

SKILLS FIRST QUALITY CHARTER

BACKGROUND

Through the *Skills First* program, the Victorian Government is committed to providing high quality training that aligns with industry and community demands and workforce needs. *Skills First* sets a high benchmark for training quality and aims to support students to do training that is most likely to lead to employment.

Skills First is underpinned by rigorous requirements in the VET Funding Contract (the Contract). The accountability requirements in the Contract aim to guarantee value for money in taxpayer-funded training.

This *Skills First* Quality Charter is to help training providers understand how the Department of Education and Training (the Department) expects them to deliver key aspects of 'Training Services' in the Contract. It must be read in conjunction with the Contract and training providers must comply with the Charter.

In this Charter:

- terms have the same meaning given to them in the Contract
- 'student' means both prospective students and '*Skills First* students'.

The Charter has six principles:

Principle 1	Commitment to serving the public interest
Principle 2	Accountable and effective governance
Principle 3	Informed choice
Principle 4	Deliberate planning of training program
Principle 5	High quality training and assessment delivery
Principle 6	Responsive feedback systems

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Principle 1	Commitment to serving the public interest
Objective	Skills First training is consistent with the objectives of the Contract and promotes confidence in the training and TAFE system
Obligations	Training providers must:
<i>Provide relevant training</i>	a. deliver high quality training relevant to industry and employers that enables students to: <ul style="list-style-type: none"> • obtain the skills to make them job-ready • undertake further education • access training if they are disadvantaged learners
<i>Focus on students</i>	b. provide training in the best interests of students, taking into account their individual social, cultural and learning needs
<i>Link to industry</i>	c. make all reasonable efforts to work and communicate effectively with all stakeholders, including maintaining their confidence and making strong and regular links to industry
<i>Be ethical</i>	d. promote and deliver training in a way that: <ul style="list-style-type: none"> • demonstrates the highest ethical standards • does not damage or bring into disrepute your organisation, the training and TAFE system, or the <i>Skills First</i> program • is transparent and honest.

Principle 2	Accountable and effective governance
Objective	Training providers make proper use of the position of trust placed in their expenditure of public money
Obligations	Training providers must:
<i>Be accountable</i>	a. comply with the Government's policies that are reflected in the <i>Skills First</i> program and at all times be accountable to the Department for their performance under the Contract
<i>Comply with law and policies</i>	b. have appropriate compliance, reporting and auditing systems and co-operate with the Department to verify their compliance with the Contract c. comply with any applicable state and national laws and act appropriately and promptly when known or suspected breaches of any policies or laws are identified
<i>Be professional</i>	d. maintain professional skills and knowledge across their workforce to contribute to a high quality training and TAFE system

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Principle 3	Informed choice
Objective	Students make an active and informed choice of course and training provider
Obligations	Training providers must:
<i>Inform</i>	a. provide clear and accurate information to each student, including: <ul style="list-style-type: none"> • how their courses, pathways and training delivery options will affect the student's training outcome • all fees, costs and requirements for doing the training, including by issuing a Statement of Fees
<i>Explain</i>	b. ensure each student knows how their <i>Skills First</i> training will impact their access to further government-subsidised training. This includes making each student aware of the effect a dual enrolment has on how much government-subsidised training they can access over their lifetime
<i>Be transparent</i>	c. publish in a prominent place on their website: <ul style="list-style-type: none"> • standard tuition fees and any other fees • a list of Brokering Services used • online service standards (where any training and assessment is delivered online)
	d. ensure where training and assessment is delivered under a subcontract arrangement that the student knows that they are enrolled with the training provider, not the subcontracted party.

Principle 4	Deliberate planning of training program
Objective	Skills First training is suitable for each student's individual needs
Obligations	Training providers must:
<i>Individualise</i>	a. ensure each student's training and assessment is suitable, meaning that it: <ul style="list-style-type: none"> • meets their individual needs
<i>Link to outcomes</i>	<ul style="list-style-type: none"> • links to likely job outcomes, further study opportunities; and/or enables participation in training for disadvantaged learners
<i>Add value</i>	<ul style="list-style-type: none"> • is vocationally relevant, for example, reflects industry requirements • minimises duplication of the student's existing competencies through doing a thorough Pre-Training Review to determine whether they should enrol each student and documenting the decision
<i>Document</i>	b. provide the student with a Training Plan, so the student can make informed decisions about their training and assessment and understand the obligations of all parties.

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Principle 5	High quality training and assessment delivery
Objective	Training and assessment meets regulatory standards, is delivered by experts, is appropriate for each individual's needs and is delivered in a learning environment conducive to student success
Obligations	Training providers must ensure:
<i>Meet Regulatory Standards</i>	a. training and assessment meets standards set by the training provider's regulator (the Australian Skills Quality Authority or Victorian Registration and Qualifications Authority)
<i>Train enough</i> <i>Train for long enough</i> <i>Use the right resources</i>	b. training and assessment is delivered to each student in an appropriate manner, including that: <ul style="list-style-type: none"> • the student is provided reasonable and accessible support to facilitate participation in training and attainment of skills • the Volume of Learning, Amount of Training, Duration, delivery modes, materials, facilities and equipment are sufficient: <ul style="list-style-type: none"> ▪ to meet the student's needs, including as identified through the Pre-Training Review ▪ for the student to consolidate skills and produce job-ready competencies ▪ to meet the requirements and guidance in the Australian Qualifications Framework (AQF), training packages and accredited courses
<i>Document</i>	c. where training is structured to be completed in a shorter time than described in the AQF, that they describe and document in the Training and Assessment Strategy how a specific learner cohort: <ul style="list-style-type: none"> • has the characteristics to achieve the required rigour and depth of training • can meet all of the competency requirements in a shorter timeframe
	d. if the student is doing a Practical Placement, they enter into a written agreement with the student and the employer or host organisation
	e. where training is delivered and/or assessed partly or wholly online, or in a workplace, the Training and Assessment Strategy must reflect the unique requirements of that delivery mode
<i>Be expert</i>	f. all training and assessment is delivered by a <i>Skills First</i> Teacher.

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Principle 6	Responsive feedback systems
Objective	The student can provide feedback on their training experience so that training providers can respond and improve
Obligations	Training providers must:
<i>Listen</i>	a. have and maintain a complaints and appeals process compliant with Regulatory Standards
<i>Be open</i>	b. publish their complaints and appeals process on their website
<i>Respond</i>	c. respond to, and co-operate with the Department in its resolution of student complaints
<i>Improve</i>	d. participate in any performance improvement initiatives determined by the Department.