VET Industry Engagement Procedure

Section 1 - Introduction

(1) The University is committed to providing training and assessment services and products that are relevant to industry and conducted by trainers and assessors with current industry knowledge and skills.

Section 2 - Compliance

(2) This is a compliance requirement under the:

a. Standards for Registered Training Organisations (RTOs) 2015; and
b. National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Section 3 - Intent

(3) This document outlines the University's procedures for VET staff engaging with industry to ensure that training and assessment of all Training Products is relevant to the workplace. The procedures assist VET staff members to develop high quality training and assessment strategies, practices, resources, and services relevant to the needs of industry. Industry is also consulted regarding the current industry skills of VET lecturers.

Section 4 - Relevant Definitions

(4) In the context of this document:

a. Addition means non-equivalent changes to Training Package products;
b. Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course;
c. Assessment tools means the instrument used to collect evidence and make judgements for an entire unit of competency or a cluster of units. An assessment tool includes the following components: context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate; and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.
d. Assessment validation means the quality review of the assessment tools, processes, practices, and judgements;
e. Australian Skills Quality Authority (ASQA) means the national regulator for VET in Australia. ASQA regulates courses and training providers;
f. College means an academic unit or department within the University;
g. Continuous post-assessment validation means the ongoing process, which checks that the assessment tools produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made;

h. Current industry skills means the knowledge, skills and experience required by appropriately qualified VET lecturers and those under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry. Current industry skills may be informed through discussions with industry and may include, but is not limited to: having knowledge of and/or experience using the latest techniques and processes; possessing a high level of product knowledge; understanding and knowledge of legislation relevant to the industry and to employment and workplaces; being customer/client-oriented; possessing formal industry and training qualifications; and training content that reflects current industry practice.
i. EOI means an expression of interest;
j. Industry means the bodies that have a stake in the services provided by the University. These can include, but are not limited to: specific enterprise/industry clients, e.g. employers; group training organisations; industry organisations; industry regulators; industry skills councils or committees; industry training advisory bodies; training advisory councils, occupational licensing bodies and unions.
k. Industry engagement means an ongoing activity where the information obtained is systematically used to develop and review the training and assessment strategies used in VET provisions. Strategies may include, but are not limited to: partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs; involving employer nominees in industry advisory committees and/or reference groups; embedding staff within enterprises; networking in an ongoing way with industry networks, peak bodies and/or employers; developing networks of relevant employers and industry representatives to participate in assessment validation; and exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.
l. Industry regulator means a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation;
m. Regulation means any rule endorsed by government where there is an expectation of compliance;
n. Regulator Standards means the Standards for Registered Training Organisations (RTOs) 2015 or its successor;
o. RTO means Registered Training Organisation;
p. School means an academic unit or department within the University;
q. Scope of registration means the identified VET Training Products for which the University is registered to deliver and issue AQF certification documentation;
r. Services include the training, assessment, and related educational and support services and/or any activities related to VET. It does not include services such as student counselling, mediation or information and communications technology (ICT) support;
s. Training and Assessment Strategy (TAS) means the overarching document that describes the training and assessment of a Training Product. The strategy comprises multiple documents. However, there will always be consistency between these documents so that the overall strategy is clearly described;
t. Training and Assessment Strategy (TAS) Cycle means the cycle of planning, designing, implementing and reviewing VET provisions;
u. Training Package Working Advisory Group (TPWAG) comprises staff members involved in the provision of Training Products from a particular Training Package, as well as VET Developers and other stakeholders. TPWAGs provide an organisation-wide approach and ensure consistency in the University's approach to the continuous improvement of VET provisions;
v. Training product means a VET unit, skill set or qualification registered with ASQA on the University's Scope of Registration;
w. Transfer means equivalent changes to Training Package products;
x. VET means Vocational Education and Training;
y. VET Learning and Teaching Committee (VETLTC) means the body responsible for the oversight of academic quality for VE. It provides recommendations to the CDULTC on the Training and Assessment Strategy of Training Products. It also makes recommendations regarding VET training and assessment policy, strategies, initiatives

and innovation that promote the interests of the University including meeting legislative and professional requirements, the maintenance of quality standards and fostering high quality learning; and

z. VET Quality Management System (VETQMS) means the policies, procedures, processes, guidelines, and practices which govern and guide staff members in the planning, design, delivery and review of VET quality products and services;

Section 5 - Procedures

Industry Engagement and Planning

(5) During the planning phase of the Training and Assessment Strategy (TAS) cycle, VET Heads of School, Deans of Colleges and/or Team Leaders seek industry advice as to the range of Training Products to be offered as part of the VET profile. Once the Training Products are determined, industry advice should also be sought on the streams and electives to be offered as part of the EOI for new additions to scope and for Resource and Planning applications for additions (new and continuing) and transfers to scope. At a minimum, industry engagement at the planning stage for Training Products involves the NT Training Advisory Council (represented by the Executive Officer), or the equivalent peak industry body, and at least three employers, which represent a range of enterprise types, locations and student cohorts.

(6) Industry engagement in the planning of the VET profile occurs across all sites. It is the role of VET Heads of School, Deans of Colleges and/or Team Leaders to ensure that the industry engagement strategy seeks to represent a broad range of industry stakeholders, taking into account regional, geographical and community differences between delivery sites.

Industry Engagement and TAS Design

(7) During the design phase of the Training and Assessment Strategy (TAS) cycle, the Training Package Working Advisory Group (TPWAG) plans the strategy for obtaining industry advice on electives, contexts, methods, resources and current industry skills to deliver training and conduct assessment. It is critical that the proposed training and assessment strategy (TAS) for Training Products is aligned to current methods, technology, products and performance expectations for specified workplace tasks. Industry should also provide advice on the selection of elective units.

(8) Industry engagement in the design of the TAS involves stakeholders across all sites the Training Product will be delivered. It is the role of Heads of School and Team Leaders to ensure that the industry engagement strategy seeks to represent a cross section of industry stakeholders, taking into account regional, geographical and community differences between delivery sites. The TAS should also demonstrate how the training and assessment for each student cohort has been developed through effective consultation with industry.

(9) During the design phase of the VETQMS the TPWAG gathers and stores all the documented evidence of industry engagement. This evidence must demonstrate that the University has used the outcome of industry engagement over time to ensure the relevance of the training and assessment strategies, practices and resources and the current industry skills of VET lecturers. Given that industry engagement methods or approaches differ from industry to industry, the types of evidence kept will vary. However, it is important to note that ASQA will not accept generic templates that are signed off by industry representatives as adequate demonstration that the training and assessment strategy was informed by industry.

Industry Engagement and TAS Implementation

(10) During the implementation phase of the TAS cycle the training and assessment practices are monitored to ensure that training and assessment continues to meet industry needs. The type of feedback that is sought from industry during implementation includes:

a. teaching and learning strategies;
b. teaching, learning and assessment resources;
c. expectations for the current industry skills and knowledge of VET lecturers; and
d. new and innovative areas where technology and/or techniques change rapidly.

(11) Industry experts may also be invited by TPWAGs to participate in assessment validation. The selection of industry representatives relates to the type of assessment to be validated. Whilst it is not always feasible to include industry representatives in every assessment validation, their involvement is essential where significant changes are made to the assessment strategy and tools.

Industry Engagement and TAS Review

(12) During the review phase of the VETQMS, the TPWAG engages with relevant industry stakeholders to review the provision of training and assessment.

Retaining Evidence of Industry Engagement

(13) As industry engagement is an ongoing activity throughout the TAS cycle, the TPWAG retains evidence of recent and historic engagement. Such evidence must show both industry engagement activities and outcomes. Such documentation demonstrates that VET managers and lecturers consistently engage with industry across all Training Products. All documents must be kept in line with the VET Training Package Repository Site Procedures.

Section 6 - Non-Compliance

(14) Non-compliance with Governance Documents is considered a breach of the Code of Conduct – Staff 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.

(15) Complaints may be raised in accordance with the Code of Conduct – Staff and Code of Conduct - Students.

(16) 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.

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