VET Student Transition Procedure

Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to providing high-quality training and assessment, ensuring students are enrolled in current training products that align with the existing skill needs of the relevant industry.

(2) To best meet the needs of students and industry, the University will stay informed about updates to training products as outlined in the relevant training package of vocational education and training (VET)-accredited course. This ensures that current Australian Qualifications Framework (AQF) qualifications and units are delivered.

(3) The National Register of Vocational Education and Training at training.gov.au lists all registered VET training products.

Section 2 - Purpose

(4) This procedure outlines the University's regulatory obligations and processes for managing the transition of students enrolled in training products (courses) that are superseded or removed (not superseded) from the University's scope of registration on training.gov.au.

(5) This procedure should be read in conjunction with the VET Course Registration Procedure.

Section 3 - Scope

(6) This procedure applies to all students enrolled in superseded or discontinued VET qualifications (courses), units, and skill sets on the University's scope of registration, including those delivered by third-party providers. This procedure also applies to CDU-developed Vocational Training Programs (VTPs).

(7) The procedure does not apply to students enrolled in higher education coursework courses, higher degrees by research, non-award courses, or non-accredited courses.

Section 4 - Procedure

Monitoring VET training product transitions

(8) VET courses, units and skill sets are based on nationally endorsed training packages and accredited courses. VET delivery teams and the University must plan, resource and deliver these products in accordance with the mandated requirements specified in the training package and accredited course rules.

(9) Changes to VET courses, units and skill sets are determined by the Jobs and Skills Councils (JSCs), which make adjustments to VET courses and units to align with current industry trends and requirements.

(10) When a VET course, unit or skills set is superseded, the JSC determines whether the changes are 'equivalent' or

‘not equivalent’ to the previous course or unit. The process applied to students enrolled in superseded courses is termed in the legislation as ‘transition’. Refer to the VET Course Registration Procedure for further information.

(11) The VET Quality team will work with the relevant VET delivery team to complete an impact analysis to determine the ideal transition period.

(12) When a VET course is superseded or discontinued, no students may enrol one (1) year after the replacement is listed on training.gov.au. Students have one (1) year to complete the training product or transfer to the replacement if superseded.

a. Students transferred to a replacement training product will be awarded credit or recognition of prior learning in accordance with the Compulsory Transfer section of the VET Recognition Procedure.
b. If a cohort of students cannot complete in one (1) year, approval for additional time must be sought from the Academic Programs Committee (APC) in accordance with the VET Course Registration Procedure.

(13) When an AQF qualification is no longer current and has not been superseded, all enrolled students in the training and assessment leading to the qualification have two (2) years from the date of removal to complete their training and receive the appropriate AQF certification.

(14) Where a skill set, unit, accredited short course or module is no longer current and has not been superseded, all enrolled students in the training and assessment have two (2) years from the date of removal to complete their training and receive the appropriate AQF certification.

(15) VET Team Leaders and VET Quality staff must be registered for notifications with training.gov.au to ensure they are up to date with published course, unit or skill set transitions.

Preparations during the transition period

(16) The transition period allows VET teams to:

a. Add the new training product to CDU's scope of registration, if necessary. For equivalent training products which are automatically transferred to CDU’s scope of registration, complete the VET Course Plan and Design. Refer to the VET Course Registration Procedure;
b. Undertake a ‘mapping’ analysis of the superseded and replacement units;
c. Develop a detailed Student Transition Plan, including a communication strategy, for each student enrolled in the course to ensure students are informed and not disadvantaged;
d. Complete training and assessment for the superseded, expired, or deleted product;
e. Transfer ongoing students to the new training product;
f. Withdraw students who are not ongoing;
g. Issue AQF certification for completed courses or units;
h. Consult with industry and the community for input into delivery of the new course;
i. Develop the training and assessment strategy;
j. Develop or purchase and contextualise training and assessment materials for all units of competency to be delivered; and
k. Review all training and assessment materials in line with the VET Assessment System Policy and Procedure.

Managing student transitions and/or completions

(17) VET Team Leaders must:

a. Notify in writing and consult with affected students to determine whether they will complete the superseded

course, unit, or skill set, or transfer to the replacement course if applicable;

b. Prepare a student transition plan for the course, unit, or skill set within four (4) weeks of receiving notification via the national register;
c. Ensure that the student transition plan adheres to the designated period, typically one (1) year, from the date the replacement course, unit, or skill set is listed in the national register;
d. Ensure that all delivery to students in the superseded version of a course, unit, or skill set is completed within the transition period, or that students are transferred to the replacement course once it is included in the University's scope of registration;
e. Ensure transferred students are credit or recognition of prior learning in accordance with the Compulsory Transfer section of the VET Recognition Procedure;
f. Provide all students with an individual study plan twelve (12) weeks from the date the replacement course, unit, or skill set is published on training.gov.au; and
g. Ensure that consultation occurs with students, employers of trainees and apprentices, and any third-party providers.

(18) For students completing a superseded course, unit or skill set, the individual study plan and written notification must include:

a. Code and title of the superseded course, unit or skill set in which they are enrolled;
b. Dates by which the students must complete the assessment for superseded units and course in entirety;
c. The consequences of not completing the course within specified timeframes;
d. Any additional information that may impact a student's enrolment, such as fee changes, resulting from the transition arrangement; and
e. Option of transitioning to new course outlining advantages and disadvantages of alternative action.

(19) For students transitioning from a superseded course to a replacement course, unit or skill set the individual study plan and written notification must include:

a. Code and title of the superseded course, unit or skill set in which they are currently enrolled;
b. Code and title of the replacement course, unit or skill set if the student is to be transitioned into the new course;
c. Dates by which the students must complete the assessment for superseded units and the course in its entirety;
d. The consequences of not completing the superseded course within specified timeframes;
e. Any other information that may impact a student's enrolment, such as fee changes, as a result of the transition arrangement; and
f. The option of completing superseded course (if possible within timelines) outlining advantages and disadvantages of alternative action.

Managing student resources for learning and assessment

(20) VET delivery teams must undertake analysis (mapping) of the superseded and replacement courses, units and skill sets to identify any unit or assessment requirements that must be incorporated or removed from the existing suite of learning and assessment resources. This includes evaluating the effects of changes, such as those to licensing, resourcing, facilities, and equipment.

(21) Where gaps are identified, students who wish to transition to the replacement course must be given the opportunity to undertake gap training and assessment following registration of the replacement course, unit or skill set.

(22) Planning and designing the learning and assessment tools must commence within twelve (12) weeks from the date the replacement course, unit, or skill set is published on training.gov.au. For further information refer the VET Training Procedure and the VET Assessment System Policy and Procedure.

New student enrolments into superseded courses, units and/or skill sets

(23) During the transition period, students may still commence training in the superseded course; however, VET Team Leaders and the relevant Deputy Chief Executive, CDU TAFE (DCE), must ensure that these students complete or are transferred to the replacement course as set out in Clause 14 of the National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025 (RTO Compliance Standards 2025).

(24) VET Team Leaders and the relevant Deputy Chief Executive, CDU TAFE (DCE), must not allow a new student to commence training or assessment unless they can complete with no less than ten (10) weeks remaining prior to the training product's removal from training.gov.au.

Completing students in superseded courses

(25) Students who are completing the superseded course must do so in a timely manner, taking into account:

a. meeting the needs and best interests of the student cohort;
b. the University's readiness to adapt to the change;
c. the nature of the training product; and
d. the expectations of industry.

(26) If it is determined that more time will be required for a cohort of students to complete the course, the VET Team Leader must document the reasons and provide clear justification for why the one (1) year timeframe is unsuitable. Any request for an extension beyond this one (1) year period must be submitted as a major amendment in the curriculum management system (CMS) and receive approval from the Academic Programs Committee (APC).

(27) Students who enrol within six months of the transition end date will be advised that they will not be eligible for genuine disadvantage consideration, unless extraordinary circumstances exist requiring APC approval.

(28) VET Team Leaders must ensure that students are graded in the system no later than eight (8) weeks before the end of the transition period.

a. Additional time allowances must be made for the University end of year close-down period.

(29) The VET Team Leader and Manager VET Enrolments must ensure that students are completed in the student management system, by no later than one (1) week before the end of the transition period.

(30) Additional time allowances must be made for the University end of year close-down period.

(31) The Manager TAFE Enrolments must ensure that students who complete their study in a superseded course, unit or skill set are issued with a qualification or statement of attainment one (1) week prior to the end of the transition period.

(32) For further information refer to the VET Student Completion Procedure.

(33) If a student has incomplete grades at the end of the transition period, their units with missing or incomplete grades will be finalised with the appropriate notation according to the Grading Policy and their course will be discontinued.

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Reporting

(34) The VET Team Leaders must continually monitor and report to the relevant Deputy Chief Executive on the impact on students in relation to course, unit and skill set transitions and follow up on any outstanding matters with the VET Quality team.

Section 5 - Non-Compliance

(35) Non-compliance with governance documents is considered a breach of the Code of Conduct - Employees or the Code of Conduct - Students, as applicable, and is treated seriously by the University. Reports of concerns about non-compliance will be managed in accordance with the applicable disciplinary procedures outlined in the Charles Darwin University and Union Enterprise Agreement 2025 and the Code of Conduct - Students.

(36) Complaints may be raised in accordance with the Complaints and Grievance Policy and Procedure - Employees and Complaints Policy - Students.

(37) All staff members have an individual responsibility to raise any suspicion, allegation or report of fraud or corruption in accordance with the Fraud and Corruption Control Policy and Whistleblower Reporting (Improper Conduct) Procedure.

Status and Details

Status	Current
Effective Date	31st October 2025
Review Date	31st October 2028
Approval Authority	Academic Board
Approval Date	29th October 2025
Expiry Date	Not Applicable
Responsible Executive	Louise King Provost
Implementation Officer	Lisa Papatraianou Deputy Provost
Enquiries Contact	Lisa Papatraianou Deputy Provost

Glossary Terms and Definitions

"Australian Qualifications Framework (AQF)" - Defined by the Tertiary Education Quality and Standards Agency (TESQA) as Australia‘s national policy for regulated qualifications. The AQF encompasses higher education, vocational education and training and school education. It provides for national recognition and a consistent understanding of what defines each qualification type.

"Governance document" - means policy or procedure published in the Governance Document Library. Policies and procedures are collectively called ‘governance documents’ and are often referred to as ‘policy’ or ‘University policy’.

"Higher education coursework course" - Higher education coursework courses include award courses, which lead to a qualification recognised by the AQF, and accredited non-award courses, including enabling, foundation, preparatory, bridging, study abroad, international exchange, and other types of accredited non-award courses.

"VET delivery team" - Vocational education and training staff involved in the delivery of training and assessment, inclusive of VET Team Leaders and VET lecturers. See also the glossary definition of VET lecturer.

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