

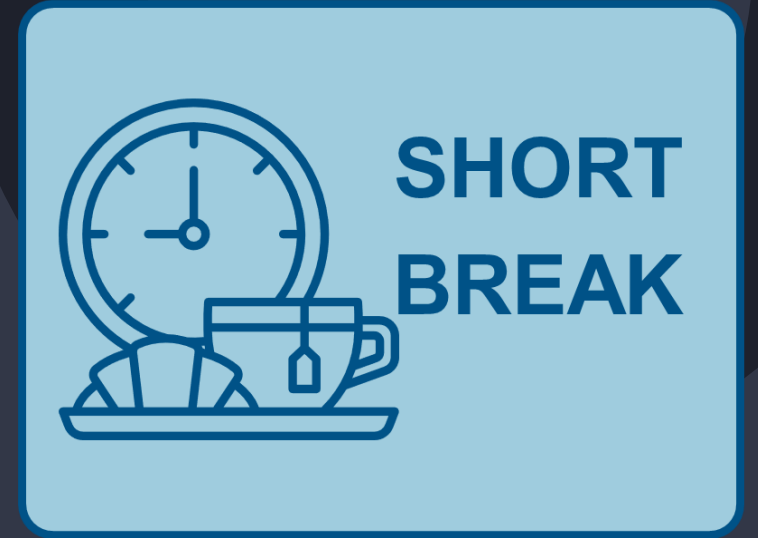


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Sector Workshop





Acknowledgement of Country



Workshop topics

- ~ Opening address
- ~ Our revised regulatory approach
- ~ Insights into 2025 Standards so far
- ~ Ask us anything panel
- ~ Draft principles for responsible use of Artificial Intelligence in VET

Ask ASQA



 **Workshop Overview**

- Practical insights into the 2025 Standards
- A clearer understanding of how providers are using Artificial Intelligence
- A forward look at ASQA's regulatory focus for the next 12 months

Do you have a question?

- Use the QR code below throughout today's workshop to ask us anything!
- We will do our best to answer your questions at the end of today's workshop.



<https://surveys.asqa.gov.au/n/Vaxt64B>

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Opening address

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ASQA's
implementation
of the 2025
Standards
so far...



Our vision for Australia's VET sector



ASQA's role is to enable this vision through **smart, proportionate, risk-based regulation** that **supports quality** while **protecting integrity**.



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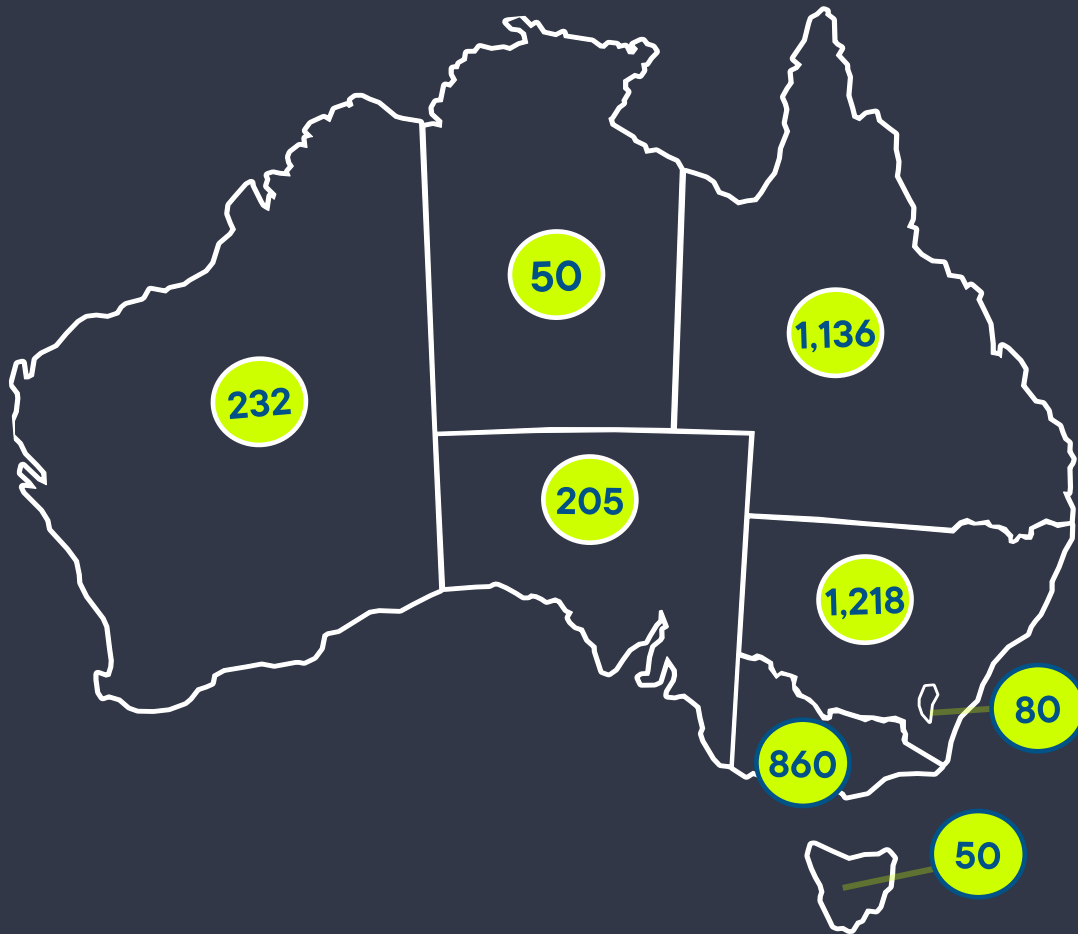
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What have we been up to?

~



ASQA regulates...



3,831 providers
delivering VET to over 5 million
students per year

- **2,787 domestic only**
- **666 domestic + international**
- **292 VET + ELICOS**
- **86 ELICOS-only**

Quality

307

**Registration
Renewals**

89

**Performance
Assessments**

1,033

**Changes to
Scope**

But how many
met the mark?



**62%
compliance
rate**



Data is for period 1 July 2025 – 30 January 2026

Integrity



7,200

Tip-offs
since Oct 2023

212

Serious matters
under investigation

330

Monitoring activities
since 1 July 2025

36,000 +

Qualification cancellations
since Dec 2024

ASQA Campaigns

**Academic
integrity**

**Student work
placements**

**Early Childhood
Education and
Care**

**High risk
work**

**Marketing, recruitment
and delivery of
international
education**

**Non-genuine
providers**

**Recognition
of prior
learning**

**Shortened
course
duration**

Aviation



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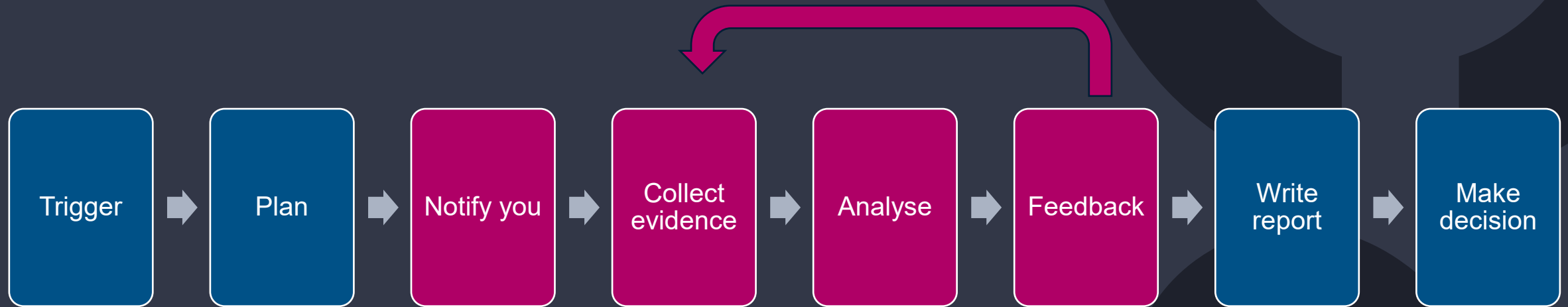
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Our revised regulatory approach

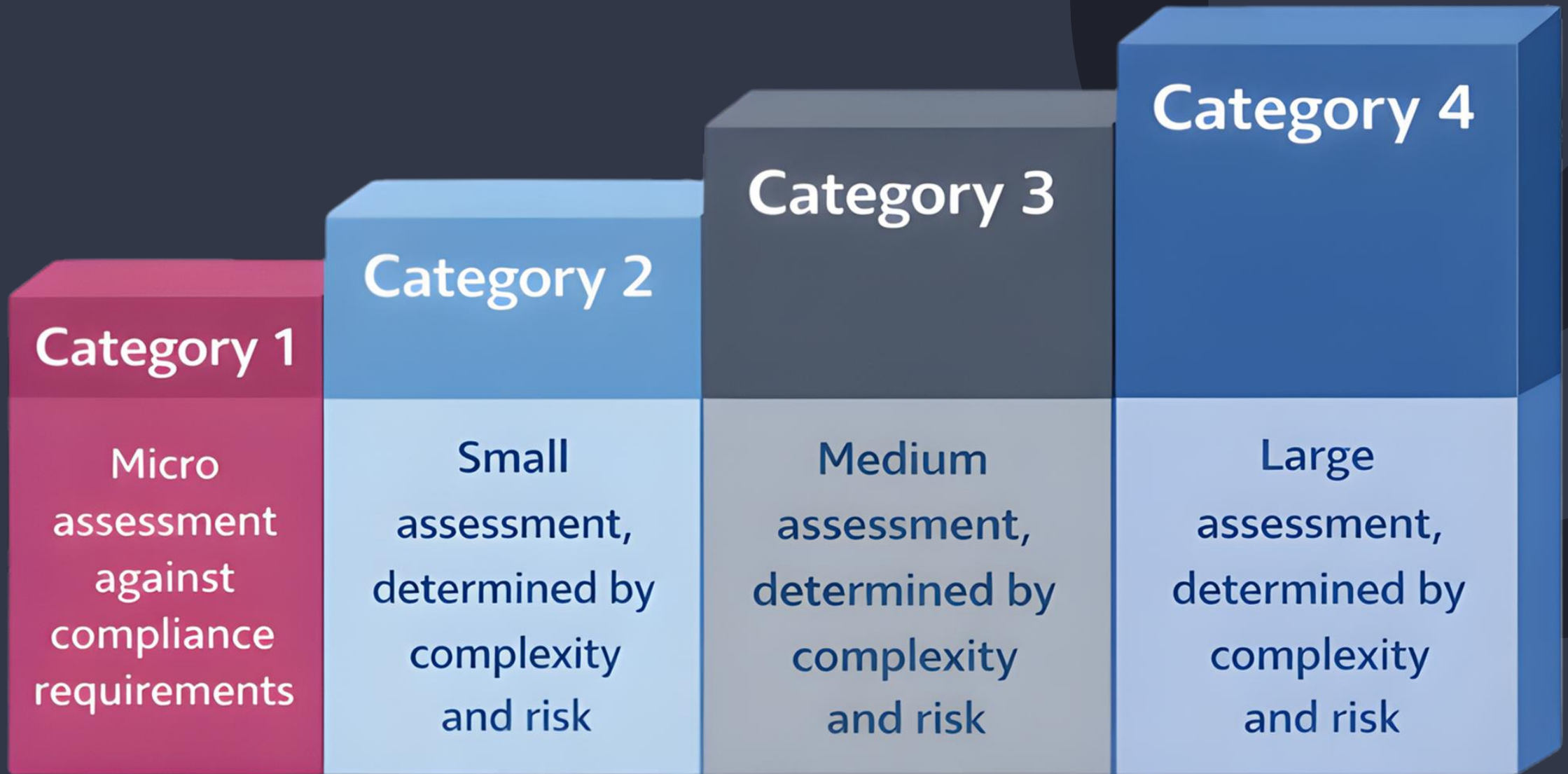
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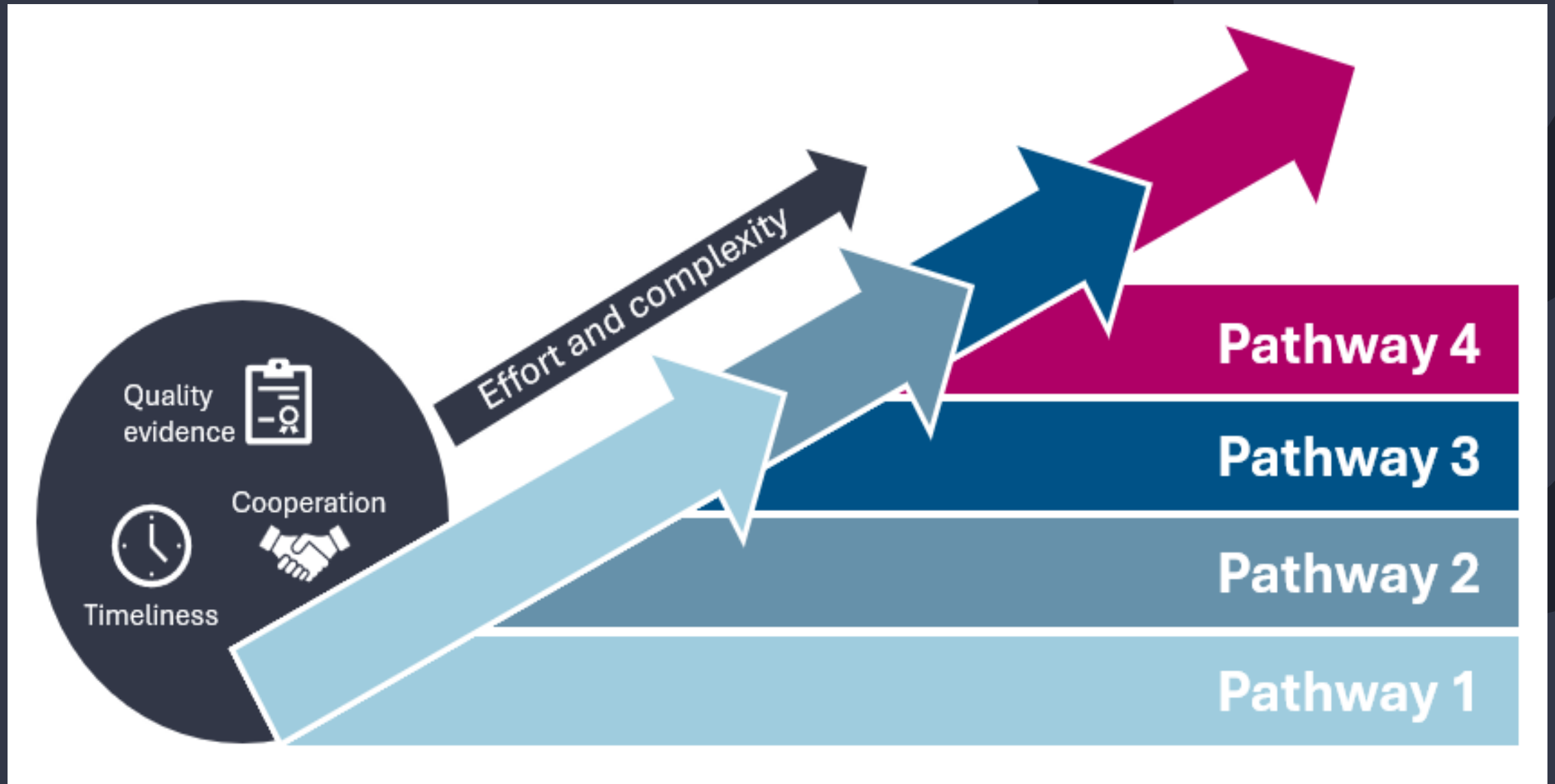
Our revised assessment approach is now in place...



Performance Assessments



Our Compliance Resolution





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2025 Standards Insights



What's going well



1

Outcome Standard 2.6

The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs

2

Outcome Standard 2.3

VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product

3

Clause 7 Compliance Requirements

Guarantees and inducements

4

Outcome Standard 3.2 / Credential Policy

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

Top 4 areas of concern

Assessed Risk

Poor quality assessment systems or practices

Seen
76%
of the time

Poor quality training

Seen
63%
of the time

Poor quality continuous improvement

Seen
57%
of the time

Unsuitable or unqualified trainers and assessors

Seen
56%
of the time

Outcome Standard

Outcome Standard 1.4

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

Outcome Standard 1.1

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

Outcome Standard 4.4

An NVR RTO undertakes systematic monitoring and evaluation of the organisation to support quality delivery and the continuous improvement of services

Outcome Standard 3.3

Training and assessment is delivered by persons with current industry skills and knowledge relevant to the training product

Poor quality assessment systems or practices

Examples we are seeing:

- Unfair assessment systems and practice
- Assessment tasks, methods and tools not aligning to the required skills and knowledge
- Assessment methods are unreliable



Poor quality assessment systems or practices

- ✓ **Context matters** – Use tools tailored to your student cohort
- ✓ **Keep it clean** – Don't make adjustments that weaken assessment integrity
- ✓ **See it to assess it** – Observe students on placement when required
- ✓ **Stay consistent** – Ensure assessors apply assessment criteria the same way
- ✓ **Protect the process** – Maintain strong systems to prevent & detect cheating



Reminder

Your assessment system isn't just the assessment tools – it also includes the policies, procedures and supporting documents that guide how assessment is conducted.



Tip

A mapping guide or matrix might assist in demonstrating how an assessment instrument meets all requirements of a unit of competency.



Caution

Mandated licence assessment tools alone may not fully meet the requirements of the unit of competency.

Poor quality training

Examples we are seeing:

- Training product requirements not being met
- Training is not appropriate for the student cohort
- Training does not reflect current industry practices
- Unsuitable training structure or pace



Poor quality training

- ✓ **Know your students** – Design training that reflects the cohorts' skills and needs
- ✓ **Don't cut it short** – Provide enough learning time to meet AQF expectations
- ✓ **Meet the industry mark** – Align training with current industry need and practice
- ✓ **Get online delivery right** – Only use online delivery where it genuinely achieves quality
- ✓ **Improve every round** – Review cohorts and continuously strengthen your training design



Reminder

Although a document named a *Training and Assessment Strategy* is no longer mandated, your approach to training delivery and assessment must still be clearly documented.



Tip

There is no single formula to determine appropriate course duration. Professional judgement and a reasoned approach is what you need to show.



Caution

Take care to review purchased resources to ensure they cover all unit requirements and are properly contextualised to your cohort.

Poor quality continuous improvement

Examples we are seeing:

- Unsuitable monitoring and evaluation systems
- Inadequate monitoring and management of third parties
- Inadequate evidence of continuous improvement actions
- Not using feedback, complaints and appeals to inform continuous improvement



Poor quality continuous improvement

- ✓ **Know the rules** – Understand your legislative and regulatory obligations, and how to apply them!
- ✓ **Make self-assurance a habit** – Use systemised monitoring year-round, not just when ASQA is coming.
- ✓ **Capture & act** – Document improvements and follow through
- ✓ **Improve everywhere** – Look for continuous improvement opportunities across all parts of your operations
- ✓ **Hear every voice** – Use multiple feedback channels and data sources



Reminder

Update your self assurance tools when legislative changes occur.



Tip

Generic templates miss important details, so tailor your review processes to fit *your* operations.



Caution

Using only a single data set or feedback channel can give a false sense of security and narrow perspective.

Unsuitable or unqualified trainers and assessors

Examples we are seeing:

- Unsuitable or unqualified trainers and assessors
- Inadequate systems for verifying trainer and assessor competencies
- Lack of staff professional development
- Lack of adequate supervision for those working under direction



Unsuitable or unqualified trainers and assessors

- ✓ **Know your boundaries** – Only deliver and assess units when you hold the right industry competencies, skills and knowledge
- ✓ **Keep skills fresh** – Stay up to date with current industry practices – no outdated training!
- ✓ **Review competencies regularly** – Reassess trainer and assessor competencies beyond onboarding to ensure ongoing relevance.
- ✓ **Do your due diligence on industry experts** – Check industry experts are suitable, work alongside qualified trainers, and record their involvement.



Reminder

Professional development applies to trainers and assessors employed *or* contracted by the organisation *and* those engaged by a third party.



Tip

A matrix is one way to map trainer / assessor competencies against training product requirements. Back this up with evidence like resumes, qualifications and PD record.



Caution

Industry currency varies by sector – fast changing fields like IT require more frequent engagement than traditional areas like marriage celebrancy.



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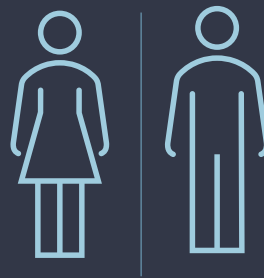
Ask us anything



Break



15 minutes



Artificial Intelligence (AI)



Understanding the responsible use of AI

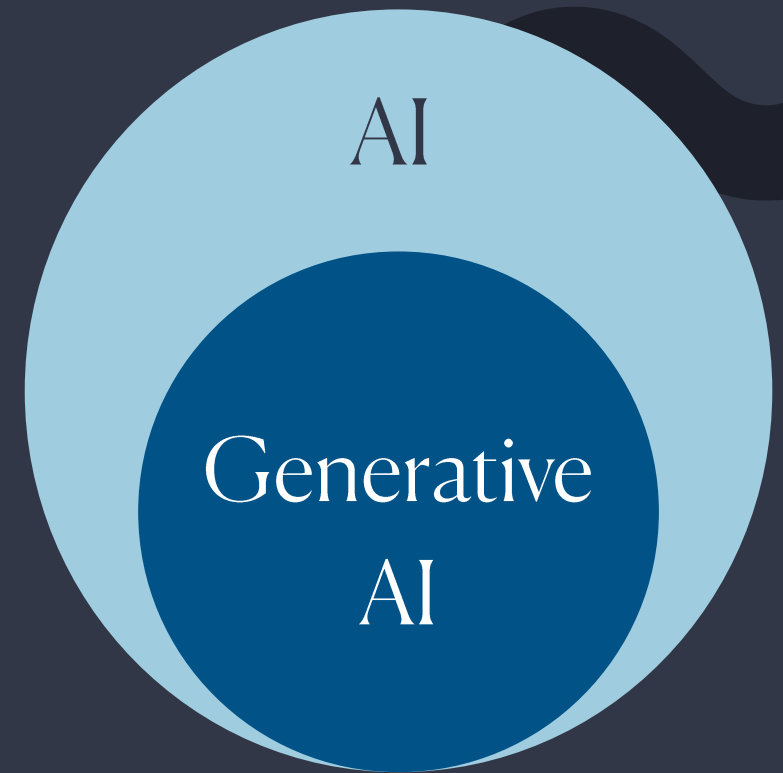
What is Artificial Intelligence (AI)?

AI

Field of computer science that creates systems capable of performing tasks that normally require human intelligence.

Generative AI

A type of AI that can create new content based on patterns it has learned from large amounts of existing information.





Risks

- Data privacy, security and transparency
- Bias, accuracy and content quality
- Academic integrity and assessment risks
- Capability, cost and technology-reliance challenges

VS



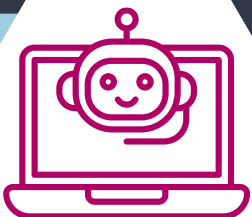
Opportunities

- Administrative efficiency and workflow improvements
- Curriculum, content and teaching enhancement
- Accessibility, inclusivity and student support
- Innovation i.e. immersive and engaging learning experiences

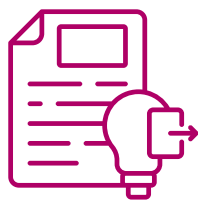
Examples of poor AI provider use or governance



Submitting Annual Declaration on Compliance responses that still contain visible AI prompts or drafting notes



Being unprepared for students using AI tools inappropriately or to cheat



Using AI to write up responses to address non-compliance that aren't contextualised to provider operations

Principle 1

AI systems and tools manage information securely and in accordance with existing privacy, data protection and record keeping obligations.



Description

AI is used lawfully and in accordance with privacy, security and data-handling obligations across all aspects of training delivery and support.



Most relevant quality area / Standards / Clause

Quality Area 4 - Governance (Standards 4.1 and 4.3)

Compliance Requirements - Clause 20

Principle 2

Human oversight and accountability is maintained in all AI-supported training and assessment activities, ensuring that decisions affecting students remain the responsibility of qualified trainers, assessors and staff.

Description



AI is used in ways that ensure qualified trainers, assessors and staff retain full responsibility for decisions, applying active human oversight and professional judgement to AI-supported activities.

Most relevant quality areas / Standards



Quality Area 1 - Training and assessment (Standard 1.4)

Quality Area 3 - VET workforce (Standards 3.2 and 3.3)

Quality Area 4 - Governance (Standard 4.2)

Principle 3

AI use does not undermine the quality and integrity of VET and is supported by strong governance.

Description



AI used in ways that protect the quality and integrity of VET through strong organisational governance, transparent processes and robust controls that ensure AI-enabled practices remain compliant and reliable.



Most relevant quality area / Standards / Clause

Quality Area 4 - Governance (Standard 4.1)

Compliance Requirements - Clause 9

Principle 4

AI use supports and enhances student equity, inclusivity, accessibility and wellbeing.



Description

AI supports and enhances equitable, inclusive and accessible learning experiences for all students, including those with diverse backgrounds, abilities, digital literacy levels and support needs.



Most relevant quality area / Standards

Quality Area 2 – VET student support (Standards 2.2-2.6)

Principle 5

AI use aligns with training product requirements, industry expectations and the needs of the relevant student cohort.

Description



AI is used deliberately and with clear purpose, strengthening the quality, integrity and industry relevance of VET delivery across training, assessment and student cohort.

Most relevant quality area / Standards



Quality Area 1 - Training and Assessment (Standards 1.1, 1.2 and 1.3)

Quality Area 2 - VET student support (Standard 2.2)

AI activity
time



Draft principles for the responsible use of AI*

*Principles subject to change



1 AI systems and tools manage information securely and in accordance with existing privacy, data protection and record keeping obligations.

2 Human oversight and accountability is maintained in all AI-supported training and assessment activities, ensuring that decisions affecting students remain the responsibility of qualified trainers, assessors and staff.

3 AI use does not undermine the quality or integrity of VET and is supported by strong governance.

4 AI use supports and enhances student equity, inclusivity, accessibility and wellbeing.

5 AI use aligns with training product requirements, industry expectations and the needs of the relevant student cohort.



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Ask us anything – part 2

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STAY UP TO DATE

Stay compliant with the
2025 Standards.

2025 Standards

- ✓ 2025 Standards for RTOs
<https://www.asqa.gov.au/rtos/2025-standards-rtos>



- ✓ Practice Guides on:
 - Outcome Standards for RTOs
 - Quality Area 1 - Training and Assessment
 - Quality Area 2 - VET Student Support
 - Quality Area 3 - VET Workforce
 - Quality Area 4 - Governance
 - Compliance Standards for RTOs
 - Credential Policy

<https://www.asqa.gov.au/rtos/2025-standards-rtos/practice-guides>



- ✓ Additional Resources
 - Videos and infographics
 - Frequently Asked Questions (FAQS)
 - Webinar
 - ASQA IQ
 - Workshops
 - Podcasts

<https://www.asqa.gov.au/rtos/2025-standards-rtos/additional-resources>



Regulatory Risk Priorities

- ✓ Risk priorities:
 - Academic integrity
 - Recognition of prior learning
 - Shortened course duration
 - Student work placement
 - Marketing, recruitment and delivery of international education
 - Non-genuine providers and bad-faith operators

<https://www.asqa.gov.au/how-we-regulate/risk-priorities>



STAY CONNECTED

We have various tools, resources and communication channels to help you keep up to date with the latest news and regulatory requirements.

Website - www.asqa.gov.au

- ✓ FAQs
- ✓ Forms
- ✓ Guides and case studies
- ✓ Webinars and podcasts

Social Media Channels

-  Australian Skills Quality Authority
-  @asqa.gov.au
-  Australian Skills Quality Authority

Newsletters


- ✓ ASQA IQ
- ✓ ASQA Update

Presentations

- ✓ Conferences
- ✓ Sector events

VET Tip-offs

-  <https://asqaportal.asqa.gov.au/Make-a-Report/?from=tip-off>

 1300 644 844 (within Australia)
+ 61 2 5933 2022 (outside Australia)

Other Useful Resources and Contacts

- ✓ The Department of Employment and Workplace Relations: <https://www.dewr.gov.au/>
- ✓ The Department of Education: <https://www.education.gov.au/>
- ✓ Tertiary Education Quality and Standards Agency: <https://www.teqsa.gov.au/>
- ✓ NCVET news: <https://ncver.edu.au/subscription>
- ✓ NINTI One: <https://www.nintione.com.au/first-nations-engagement-in-the-transition-to-net-zero/>

We also contact providers via email and SMS, so make sure your details on asqanet are up to date!

Your feedback matters



<https://surveys.asqa.gov.au/n/V5DtmpB>



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Thank you

For more information or to get in touch:



asqa.gov.au

LinkedIn

ASQA

Tip-off line: 1300 644 844



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