



VET Training and Delivery Policy

Effective Date: 2026.03.31

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1. Purpose

This policy outlines how Alphacrucis University College (AC) designs, delivers, reviews and assures the quality of all Vocational Education and Training (VET) programs. It ensures that training is engaging, structured, industry informed, well resourced, and results in students attaining the skills and knowledge described in nationally recognised training products and accredited courses.

2. Scope

This policy applies to all nationally recognised VET training products and accredited courses within the AC's scope of registration, all staff involved in training design, development, delivery, support, industry consultation, and quality assurance, and all third-party partners delivering training on behalf of AC.

3. Policy Principles

3.1. Quality Training and Assessment

- 3.1.1. All training should be engaging, well structured, and supports learners to progress through their course, and enables students to attain nationally recognised, industry relevant competencies, per ASQA Outcome Standard-Quality Area 1.
- 3.1.2. Training must:
 - a. Meet with the requirements of the training product/accredited course.
 - b. Provide sufficient time for instruction, practice, feedback and assessment.
 - c. Support learners with logical sequencing that encourages progression.

3.2. Industry Engagement

- 3.2.1. Training design and delivery should be informed systematically by ongoing engagement with industry, employers, and community stakeholders to ensure relevance to current workplace practices.
- 3.2.2. Industry engagement evidence must demonstrate:
 - a. How industry input has shaped training content, delivery strategies, resources, and assessment.
 - b. Alignment with real-world job skills and workforce needs.

3.3. Support for Learners

- 3.3.1. Per ASQA Quality Area 2, students must be provided with timely information about training pathways, requirements, expectations, and support services, before and during enrolment. AC's training will include support appropriate to individual learner needs and inclusive practices for supporting diversity, wellbeing, and student safety.

3.4. Trainer and Assessor Requirements

- 3.4.1. Per ASQA Quality Area 3, training may only be delivered by trainers and assessors who:
 - a. are credentialled according to the Credential Policy;
 - b. maintain industry currency and ongoing professional development; and
 - c. are allocated to training based on qualifications, experience, and skills.
- 3.4.2. Where staff are working under direction, AC will ensure:
 - a. Clear supervision arrangements.



- b. No independent assessment judgements are made by unqualified staff.

3.5. Training Resources, Facilities, and Equipment

- 3.5.1. All training products must have sufficient, safe, accessible, fit for purpose training facilities, current and industry relevant equipment and resources, and learning materials contextualised for industry and learner cohort needs

3.6. Training Design and Development

3.6.1. Training and Assessment Strategy (TAS)

- 3.6.1.1. A course-level Training and Assessment Strategy (TAS) must be developed, checked, and filed before commencing delivery. The TAS must include key elements such as, training product requirements and delivery structure, pathways, learner profile and support services, delivery mode, volume of learning, assessment approach, and resources, facilities, and trainer requirements relevant to the delivery instance.

3.6.2. Volume of Learning and Training Structure

- 3.6.2.1. The appropriate volume of learning requirements needs to be met for each delivery instance per AQF specifications, and that the amount of training is justified for specific student cohorts and sufficient to support competency achievement.

3.6.3. Contextualisation

- 3.6.3.1. Units of competency may be contextualised to meet industry and learner needs without altering required elements or performance criteria. However, any contextualisation must comply with training package contextualisation rules and be supported by industry consultation evidence and documentation.

3.7. Training Delivery Requirements

3.7.1. Third Party Delivery

- 3.7.1.1. Where third parties deliver training, AC maintains full responsibility for quality and compliance, including assuring that facilities, trainers, resources, and training methods used meet the relevant standards.

3.7.2. Workplace Training

- 3.7.2.1. If training occurs in the workplace, appropriate supervision arrangements must be in place, as well as relevant workplace facilities, equipment, and tasks align with the training product requirements.

3.7.3. Assessment

- 3.7.3.1. Assessment must be fair, valid, reliable, and consistent with training product requirements. Quality of assessments must be assured through risk-based validation and credentialed validators.

3.7.4. Learner Progress and Monitoring

- 3.7.4.1. Students must be supported by monitoring learner progress through formative checks and feedback, structured sequencing, flexible support strategies for learners who fall behind, and other support services available to the wider AC student community.

3.7.5. Continuous Improvement

- 3.7.5.1. Collect and analyse relevant data such as student feedback (e.g., VET Learner Experience Survey, unit feedback), industry feedback, training outcomes data (including completion



and employment outcomes), validation findings, risk assessments, trainer/assessor feedback, and annual program reports, to inform improvements in training design, delivery and support.

3.7.6. Transition of Training Products

- 3.7.6.1. When the qualification or course in which students are enrolled is superseded/deleted/expired, students must be informed promptly and provided with clear guidance on their next steps.

4. Procedures

4.1. Training and Assessment Strategy (TAS)

- 4.1.1. A course-level Training and Assessment Strategy (TAS) must be developed, checked, and filed before commencing delivery. AC has a TAS template that requires the VET Program Director to ensure the following:
- a. Qualification Overview
 - i. Qualification and/or unit/s identified on training.gov.au, confirmation of packaging rules, core and elective units, entry requirements, prerequisites or co-requisites, and licensing/legislative considerations.
 - b. Industry Consultation
 - i. Industry advice has been gathered on skills needs, delivery mode suitability, assessment methods and workplace evidence requirements, preferred training duration and sequencing
 - ii. Document the consultation outcomes and how feedback influenced planning.
 - c. Determine Learner Cohort and Characteristics
 - i. Learner groups defined
 - ii. LLN support needs, digital literacy, prior experience and potential credit/RPL needs determined
 - iii. Reasonable adjustments identified where applicable
 - d. Course Delivery, Structure, and Student Engagement
 - i. Select the delivery mode (face-to-face, online, blended, workplace-based), map the sequence of training units (logical order and prerequisites), allocate nominal hours and volume of learning, identify required resources (learning materials, facilities, equipment, trainers)
 - ii. Outline student engagement strategy.
 - e. Assessment Strategy
 - i. Identify assessment methods for each unit and ensure assessment aligns with the rules of evidence and principles of assessment.
 - ii. Determine assessment conditions and identify tools and materials required
 - iii. Ensure assessment integrity procedures
 - iv. Create Assessment Matrix
 - v. Create Validation Plans for both pre-use and post-use of assessments.
 - f. Trainer and Assessors
 - i. Confirm trainer and assessors comply with the 2025 Standards for Registered Training Organisations (RTOs) Credential Policy and National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025
 - ii. Update Trainer/Assessor matrices
 - g. Approval and Implementation
 - i. Conduct an internal compliance check against regulatory requirements



- ii. Submit final TAS for approval with the program Head of School, and ensure the file is saved with the Quality and Standards department.
- iii. Communicate TAS to all relevant staff
- h. Ongoing monitoring and review
 - i. Review TAS annually or after training package updates, industry consultation, following validation or audit findings, or when delivery models change.

5. Related AC Policies or Documents, Standards and Legislations

5.1. AC Policies or Documents

This policy is to be read in conjunction with the following AC policies available at

<https://ww1.ac.edu.au/ppm/>

- 5.1.1. Assessment Policy
- 5.1.2. VET Trainer and Assessor Policy
- 5.1.3. Validation Policy
- 5.1.4. VET Accredited Courses and Training Products Policy
- 5.1.5. Support of Student Policy
- 5.1.6. Third Party Arrangement Implementation and Management Policy
- 5.1.7. Third Party Arrangement Selection and Approval Policy
- 5.1.8. Work Integrated Learning Fieldwork Policy
- 5.1.9. Stakeholder Feedback Policy
- 5.1.10. Higher Education Course Review Policy
- 5.1.11. Risk Management Policy
- 5.1.12. Course Progression Policy
- 5.1.13. Industry Engagement Procedure
- 5.1.14. Training and Assessment Strategy (TAS) templates
- 5.1.15. Student Handbooks

5.2. Relevant Standards and Legislations

- 5.2.1. Outcome Standards Instrument 2025 - specifically Standards 1.1, 1.2, 2.1, 2.2, 2.3, 3.1-3.3, 4;
- 5.2.2. Compliance Requirements Instrument 2025 - specifically Section 14 (transitions);
- 5.2.3. Credential Policy;
- 5.2.4. National Vocational Education and Training Regulator Act 2011;
- 5.2.5. Standards for VET Accredited Courses 2021 (for accredited courses);
- 5.2.6. Australian Qualifications Framework;
- 5.2.7. Relevant WHS legislation for training delivery;
- 5.2.8. Copyright Act 1968 for training materials

6. Review and Revision

This policy will be reviewed by the Learning and Teaching Committee on a regular basis in accordance with the Policy Development and Review Policy. Any proposed changes will be tabled at the approving committee for consideration. Revisions will be communicated to all relevant stakeholders once approved.

7. History of approval and amendments

Policy owner	Chair, Learning and Teaching Committee
Policy category	Academic: Learning and Teaching
Policy status	<i>Approved</i>
Approval Body	Academic Board



Endorsement Body	Learning & Teaching Committee
Approval Date	2026.03.31
Last Review Date	2026.01.31
History of Policy Amendments	
V1 2026.01.31 Motion: AB2026-03-M05	This policy was created to clarify the requirements for VET Trainers and Assessors

Add a new row for each version of the policy. Do not remove previous changes.

Appendices

- N/A