

Annual VET Course Review Procedure

Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to ensuring that vocational education and training (VET) courses are reviewed annually as part of a comprehensive continuous improvement process.

(2) In accordance with the [2025 Standards for RTOs](#), the University will undertake annual VET course reviews to ensure the viability of courses and to identify actions for improvements to enhance student learning and the student experience.

Section 2 - Purpose

(3) This procedure outlines the annual VET course review process at the University.

(4) The procedure must be read in conjunction with the University's [VET Course Registration Procedure](#).

(5) The annual VET course review is a review of the Training and Assessment Strategy (TAS) of a VET Course. The review is used to identify course strengths and concerns, mitigate future risks to the quality of VET courses and the training and assessment provided, and to guide potential enhancements to course design and delivery.

(6) The annual VET course review also ensures that training and assessment adheres to the requirements set out in the Standards for RTOs (2015).

Section 3 - Scope

(7) The procedure applies to all VET courses on the University's scope of registration and the University's locally developed Vocational Training Programs (VTPs).

(8) The procedure does not apply to:

- a. VET courses in transition;
- b. HE courses and units;
- c. Non-award courses; or
- d. Micro-credentials.

Section 4 - Procedure

(9) The annual VET course review is a four-stage process that must be conducted in the last six months of every calendar year. The stages in the process are:

- a. Review preparation;
- b. VET course analysis and recommendations;

- c. Implementing and monitoring of actions; and
- d. Reporting on outcomes.

Review preparation

- (10) The VET Lecturers consult with industry representatives to gain feedback about the TAS.
- (11) The VET Lecturers review the Learner Questionnaires and Employer Questionnaires to identify themes.
- (12) VET lecturers reflect on and discuss feedback on the strengths and concerns of the VET course and record any successes, concerns, or enhancements to the TAS.
- (13) VET lecturers review enrolments, annual hours curriculum (AHC) and costs against initial business case to determine viability.

VET course analysis and recommendations

- (14) The VET Lecturers undertake the VET course analysis, and make recommendations, and record their analysis and recommendations in the designated system.
- (15) The analysis includes:
 - a. Summary of stakeholder feedback (such as industry representatives, current students, employers, VET lecturers and the broader community);
 - b. Review of the TAS including:
 - i. Alignment with Training Package requirements;
 - ii. Student experience;
 - iii. VET Course organisation;
 - iv. Training and assessment methods;
 - v. Resources and equipment; and
 - vi. Course information/marketing.
 - c. Overall summary of the VET courses strengths and concerns; and
 - d. Enrolment numbers and viability.

Implementing and monitoring of actions

- (16) The VET Team Leader is responsible for ensuring the TAS review is conducted in the CMS and the VET course recommendations and enhancements are implemented.
- (17) Once the TAS review has been approved by the relevant Deputy Chief Executive CDU TAFE, the TAFE Learning and Teaching Committee is advised.
- (18) VET Team Leaders are responsible for actions arising from the TAS review, including:
 - a. Recruitment;
 - b. Staff matrix updates and approvals;
 - c. Liaising with the TAFE Quality Team to update the TAS;
 - d. Resource and equipment procurement;
 - e. Liaising with Course Accreditation and Registration to make [CRICOS](#) applications; and
 - f. Learnline development.

Reporting on outcomes

(19) An annual report is prepared by Teaching and Learning Connect in consultation with CDU TAFE summarising any common issues, systemic improvements, or any potential risks to quality of VET courses. The Chair of the TAFE Learning and Teaching Committee will submit the report to the Academic Programs Committee (APC).

(20) The TAFE Learning and Teaching Committee will monitor the improvement of common issues, systemic issues, potential risks, and actions arising from the annual report.

(21) The Provost reports on the outcomes of VET Course Review to the Academic Board in February each year.

Section 5 - Non-Compliance

(22) 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](#).

(23) Complaints may be raised in accordance with the [Complaints and Grievance Policy and Procedure - Employees](#) and [Complaints Policy - Students](#).

(24) 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	1st July 2024
Review Date	1st July 2025
Approval Authority	Academic Board
Approval Date	20th June 2024
Expiry Date	Not Applicable
Responsible Executive	Louise King Deputy Provost
Implementation Officer	Laura Fairbrother Associate Director Curriculum Assessment and Teaching Development
Enquiries Contact	Laura Fairbrother Associate Director Curriculum Assessment and Teaching Development <hr/> Teaching and Learning Connect