

VET Annual 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 VET annual 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 VET annual course review process at the University.

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

(5) The VET annual course review is a review of the training and assessment strategy (TAS) of a VET course and stakeholder feedback. 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 VET annual course review also ensures that training and assessment adhere to the requirements set out in the [2025 Standards for RTOs](#).

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 VET annual 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 and other stakeholders 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 the initial business case to determine viability.

VET course analysis and recommendations

- (14) The VET lecturers undertake the VET course analysis, make recommendations, and record their analysis and recommendations in the VET Course Review and Improvement Plan template in the curriculum management system (CMS).
- (15) The analysis includes:
 - a. Summary of stakeholder feedback (such as industry representatives, current students, employers, VET lecturers and the broader community); and
 - b. Review of the TAS including:
 - i. Course information/marketing;
 - ii. Alignment with Training Package requirements;
 - iii. VET course organisation;
 - iv. Student support and transition;
 - v. Training and assessment methods;
 - vi. Resources and equipment;
 - vii. VET workforce experience and skills;
 - viii. Work placement;
 - ix. Third-party delivery; and
 - x. Course viability.
- (16) Based on the analysis, enhancements to the VET course TAS and related supporting materials—such as marketing information, learning resources, assessment tools, and VET lecturers' matrices—are identified. These enhancements are documented in the VET Course Review and Improvement Plan table within the CMS, specifying the improvement, the type of improvement, the person responsible, and the implementation date.

Implementing and monitoring of actions

- (17) The VET Team Leader is responsible for ensuring the VET annual course review is recorded in the CMS and the VET Course Review and Improvement Plan is developed and implemented.
- (18) VET Team Leaders are responsible for actions arising from the VET annual course 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;
- f. Learnline development; and
- g. Validating new or significantly amended unit assessment tools and methods (see the [VET Assessment System Policy and Procedure](#)).

(19) Once the VET Course Review and Implementation Plan has been completed, the VET Team Leader approves it in the CMS workflow.

(20) The relevant Deputy Chief Executive reviews the VET annual course review and approves it in the CMS or returns it to the VET Team Leader with comments and instructions.

(21) Once approved by the relevant Deputy Chief Executive, the TAFE Learning and Teaching Committee is advised.

Reporting on outcomes

(22) 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 the quality of VET courses. The Chair of the TAFE Learning and Teaching Committee will submit the report to the Academic Programs Committee (APC).

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

(24) The Provost reports on the outcomes of the VET annual course review to the Academic Board in February each year.

Section 5 - Non-Compliance

(25) 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](#).

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

(27) 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

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| 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 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 |

Glossary Terms and Definitions

"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'.

"VET lecturer" - an employee of the University or a third-party partner who is a trainer and/or assessor for vocational education and training (VET) units of competency. VET lecturers include VET Team Leaders and higher education lecturers training or assessing in VET units.

"Training and assessment strategy" - The training and assessment strategy (TAS) is information in the form of a curriculum object (CO) stored in the course management system (CMS) that includes details about the training and assessment in a vocational education and training (VET) product, including: the training product code and title; duration; modes of delivery; training delivery location; training commencement dates; scheduling; any requirements to commence or complete the training product, including assessment requirements; whether any licensing or occupational licence requirements apply; and details of any third-party arrangements that apply to the delivery of the training.