

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 accountability requirements in the contract aim to guarantee value for money in taxpayer-funded training.

This Skills First quality charter is to help you understand how we expect you to deliver key aspects of training services in the contract. Read it in conjunction with the contract.

You 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

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 TAFE and training system
Obligations	You must:
Provide relevant training	<p>a. deliver high quality training relevant to industry and employers that enables students to:</p> <ul style="list-style-type: none"> • obtain the skills to make them job-ready • undertake further education • access training if they are disadvantaged learners
Focus on students	<p>b. provide training in the best interests of students, taking into account their individual social, cultural and learning needs</p>
Link to industry	<p>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</p>
Be ethical	<p>d. promote and deliver training in a way that:</p> <ul style="list-style-type: none"> • demonstrates the highest ethical standards • does not damage or bring into disrepute your organisation, the TAFE and training system, or the Skills First program • is transparent and honest.

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

Principle 3	Informed choice
Objective	Students make an active and informed choice of their program and training provider
Obligations	<p>You must:</p>
Inform	<p>a. provide clear and accurate information to each student, including:</p> <ul style="list-style-type: none"> • how their programs, pathways and training delivery options will affect their training outcome • all fees, costs and requirements for doing the training
Explain	<p>b. ensure each student understands their Skills First eligibility including how much training they can do in a year, and over their lifetime.</p>
Be transparent	<p>c. publish in a prominent place on your website:</p> <ul style="list-style-type: none"> • standard tuition fees and any other fees • a list of brokering services used <p>d. ensure when you deliver training and assessment under a subcontract arrangement that the student knows they are enrolled with you, not the subcontracted party.</p>
Principle 4	Deliberate planning of training program
Objective	Skills First training is suitable for each student's individual needs
Obligations	<p>You must:</p>
Individualise	<p>a. use your pre-training review to ensure each student's training and assessment is suitable, meaning that it:</p> <ul style="list-style-type: none"> • meets their individual needs
Link to outcomes	<ul style="list-style-type: none"> • links to likely job outcomes, further study opportunities, or enables participation in training for disadvantaged learners
Add value	<ul style="list-style-type: none"> • is vocationally relevant, for example, reflects industry requirements • minimises duplication of their existing competencies
Document	<p>b. document your pre-training review decisions</p> <p>c. give the student a training plan, so they are fully informed about their training and assessment and understand everyone's obligations.</p>

Principle 5**High quality training and assessment delivery****Objective**

Training and assessment meets regulatory standards, is delivered by experts, addresses individual needs and is delivered in a learning environment that supports student success

Obligations

You must ensure:

Meet regulatory standards

- a. training and assessment meets standards set by your regulator (the Australian Skills Quality Authority or Victorian Registration and Qualifications Authority)

Support students

- b. you deliver appropriate training and assessment to each student, including:

- reasonable and accessible training support
- sufficient volume of learning, duration, delivery modes, materials, facilities and equipment:
 - to meet their needs, including as identified through the pre-training review
 - to consolidate their skills and produce job-ready competencies
 - to meet the requirements and guidance in the Australian Qualifications Framework (AQF), training packages and accredited course curriculum

Document

- c. if you structure training to be completed in a shorter time than the AQF describes, you document the reason in the training and assessment strategy for example:
 - how the previous skills and knowledge or other relevant characteristics of the cohort will enable them to meet the competency requirements in a shorter timeframe.

- d. if the student is doing a practical placement, you have a written agreement with the student and the employer or host organisation

Be expert

- e. Skills First teachers deliver all training and assessment.

Principle 6**Responsive feedback systems****Objective**

The student can provide feedback on their training experience so that you can respond and improve

Obligations

You must:

Listen

- a. maintain a complaints and appeals process compliant with regulatory standards

Be open

- b. publish your complaints and appeals process on your website

Respond

- c. respond to, and co-operate with us in your resolution of complaints

Improve

- d. participate in our performance improvement initiatives.