

VELG TRAINING eNews



Issue 54 | June 2026



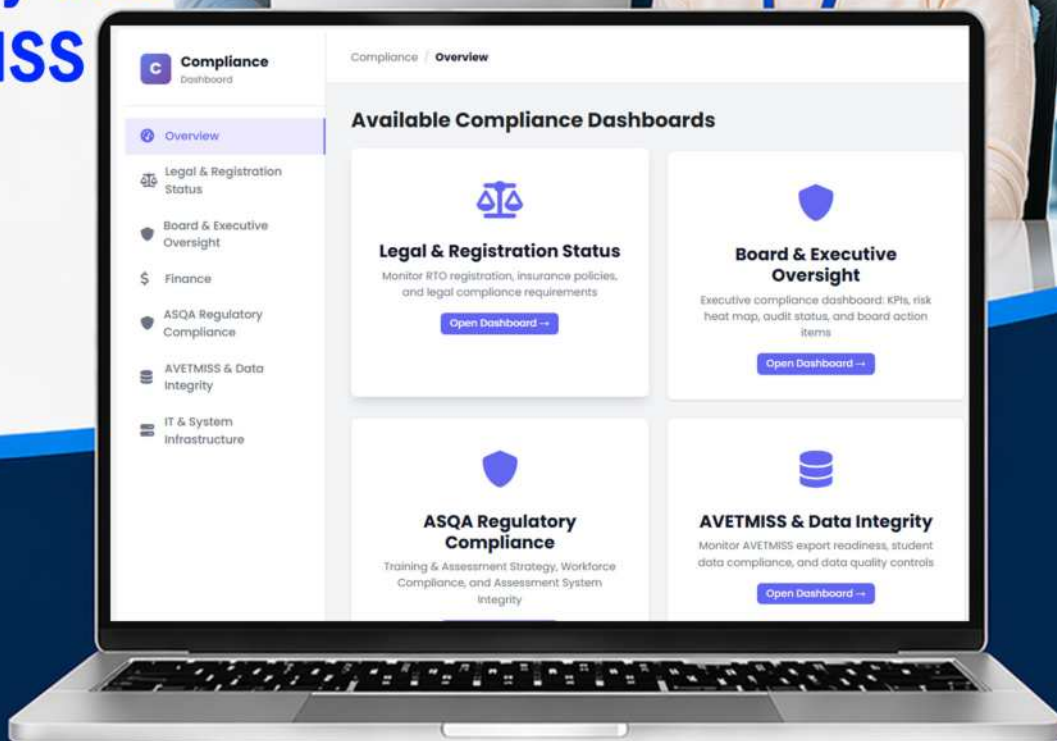
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The **Compliance First** Learning and Student Management System **Built to comply with** **ASQA, AVETMISS** **and CRICOS** **Compliance**

All-in-one platform
to manage your
entire RTO business.

Save time, stay compliant
and deliver exceptional
learning experiences.



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submission



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& ADMIN PORTALS**

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for seamless
management



**AUDIT EVIDENCE &
COMPLIANCE TOOLS**

Stay ASQA ready
with complete
audit trails



**ONLINE ASSESSMENTS
& ATTENDANCE**

Flexible assessments
with real-time
progress tracking



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CRM workflows



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platform, your
RTO identity



Introduction to **ReguLearn**

Getting Started
with **ReguLearn**



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TEMPORARY SUSPENSION PLACED ON NEW CRICOS APPLICATIONS TO ASQA

ASQA has advised that the Australian Government has introduced a [temporary suspension on certain new applications](#) under the *Education Services for Overseas Students Act 2000*.

The suspension applies to new applications for registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), as well as applications from existing CRICOS providers seeking to add new courses to their registration. This includes applications to register an ELICOS provider and to add an ELICOS course, unless an exemption applies. ASQA has confirmed the suspension commenced on 19 May 2026 and will remain in place for 12 months, until 19 May 2027.

The suspension does not apply to public providers, including government schools, registered VET providers owned or controlled by a state or territory, and Table A higher education providers. It also does not apply to applications from existing providers to add a delivery location for a course they are already registered on CRICOS to deliver, or to add a superseded non-equivalent course where the provider is already registered to deliver the superseded course.

ASQA has indicated that valid CRICOS applications lodged before 19 May 2026 will continue to be processed under existing arrangements. Non-exempt applications lodged during the suspension period will be withdrawn, with associated fees cancelled or refunded in line with existing processes.

The measure forms part of broader government action to strengthen integrity and quality in the international education sector. The [Department of Education's fact sheet](#) notes that there are already more than 900 VET providers registered on CRICOS, and that the number of VET providers registered to deliver to international students has increased by more than 35 per cent since 2021.

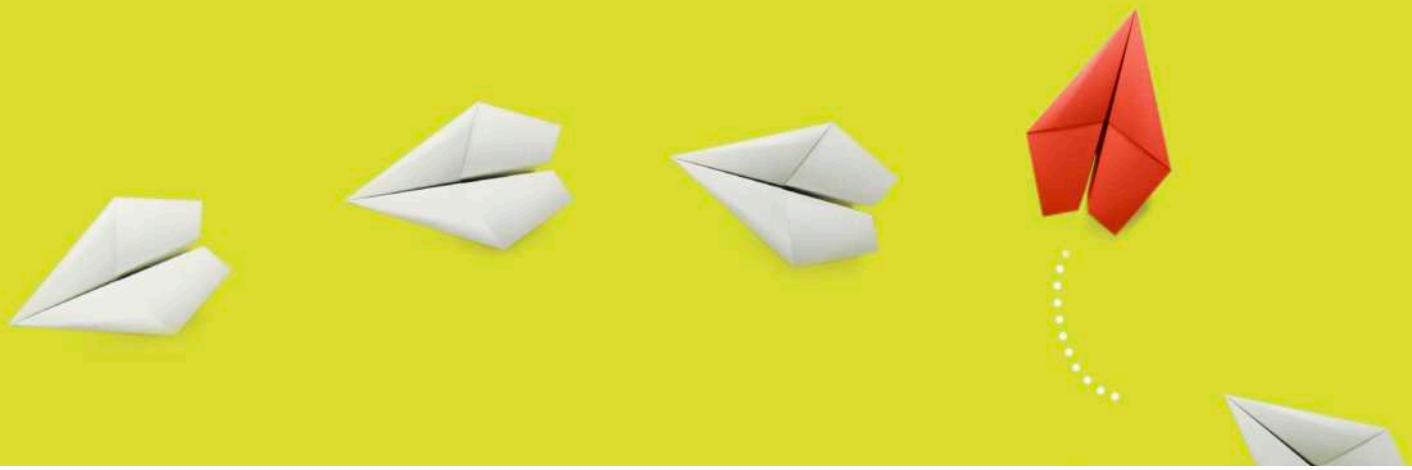
Existing and prospective CRICOS providers should review the suspension carefully, particularly where future growth plans include new CRICOS registration, course additions or ELICOS delivery.

Further information about the suspension is available in the Department of Education [fact sheet](#). Access the instrument [here](#) and the full media release from ASQA [here](#).

Should you have any further enquiries regarding the operation of the Suspension, please visit the [contact us page](#) on ASQA's website.



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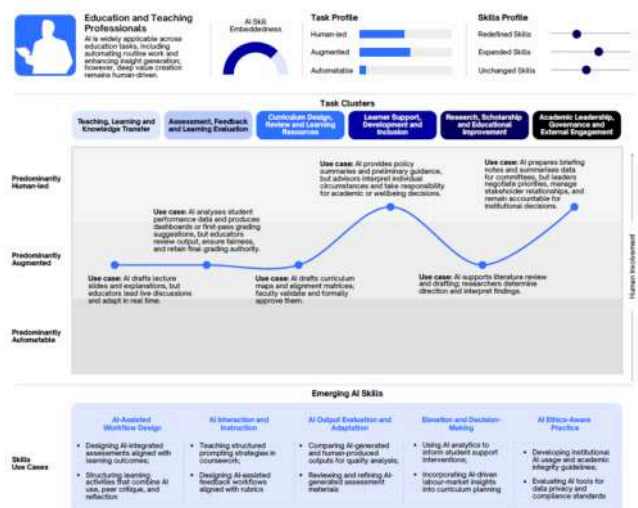


AI SKILLS REPORT HIGHLIGHTS CHANGING EXPECTATIONS FOR EDUCATION

A new report from the Digital Education Council, *AI Skills Opportunity Map: Preparing the Next Generation Workforce*, provides a detailed look at how artificial intelligence is reshaping work across 11 job families. The report examines where AI is likely to automate tasks, where it will augment professional work, and where human judgement, accountability and expertise remain central.

For the VET sector, the findings are particularly relevant because Education and Teaching Professionals are identified as one of the job families with the highest level of AI skill embeddedness. This means AI has strong potential to support many everyday education tasks, especially those involving information processing, drafting, analysis and review. The Digital Education Council also identifies education, business and management roles as areas where AI could support the majority of daily tasks.

The report does not suggest that educators will be replaced by AI. Instead, it points to a shift in professional practice. AI can assist with drafting learning materials, generating curriculum maps, summarising student performance data, producing first-pass feedback, and supporting literature reviews. However, educators remain responsible for pedagogical judgement, learner engagement, fairness, inclusion, assessment decisions and academic or training integrity.



Source: *AI Skills Opportunity Map: Preparing the Next Generation Workforce*, pg. 39

The report also includes a set of action guides for higher education, tailored to leaders, administrators, faculty and educators, and students.

For RTOs, the report reinforces the importance of building AI capability in a structured way. The opportunity is not simply to use AI for faster outputs, but to strengthen workforce capability, learning design, assessment integrity and professional judgement in an increasingly AI-enabled training environment.

To explore the report and action guides, click [here](#).



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GOLD COAST | 29 - 30 OCTOBER 2026

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UPCOMING WEBINAR!

CLUSTERING WITH PURPOSE WEBINAR | 15 JULY

Want to cluster units more effectively without compromising assessment quality? Discover practical strategies to identify meaningful overlaps and design clustering that works with purpose.

Learn smarter ways to streamline evidence collection, reduce unnecessary repetition, and maintain assessment integrity.

Ready to make assessment more efficient and effective?

Click the button to find out more!

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REPORT EXAMINES CULTURALLY RESPONSIVE TRAINING FOR FIRST NATIONS LEARNERS

Strengthening VET outcomes for Aboriginal and Torres Strait Islander learners is the focus of a new NCVER report. *Place-based and culturally responsive VET for Aboriginal and Torres Strait Islander learners* explores how training can be more closely connected to culture, community and Country.

Drawing on case studies from Aboriginal-led training organisations, the research found that culturally responsive training is about more than changing how training is delivered. It involves creating culturally safe learning environments built on trust, respect and strong relationships. It also means recognising learners' lived experiences, including experiences of trauma, racism and grief.

The report also explains that place-based approaches are not only about where training takes place. They are also about helping learners feel a sense of belonging, cultural safety and connection to their community.

The findings point to several examples of good practice. These include employing and developing Aboriginal staff, tailoring training to meet individual and community needs, and working with local employers and organisations to support employment

pathways. Learners involved in the case studies reported benefits such as improved confidence, stronger cultural identity, increased wellbeing, and greater connection to employment and further study.

The report also identifies ongoing challenges for providers. These include sustainable funding, staffing, and the cost and complexity of delivering training in remote areas. Recruiting and retaining Aboriginal staff was also highlighted as a significant issue.

Importantly, the report notes that there is no "one size fits all" model for culturally responsive or place-based training. Instead, approaches need to be locally informed, relationship-based and responsive to community needs.

For the VET sector, the findings reinforce the importance of culturally safe practice, learner-centred support and strong community partnerships in achieving meaningful learner outcomes.

To explore the full report, click [here](#).



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JOBS AND SKILLS COUNCILS & TRAINING PACKAGE NEWS

News Updates:

- [Global labour markets cool but hold steady](#)
- [International Labour Market Update – May 2026](#)
- [New data reveals a fuller picture of hiring across Australia](#)
- [REOS Spotlight – Shifting Employer Sentiment](#)
- [Rising costs and fuel disruptions shift employer sentiment in early 2026](#)
- [Total New Vacancies](#)
- [Read more](#) on the JSA's LinkedIn



Australian Government



Jobs and Skills Australia



BuildSkills
Australia

News Updates:

- [BuildSkills Australia Events](#)
- [Civil Construction Review](#)
- [VET Workforce Study](#)
- [Read more](#) on BuildSkills' LinkedIn



Industry Skills
Australia

News Updates:

- [Diversity and Inclusion Survey](#)
- [Examining Earn While You Learn Promising Models – Consultation Snapshot Report](#)
- [Increasing Diversity across Transport Supply Chain Industries](#)
- [ISA Engages Industry at IFCBAA National Conference in Hobart](#)
- [ISS Facilities Site Visit](#)
- [Waste Transport Sector Forum \(Online\)](#)
- [Read more](#) on Industry Skills' LinkedIn



FUTURE SKILLS
ORGANISATION
Finance Technology Business

News Updates:

- [A global-local approach to AI literacy: Insights from a Digital Education Council and Bendigo Kangan Institute pilot](#)
- [FSO Future Skills News – 28 April 2026](#)
- [FSO Skills Accelerator – AI: AI in Practice – Technology Webinar](#)
- [Read more](#) on the FSO's LinkedIn



HumanAbility

News Updates:

- [Early Childhood Education and Care Qualification Review](#)
- [HLT Health Services Assistance Qualification Review](#)
- [HumanAbility Newsletter – 2 June 2026](#)
- [Traineeships in Aged Care and Disability: What the industry told us](#)
- [Read more](#) on HumanAbility's LinkedIn



News Updates:

- [Australia's Food Manufacturing Capability & Future Needs Project – Tender](#)
- [Best Practice Case Studies – Kwinana Industries Council](#)
- [Manufacturing Workforce Plan 2025](#)
- [PMB: Polymer Technician and Processing](#)
- [Read more](#) on MISA's LinkedIn



News Updates:

- [Correctional Services Training Implementation \(Phase 2\)](#)
- [Correctional Services Training: Good Practice Forums](#)
- [Public Skills Australia – Workforce Insights Reports](#)
- [PSP Public Sector Training Package – Government Investigations Consultation](#)
- [PSP Public Sector Training Package – Procurement Consultation](#)
- [Read more](#) on Public Skills' LinkedIn



News Updates:

- [Apply to our Tourism Strategic Workforce Advisory Group](#)
- [April 2026 Policy and Reports Update](#)
- [Hairdressing Futures: Addressing Workforce Shortages](#)
- [May 2026 Policy and Reports Update](#)
- [Update of Beauty Qualifications – Industry Feedback Survey](#)
- [The Latest](#) – May 2026
- [Read more](#) on SACSA's LinkedIn



News Updates:

- [2026 Workforce Insights Report – Workforces in Transition](#)
- [AUSMASA Sundowner: Progress in Partnership](#)
- [Driving industry conversations – webinar series](#)
- [Feedback for the review of AUR32721 Cert III in Automotive Electric Vehicle Technology](#)
- [The Journey Newsletter](#) – May 2026
- [Training Product Manager](#)
- [Read more](#) on AUSMASA's LinkedIn



News Updates:

- [Clean Energy Job Ready](#)
- [Draft Training Product – Initial Feedback](#)
- [Energise Newsletter](#) – May Edition 2026
- [Insights Update](#) – 25 May 2026
- [PSO VET Blueprint – IgnitED](#)
- [UEE Full Training Product Review](#)
- [Read more](#) on Powering Skills' LinkedIn



News Updates:

- [Essential Meat Processing Skills Project](#)
- [Furnishing Apprenticeship Guidance Project](#)
- [Improved Training Pathways in Racing and Breeding](#)
- [Resources](#)
- [Rural Operations Project](#)
- [Tree Allocation Partnerships Project](#)
- [Update: Landscaping Skills Review](#)
- [Read more](#) on Skills Insight's LinkedIn



UPDATES FROM THE REGULATORS



Australian Government
Australian Skills Quality Authority

ASQA

Australian Skills Quality Authority
(ASQA)

News Updates:

- [ASQA IQ](#) – 23 April 2026
- [ASQA Update](#) – 23 February 2026
- [Apply for a transition extension](#)
- [Current and expired transition extensions](#)
- [How to transition](#)
- [Tribunal decision affirms cancellation of Gills College qualifications](#)
- [When training products change](#)
- [Read more](#) on the ASQA LinkedIn



WA.gov.au

Training Accreditation Council
(TAC)

News Updates:

- [TAC Registration Standards 2025 Hub](#) - Updated 2 January 2026
- [TAC 2026 Roadshows](#)
- [TAC Update – Issue 118](#) – May 2026
- [TAC Special Bulletin](#)



Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

Tertiary Education Quality and
Standards Agency (TEQSA)

News Updates:

- [Academic integrity toolkit](#)
- [Blocked illegal cheating websites](#)
- [Professor Elizabeth More, AM, FAICD, honoured](#)
- [TEQSA eNews](#) – May 2026
- [Read more](#) on the TEQSA LinkedIn



Victorian Registration &
Qualifications Authority

Victorian Registration & Qualifications
Authority (VRQA)

News Updates:

- [2026 Victorian Training Awards](#)
- [Consultation extended to 5 June](#)
- [Free and confidential counselling for apprentices and trainees](#)
- [Have your say on our updated guidelines](#)
- [VRQA e-News](#) – 23 March 2026

CLICK HERE FOR OTHER NEWS + OTHER MEDIA RELEASES

YOUR VET NEWSLETTERS AND PUBLICATIONS

NEWSLETTERS

- [AAIR Announcement](#) – May 2026
- [ASQA IQ](#) - 23 April 2026
- [ASQA Update](#) – 23 February 2026
- [Community Education Australia](#) – June 2026
- [FSO Future Skills News](#) – 28 April 2026
- [HumanAbility Newsletter](#) – 2 June 2026
- [Manufacturing Matters](#) – April 2026
- [Mining and Automotive Skills Alliance - The Journey](#) - May 2026
- [National AI Centre – Issue 22](#) – 28 May 2026
- [NCVER Data Support Bulletin](#) – April 2026
- [NCVER News – Edition #629](#) – June 2026
- [Powering Skills Australia = Engergise Newsletter](#) – May 2026
- [Service and Creative Sills Australia – The Latest](#) – May 2026
- [SkillsAware Newsletter](#) - June 2026
- [TAC Update – Issue 118](#) – May 2026
- [TAFE Directors Australia News](#) – 1 June 2026
- [TAFE Directors Australia News](#) – 25 May 2026
- [TEQSA e-News](#) – 30 April 2026
- [VDC News – Edition 8](#) – 20 May 2026
- [VRQA e-News](#) – 23 March 2026
- [WorldSkills Australia – Skill News](#) – May 2026

PUBLICATIONS

- [2025 Skills in Demand \(SID\) Report](#)
- [2026 EUDCAUSE Horizon Report: Teaching and Learning Edition](#)
- [Australia needs to turn around declining apprenticeship and traineeship commencements. Fast.](#)
- [Enabling programs in Australian higher education](#)
- [Energy vampires: the AI data centres draining Australia](#)
- [Forces at work: adult learning and the Australian labour market](#)
- [Free TAFE](#)
- [Generative AI use and misuse call for assessment reform in higher education](#)
- [Industry Engagement Toolkit – First Nations Bespoe Qualification Project](#)
- [Overloaded: Australia's university class size crisis](#)
- [Place-based and culturally responsive VET for Aboriginal and Torres Strait Islander learners](#)
- [Productivity and Skills – Exploring their unique relationship in the energy sector](#)
- [Regional Education Commissioner Annual Report 2025](#)
- [Shifting Employer Sentiment](#)
- [Towards a financially inclusive higher education system](#)
- [Vacancy Report – April 2026 – Jobs and Skills Australia](#)

CLICK HERE FOR AI NEWS AND TOOLS



THANK YOU FOR THE LAST 10 YEARS!

We are celebrating once again with a very big **THANK YOU** to our members who have been with us for more than a decade!

Individuals this quarter who have held Membership with Velg Training for 10+ Years

Jane Waddleton

Kerrie Undery

Robert McGowan

Organisations this quarter who have held Membership with Velg Training for 10+ Years

Complete
Property Training

Innisfail State
College

Queensford College

SERO Institute

Taminmin College

WesTrac Institute



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