

VELG TRAINING eNews





READY TO ELEVATE YOUR TEACHING?

SHARPEN YOUR SKILLS AND DEEPEN LEARNER ENGAGEMENT

Join Tony Kirton and move beyond standard practices with two practical webinars designed for serious practitioners. Update your knowledge with the latest cognitive science research and learn which theories truly enhance learning.

[**CLICK HERE TO FIND OUT MORE**](#)



PICK INDIVIDUAL SESSIONS OR BUNDLE BOTH TO SAVE 15%!



GOVERNMENT-FUNDED VET ACTIVITY: JANUARY TO SEPTEMBER 2025 SNAPSHOT

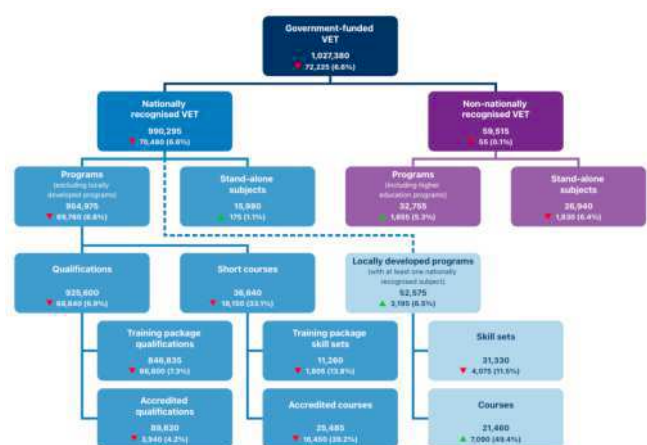
The National Centre for Vocational Education Research (NCVER) has released its report, [Government-funded students and courses – January to September 2025](#), providing an overview of government-funded VET activity. The data captures all Commonwealth and state or territory government-funded training and offers an early indication of participation trends across the sector in this period.

The report shows that 1,027,380 students undertook government-funded training during the period. This represents a decrease of 6.6 per cent compared with the same period in 2024. Student numbers decreased across all jurisdictions, with the exception of South Australia and Western Australia, which recorded modest increases.

Nationally, the majority of students undertook government-funded qualifications at TAFE institutes (511,325), compared with private RTOs (326,335).

Nationally recognised qualifications continued to account for the majority of activity, with 925,600 students enrolled. However, a decline of 6.9% was reported across most occupational groups and training packages generally, with most of

that seen at the Certificate III and IV levels. The Electrotechnology training package, experienced significant growth.



Source: NCVER, *Government-funded students and courses – January to September 2025*, pg. 4

Despite the decline, participation among several priority cohorts increased, including students with disability, Indigenous students and students still at school.

For or more specific details, you can read the full report [here](#).



CLICK FOR OUR AUDIO FORMAT



EDUCATION AGENTS AND COMMISSIONS: KEY ESOS CHANGES EXPLAINED

A recent [Department of Education Fact Sheet](#) outlines changes to the requirements relating to education agents and the payment of commissions under the [Education Services for Overseas Students \(ESOS\) framework](#).

These reforms are designed to strengthen transparency, integrity and confidence across Australia's international education sector by improving the transparency of all education agent activity and provider-agent interactions.

A key change is the replacement of the previous definition of "agent" with a broader, activity-based definition of "education agent". Under the new approach, any individual or entity—whether based in Australia or overseas—that recruits overseas students, provides enrolment advice or assistance, or otherwise deals with overseas or intending overseas students on behalf of a provider may be captured, unless they are a permanent full-time or part-time employee of that provider. Casual employees or contractors are included in the definition of education agent if they undertake any of the activities listed above. This shift reflects the reality that many agents operate without formal agreements and ensures all relevant activities are visible under the ESOS framework.

The reforms also introduce a formal definition of "education agent commission". Commissions now include both monetary

and non-monetary benefits provided in connection with recruiting or supporting overseas or intending overseas students. Where requested by the Secretary of the Department of Education, registered providers must supply information on commissions paid, including total amounts, non-monetary benefits, and the number of students recruited by each agent. These measures respond to concerns about escalating commission practices and aim to discourage arrangements that undermine student and sector integrity.

In addition, providers will have access to enhanced education agent information through PRISMS, including data on student transfers and commission reporting. This increased transparency supports more informed decision-making, helping providers identify ethical, high-quality agents and help weed out unscrupulous and poor performing education agents.

Read the [Fact Sheet](#) in full to understand the changes, including complete definitions, practical explanations and a comprehensive set of frequently asked questions.



CLICK FOR OUR AUDIO FORMAT

UPCOMING WEBINAR!

AUDIT CASE STUDIES MADE SIMPLE AND PRACTICAL

Join **Angela McGregor** on **April 13** for *From Audit to Approval: Case Studies Under the 2025 Standards*, a hands-on walkthrough of recent audits. Learn what worked, what didn't, and what regulators are really looking for.

This session will give you actionable takeaways you can use immediately — no guesswork, just clear guidance!

[CLICK HERE TO FIND OUT MORE](#)



Questions? Visit our website or call VELG for more information.

SAVE YOUR SPOT NOW!

EVIDENCE-BASED DESIGN FOR INTERACTIVE VIRTUAL LEARNING

Great content isn't enough. *Engaging Live Online: Session Design Fundamentals*, with **Denise Cox** on **March 25**, delivers strategies for virtual learning.

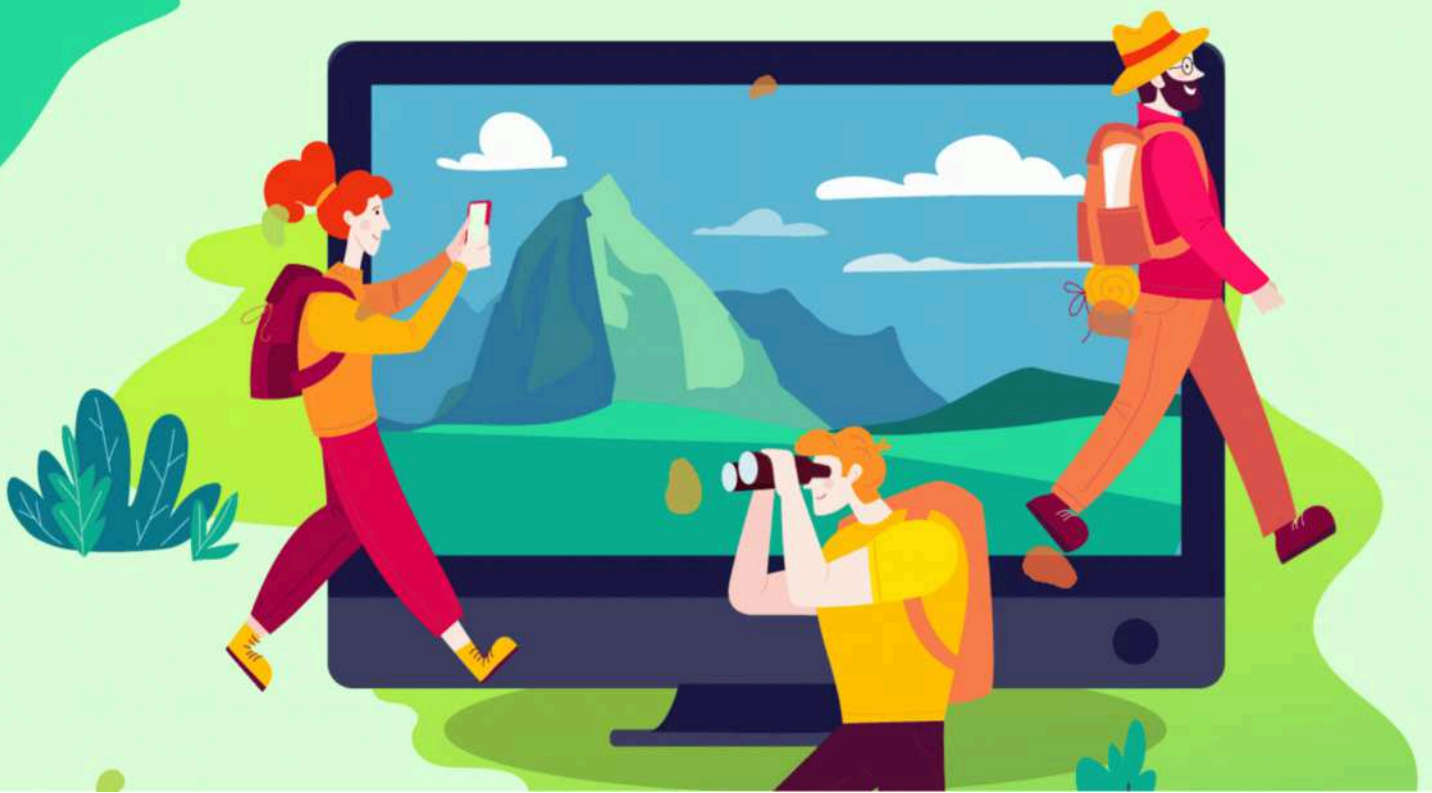
Design live sessions people actually want to attend!

[CLICK HERE TO FIND OUT MORE](#)



Questions? Visit our website or call VELG for more information.





WEBINAR EXPLORES SKILLS-FIRST APPROACH AND NATIONAL SKILLS TAXONOMY

On 5 November 2025, Jobs and Skills Australia (JSA) hosted a public webinar to mark the release of its discussion paper [Building a system that puts people and skills first](#), a significant milestone in the development of the National Skills Taxonomy (NST). The [webinar recording is now available](#) for viewing and provides an overview of the paper's purpose, key themes and the direction of future work.

The webinar outlined the case for a skills-first approach to Australia's education and workforce systems. It highlighted the need to reduce complexity created by fragmentation between vocational education, higher education and industry, and emphasised the importance of establishing a shared definition and common language for skills. The session also explored how the NST is intended to support more consistent skills recognition, improved workforce planning and clearer, more flexible career pathways.

The discussion paper examines the structural and systemic challenges within Australia's current skills system, including inconsistent recognition of prior learning, barriers to movement across sectors and jurisdictions, and difficulties aligning education and training outcomes with labour market needs. It proposes a shift towards a skills-first model that prioritises individuals' skills rather than how they were acquired. Central to this shift is a proposed national definition of "skill", designed to be inclusive, dynamic and applicable across sectors, and to support consistent interpretation and use.

The National Skills Taxonomy is intended to help users translate jobs, qualifications and experiences into skills. It is designed to support workforce planning and learning design, identify transferable skills and skill gaps, and operate alongside existing frameworks and datasets as a central source of skills intelligence. The paper also outlines next steps, including further stakeholder engagement, pilot testing and ongoing refinement of the taxonomy to ensure it remains relevant and fit for purpose.

Readers are encouraged to view the [webinar recording](#) for an overview of the discussion paper and to [access the full paper](#) to explore its analysis, proposed framework and discussion questions in detail.



CLICK FOR OUR AUDIO FORMAT

JOBS AND SKILLS COUNCILS & TRAINING PACKAGE NEWS

News Updates:



- [2026 Occupation Shortage List Stakeholder Survey](#)
- [Australian Labour Market for Migrants – January 2026](#)
- [Jobs and Skills Australia: Higher Education Outcomes webinar](#)
- [VET National Data Asset \(VNDA\)](#)
- [Webinar: National Skills Taxonomy discussion paper launch](#)
- [Read more](#) on the JSA's LinkedIn



News Updates:

- [BuildSkills Australia's Latest Workforce Plan 2025-26](#)
- [BuildSkills Australia – VET Workforce Study](#)
- [BuildSkills Welcomes New Industry Engagement Lead for the Water Sector](#)
- [Civil Construction Review](#)
- [Formwork Falsework Training Product Review](#)
- [Housing Workforce Capacity Study](#)
- [Insulation Installation & Inspection](#)
- [Minimum Australian Context Gap Training for Migrant Plumbers](#)
- [Urban Pest Management Review](#)
- [Read more](#) on BuildSkills' LinkedIn



News Updates:

- [Audiometry Qualification Review](#)
- [Earn While You Learn Research: Student Traineeship/Apprenticeship Survey](#)
- [EWYL Consultation Snapshot Report](#)
- [EWYL Lifecycle model](#)
- [Health Administration and Practice Management Qualification Review](#)
- [Impact of Occupational Shortage List and Apprenticeship Priority List changes](#)
- [We are hiring](#)
- [Read more](#) on HumanAbility's LinkedIn



News Updates:

- [BSB Training Package Update: Safe and Respectful Workplaces Unit of Competency](#)
- [Empowering VET leaders with the AI Governance & Adoption Starter Toolkit](#)
- [FSO Skills Accelerator-AI](#)
- [FSO Skills Accelerator – AI Newsletter – 4 February 2026](#)
- [FSO Future Skills News – 28 January 2026](#)
- [Uplift Digital Capability](#)
- [Read more](#) on the FSO's LinkedIn



News Updates:

- [Addressing Heavy Vehicle Driver Shortages](#)
- [Autonomous Train Operations Project](#)
- [Digital Skills Project Update – 9 Feb 2026](#)
- [Maritime Skills Pipeline Project](#)
- [Revalidation and Recognition of the Current Competence Model](#)
- [Skilling Heavy Vehicle Drivers and Licensing Update](#)
- [Stakeholder Engagement Survey 2026](#)
- [Read more](#) on Industry Skills' LinkedIn



News Updates:

- [Better Manufacturing Apprenticeship Outcomes](#)
- [Current Projects](#)
- [Make IT Manufacturing](#)
- [Manufacturing Workforce Plan 2025](#)
- [MSM: Precast Concrete Manufacturing Skills](#)
- [Read more](#) on MISA's LinkedIn



News Updates:

- [2025 Workforce Plan State & Territory Report – Tasmania](#)
- [ElevatED Roundtables for VET educators, RTO managers and industry leaders](#)
- [Foundation for Energy: Literacy and Numeracy for Energy Jobs](#)
- [Join Our Technical Advisory Groups](#)
- [UEE Full Training Product Review](#)
- [Read more](#) on Powering Skills' LinkedIn



News Updates:

- [Ag Trade Apprenticeship Project](#)
- [Furnishing Apprenticeship Guidance Project](#)
- [Mapping Licensing and Regulatory Considerations Project](#)
- [Retail Butchers and Smallgoods Project](#)
- [Rural Operations Project](#)
- [Textiles, Clothing and Footwear Skills Mapping Project](#)
- [Veterinary Nursing Review -In person/online sessions](#)
- [VET Workforce Project – Consultation](#)
- [Workforce Plan - Leading a safer, inclusive and resilient workforce consultation paper](#)
- [Read more](#) on Skills Insight's LinkedIn



News Updates:

- [Advance Driver Assistance Systems](#)
- [Certificate III in Automotive EV Technology](#)
- [Critical Control Management for Mine Site Supervisors and Managers](#)
- [Critical Control Management Insights Group Workshops – Perth](#)
- [Review of Drilling Operations Qualifications](#)
- [Read more](#) on AUSMASA's LinkedIn



News Updates:

- [Public Skills Australia – Workforce Insights Reports](#)
- [Review of Government Investigations Qualifications](#)
- [Review of Procurement and Contracting Qualifications](#)
- [Read more](#) on Public Skills' LinkedIn



News Updates:

- [Creative Workplaces Survey](#)
- [Review of Community Pharmacy Qualifications](#)
- [Review of CUA30320: Certificate III in Assistant Dancy Teaching](#)
- [Review of Culinary Qualifications](#)
- [Review of Hairdressing and Barbering Qualifications](#)
- [Review of SFL30115 Certificate III in Floristry](#)
- [Retail Qualifications Continuum Review](#)
- [Shape the Future of VET – Consultation Workshops](#)
- [Read more](#) on SACSA's LinkedIn



UPDATES FROM THE REGULATORS



Australian Government
Australian Skills Quality Authority

ASQA

Australian Skills Quality Authority
(ASQA)



WA.gov.au

Training Accreditation Council
(TAC)



Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

Tertiary Education Quality and
Standards Agency (TEQSA)



Victorian Registration &
Qualifications Authority

Victorian Registration & Qualifications
Authority (VRQA)

News Updates:

- [ASQA Cost Recovery Information Session](#)
- [2026 RTO and ESOS Obligations Planners](#)
- [ASQA IQ](#) – 19 December 2025
- [ASQA Update](#) – 10 December 2025
- [Prepare now: the 2026 Annual Declaration on Compliance](#)
- [Public consultation now open: ASQA fees and charges 2026-27](#)
- [Save the Date – 2026 ASQA Sector Workshops](#)

News Updates:

- [TAC Registration Standards 2025 Hub](#) - Updated 2 January 2026
- [TAC Update – Issue 114](#) – 23 January 2026

News Updates:

- [Key contacts at TEQSA \(for providers\)](#)
- [Gen AI Knowledge Hub](#)
- [Joint ASQA and TEQSA sector alert: Compliance concerns about early childhood education and training](#)
- [Student academic misconduct resources](#)
- [TEQSA e-News](#) – December 2025
- [TEQSA Masterclass – Contract cheating detection and deterrence](#)

News Updates:

- [2026 fees and charges](#)
- [Standards and guidelines for RTOs](#)
- [The new standards for RTOs](#)
- [VRQA e-News](#) – 1 December 2025

CLICK HERE FOR OTHER NEWS + OTHER MEDIA RELEASES

YOUR VET NEWSLETTERS AND PUBLICATIONS

NEWSLETTERS

- [AAIR Announcement](#)
- [ASQA IQ](#) - 19 December 2025
- [ASQA Update](#) – 10 December 2025
- [Community Education Australia](#) – 11 February 2026
- [FSO Future Skills News](#) – 28 January 2026
- [L&D Insights](#) – February 2026 Edition
- [Mining and Automotive Skills Alliance – The Journey](#) – January 2026
- [NCVER News – Edition #622](#) – 11 February 2026
- [Powering Skills Organisation – Energise Newsletter](#) – January 2026
- [Queensland Jobs and Skills Connect](#) – January 2026
- [TAC Update – Issue 114](#) – 23 January 2026
- [TAFE Directors Australia News](#) – 9 February 2026
- [TAFE Directors Australia News](#) – 2 February 2026
- [TEQSA e-News](#) – December 2025
- [VDC News - Edition 1](#) - 28 January 2026
- [VRQA e-News](#) – 1 December 2025

PUBLICATIONS

- [Australian industry outlook for 2026](#)
- [Australian Labour Market for Migrants](#) – January 2026
- [Better Manufacturing Apprenticeship Outcomes](#)
- [Bridging Skill Gaps for the Future: New Jobs Creation in the AI Age](#)
- [BuildSkills Australia – VET Workforce Study](#)
- [Building a system that puts people and skills first – Discussion paper](#)
- [Building an AI-ready public workforce: implications and strategies](#)
- [Commonwealth Bank – Our Approach to Adopting AI](#)
- [Employers' use and views of the VET system 2025](#)
- [Government-funded students and courses – January to September 2025](#)
- [International student course-hopping: university complicity and government inaction](#)
- [OECD Digital Education Outlook 2026](#)
- [Powering Skills Organisation - 2025 Workforce Plan State & Territory Report – Tasmania](#)
- [Pre-Budget Submission: Federal Budget 2026-27 Submissions](#)
- [Queensland Right Skills Strategy 2025-2028](#)
- [Skills Insight – Consultation paper – Leading a safer, inclusive and resilient workforce](#)
- [REOS December quarter 2025 results](#)
- [Victorina Skills Plan for 2025 into 2026](#)

CLICK HERE FOR AI NEWS AND TOOLS



UNLOCK ASSESSMENT EXCELLENCE!

LEARN FROM ASSESSMENT MASTER: MICHELLE CHARLTON

Step through the do's and don'ts of assessment tool design and validation, uncover common errors, and learn to create reliable, high-quality tools that prepare graduates for safe workplace performance.

[**CLICK HERE TO FIND OUT MORE**](#)

PICK YOUR SESSIONS OR BUNDLE ALL SIX