



# **National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025**

---

I, Andrew Giles, Minister for Skills and Training, make the following Instrument.

Dated 28/2/2025

Andrew Giles  
Minister for Skills and Training

---



---

## Contents

1 Name .....	1
2 Commencement.....	1
3 Authority .....	1
4 Definitions .....	1
5 Effect of this instrument .....	4
6 Schedules.....	4
<b>Schedule 1 - Outcome Standards</b>	<b>5</b>
<b>Part 1 – Training and assessment (Quality Area 1)</b>	<b>5</b>
<b>Division 1 – Training</b>	<b>5</b>
1.1 Standard 1.1 .....	5
1.2 Standard 1.2 .....	6
<b>Division 2 – Assessment</b>	<b>6</b>
1.3 Standard 1.3 .....	6
1.4 Standard 1.4 .....	6
1.5 Standard 1.5 .....	7
<b>Division 3 – Recognition of prior learning and credit transfer</b>	<b>8</b>
1.6 Standard 1.6 .....	8
1.7 Standard 1.7.....	9
<b>Division 4 – Facilities, resources and equipment</b>	<b>9</b>
1.8 Standard 1.8 .....	9
<b>Part 2 – VET student support (Quality Area 2)</b>	<b>10</b>
<b>Division 1 – Information</b>	<b>10</b>
2.1 Standard 2.1 .....	10
2.2 Standard 2.2.....	11
<b>Division 2 – Training support</b>	<b>12</b>
2.3 Standard 2.3.....	12
2.4 Standard 2.4.....	12
<b>Division 3 – Diversity and inclusion</b>	<b>12</b>
2.5 Standard 2.5.....	12
<b>Division 4 – Wellbeing</b>	<b>13</b>
2.6 Standard 2.6.....	13
<b>Division 5 – Feedback, complaints and appeals</b>	<b>13</b>
2.7 Standard 2.7.....	13
2.8 Standard 2.8.....	14
<b>Part 3 – VET workforce (Quality Area 3)</b>	<b>14</b>
<b>Division 1 – VET workforce management</b>	<b>14</b>
3.1 Standard 3.1 .....	14
<b>Division 2 –Trainer and assessor competencies</b>	<b>15</b>
3.2 Standard 3.2.....	15
3.3 Standard 3.3.....	15
<b>Part 4 – Governance (Quality Area 4)</b>	<b>16</b>
<b>Division 1 – Leadership and accountability</b>	<b>16</b>
4.1 Standard 4.1 .....	16
4.2 Standard 4.2.....	16
<b>Division 2 – Risk management</b>	<b>17</b>
4.3 Standard 4.3.....	17
<b>Division 3 – Continuous improvement</b>	<b>18</b>
4.4 Standard 4.4.....	18

---



---

## 1 Name

This instrument is the *National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025*.

## 2 Commencement

- (1) Each provision of this instrument specified in column 1 of the table commences, or is taken to have commenced, in accordance with column 2 of the table. Any other statement in column 2 has effect according to its terms.

---

Commencement information		
Column 1	Column 2	Column 3
Provisions	Commencement	Date/Details
1. The whole of this instrument	1 July 2025.	

---

Note: This table relates only to the provisions of this instrument as originally made. It will not be amended to deal with any later amendments of this instrument.

- (2) Any information in column 3 of the table is not part of this instrument. Information may be inserted in this column, or information in it may be edited, in any published version of this instrument.

## 3 Authority

This instrument is made under subsection 185(1) of the *National Vocational Education and Training Regulator Act 2011*.

## 4 Definitions

Note: A number of expressions used in this instrument are defined in section 3 of the Act, including the following:

- (a) Australian Qualifications Framework;
- (b) executive officer;
- (c) high managerial agent;
- (d) NVR registered training organisation;
- (e) Standards for VET Accredited Courses.

In this instrument:

**accredited short course** means a course that leads to a VET statement of attainment accredited by a VET Regulator in accordance with the Standards for VET Accredited Courses or the equivalent requirements in a non-referring state.

**Act** means the *National Vocational Education and Training Regulator Act 2011*.

---

**AQF certification documentation** means the set of official documents which confirm that an AQF qualification or VET statement of attainment has been issued to an individual by an NVR registered training organisation or any other entity authorised to do so.

**AQF qualification** means an Australian Qualifications Framework qualification type endorsed in a training package or accredited in a VET accredited course.

**assessment** means the process by which an NVR registered training organisation, or a third party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.

**assessment judgement** means a determination of whether competency has been achieved by a VET student consistent with the training product and this instrument.

**assessment system** means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of VET student competency and meets the requirements of this instrument.

**assessment tools** mean the instrument, instructions and methods used to gather and interpret assessment evidence for the purposes of determining VET student competency, including:

- (a) the context and conditions of assessment;
- (b) the tasks to be administered to the VET student;
- (c) an outline of the assessment evidence to be gathered from the VET student;
- (d) the criteria used to judge VET student competency; and
- (e) the administration, recording and reporting requirements for assessments and assessment evidence.

**assessor** means a person who determines a VET student's competency for, or on behalf of, an NVR registered training organisation.

**authenticated VET transcript** has the same meaning as in the *Student Identifiers Act 2014*.

**Credential Policy** means the document titled "Credential Policy", listed on the National Register, as in force from time to time.

Note: Section 191A of the Act permits this instrument to make provision in relation to a matter by applying, adopting or incorporating any matter contained in another instrument or other writing as in force or existing from time to time.

**credit transfer** means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.

---

**direction** includes an individual providing oversight, guidance and quality assurance to ensure the quality of training and assessment being delivered by another individual.

**governing person** means any person responsible for overseeing, directing, or exercising a degree of control or influence over the management or operation of an NVR registered training organisation, including executive officers and high managerial agents.

**mode of delivery** means the methods adopted by an NVR registered training organisation to deliver training and assessment to VET students.

**reasonable adjustments** include any adjustments for a VET student with a disability made by an NVR registered training organisation in a manner consistent with the *Disability Standards for Education 2005*.

**recognition of prior learning** means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product.

**services** means:

- (a) training and assessment;
- (b) training support services (but excludes counselling, mediation, and information and communication technology services); and
- (c) any activities related to the recruitment of VET students including marketing, enrolment, induction, or the collection of fees.

**skill set** means a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement or a defined industry need.

**student identifier** has the same meaning as in the *Student Identifiers Act 2014*.

**third party** means any person who has an arrangement with an NVR registered training organisation to deliver services, but does not include:

- (a) employees of the organisation;
- (b) experts engaged by the organisation; or
- (c) government agencies and government funded agencies that refer VET students to the organisation and do not receive any payment from the organisation for doing so.

**trainer** means a person who undertakes training for, or on behalf of an NVR registered training organisation.

**training** means the process by which an NVR registered training organisation, or a third party delivering services on its behalf, facilitates learning and the

---

acquisition of competencies consistent with the requirements specified in the training product.

**training product** means an AQF qualification, a skill set, a unit of competency, accredited short course or module.

**training support services** means services and resources designed to support and skill VET students to meet training product requirements and complete the training product in which they are enrolled.

**unit of competency** means the specification of the standards of performance required in the workplace as defined in a training product.

**validation** means the review of the assessment system to ensure that:

- (a) assessment tools are consistent with the training product and the requirements set out in this instrument; and
- (b) assessments and assessment judgements are producing consistent outcomes.

**wellbeing support services** means support services and resources to assist with VET students' physical, mental, and emotional wellbeing.

## 5 Effect of this instrument

- (1) Schedule 1 of this instrument sets out standards for NVR registered training organisations in accordance with subsection 185(1) of the Act.
- (2) The National VET Regulator must consider whether an applicant is complying, or will comply, with Schedule 1 when determining whether to grant an application for registration as an NVR registered training organisation under subsection 17(2) of the Act.

## 6 Schedules

Each instrument that is specified in a Schedule to this instrument is amended or repealed as set out in the applicable items in the Schedule concerned, and any other item in a Schedule to this instrument has effect according to its terms.



---

# Schedule 1 - Outcome Standards

## Overview of the Outcome Standards

### *Overview*

This Schedule sets out the Outcome Standards for NVR registered training organisations. The standards are set out under different parts which deal with different types of requirements that organisations must meet when registered under the Act. Each part addresses a specific outcome the National VET Regulator expects NVR registered training organisations to achieve.

Part 1 is titled ‘Training and assessment’ and requires organisations to achieve the following outcome (Outcome 1): quality training and assessment engages VET students and enables them to attain nationally recognised, industry-relevant competencies.

Part 2 is titled ‘VET student support’ and requires organisations to achieve the following outcome (Outcome 2): VET students are treated fairly and are properly informed, supported and protected.

Part 3 is titled ‘VET workforce’ and requires organisations to achieve the following outcome (Outcome 3): VET students are trained, assessed and supported by people who are qualified, skilled and committed to professional development.

Part 4 is titled ‘Governance’ and requires organisations to achieve the following outcome (Outcome 4): effective governance and a commitment to continuous improvement supports the quality and integrity of VET delivery.

## Part 1 – Training and assessment (Quality Area 1)

This part addresses Outcome 1: Quality training and assessment engages VET students and enables them to attain nationally recognised, industry relevant competencies.

### Division 1 – Training

#### 1.1 Standard 1.1

##### *Outcome Standard*

- (1) Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

##### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) training is consistent with the requirements of the training product;
  - (b) the modes of delivery enable VET students to attain skills and knowledge consistent with the training product;
  - (c) training is structured and paced to support VET students to progress, providing sufficient time for instruction, practice, feedback and assessment;

- 
- (d) training techniques, activities and resources engage VET students and support their understanding; and
  - (e) where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

## **1.2 Standard 1.2**

### *Outcome Standard*

- (1) Engagement with industry, employer and community representatives effectively informs the industry relevance of training offered by the NVR registered training organisation.

### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) how it identifies relevant industry, employer and community representatives and seeks meaningful advice and feedback from those representatives;
  - (b) it uses relevant advice and feedback to inform changes to training and assessment strategies and practices; and
  - (c) training reflects current industry practice.

## **Division 2 – Assessment**

### **1.3 Standard 1.3**

#### *Outcome Standard*

- (1) The assessment system is fit-for-purpose and consistent with the training product.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) the assessment is consistent with the requirements of the training product;
  - (b) assessment tools are reviewed prior to use to ensure assessment can be conducted in a way that is consistent with the principles of assessment and rules of evidence set out under Standard 1.4; and
  - (c) the outcomes of any such reviews inform any necessary changes to assessment tools.

### **1.4 Standard 1.4**

#### *Outcome Standard*

- (1) The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

---

### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
- (a) the assessment system facilitates assessment which must be conducted in accordance with the following principles:
    - (i) fairness – assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary;
    - (ii) flexibility – assessment is appropriate to the context, training product and VET student, and assesses the VET student’s skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge;
    - (iii) validity – assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting; and
    - (iv) reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.
  - (b) assessors make individual assessment judgements that are justified based on the following rules of evidence:
    - (i) validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;
    - (ii) sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student’s competency in the skills and knowledge described in the training product;
    - (iii) authenticity – the assessor is assured that a VET student’s assessment evidence is the original and genuine work of that VET student; and
    - (iv) currency – the assessment evidence presented to the assessor documents and demonstrates the VET student’s current skills and knowledge.

## **1.5 Standard 1.5**

### *Outcome Standard*

- (1) The assessment system is quality assured by appropriately skilled and credentialed persons through a regular process of validating assessment practices and judgements.

### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
- (a) validation of assessment practices and judgements ensure the assessment system produces assessment judgements that are consistent with the training product and comply with the requirements set out in this instrument;

- 
- (b) every training product on the organisation's scope of registration is validated at least once every five years and on a more frequent basis where the organisation becomes aware of risks to training outcomes, any changes to the training product or receives relevant feedback from VET students, trainers, assessors, and industry;
  - (c) it utilises a risk-based approach – informed by any risks to training outcomes, any changes to the training product or any feedback from VET students, trainers, assessors, and industry – to determine:
    - (i) the components of the assessment system for a training product which are to be validated; and
    - (ii) the sample size of assessments that are to be validated in respect of a particular training product.
  - (d) in addition to the requirements in paragraph (b), the assessment system for an AQF qualification or skill set from the Training and Education Training Package that enables individuals to make assessment judgements (as specified in the Credential Policy) has been or will be validated:
    - (i) once the first cohort of VET students with the organisation have completed their training and assessment; and
    - (ii) by a person who is independent, not employed or subcontracted by the organisation to provide training and assessment, and has no other involvement or interest in the organisation's operations.
  - (e) validation is undertaken by one or more people who collectively have:
    - (i) industry competencies, skills and knowledge relevant to the training product;
    - (ii) a practical understanding of current industry practices relevant to the training product; and
    - (iii) one of the credentials for validation specified in the Credential Policy.
  - (f) the outcome of an assessment validation is not solely determined by a person who has designed or delivered the training or assessment; and
  - (g) how outcomes of an assessment validation are used to inform changes to the assessment system.

## **Division 3 – Recognition of prior learning and credit transfer**

### **1.6 Standard 1.6**

#### *Outcome Standard*

- (1) VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the relevant training product.

---

*Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) VET students are offered opportunities to seek recognition of prior learning and are made aware of the organisation's policies for seeking recognition of prior learning;
  - (b) decisions relating to recognition of prior learning are based on evidence of prior skills, learning and experience, and are undertaken in accordance with the organisation's assessment system; and
  - (c) decisions relating to recognition of prior learning are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

## **1.7 Standard 1.7**

*Outcome Standard*

- (1) VET students who have completed an equivalent training product are supported to obtain a credit transfer.

*Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) VET students are offered opportunities to seek credit transfer and are made aware of the organisation's policies for seeking credit transfer;
  - (b) decisions relating to credit transfer are based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript (unless prevented by licensing or regulatory requirements of the training product); and
  - (c) decisions relating to credit transfer are documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

## **Division 4 – Facilities, resources and equipment**

### **1.8 Standard 1.8**

*Outcome Standard*

- (1) Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient.

*Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) how it identifies the facilities, resources and equipment required to deliver the training product, including how it identifies which facilities, resources and equipment will be provided by third parties, instead of the organisation;

- 
- (b) where facilities, resources and equipment are provided by the organisation or third parties – how the organisation ensures:
    - (i) that the facilities, resources and equipment are, and will continue to be suitable and safe for use by VET students; and
    - (ii) that VET students have access to the facilities, resources and equipment they need to participate in the training and assessment relevant to the training product; and
  - (c) it has documented strategies and procedures in place to identify and manage risks associated with VET students using facilities, resources and equipment when undertaking work-integrated learning, work placements, or other community-based learning as part of their training.

## **Part 2 – VET student support (Quality Area 2)**

This part addresses Outcome 2: VET students are treated fairly and properly informed, supported and protected.

### **Division 1 – Information**

#### **2.1 Standard 2.1**

##### *Outcome Standard*

- (1) VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

##### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) all information provided to VET students by the organisation or any third parties is clear, accurate and current;
  - (b) how it identifies which information VET students require prior to their enrolment and how that information is communicated to VET students prior to their enrolment;
  - (c) the following information is easily accessible by VET students:
    - (i) the training product code and title, duration, modes of delivery, training delivery location, training commencement dates, scheduling, any requirements to commence or complete the training product including assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third party arrangements that apply to the delivery of the training;
    - (ii) the training support services and wellbeing support services that are available to the VET student, and how the student can access those services;

- 
- (iii) all fees, costs and charges associated with the provision of the training product which VET students may incur, including payment terms and conditions, any applicable refund policies and the availability of any relevant government training entitlements and subsidies; and
  - (iv) any obligations or liabilities which may be imposed on VET students undertaking the training product, including any obligations requiring VET students to acquire any materials, equipment or IT, any costs and processes associated with withdrawing from training, any costs and processes associated with obtaining a Student Identifier, and any requirements for VET students to undertake work placements;
- (d) the organisation provides all VET students with documentation prior to their enrolment or before any fees are required to be paid which sets out:
- (i) the training which the organisation or third parties will provide the VET student;
  - (ii) all fees, costs and charges which the VET student will be required to pay; and
  - (iii) any obligations or liabilities which may be imposed by the organisation or third parties on the VET student; and
- (e) that it informs VET students, as soon as practicable, of any changes to training products or the organisation's operations that may affect VET students, including any changes relating to the transition of superseded, deleted, or expired training products.

## **2.2 Standard 2.2**

### *Outcome Standards*

- (1) VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
- (a) taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy; and
  - (b) based upon the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.

---

## **Division 2 – Training support**

### **2.3 Standard 2.3**

#### *Outcome Standard*

- (1) VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) how it determines the training support services to be provided to each VET student and how it makes these training support services available to each VET student;
  - (b) VET students have access to trainers, assessors and other staff who are responsible for supporting the VET student;
  - (c) VET students are informed by the organisation about how and when they can access trainers, assessors and other staff who are responsible for supporting the VET student; and
  - (d) queries from VET students are responded to in a timely manner.

### **2.4 Standard 2.4**

#### *Outcome Standard*

- (1) Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) VET students are supported to disclose their disability, if the VET student wishes to do so;
  - (b) reasonable adjustments are made for VET students with disability where appropriate; and
  - (c) where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.

## **Division 3 – Diversity and inclusion**

### **2.5 Standard 2.5**

#### *Outcome Standard*

- (1) The learning environment promotes and supports the diversity of VET students.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) it fosters a safe and inclusive learning environment for VET students; and



- 
- (b) it fosters a culturally safe learning environment for First Nations people.

## **Division 4 – Wellbeing**

### **2.6 Standard 2.6**

#### *Outcome Standard*

- (1) The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) it identifies, by reference to the training product content, the wellbeing needs of the VET student cohort and appropriate wellbeing support services; and
  - (b) it advises the VET student cohort of the availability of wellbeing support services, and any organisation students can contact, or additional action students can take to support their wellbeing.

## **Division 5 – Feedback, complaints and appeals**

### **2.7 Standard 2.7**

#### *Outcome Standard*

- (1) Feedback and complaints management addresses concerns and informs continuous improvement of the NVR registered training organisation.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) it operates a complaints management system that:
    - (i) allows feedback and complaints about the organisation, any third parties, and any person employed or contracted by the organisation;
    - (ii) ensures all parties are afforded procedural fairness;
    - (iii) identifies reasonable timeframes for responding to and resolving complaints; and
    - (iv) provides avenues for further action where complaints are not resolved;
  - (b) information about how to provide feedback and make complaints through the complaints management system is publicly available and easily accessible by VET students;
  - (c) VET students are supported to provide feedback and make complaints;
  - (d) outcomes of complaints are documented by the organisation and communicated to all parties to the complaint; and
  - (e) feedback and complaints are used by the organisation to inform continuous improvement.

---

## 2.8 Standard 2.8

### *Outcome Standard*

- (1) Effective appeal processes are available to VET students where decisions of the NVR registered training organisation or a third party adversely affect the student.

### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) it operates an appeals management system that:
    - (i) allows VET students to appeal decisions of the organisation, any third parties, and any person employed or contracted by the organisation, where those decisions adversely affect the student;
    - (ii) ensures all parties to the appeal are afforded procedural fairness;
    - (iii) specifies reasonable timeframes for actioning appeals; and
    - (iv) provides avenues for review by an independent party if requested by the appellant (at no or low cost to the appellant);
  - (b) information about how to appeal an adverse decision through the appeals management system is publicly available and easily accessible by VET students;
  - (c) outcomes of appeals are documented by the organisation and communicated to the appellant; and
  - (d) the outcomes of appeals are used by the organisation to inform continuous improvement.

## Part 3 – VET workforce (Quality Area 3)

This part addresses Outcome 3: VET students are trained, assessed and supported by people who are qualified, skilled and committed to professional development.

### Division 1 – VET workforce management

#### 3.1 Standard 3.1

##### *Outcome Standard*

- (1) The workforce is effectively managed to ensure appropriate staffing to deliver services.

##### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) how it ensures the number of trainers, assessors and other staff are appropriate for the delivery of the services it offers; and
  - (b) it facilitates access to continuing professional development opportunities to enable staff of the organisation to effectively perform their role.

---

## **Division 2 – Trainer and assessor competencies**

### **3.2 Standard 3.2**

#### *Outcome Standard*

- (1) Training and assessment is delivered to VET students by credentialed people with current skills and knowledge in training and assessment.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) training and assessment is only delivered by persons who hold the appropriate credentials for the delivery of training and assessment as specified in the Credential Policy;
  - (b) where the Credential Policy permits a person to deliver any training or assessment under direction – the organisation has systems in place that ensure the person does not make assessment judgements and is delivering quality training and assessment; and
  - (c) how it ensures all trainers and assessors undertake continuing professional development to maintain current skills and knowledge in training and assessment, including skills and knowledge relating to engaging and supporting VET students.

### **3.3 Standard 3.3**

#### *Outcome Standard*

- (1) Training and assessment is delivered by persons with current industry skills and knowledge relevant to the training product.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) all persons delivering training or assessment for, or on behalf of the organisation:
    - (i) have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered or assessed by the person; and
    - (ii) maintain an understanding of current industry practices relevant to the training or assessment being delivered by the person;
  - (b) where it engages experts for the purposes of delivering training, it does so:
    - (i) by reference to the requirements of the training product or the specific VET student cohort; and
    - (ii) in response to a specific need for the expert to be engaged;
  - (c) it has a system in place for ensuring:

- 
- (i) experts have industry competencies, skills, knowledge and specialised industry or subject matter expertise that is directly relevant to the training product they are delivering;
  - (ii) experts are only authorised to work under the direction of a person with the appropriate credentials to provide direction on the delivery of training and assessment, as specified in the Credential Policy;
  - (iii) where the expert is involved in assessment judgement – they conduct the assessment alongside the trainer or assessor; and
  - (iv) the training or assessment the expert is involved in delivering is subject to oversight by the organisation.

## **Part 4 – Governance (Quality Area 4)**

This part addresses Outcome 4: effective governance and a commitment to continuous improvement supports the quality and integrity of VET delivery.

### **Division 1 – Leadership and accountability**

#### **4.1 Standard 4.1**

##### *Outcome Standard*

- (1) An NVR registered training organisation operates with integrity and maintains accountability for the delivery of quality services.

##### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) the organisation and its governing persons are fit and proper persons, having regard to the Fit and Proper Person Requirements made under section 186 of the Act, as in force from time to time;
  - (b) its governing persons are suitable persons to oversee the operation of the organisation;
  - (c) its governing persons act diligently and make informed decisions which facilitate compliance with this instrument and any other instrument made under section 185 of the Act, as in force from time to time; and
  - (d) its governing persons lead a culture of integrity, fairness and transparency in the organisation's delivery of services.

#### **4.2 Standard 4.2**

##### *Outcome Standard*

- (1) Roles and responsibilities of NVR registered training organisation staff and third parties are clearly defined and understood.

---

### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
- (a) it supports staff members to understand the components of this instrument and any other instrument made under section 185 of the Act, as in force from time to time, which are relevant to each staff members' role as an employee of the organisation;
  - (b) it informs staff members of any changes to regulatory or legislative requirements that may affect the organisation's delivery of services;
  - (c) it has a system in place for ensuring any third parties meet the requirements of this instrument and any other instrument made under section 185 of the Act, as in force from time to time, and are aware of their obligations under these instruments; and
  - (d) the roles and responsibilities of persons engaged by the organisation are well-understood and documented, ensuring accountable decision-making.

## **Division 2 – Risk management**

### **4.3 Standard 4.3**

#### *Outcome Standard*

- (1) Any risks to VET students, staff and the organisation itself are identified and managed.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
- (a) it identifies, manages and reviews risks to VET students, staff and the organisation;
  - (b) how the financial position, financial performance and cashflows of the organisation are managed, monitored and understood by governing persons;  

Note: In accordance with section 24 of the Act, NVR registered training organisations must also comply with the Financial Viability Risk Assessment Requirements made under section 158 of the Act.
  - (c) it has a system for identifying, managing and disclosing any real or apparent conflicts of interest; and
  - (d) where it offers training or assessment to VET students aged under 18 – risks to their safety and wellbeing associated with the organisation's delivery of the training or assessment are identified and managed:
    - (i) by having regard to the training content and modes of delivery; and
    - (ii) in accordance with the National Principles for Child Safe Organisations, as in force from time to time.

Note: Section 191A of the Act permits this instrument to make provision in relation to a matter by applying, adopting or incorporating any matter contained in another instrument or other writing as in force or existing from time to time.

---

## **Division 3 – Continuous improvement**

### **4.4 Standard 4.4**

#### *Outcome Standard*

- (1) An NVR registered training organisation undertakes systematic monitoring and evaluation of the organisation to support quality delivery and the continuous improvement of services.

#### *Performance Indicators*

- (2) An NVR registered training organisation demonstrates:
  - (a) it has a system in place for monitoring and evaluating its performance with the requirements set out in this instrument and any other instrument made under section 185 of the Act, as in force from time to time;
  - (b) how outcomes derived from monitoring and evaluating its performance are used to inform continuous improvement; and
  - (c) it has mechanisms in place to lawfully collect and analyse data including any feedback received from VET students, staff, industry, VET regulators, State and Territory training authorities and employers of current or former VET students.