VET Training Procedure

Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to providing effective and high-quality training and assessment experiences in which staff, students, and external stakeholders have justified confidence in the University's vocational education and training (VET) training and assessment processes and outcomes.

(2) VET training at CDU engages students and creates an experience where they can connect and succeed.

Section 2 - Purpose

(3) This procedure provides a comprehensive guide for VET lecturers and support staff to effectively implement training for a diverse range of VET students.

(4) This procedure outlines the responsibilities of VET lecturers from the post-enrolment phase through to the finalisation of training and sets expectations for the quality delivery of training in vocational education.

Section 3 - Scope

(5) This procedure applies to all VET students (domestic and international), VET lecturers (including HE lecturers training or assessing in VET units, third-party providers, and VET Team Leaders), and other support staff involved in training provision, including industry experts.

Section 4 - Procedure

(6) VET training activities and VET lecturer responsibilities are divided into the following areas:

a. Training preparation;
b. Training provision;
c. Assessment (covered by the VET Assessment System Policy and Procedure);
d. Student feedback; and
e. Course completion (covered by the VET Student Completion Procedure).

Training preparation

Consult the VET course TAS

(7) The VET course training and assessment strategy (TAS) is available in the curriculum management system (CMS) and provides detailed course information.

(8) The TAS describes the characteristics of all the student cohorts participating in the course.

(9) Cohorts are student groups, such as apprentices, international or domestic learners, commercial clients,

government departments, secondary school students, online students or a combination of these.

(10) During training preparation, VET lecturers consult the TAS to identify and adopt the:

a. qualification description and packaging rules;
b. course mandatory requirements (i.e. entry, licensing, work placement etc.);
c. assessment conditions;
d. specialisation streams;
e. incidental fees and costs; and
f. student cohorts.

(11) Each student cohort in the TAS describes:

a. student characteristics and specific needs;
b. training and assessment details;
c. mode(s) of delivery;
d. learning activities;
e. units of competency and sequence of training; and
f. unit allocation of VET lecturer(s) undertaking training and assessment.

(12) If applicable, identify pre-requisite units as described in the sequence of training to ensure they are delivered in the correct order.

(13) Ensure any clustering of units is reflected when planning and developing learning activities, training techniques and assessment.

(14) If the approved TAS does not accurately reflect the proposed training, in consultation with the TAFE Quality team complete an amendment to the TAS through CMS processes, in accordance with the VET Course Review section of the VET Course Registration Procedure.

Consult with industry and community

(15) Training content, activities, and assessment must reflect current industry practices.

(16) During course preparation, VET lecturers consult industry representatives, peak bodies, or relevant journals to identify current industry trends.

(17) Consultation can also be undertaken with local community organisations operating in the relevant industry.

(18) Training activities and assessments should be discussed with employers or workplace supervisors to ensure they reflect current practice.

(19) The industry consultation undertaken during the course plan and design phases of the VET course registration should be reviewed against the most recent Annual VET Course Review.

(20) Regular consultation is essential, particularly in industries influenced by rapid technological change.

Plan and develop learning activities, training techniques and assessment

(21) Before training begins, learning resources and activities must be sourced, purchased and contextualised, personalised or developed to ensure they are current, industry-relevant, engaging, sufficient, compliant with and cover all unit requirements, and fit-for-purpose.

(22) All components of the unit of competency as identified on the national register (training.gov.au) must be fully addressed in the development of learning resources and activities and should align with the expected AQF level of the qualification.

(23) All training resources specified in the Assessment Conditions of the relevant VET units of competency must be obtained or organised, such as supporting documentation or people to support workplace simulations.

(24) Student activities are created that reflect real world tasks and current industry practice incorporating tools, equipment and scenarios encountered on the job.

(25) Where applicable, VET lecturers integrate risk assessment and work health and safety (WHS) protocols into practical tasks.

(26) Sequence tasks from simple to complex using checkpoints to monitor progress to build competence and confidence.

(27) Where relevant, industry licencing requirements must be included in the training content, learning resources and related learning activities.

(28) A mix of training techniques should be used to build skills and knowledge including active learning, workplace simulation, multiple modes of engagement and repetition.

(29) Training techniques may include:

a. Demonstrations;
b. Role plays;
c. Simulations;
d. Project based learning;
e. Workplace learning;
f. Case studies;
g. Peer teaching;
h. Digital tools and gamification; and
i. Reflective practice.

(30) Assessment tasks should be designed and developed as per the VET Assessment System Policy and Procedure.

(31) CDU training and assessment templates are located via the VETQMS Tile on the CDU Portal under VETQMS - VET Resources and Forms.

Prepare and validate learning resources

(32) Once learning resources and training activities have been developed, VET lecturers are responsible for providing access to these for students. This may include developing Learnline sites, purchasing, validating and contextualising third-party materials, uploading and/or printing required current versions of documents in preparation for delivery.

(33) Learnline sites are requested through the TAS in the CMS. Information about the TAFE Learnline production process is available there.

(34) If using Learnline, VET lecturers are responsible for developing the learning content, activities, and assessments within each Learnline site.

(35) Once the Learnline site has been completed, the TAFE site co-ordinator undertakes a check using the self-mode checklist and submits it to the Learnline team. This checklist should be used as a guide throughout site development.

(36) Units that are LDT mode (Learnline Development Team) undergo a further readiness check conducted by the Learnline Team.

(37) Additionally, all learning materials and assessment tasks, including those from third-party providers, must be checked using the VET Unit and Pre-assessment Validation form (located in the CMS under the Quality Assurance tile) and approved in accordance with CMS workflow approval steps.

(38) All VET lecturers responsible for delivering the VET unit must have access to the CMS TAS, as well as the training resources, learning activities, and validated assessment tools.

Prepare equipment and facilities

(39) Before training begins, facilities and equipment must be acquired and prepared to ensure they are suitable, sufficient, safe, and fit for the intended purpose. This includes off-campus locations such as workplaces, facilities operated by third-party delivery partners, community-based organisations, and work placement sites.

(40) All equipment and facilities specified in the Assessment Conditions of the relevant VET units of competency must be available and accessible for all students, including industry-relevant simulated environments.

(41) When training occurs off-campus, such as at a remote location or workplace, the VET lecturer is responsible for ensuring the required equipment and facilities are available to meet training package requirements. Additionally, when delivering training in remote areas, extra planning is essential. This includes consideration for access, transportation, permission from the community (custodians), and accommodation arrangements.

(42) An up-to-date inventory of equipment must be maintained and stored in the VET delivery team's SharePoint site. For courses with a large range of equipment, such as in a commercial kitchen, a video recording of the facility and equipment set-up may be captured and retained as an alternative.

(43) All equipment and facilities must comply with current industry standards to ensure the relevance and quality of training delivery.

(44) A Risk Assessment for each location should be conducted that includes identifying potential hazards and implementing suitable risk management strategies. The risk assessment is stored in the VET delivery team's SharePoint site.

(45) Depending on the VET qualification and units of competency, the risk assessment process may be incorporated into student learning activities and assessments.

Develop a delivery plan and session plans

(46) Each cohort must have a delivery plan or timetable that clearly outlines how training and assessment will be conducted. The delivery plan must align with the VET course requirements and support students in acquiring the necessary skills and knowledge of the VET units and course.

(47) The delivery plan must consider the learning strategies that best meet the needs of the cohort and, where necessary, allow the incorporation of trauma informed teaching adjustments to provide a safe learning environment for students.

(48) The training must be structured to facilitate student progression, incorporating adequate time for learning, practice, feedback, and assessment.

(49) The speed and pace of the training can be adjusted to suit the cohort needs, the context, the complexity of skill and knowledge to be acquired, resources available, and industry expectations.

(50) For each training session, create a session plan which includes the VET unit/s of competency, the activities, additional resources, and equipment required, and the assessment task.

Organise support services

(51) The individual needs of the students should be identified prior to enrolment and specific support organised.

(52) VET lecturers must review the language, literacy, numeracy, and digital (LLND) assessments undertaken during the pre-enrolment or enrolment process to determine students who may require additional LLND support.

(53) VET lecturers will support students to disclose their disability, if the student wishes to do so, and ensure students understand that they can arrange an Access Plan in accordance with the Students with Disability Policy. VET lecturers should arrange appropriate services and equipment to support the student.

(54) As required, VET lecturers should direct students to available support services within CDU or invite support services to address students early in their training.

(55) Additional support requirements may include assistance with LLND skills, access to specialist services for students with identified disabilities, and support available through library services, Student Central, and First Nations Leadership.

(56) Tailored support should also be considered for international students, students under 18, and First Nations students to ensure inclusive and equitable educational outcomes.

Training provision

Checking enrolment

(57) The VET Student Enrolment Procedure outlines the requirements for pre-enrolment and enrolment. This includes the requirements to provide accurate information to students, the assessment of students' LLND and suitability for the VET course.

(58) The VET lecturer must ensure that class lists for the relevant cohort in the student management system (Callista) are reconciled with the students who have participated in the training and assessment.

Provide training

(59) Training may occur in a classroom, a simulated environment, online, in a remote location, in the field, or in the workplace.

(60) In the first session of a unit or cluster of units, provide a unit induction and supply students with the delivery schedule/training plan and the VET Student Unit Guide. Explain the assessment process for the unit and have the students sign the Assessment Agreement and return it to the VET lecturer.

(61) Training should be undertaken as per the TAS and delivery plan/timetable.

(62) Regardless of the location or mode of delivery, training techniques and activities should engage students and support their understanding.

(63) Students must be given sufficient opportunity to reflect on and absorb knowledge, to practice their skills in different contexts, and to apply them in varied 'real world' environments before being assessed.

(64) Ensure that the Assessment Conditions are met, including any requirements for training conducted in the workplace or an industry-realistic simulated environment.

(65) For all modes of delivery, students' attendance and/or participation must be recorded as per the VET Student Participation Procedure.

Student management and wellbeing

(66) VET lecturers must ensure all students are enrolled before commencing training. In situations where students cannot enrol before training starts, such as for students in remote locations, enrolment can occur on the first day of training, however student suitability must be determined prior to enrolment.

(67) If students have relevant prior skills, knowledge, or competencies, or if they have previously completed equivalent VET units, that they did not disclose during the enrolment process, they should be given the opportunity to apply for RPL and/or Credit Transfer and be given clear application process information.

(68) For all VET students, VET lecturers must:

a. implement Access Plans for students who have disclosed disability in accordance with the Students with Disability Policy;
b. advise students of how and when they can access VET lecturers and other support staff and likely response timeframes;
c. monitor student progress in accordance with the VET Domestic Student Progression Procedure or International Students - VET Course Progression Procedure, as applicable;
d. record contact with students including telephone calls, interviews, emails, and any other contact, storing records of this contact in the team document library on the TAFE SharePoint or in the CRM; and
e. manage issues associated with inappropriate behaviour, misconduct, or cheating in accordance with the Code of Conduct - Students and the Student Academic Misconduct Procedure.

Online training delivery

(69) In online training, ensure there is sufficient personalised contact, guidance and support to engage students in their learning.

(70) Online training must comply with the training package requirements, especially when skills must be obtained in the physical environment.

(71) Practical skill development and assessment must be effective and appropriate.

(72) Do not condense or dilute online learning content.

Training in workplaces, work placements and field excursions

(73) Work placements should be organised with providers and carefully coordinated in partnership with an approved host organisation/, adhering to the VET Work Placement Procedure.

(74) Work placements must be relevant to the course and compliant with training package requirements for performance requirements and minimum hours.

(75) Clear roles and responsibilities should be established between the CDU TAFE, the work placement organisation/employer, and the student.

(76) VET lecturers must complete all required documentation, such as work placement agreements and insurance coverage and confirm that the workplace meets safety and training standards.

(77) Work placement arrangements must support the student's ability to gain meaningful industry experience and demonstrate required competencies.

(78) When students such as trainees, apprentices, or those undertaking structured work placements are acquiring practical skills on the job or being assessed, it is essential to conduct regular workplace visits.

(79) These visits enable VET lecturers to observe the student performing relevant tasks, ensure workplace resources and facilities continue to meet requirements, verify that training activities align with the competency standards of the relevant VET unit or course, provide timely feedback and support and to ensure workplace supervisors are aware of training and assessment requirements.

(80) VET lecturers should record and retain these visits in the student contact record and the industry engagement evidence file.

(81) Field excursions that support vocational learning outcomes must be planned thoroughly and formally approved.

(82) Transport must be organised, student permission forms signed, and risk assessment undertaken. Students should be informed well in advance of the excursion details, what to bring and any associated costs.

(83) Planning should include:

a. Aligning the excursion with course objectives or units of competency;
b. Organising safe and appropriate transport;
c. Collecting signed parental or guardian permission forms (where applicable); and
d. Completing a risk assessment in accordance with organisational and regulatory guidelines.

(84) Students must be informed well in advance about:

a. The purpose and schedule of the excursion;
b. What they need to bring (e.g., PPE, tools, notepads, lunch); and
c. Any associated costs or requirements.

(85) Effective communication and risk management ensure student preparedness and safety while enhancing vocational learning through real-world exposure.

Conduct assessment

(86) VET lecturers must follow the VET Assessment System Policy and Procedure which identifies and describes the VET Assessment System that is fit-for-purpose, industry relevant, consistent with the training product, and applied consistently to all students.

(87) VET lecturers must follow the VET Recognition Procedure for RPL assessment.

Student feedback

(88) Students receive information about the University's complaints and appeals processes, as outlined in the Complaints Policy - Students via the Student Unit Guide. VET lecturers ensure the students understand their rights and responsibilities as part of the unit induction process.

(89) Feedback should be collected from students at least once during the delivery of each unit or unit cluster. VET lecturers are encouraged to actively seek and welcome feedback from both students and stakeholders as part of their continuous improvement processes.

(90) Feedback should be recorded using the Student Unit Feedback form, which is available on the VETQMS site or through Learnline.

(91) All completed Student Unit Feedback forms, both hard copies and Learnline reports, must be collected and submitted to VET Team Leaders for review at the end of each term. These forms will be discussed during TAFE Quality Working Advisory Group (QWAG) meetings as opportunity for peer support.

(92) Any opportunities for VET-wide improvement, and any strategic initiatives that are applicable across the University should be presented at the appropriate Quality Reference Group (QRG) meeting where opportunities for improvement can be actioned and monitored.

(93) Additionally, students can provide informal or ad hoc feedback, which should also be documented and used to improve the quality of training. It is important to identify opportunities for improvement, and any feedback requiring immediate action should be addressed promptly.

(94) Feedback on assessments is recorded on the individual assessment task documents and the overall unit Assessment Summary form.

Review and update the TAS

(95) Student unit feedback should also inform the annual review of the course TAS.

(96) The VET Annual Course Review procedure details the process for the review of training and assessment.

Retain Records

(97) Retain all records and assessment as per the requirements set out in the Guidelines - Retention of VET Student Assessment Evidence (Guidelines), the Retention & Disposal Schedule - Vocational Education and Training Services and the Records and Information Management Policy and Procedure. Refer to the Guidelines in the first instance.

Section 5 - Non-Compliance

(98) 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.

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

(100) 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 2026
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 Teaching and Learning Connect

Glossary Terms and Definitions

"University" - Charles Darwin University, a body corporate established under section 4 of the Charles Darwin University Act 2003. The University is comprised of the various faculties, CDU TAFE, organisational units, and formal committees, including the governing University Council and Academic Board.

"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.

"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.