



2025 Standards for RTOs Frequently Asked Questions

As at 25 June 2025

Outcome Standards

Quality Area 1 – Training and assessment

Training

Where can I find the new training and assessment strategy (TAS) template?

The 2025 Standards have been designed to provide greater flexibility in how providers achieve outcomes and demonstrate compliance. This means that providers can decide how they compile and present their strategies for training and assessment. ASQA will therefore not be providing a training and assessment strategy template.

How do Volume of Learning, Amount of Training and nominal hours fit with the 2025 Standards?

Providers are required to continue complying with the VET Quality Framework which includes the Australian Qualifications Framework (AQF). This means that the AQF's Volume of Learning (VoL) requirements still apply – that is, the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type.

Whilst Amount of Training (AoT) is not featured in the 2025 Standards, providers are still required to demonstrate that *'training is structured and paced to support VET students to progress, providing sufficient time for instruction, practice, feedback and assessment'* (Standard 1.1). Providers will need to consider and justify how their chosen amount of training for a particular training product meets this Standard.

Assessment

Does industry need to review all assessment tools prior to use?

Under the 2025 Standards, providers are required to:

- ensure assessment is consistent with the requirements of the training product; and
- review assessment tools prior to use to ensure assessment can be conducted in a way that is consistent with the principles of assessment and rules of evidence.

The 2025 Standards also require providers to engage with industry, employer and community representatives as part of reviewing their training and assessment strategies and practices.

Under the requirement to review all assessment tools prior to use, do I have to review all existing assessment tools again prior to 1 July 2025?

Good practice would be to confirm that any existing assessment tools remain fit-for-purpose and consistent with the training product. As providers introduce new assessment tools or revise existing ones after 1 July 2025, they must ensure these are reviewed prior to use, as per Standard 1.3.

We purchase off-the-shelf assessment materials that come ‘pre validated’. Does this mean we are not required to review the assessment materials prior to use?

Providers must ensure their assessment materials and tools are contextualised and fit-for-purpose for their training environment and student cohort, as well as the requirements of the specific training product. Generic, off-the-shelf resources that are not tailored or contextualised by a provider can be a risk to compliance.

Recognition of Prior Learning and Credit Transfer

Can I refuse a Credit Transfer?

If a student provides legitimate AQF certification documentation and meets all requirements for a credit transfer, you are required to issue a credit transfer for the unit of competency the student has already completed, except where:

- a student is unable to provide appropriate or adequate evidence that can be authenticated, or
- there are licensing restrictions in place for the particular training product, or
- a student is seeking to receive a full qualification through credit transfer only, or
- a student's qualification was cancelled.

Quality Area 2 – VET student support

Information

Do I need to use a language, literacy and numeracy (LLN) or digital literacy assessment tool to test all prospective VET students before they enrol?

Providers must assess each prospective VET student's LLN proficiency and digital literacy in the context of the training product the student is seeking enrolment in. Providers can determine the best method for undertaking and evidencing this pre-enrolment assessment, in consideration of the nature of the training product, mode of delivery and student characteristics. This could be through purchasing or developing an appropriate tool, or through gathering evidence that the student holds an appropriate level of LLN proficiency and digital literacy for the proposed training product. There are various ways a provider can assess these skills and competencies for a prospective student.

Diversity and inclusion

What if I don't have any First Nations students or students with a diverse background? Does the Diversity and Inclusion Standard still apply?

Yes. Providers are required to foster a safe and inclusive learning environment, including a culturally safe learning environment for First Nations people. Providers need to actively consider how their training environment, activities and materials, assessment processes and wellbeing support services are accessible and inclusive for all VET students. Providers may also consider how their recruitment policies and practices contribute to creating a safe and inclusive environment. A welcoming and inclusive learning environment has benefits for all, helping to increase participation in VET by under-

represented groups, and create a positive setting where all students feel welcome, respected and supported to achieve success in their learning journey.

Wellbeing

How far do providers need to go in providing wellbeing assistance to VET students?

Providers are expected to be aware of potential risks to students' wellbeing and put strategies in place to protect and uphold the safety and wellbeing of their student cohort. Providers are not required to deliver wellbeing support services directly, but they must advise students of available supports, which could be supports external to the provider, and guide them on how to access these supports as appropriate. The extent of wellbeing support provided to students will vary according to the nature of the training product, duration of the student's enrolment, characteristics of the student cohort and size of the provider.

Compliance Requirements

Records of AQF certification documentation and assessments

Does the requirement to retain evidence of assessment for two years apply retrospectively to existing VET students, or only to those enrolled on or after 1 July 2025?

Any VET student that completes a training product on or after 1 July 2025 is included under this two-year evidence retention requirement. However, if (as at 1 July 2025) an existing student's assessment evidence has previously been disposed of under the previous '6 month rule', the provider should make a note of what was disposed of prior to the rule change. Where a course continues past 1 July 2025, providers will need to hold records for two years of any training product completed on or after 1 July 2025.

It is important to note that assessment evidence must be retained for two years unless there are additional requirements and longer retention periods attached to the training product by other regulators or licensing bodies.

Under the 2025 Standards 'two-year rule' for assessment evidence, can I make digital copies of assessments and dispose of the hard copies?

The requirement to retain assessment evidence for two years applies to VET students that complete a training product on or after 1 July 2025. Digital copies can be made and retained in circumstances where it is impractical to keep the original assessment evidence. If held in electronic form, the evidence must be of sufficient quality, readability and useability to be considered a genuine and complete copy of the original. In addition, providers must retain records in a manner that safeguards them against unauthorised access, fire, flood and pests, and which ensures that copies of records can be produced if the originals are destroyed or inaccessible.

Training products that lead to regulated or licensed outcomes may also have specific requirements to retain records. You should refer to the specific regulatory requirements relating to that training product to ensure compliance.

Third parties

The 2025 Standards indicate that third parties cannot use the organisation's (RTO's) branding. Does this apply to assessments, learning resources, forms and marketing materials?

It is critical that there is transparency for students in relation to the role of the RTO and the role of any third party in the delivery of their training and assessment. A third party cannot attempt to mislead VET students by marketing itself as the RTO. The RTO's branding must not be used to conceal the fact that a third party is involved in the delivery of services, nor should the student only be familiar with the third party's branding and not that of the RTO.

Transition of training products

Can you explain what 'in a timely manner' means (for transition of training products)?

Under the Compliance Requirements, '*a timely manner*' is used to recognise that the appropriate transition time will vary for different training products and students. This change is designed to minimise disruption for students and reduce administrative burden on providers.

This means providers will need to consider, and be able to justify, on a case-by-case basis the appropriate period for transitioning students to new training products. Considerations may include:

- meeting the needs and best interests of your students
- the expectations of industry
- your organisation's ability to adapt to the change
- the nature of the training product itself.

Is having the option to choose whether you use a superseded or new unit in a qualification something that could be considered?

From 1 July 2025, providers are not allowed to substitute units within a qualification. Qualifications must be delivered per the training package rules.

Prepaid fee protection measures

Do the prepaid fee protection measures extend to employers that pay for training on behalf of their staff?

The protection of prepaid fees has not been expanded to include employers. The wording 'on behalf of' refers to circumstances such as a parent or spouse paying on the student's behalf. Prepaid fees collected from an employer on behalf of its staff do not need to be protected under this requirement as they will be covered by terms under the commercial agreement or contract.

Fit and Proper Person Requirements

Do the Fit and Proper Person Requirements only apply to governing persons?

It is important that providers recognise the Fit and Proper Person Requirements (FPPRs) as a positive obligation requiring active and ongoing education and monitoring of staff involved in VET delivery. **Governing person** is a defined term in the instrument and means any person responsible for overseeing, directing, or exercising a degree of control or influence over the management or operation of an RTO, including executive officers and high managerial agents. Providers must ensure that all of its governing persons submit Fit and Proper Person Declarations to ASQA.

Credential Policy

Is it correct that after 1 July 2025, a trainer that holds TAE40110 Certificate IV in Training and Assessment is no longer required to also hold TAELLN411 and TAEASS502?

Yes. From 1 July 2025 individuals that hold the 2010 version of the Certificate IV in Training and Assessment (TAE40110) will be able to deliver training and assessment without being mandated to also hold the two additional units of competency in addressing adult language, literacy and numeracy skills and designing and developing assessment tools. Regardless, as always, it remains critical that providers ensure their trainers and assessors have the competencies, skills and knowledge relevant to the training product/s they are delivering.

Does a fully qualified trainer and assessor that is providing direction (for example, to an industry expert) also need to have industry competence and currency?

Yes. It is critical that trainers and assessors (and any experts engaged to support trainers and assessors) have current industry competencies, skills and knowledge relevant to the training product. Where industry experts are involved in training and assessment, the trainer and/or assessor they are working under the direction of must be fully qualified, meet the thresholds required by the Standards and be responsible for making the assessment judgement.

It is important that the credential policy be read in conjunction with Standards 3.2 and 3.3, specifically 3.3 performance indicator 2 (c) (ii) which states that:

‘An NVR registered training organisation demonstrates: it has a system in place for ensuring:

- iii. 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’.*

Further, the trainer and assessor providing direction must meet Standard 3.3 (a) (i):

‘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;’*

A provider engaging an industry expert to work under the direction of a person that does not meet the requirements of Standard 3.3, would not be meeting that Standard.

Can a person working under direction make assessment judgements?

A person working under direction is not permitted to make assessment judgements (per Standard 3.2 (2) (b)).

Under the instrument, **assessment judgement** means the determination of whether competency has been achieved by a VET student. A person working under direction, such as an industry expert or an individual working towards a training and assessment credential:

- must 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
- may help collect assessment evidence, however this evidence must be handed to a fully qualified assessor to make the assessment judgement.

Where to find more information

Legislative Instruments, Credential Policy and Policy Guidance

- Outcome Standards – <https://www.legislation.gov.au/F2025L00354/asmade/text>
- Compliance Standards (Requirements) – <https://www.legislation.gov.au/F2025L00355/asmade/text>
- Credential Policy – <https://training.gov.au/resources>.
- DEWR Policy Guidance - <https://www.dewr.gov.au/revisions-standards-registered-training-organisations/resources/outcome-standards-policy-guidance>

2025 Standards resources on ASQA's website

- Practice Guides – <https://www.asqa.gov.au/how-we-regulate/revised-standards-rtos/practice-guides>
- Podcast - ASQAcast | Revised Standards
 - <https://www.asqa.gov.au/guidance-resources/resources-providers/podcasts-asqacast>
 - https://www.youtube.com/watch?v=5qw7_DZrTwg.

Other Useful Resources and Contacts

- ASQA Info Line – phone 1300 701 801
- VET Tip Off Line
 - <https://asqaportal.asqa.gov.au/Make-a-Report/?from=tip-off>
 - Phone 1300 644 844 (or + 61 25933 2022 outside Australia)
- Department of Employment and Workplace Relations: <https://www.dewr.gov.au/standards-for-rtos>
- Department of Education: www.education.gov.au
- NCVER news: www.ncver.edu.au/subscription
- PRISMS: www.prisms.education.gov.au
- National Register: www.training.gov.au.