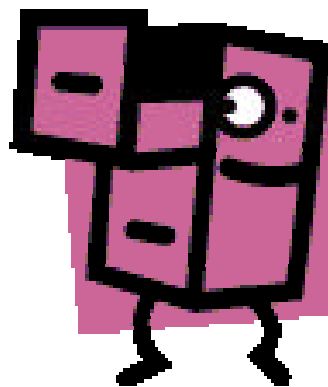




Background Information
for staff
and
contractors
working
for a
registered training organisation



Where to start ?

This is a quick guide to the background story that affects you as a member of staff or as a trainer and assessor working for a registered training organisation with students from overseas.

All this information is taken from the major websites that exist out there in the “ether”. It is information for everyone who works in the VET sector.

How do I find out more detail on any topic ?

Please read through this guide and follow up on the areas that interest you in two ways :

1. Go to the websites that we mention.
2. Check out our web site and the bookcase where we keep hard copies of some things such as Training Packages.
3. Talk to the Managers

Let's get started !

Here's what we cover in this guide :

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This information has been edited from 3 web sites. Please take a look at these signs and the related links to follow up on anything you read here.

Start with – www.training.com.au
Then try – www.vetab.nsw.edu.au

For detailed information on training packages, RTO and courses go to the big database in VET – the NLS www.nls.gov.au

For legislation go to the website for the Australasian Legal Information Institute (Auslii) www.auslii.com.au

1. Why do I need this information?

As an employer and a registered training organisation we are required to make sure that the people working for our Company as staff or contractors are aware of both their rights and responsibilities.

1) As staff of the Company

Teachers and administration staff should be aware of their rights and responsibilities as employees or contractors with the Company

2) You are also a representative of the Company.

When dealing with students and the public, you should be aware of your responsibilities in recruitment, handling enquiries, in the classroom, conducting assessments and you should in turn know how to advise the students' about their rights and responsibilities.

Our policy manual has set down procedures for dealing with the matters covered by legislation. Here is reference material for you to become familiar with the vocational training system and the legislation. You can follow up through contact details and web sites listed here.

We will ensure that you are given this information and access through the staff induction process. At any time you can also talk with management if there are questions about how VET information and legislation is interpreted at our Company. We require our training and assessment staff to sign a Code of Conduct for Consultants to ensure that this information is followed through in our business dealings.

Don't forget to refer to our own documents and the website :

1. Our Commitment to Quality Customer Service
2. Our Policy Manual
3. Training Package information
4. Competency based training and assessment reference books kept in the bookcase and linked on websites

2. What is the Vocational Education Training (VET) system ?

From www.training.com.au

Education is one of Australia's best strategies to achieve social, economic and environmental sustainability. Vocational education and training (VET) is 'education and training for work' and is one part of a broader educational network in Australia including schools, universities and adult and community education. The Australian VET system is recognised as among the most sophisticated in the world because it is:

- **An industry-led system**
VET is the voice of industry (employers, unions and professional associations) and defines what outcome is required from training.
- **A national system**
The training system is jointly managed by State, Territory and Commonwealth governments in partnership with industry and training providers.
- **Client focused**
The training system's clients are the employers and individuals who currently use it or intend to use it. A simple, flexible, relevant system has been developed in response to client needs.

The fundamental elements of the system are:

- **A quality framework**
The Australian Qualifications Framework (AQF) defines all nationally recognised qualifications and **the Australian Quality Training Framework (AQTF)** is a set of nationally agreed standards ensuring high quality VET services throughout Australia.
- **Registered training organisations**
Training organisations must meet AQTF standards to become registered. Only **registered training organisations (RTOs)** can issue AQF qualifications and deliver training and assessment.
- **Mutual Recognition**
By a process of Mutual Recognition, all training organisations must recognise AQF qualifications issued by other RTOs. Qualifications are nationally recognised. This enhances mobility in the labour market.

Lets step back a bit and look at the history of VET

The history of vocational education and training

Vocational education and training (VET) started in the mid to late nineteenth century, with institutions offering industry training and skills development in predominantly male trades such as mechanics and mining. For almost 100 years, training and institutions remained concentrated on men working full time in a fairly narrow band of trade related industries.

The 1960s and 1970s

In the 1960s and 1970s, industry and society started to change. The traditional manufacturing, mining and agricultural industries started to decline in economic significance and new industries, like communications and finance, emerged. More women entered or re-entered education and the workforce.

The 1974 Kangan Report on Needs in Technical and Further Education defined the roles and the mission of what is now known as the TAFE system.

Training began to change too, with more preparatory and pre-vocational training and slowing growth in the traditional heartland of trade and technical training.

The 1980s

In the 1980s service industries continued to expand at the expense of mining, manufacturing and construction industries, TAFE's traditional territory. Networks of private training providers, largely providing training to service industries, were also emerging. A number of reports pointed to the need for the training system to be driven by the needs of the individual and industry so the economy as a whole could prosper.

The 1990s

The Deveson (Training Costs of Award Restructuring), Finn (Young People's Participation in Post-Compulsory Education and Training) and Carmichael Reports looked at: expanding the training systems

- increasing young people's participation in training
- developing a consolidated national system.

Consensus developed across Australia that substantial reform and a unified national effort was required.

In 1992 all States, Territories and the Commonwealth agreed to the establishment of ANTA and a cooperative federal system of vocational education and training with strategic input by industry.

The Fitzgerald Report on the implementation of the national system released in 1994 led to some of the current elements of today's VET system, including:
concepts of best practice and user choice

States and Territories taking responsibility for accreditation and standards endorsement a stronger and more coherent industry-led structure.

The late 1990s saw the introduction of New Apprenticeships, the establishment of the National Training Framework, the introduction of VET in schools and the development of Training Packages.

2000 and beyond

The national VET system continues to respond to industry, individual and community needs, focusing on

- capturing the best advice possible from industry
- meeting client needs
- clearer, higher quality standards
- staying within a nationally consistent, quality VET system.

In a rapidly changing global work and social environment, improvement must be continuous and the VET system will continue to change to equip Australia and Australians for the future.

3. Working in the current set up – for an RTO under the AQTF standards

Registered Training Organisations (RTO)

To become registered, a training organisation must apply to the registering body in the State or Territory where the organisation has its head office or where it will conduct most of its training/assessment. (VETAB in NSW)

Registration is like a "stamp of approval" and provides recognition as a credible training provider/assessor that meets national standards. VETAB conducts an initial evaluation against AQTF requirements then does an on site audit. They may conduct periodic audits to maintain quality outcomes.

An RTO has a competitive edge in the training market as it can issue nationally recognised qualifications which are highly valued by employers and are sought after by those developing a career. The Nationally Recognised Training logo must be applied on those qualifications issued which are within the scope of the registration of the RTO.

Initial registration is for five years, with the RTO able to train/assess in any State or Territory for offerings that are within its scope of registration.

For more detailed information contact the relevant registering body or go to the websites:

NSW - Vocational Education & Training Accreditation Board – VETAB

The Australian Quality Training Framework (AQTF)

The Australian Quality Training Framework (AQTF) is a set of nationally agreed standards that ensures the high quality of vocational education and training services in Australia.

There are two sets of standards under the AQTF:

1. Standards for Registered Training Organisations

These standards specify what a registered training organisation (RTO) must do to be compliant with the AQTF such as:

- having systems in place to provide quality training and assessment across all of its operations
- complying with Commonwealth and State or Territory legislation
- having effective financial management procedures in place
- having effective administrative and records management procedures in place
- recognising the nationally endorsed qualifications issued by other RTOs
- applying the access and equity principles to provide timely and relevant information to assist its clients
- having competent staff.

An organisation wishing to become an RTO must demonstrate its ability to comply with the Standards for Registered Training Organisations.

2. Standards for State and Territory Registering and Course Accrediting Bodies

These standards must be followed by VETAB when:

- evaluating training organisations to ensure they meet, and continue to meet, the standards for registered training organisations
- registering training organisations
- accrediting courses
- implementing Mutual Recognition, to ensure national effect.

These standards not only strengthen and clarify the audit process undertaken by the State and Territory registering body, but also support a national approach to registration. Together the two standards ensure a nationally consistent training system of high quality.

4 Why use nationally recognised training?

Nationally recognised training is quality training. It is based on the Australian vocational and education training system which is:

- nationally-based
- industry-led
- client-focused.

The system ensures the accredited training for students and business is:

- relevant to business and industry
- of high quality
- recognised nationally.

While all training is valuable, non-accredited training cannot guarantee the above factors. It is certainly not nationally recognised, which leaves employees and students without a valued qualification or statement of attainment at the end of their training.

Training benefits all businesses and prepares people for industry both in Australia and Overseas

The success of training doesn't depend on the size of a business or the industry you are in. It comes from an understanding of your business trends, and making choices that lead to good careers. Students at Colleges benefit from well designed vocational training.

5 What is a Training Package and an accredited course?

What is a Training Package

Vocational education and training has traditionally focused on accredited courses, delivered by a range of training providers, leading to a qualification. Significant changes to the content, delivery and choice of training have emerged over the last few years, culminating in the 1998 introduction of Training Packages.

A Training Package is a set of national training resources consisting of

Core Components

1. Competency Standards (Workplace skills and knowledge requirements)
2. Assessment Guidelines (Advice on assessment of competencies)
3. National Qualifications (Combining of competency units that form a national qualification)

Core components will be endorsed by the National Training Framework Committee.

Optional Components

1. Learning Strategies (Information on how training may be delivered)
2. Assessment Materials, and (Assessment materials to support the Assessment Guidelines)
3. Professional Development Materials (Resources to assist trainers, teachers, employers and trainees)

How are Training Packages used?

Training Packages are flexible, national products developed by industry to ensure quality training outcomes and meet current and emerging vocational skill needs. Designed to support a range of training pathways, including workplace and school-based, and to provide for a more flexible approach to training delivery, they also play a critical role in the New Apprenticeships scheme.

The Training Packages identify qualifications which can be achieved through a new apprenticeship or traineeship pathway.

Some industries are well under way. Others are still developing Training Packages. In these industry sectors accredited courses continue to provide a structure for training.

You can go on to the NTIS website to see the listing of Training Packages currently available or under development.

An RTO works through a Training Package and its rules and units of competency to put together a course of study that will suit a particular market. The RTO selects the core and elective units they will deliver and “packages” these, then matches the staff and resources to turn the words on paper into a living course that we can offer the students.

Within the packaging rules, there is some flexibility for RTO’s so you may find that the same qualification is offered at two RTO’s is a slightly different length and format and using the teachers and resources they prefer. But the standards to which all RTO’s assess a particular course should be the same. We work with set “endorsed” assessment guidelines that cannot be modified.

What is an Accredited Course?

Courses are a structured sequence of modules that deliver and assess against a range of specific learning outcomes. Accredited courses are usually associated with institutional delivery in a TAFE or College classroom (ie. Off the job) The NTIS website provides details of nationally accredited courses and the training providers delivering the training.

Accredited courses are being gradually phased out and replaced by Training Packages. Many are not being renewed if an equivalent qualification is available in a Training Package.

What is the NTIS?

The National Training Information Service is a major website containing a very large database of information on VET. It has been developed by ANTA to provide access to current and emerging training market information and products in vocational education and training. Currently, the NTIS comprises a database of

1. VET accredited courses
2. Competency standards
3. Training Packages and
4. Training providers
5. Text information on a range of complementary issues.

If you want detailed information that can be downloaded, this is the place to look.

6 The different levels of qualifications – what do they mean?

National qualifications are defined in accordance with the Australian Qualifications Framework (AQF) which provides a single, coherent framework for all recognised qualifications from Senior Secondary Certification to Ph D. Within the vocational education and training sector the following nationally recognised qualifications may be issued:

Schools sector	VET sector	Higher Education sector
		Doctoral degree
		Masters degree
		Graduate Diploma
		Graduate Certificate
		Bachelor degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
	Certificate IV	
	Certificate III	
	Certificate II	
Senior secondary certificate of education	Certificate I	

Under the AQF, qualifications issued in the VET sector must lead to the achievement of a package of competencies. Where there are endorsed national competencies, the AQF further requires that any qualification issued must lead to the achievement of these competencies. The qualifications arising from Training Packages comprise particular combinations of endorsed competencies that are meaningful in the industry or enterprise context and packaging against AQF qualifications. Training Packages may include a range of qualification from across these levels, including more than one qualification at a particular level where this is necessary to accommodate the needs of different industry streams or sectors, or to support multiple entry and exit points.

A training organisation must be registered if it wants to issue Australian Qualification Framework qualifications in the vocational education and training sector and to deliver and/or assess associated training.

The following table gives a good overview of the outcomes expected at each of the AQF levels. You can also look at the AQF Implementation Guide. Go to the AQF site at www.aqf.edu.au

**Outcomes required for
Certificate I, Certificate II and Certificate III**

Certificate I	Certificate II	Certificate III
Demonstrate knowledge by recall in a narrow range of areas	Demonstrate basic operational knowledge in a moderate range of areas	Demonstrate some relevant theoretical knowledge
Demonstrate basic practical skills such as the use of relevant tools	Apply a defined range of skills	Apply a range of well developed skills
	Apply known solutions to a limited range of predictable problems	Apply known solutions to a variety of predictable problems
Perform a sequence of routine tasks given clear direction	Perform a range of tasks where choice between limited range of options is required	Perform processes that require a range of well developed skills where some discretion and judgement is required
Receive and pass on messages/ information	Assess and record information from various sources	Interpret available information using discretion and judgement
	Take limited responsibility for own output in work and learning	Take responsibility for own output in work and learning
		Take limited responsibility for the output of others

**Outcomes required for
Certificate IV, Diploma, Advanced Diploma**

Certificate IV	Diploma	Advanced Diploma
Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts	Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts, with substantial depth in some areas	Demonstrate understanding of specialised knowledge with depth in some areas
Apply solutions to a defined range of unpredictable problems	Analyse and plan approaches to technical problems or management requirements	Analyse, diagnose, design and execute judgements across a broad range of technical or management functions
Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas	Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations	Demonstration a command of wide-ranging, highly specialised technical, creative or conceptual skills
Identify, analyse and evaluate information from a variety of sources	Evaluate information using it to forecast for planning or research purposes	Generate ideas through the analysis of information and concepts at an abstract level
Take responsibility for own outputs in relation to specified quality standards	Take responsibility for own outputs in relation to broad quantity and quality parameters	Demonstrate accountability for personal output within broad parameters
Take limited responsibility for the quantity and quality of outputs of others	Take limited responsibility for the achievement of group outcomes	Demonstrate accountability for group outcomes within broad parameters

7 The basic building blocks of a Training Package are called Units of Competency

You will probably be asked to conduct training and assessment using one or a combination of units of competency in the College teaching program.

Here is a quick review of the parts of a unit of competency. If you need to update your knowledge in this important area, please read the books that we keep in the office for staff professional development. They include:

The relevant Training Package

Learning support resources

The ABC of Vocational Training

Training Packages @work –magazine and booklet called back2basics

ANTA Australian Training magazine

Everyone's Guide to Designing Assessment Activities (for trainers and assessors)

The format of a unit of competency

Unit code – training package, AQF level

CUECOR2A

Work with Others

Title and descriptor –summary of unit competence

Elements	Performance Criteria
CUECOR2A/01 Participate in work group processes Describes the skill outcomes	<ul style="list-style-type: none"> Work requirements relevant to the group/process are identified Working work requirements are identified and own role is identified Describes the required level of skill Work group/process, if required, and other work Time and resource constraints are taken into account in fulfilling work requirements Work with others takes place within the organisation's policies and procedures and conventions covering acceptable workplace conduct Individual differences are taken into account including cultural and linguistic differences are taken into account in achieving work requirements Strengths of individuals are used to develop others in the group, sharing learning as part of the group process
CUECOR2A/02	<ul style="list-style-type: none"> Information and ideas relevant to the work are shared with others involved Information provided to others is accurate, relevant and timely Information and ideas are sought from others as required to assist the achievements of work requirements Work information is recorded in the required detail and time frame and in the specified format Work information is systematically and accurately compiled and maintained, and filed for ease of retrieval as required
CUECOR2A/03 Deal effectively with issues, problems and conflicts	<ul style="list-style-type: none"> Issues to be resolved are identified in the workplace and appropriate action taken Consultative and collaborative processes are used to generate solutions Potential problems and conflicts are identified and appropriate action is taken promptly to deal with them Problems and conflicts are recognised and resolved and/or referred to appropriate personnel Mutually agreed outcomes are implemented Issues to be resolved are identified in the workplace and appropriate action taken Consultative and collaborative processes are used to generate solutions Potential problems and conflicts are identified and appropriate action is taken promptly to deal with them Problems and conflicts are recognised and resolved and/or referred to appropriate personnel

The possible range of contexts and conditions
in which performance criteria apply

Range variables

The following variables may apply:

Work with others may be one to one or in a group or team.

Groups may be established or ad hoc work units; groups or teams; working parties; task forces; committees; self-directed teams.

Work requirements may include:

- goals, objectives, priorities, specified targets or results, time frames, coordination with other work processes
- clear role definitions, application of particular procedures, organisation of work materials, roster arrangements or particular approaches to work processes specified by the organisation or work group

Application of the competencies and appropriateness of action will vary according to:

- organisational policies and procedures including workplace diversity and equal employment opportunity policies,
- available resources, constraints including budget, time, personnel, workload, size of organisation, composition of work group, level of responsibility of individual worker

Information and ideas relevant to work may include assistance to new staff and sharing of knowledge of particular tasks or work requirements

Techniques to resolve issues, problems or conflicts may include:

- problem solving, negotiation, conflict resolution, use of a mediator or conciliator

Work with others requires individual diversity to be taken into account especially in relation to their cultural, racial and ethnic backgrounds, physical requirements, gender, languages, customs, religious and traditional beliefs.

Material to be read may include:

- job description, memos, internal documents, notes and messages

Written communication may include:

- clear simple and concise messages, memos, electronic communication such as emails, reports, notes from meetings and discussions

Oral communication tasks may include formal or informal discussions, meetings, clarification of responsibilities

asking questions to gain information and clarify ambiguities, clear and concise exchange of information and ideas

Evidence Guide

Assists with interpretation and assessment of the units. Specifies the evidence to be gathered to show competence to the level of the performance criteria including underpinning knowledge and skill

Critical Aspects of Evidence

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- communicating effectively with colleagues within the range of situations required for the job role
- working effectively as part of a team

Concurrent Assessment

This unit may be assessed concurrently with the following units of competency:

- Apply industry and organisation knowledge
- Work in a socially diverse environment
- Manage own work and learning

Underpinning knowledge and skills

Skills and knowledge are required in:

- knowledge of organisation policies and procedures
- managing own work load e.g. meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible, then referring on to others as required
- acceptable workplace conduct including regular attendance, punctuality, maintaining an orderly and efficient work space, appropriate standards of personal presentation and hygiene, self-confidence and self-respect, acceptance of constructive criticism and a willingness for self-improvement, a good-humoured approach to others and adaptability and flexibility
- understanding of team work principles
- knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- assertiveness techniques
- respecting others views
- applying equal employment opportunity and anti-discrimination policies
- sharing ideas and information with others
- knowledge of procedures for the location and storage of information
- understanding of conflict resolution techniques
- awareness of and sensitivity to diversity

Resource Implications

This unit of competency should be assessed using all the resources required to work with others in an entertainment event or venue or simulated situation.

Method and context of assessment

This unit should be assessed on the job or in a simulated situation.

Equipment and resources
required to conduct assessment

8 The legislation and regulations that affect me as an employee and my work as a trainer or member of staff

Our Company has policies in place that emphasise the rights of people to be treated equitably and to be able to learn and work in a safe environment as both staff and students. Here is a brief summary of the main types of legislation that our business must comply with and that you should be aware of and able to access.

Vocational education and training legislation

Fundamental to the training system are **Commonwealth laws** such as:

- the Australian National Training Authority Act 1992,
(which established the functions and powers of the Australian National Training Authority)
- the Vocational Education and Training Funding Act 1992
(which sets out the funding of vocational education and training in Australia).
- the Workplace Relations Act 1996
(that provides for awards, certified agreements and Australian Workplace Agreements.)

States and Territories also have laws which govern vocational education and training in their particular jurisdictions. These laws establish and grant powers to training authorities, and provide mechanisms for the planning, funding, coordination and evaluation of vocational education and training. Your State or Territory training authority or registered training organisation will provide advice as to the laws which apply to you.

Equal opportunity legislation

There are Commonwealth and State laws that protect people at work and study. This legislation makes discrimination and harassment in the provision of education, employment and the provision of goods and services unlawful.

Examples of equal opportunity legislation are the:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- NSW Anti Discrimination Act 1977
- NSW Equal Opportunity Act

Occupational health and safety legislation

Occupational health and safety is a broad area of the law which covers health and safety for employees and workers compensation related to accidents and injury at work.

- NSW OHS Act 2000
- OHS Regulation 2001
- Workers Compensation Act 1987
- Workplace Injury Management and Workers Compensation Act 1998
- Dangerous Goods Act 1975

You may view and download this legislation and read explanations on the Workcover website at www.workcover.nsw.gov.au

9 More about VETAB and the VETA Act

Here is more information about VETAB and the Act under which it operates. This can be explored further on the VETAB website.

The Vocational Education and Training Accreditation Board is a NSW statutory body established by the NSW Vocational Education and Training Accreditation Act 1990.

The day-to-day operations of VETAB are carried out by staff in the Recognition Services Branch of the NSW Department of Education and Training, who also provide support for the Board. The General Manager of VETAB is also the Director of Recognition Services. Recognition Officers are the main point of contact for most RTO's.

Role and Purpose

VETAB's mission is to foster vocational education and training of the highest possible quality and with the widest possible community access, through a firm commitment to excellence, integrity and partnership.

VETAB:

- registers organisations that provide vocational education and training
- monitors registered training organisations to ensure they continue to comply with national standards
- grants quality endorsed status to training organisations that demonstrate a commitment to the continued improvement of vocational education and training
- accredits vocational education and training courses
- provides advice on registration, accreditation and quality endorsement
- approves registered training organisations to provide education services to overseas students

Complaints

Students, staff or the public who have a complaint about Registered Training Organisations or about VETAB can write to VETAB. See the website for details. Complaints are treated confidentially.

VETA Act 1990

The NSW Vocational Education and Training Accreditation Act 1990 No 120 was proclaimed in July 1991, and amended in 1994 to include provisions for registering providers of vocational courses.

The objects of the Vocational Education and Training Accreditation Board are set out in section 6 of the Act. In summary, they are:

- to accredit vocational courses
- to register education or training providers to conduct vocational courses
- to approve education and training providers to provide courses to overseas students
- to establish guidelines for the accreditation of vocational courses and for the registration and approval of education or training providers
- to advise the Minister for Education and Training on matters concerning the accreditation of vocational courses and the registration and approval of education or training providers
- to liaise with licensing authorities and other bodies (both in NSW and elsewhere) in connection with the accreditation of vocational courses and the registration and approval of education or training providers
- to investigate, and to report on, matters concerning the accreditation of vocational courses and the registration or approval of education or training providers

10 More Information and Useful Websites

Don't forget the websites listed at the start of this guide.

Training Packages @ Work is good place to start reading

Training Packages @ Work is a national newsletter that provides teachers, trainers, assessors and managers of registered training organisations with essential information about vocational education and training.

Published monthly, Training Packages @ Work delivers to your desktop the latest information about training packages, their implementation and examples of best practice, as well as information about the Australian Quality Training Framework, resources, forthcoming events and professional development opportunities.

A list of Training Packages, their current status and the contact details of the relevant industry training advisory body are included with each issue.

To view the newsletter and subscribe, go to <http://tpatwork.com>

View past NSW editions of Training Packages @ Work and read up on more of this information in the booklet – **Training Packages@Work Back 2 Basics**

Useful links and contacts – from the VETAB website. Go to the site and click through to these places.

The following is a list of useful links to other organisation and their websites.

ANTA - Australian National Training Authority

Apprenticeships & Traineeships - Information about the NSW apprenticeship and traineeship system

AQF - Australian Qualifications Framework

ATP - Australian Training Products Ltd

AVETMISS - Australian Vocational Education and Training Management Information Statistical Standard

BVET - NSW Board of Vocational Education and Training

CRICOS - Commonwealth Register of Institutions and Courses for Overseas Students

DEST - Commonwealth Department of Education, Science and Training

DET Training Market - Department of Education and Training, Training Market

DIMIA - Commonwealth Department of Immigration and Multicultural and Indigenous Affairs

ETIS - Education and Training Information Service - an information service provided by OTEN - Distance Education, the Education and Training Information Service (ETIS) contains information about vocational education and training, reference copies of nationally endorsed training packages, guides to course design, current periodicals and government information for use by VETAB's clients. The resource library is open from 9 am to 5 pm weekdays (except public holidays) at: Level 11, 1 Oxford Street, Darlinghurst NSW 2010, Phone: (02) 9244 5554

Fair Trading - NSW Department of Fair Trading

Flexible/Online Learning:

Australian Flexible Learning Framework - provides products and services to help you make flexible learning a part of your way of working

Australian Flexible Learning Community (AFLC) - an online learning professional development space for VET practitioners

Flexible Learning Toolboxes

NSW Toolbox Champions - supporting implementation of Toolboxes in NSW. Includes a Calendar of activities.

The material in this guide has been taken from government websites and booklets that are designed to help staff working in vocational training and RTO's.

These websites are acknowledged as the source at the start of this guide.