracy skills, for example:
  - results of any LN testing (if applicable to your organisation’s business process) including any assessment done for previous enrolments with your organisation
  - secondary school results
  - programs the student has previously completed at your organisation.
- Indicators of digital capability, for example:
  - an assessment (or self-assessment) of the individual’s digital capability and confidence
  - whether the student has access to relevant technology and has been advised of minimum IT requirements.

Why:

The student is enrolled in a training program that is at the appropriate level for them.

Any reasonable support needed to assist the student to successfully complete the program is identified.

See clause 4.3 (c) and 4.5 of Schedule 1

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

**Document considerations:**



<p><b>10. Are the proposed learning strategies and materials appropriate for the student?</b>  <b>Do the learning strategies and materials pose potential issues/challenges/barriers for the student?</b></p>	
<p>This might include consideration of:</p> <ul style="list-style-type: none"> <li>• special needs or requests</li> <li>• disability</li> <li>• the student’s personal circumstances</li> <li>• adequacy/appropriateness of learning materials.</li> </ul>	<p>Why:</p> <p>Proper consideration is given to whether the proposed learning strategies and materials in the TAS are appropriate for the student; and whether adjustments need to be made to suit the student’s individual needs.</p> <p>See clause 4.3(d) of Schedule 1</p>
<p><b>Document considerations:</b></p>	
<p><b>11. Taking into account the considerations made at items 7 to 10, is enrolment in the proposed program suitable, and the most suitable training for the student?</b></p>	
<p><b>Yes</b></p>	<p><b>Document reasons:</b></p>
<p><b>Yes, with support and/or adjustments</b></p>	<p><b>Document reasons; and identified supports/ adjustments:</b>  e.g., LN support, additional foundation skills training, digital capability support, wellbeing support, career counsellor support, adjustments to proposed learning strategies or materials</p>
<p><b>No</b></p>	<p><b>Document reasons:</b></p>
<p><b>12. Alternative enrolment offered?</b></p>	
<p><b>Yes/No</b></p>	<p><b>Document reasons:</b></p>

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