

VET Qualification Delivery Procedure

Policy Code: LT1023

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Purpose

This procedure describes the processes to be followed in the planning, delivery, evaluation, continuous improvement and review of VET programs. It aims to ensure quality outcomes for all VET programs irrespective of the funding source.

Scope

This procedure applies to all University staff involved in delivery of VET programs. The procedure addresses the four stages of the continuous improvement cycle:

Planning

Delivery

Transition and Teach Out

Evaluation, Continuous Improvement and Review

Definitions

Term	Definition
Assessment	The process of collecting evidence and making judgements on whether a competency has been achieved, to confirm that an individual can perform to

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Term	Definition
	the standard required in the workplace, as specified in the Training Package or VET accredited course.
Assessment Tool	Assessment tools include the following components; the 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 decision making rules).
AQF	Australian Quality Framework
ASQA	Australian Skills Quality Authority
ATOM	Fed Uni Apprenticeship and Traineeship Online Management (ATOM) system
Current Industry Skills	<p>The knowledge, skills and experience required by VET trainers and assessors to ensure that their training and assessment is based on current industry practices and meets the needs of industry.</p> <p>Current industry skills may be informed by consultation with industry and may include but is not limited to:</p> <ol style="list-style-type: none"> having knowledge of 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 orientated possessing formal industry and training qualifications training content that reflects current industry practice
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
Digital Capabilities	The ability to use ICT based devices, applications, software and services relevant to the expectations of the program of study.
Educational and Support Services	<p>May include, but are not limited to:</p> <ol style="list-style-type: none"> pre-enrolment materials study support and study skills programs language, literacy and numeracy (LLN) programs or referrals to these programs equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity learning resource centres mediation service or referrals to these services flexible scheduling and delivery of training and assessment counselling services or referrals to these services information and communications technology (ICT) support learning materials in alternative formats, for example, in large print learning and assessment programs customised to the workplace any other services that the University considers necessary to support learners to achieve competency

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Term	Definition
ESOS	Education Service for Overseas (ESOS) the minimum standards that Australian educational institutes must adhere to when delivering education to international students.
Industry	The bodies that have a stake in the services provided by RTOs. These include, but are not limited to: enterprise/industry clients such as employers; group training organisations; industry organisations; industry regulators; industry skills councils; industry training advisory bodies and unions.
Industry Engagement	May include, but is not limited to strategies such as; <ul style="list-style-type: none"> a. partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprises b. involving employer nominees in industry advisory committees and/or reference groups c. embedding staff within enterprises d. networking in an ongoing way with industry networks, peak bodies and employers e. developing networks of relevant employers and industry representatives to participate in assessment validation f. exchanging knowledge, staff and/or resources with employers, networks and industry bodies
LLN	Language, Literacy and Numeracy
My Student Centre -Campus Solutions	Federation University Australia's student management system.
MOU	Memorandum of Understanding
Induction	The process by which students are informed of essential information required under the Standards for Registered Training Organisations prior to the commencement of a particular program of study.
Practical Placement	Any structured workplace learning which is part of a documented agreement between the training organisation and an employer for VET programs.
Professional Development	Activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment; including competency based assessment.
PRPD	Performance Review and Professional Development Plan
RPL (Recognition of Prior Learning)	Recognition of prior learning (RPL) means an assessment process that assesses an individual's formal, non-formal and in-formal learning to determine the extent to which that individual meets the requirements specified in the Training Package or VET accredited courses.
RTO	Registered Training Organisation
Skill Set	A single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

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Standard(s)	ASQA Standards RTOs 2015
Suitable and Appropriate Training and Assessment	<p>Suitable training and assessment meets the individual's needs, links to likely job and/or participation outcomes and minimises duplication of the individuals existing competencies.</p> <p>Appropriate training and assessment is delivered to regulatory and industry standards, uses delivery modes and durations optimised for the individuals needs and includes reasonable support to facilitate the individual's participation and attainment.</p>
Training & Assessment Strategy (TAS)	The approach of, and method adopted by an RTO with respect to training and assessment designed to enable learners to meet the requirements of the Training Package or accredited course.
Training Plan	A document outlining the program of training and assessment requirements. A training plan is required for all students accessing government funded training through the Victorian Training Guarantee.
Training Package	The components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are; units of competency; assessment requirements; qualifications; and credit arrangements.
Validation	Is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the training package or VET accredited course are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, processes and/or outcomes and acting upon such recommendations.
VET	Vocational Education and Training
VETIS	Vocational Education and Training in Schools
Vocational Competency	Broad industry knowledge and experience usually combined with a relevant industry qualification. Vocational competency is determined on an industry-by-industry basis and with reference to the relevant Training Package or VET accredited course.
Volume of Learning	<p>Volume of learning determined for a qualification must fall within the range provided in the descriptor for the qualification type within the Australian Qualifications Framework.</p> <p>Decisions about design of qualifications must take into account students likelihood of successfully achieving qualification outcomes and also must ensure that integrity of qualification outcomes is maintained.</p>

Actions

Planning

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	Planning		
1.	Determine if qualification is listed on the Fed Uni Scope of Registration for delivery.	Associate Director/ Education Manager/ Coordinator	<p>Add or delete from the FedUni Scope of Registration or appropriate Internal Registers to ensure program is accurately listed.</p> <ul style="list-style-type: none"> FedUni Scope of Registration located at: http://training.gov.au/Organisation/Details/4909 If course is not listed, refer to: VET Program Approval Procedure Internal Registers: http://federation.edu.au/staff/governance/academic-board/program-documents/registers
2.	Complete / modify the Training and Assessment Strategy (TAS) for each qualification and various delivery modes. Standard 1 (1.1 - 1.12)	Education Manager / Coordinator	<p>A Training and Assessment Strategy (TAS) must be completed for every qualification listed on the University's Scope of Registration. Qualifications with various students cohorts/modes of delivery require separate Training and Assessment Strategies to ensure the specific needs of each group are being met.</p> <ul style="list-style-type: none"> Training and Assessment Strategy (TAS)
3.	Ensure that training and assessment is suitable and appropriate for eligible Individuals	Education manager/Coordinator	<p>Document within each TAS -</p> <ul style="list-style-type: none"> linkage to industry Learner support where applicable to eligible individuals Volume of Learning as per AQF requirements
4.	Complete / modify Trainer Skills Matrix (TSM) for each qualification and ensure staff work plans and Performance and Professional Development Plans (PRDP) are current. (Standard 1.13, 1.16)	Associate Director / Education Manager / Coordinator / Trainer / Assessor	<p>Ensure training and assessment is delivered by trainers and assessors who:</p> <ul style="list-style-type: none"> hold the required training and assessment competencies; hold relevant vocational competencies at least to the level being delivered or assessed; can demonstrate current industry skills directly relevant to the training/assessment undertaken; and

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			<ul style="list-style-type: none"> continue to develop their VET industry, trainer/assessor and industry currency competency through professional development. Refer: Trainer Skills Matrix Form <p>Refer:</p> <ul style="list-style-type: none"> PRPD Policy PRPD Procedure Induction Policy Induction Procedure
5.	Add, delete or modify Student Management System My Student Centre (MySC) program data.	Education Manager / Coordinator	<p>Refer VET Enrolment Procedure for setting up programs, syllabus, groups and courses</p> <p>http://policy.federation.edu.au/student_services_and_administration/enrolment/enrolments/ch02.php</p>
6.	<p>Ensure planned delivery to apprentices/trainees, overseas students studying on-shore and VETiS students meets the requirements of all additional VET Procedures.</p> <p>Refer to:</p> <ul style="list-style-type: none"> Australian Apprenticeship Delivery (VET) Procedure ESOS Compliance Framework VETiS Course Development and Delivery (TAFE) Procedure 	Education Manager / Coordinator	
7.	Ensure assessment is planned according to the VET Assessment Procedure and all assessment tools are designed using the full current version of the Fed Uni Assessment Tool only.	Education Manager / Coordinator	<p>All units from all qualifications listed on the University's Scope of Registration must have a complete set of assessment tools prior to the commencement of training.</p> <p>Assessment tools should be reviewed and updated on an annual basis.</p> <p>Refer to the VET Assessment Procedure.</p> <p>The current version of the Fed Uni Assessment Tool must be used; refer:</p>

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	STEPS	WHO IS RESPONSIBLE?	COMMENTS
			Assessment Tools
8.	Develop a strategy for ensuring accurate student attendance/ participation records are maintained.	Education Manager/ Coordinator	Accurate attendance / participation records provide critical evidence for Evidence of Participation Audits. Refer Evidence of Student Participation / Engagement (VET) Procedure .
9.	Arrange and/ or ensure marketing materials are ethical, accurate and consistent with the Scope of Registration.(Standard 4)	Education Manager / Coordinator / Marketing Officer	<p>All marketing materials must comply with both HESG and ASQA requirements, which requires information to be current, accurate and reflect the University's Scope of Registration.</p> <p>Marketing materials include: all publications, brochures, flyers, TV and radio commercials, website, reports, signage and newspaper advertisements.</p> <p>For more detailed information refer to: http://federation.edu.au/staff/brand-guidelines Program Marketing Fact Sheet</p>
10.	Conduct Pre-training review to inform individual Training Plans.	Education Manager / Coordinator / Trainer / Assessor	<p>It is a requirement of both HESG and ASQA that all students undergo a pre-training review to ensure that students are receiving the training and support required to meet their individual needs and that they are enrolled in an appropriate qualification.</p> <p>Refer to: VET Pre-Enrolment Procedure</p>
11.	<p>Ensure students are informed about the training, assessment and support services to be provided and about their rights and obligations. (Standard 1.3, 5.1)</p> <p>RPL / Credit Transfer offered and recognised. (Standard 1.12, 3.5)</p>	Education Manager / Coordinator / Trainer / Assessor	<p>Faculty / Centres must provide an information package / Student handbook to prospective students, including information on RPL and Credit Transfers, refer:</p> <p>http://policy.federation.edu.au/learning_and_teaching/assessment/recognition_of_prior_learning_tafe/ch02.php</p>

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Delivery

	STEPS	WHO IS RESPONSIBLE?	COMMENTS
1.	Ensure all assigned trainers / assessors have access to information as detailed in the VET Assessment Procedure.	Education Manager /Coordinator / Trainer/Assessor	All trainers / assessors need to be able to access the Training and Assessment Strategy, Assessment Tools, Unit Outline and Delivery Plan for every unit that they are involved with the training and/or assessing of. Refer to the VET Assessment Procedure .
2.	Ensure all students are administered the appropriate LLN and digital capability review	Trainer / Assessor LLN Coordinator	The appropriate LLN and digital capability review tool is selected depending on the qualification chosen by the applicant
3.	Ensure a Pre-Training Review of current competencies including literacy and numeracy skills is conducted prior to enrolment in training.		The pre-training review must: <ul style="list-style-type: none"> • identify any competencies previously acquired (RPL), (RCC), or Credit Transfer • ascertain the most suitable (as defined in the Quality Charter) qualification for each student to enrol in, based on the individual's existing educational attainment, capabilities, aspirations and interests and with due consideration of the likely job outcomes from the development of new competencies and skills. • ascertain that the proposed learning strategies and materials are appropriate
4.	Ensure all students are enrolled prior to the commencement of delivery.	Trainer/Assessor	Students should have already received all program information and completed a pre-training review prior to enrolment. Refer: <ul style="list-style-type: none"> • VET Enrolments Procedure • VET Australian Apprenticeship Traineeship Delivery (VET) Procedure
5.	Ensure student induction is conducted and provide students with relevant Faculty / Centre program information.	Trainer/Assessor	All students should participate in an induction to ensure that they are made aware of all the required information.

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	STEPS	WHO IS RESPONSIBLE?	COMMENTS
			Induction and Learning Support Checklist
6.	Deliver training as detailed in the Training and Assessment Strategy (TAS).	Trainer/Assessor	Trainers and Assessors need to ensure that the training and assessing is in line with the Training and Assessment Strategy (TAS). This document is a 'living' document and should be reviewed at least annually for accuracy and currency.
7.	Ensure training and assessment is conducted in a manner that is safe and in accordance with relevant University, government and industry requirements.	Education Manager / Coordinator / Trainer/Assessor	Refer: Federation University Australia Health Risk and Safety web link: http://federation.edu.au/staff/working-at-feduni/risk,-health-and-safety
8.	Manage issues associated with inappropriate student behaviour and maintain appropriate records.	Associate Director/ Education Manager /Coordinator / Trainer/ Assessor	Trainers should report any concerns to the Education Manager. Maintain records of inappropriate student behaviour and progress, together with the record of action taken. Refer: University Policies and Procedures: <ul style="list-style-type: none">• Bullying Prevention and Management Policy• Bullying Prevention and Management Procedure• Occupational Health & Safety Procedure - Emergency Management• Statute 6.1 – Student Discipline• Statute 5.4 - Exclusion for Reasons of Unfitness
9.	Ensure timely, accurate management of student results and records. (Standard 3 and the VET Funding Contract)	Education Manager/Coordinator / Trainer / Assessor	Students must have timely access to current and accurate records of their participation and progress in accordance with HESG and ASQA requirements. Trainers must be aware of their resulting and record keeping responsibilities and the need to provide evidence of participation for all students. Refer to: Evidence of Participation Procedure

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			Students must be withdrawn within 2 months from the last date of engagement or receiving notification to withdraw. Refer to: VET Enrolment Procedure
10.	Ensure transition and teach out requirements are adhered to. (Standard 1.26) HESG VET Funding Contract	Education Manager / Coordinator / Trainer / Assessor	Refer VET Transition & Teach Out Section below. Delivery from Superseded Training Packages must be transitioned within 12 months of their publication so only Qualifications from current Training Qualifications are delivered, refer: VET Program Approval Procedure
11.	Ensure excursions and practical placements are conducted in accordance with Policy and Procedure.	Education Manager / Coordinator / Trainer / Assessor	For information on requirement in relation to excursions, practical placements and work based training, refer to: VET Work Based Training and Practical Placement Requirements Procedure .
12.	Ensure correct process for issuing of Awards.	Education Manager/Coordinator	Refer to Vocational Education and Training (VET) Awards Procedure

Evaluation, Continuous Improvement and Review

	STEPS	WHO IS RESPONSIBLE?	COMMENTS
1.	Feedback from all stakeholders, including industry, students and staff, is collected and analysed for each qualification.	Education Manager / Coordinator	Client services offered by the University are continuously improved through the collecting, analysing and implementing of relevant data and information. (Standard 2.2) Feedback is collected, reviewed and actioned regarding client services offered by the University. Refer to evidence such as Student Feedback, survey results, Industry Engagement and Continuous Improvement Log. Details of evaluation methods should be identified in the Training and Assessment Strategy and

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	STEPS	WHO IS RESPONSIBLE?	COMMENTS
			Industry Engagement and Continuous Improvement Log.
2.	Following a 12 month validation cycle, July - July, a collated overview of the recommendations and actions to be implemented for each qualification to be developed.	Associate Director / Education Manager / Coordinator	<p>Program evaluation and validation is conducted as part of a systemic and continuous improvement approach which is applied to all VET qualifications at the University.</p> <p>Recommendations from the validations are used to modify qualifications to meet the changing needs of students, employers and other stakeholders. (Standard 2.2, 1.4-1.5).</p>
3.	<p>The qualification review process is to be commenced in July each year, using the VET Qualification Review Form.</p> <p>This process allows for feedback and evaluation from various sources, including recommendations and actions from validations to be incorporated into learning and teaching resources and processes for the purpose of continuous improvement.</p>	Associate Director / Education Manager / Coordinator	<p>Ensure any improvements identified from the various forms of feedback received are incorporated into the review process to demonstrate the qualification has been modified to cater for the changing needs of students, employers and other stakeholders.</p> <p>This also provides record of any improvement actions undertaken.</p>
4.	The completed Qualification Review Checklist to be submitted to the Faculty Board for approval.	Associate Director / Education Manager / Coordinator	The Faculty Board should be satisfied that the appropriate level of feedback has been sourced and that the qualification has been modified in line with the recommendations received.
5.	The completed Qualification Review Checklist to be forwarded to Curriculum Committee for noting.	Associate Director / Education Manager / Coordinator	As the approving body for the University's curriculum, Curriculum Committee must review all VET Qualification Reviews.

VET Transition and Teach Out

The overarching principle is that Federation University will deliver the current training product to a student. All new students will be enrolled in the most current qualification available. This procedure is to be applied to all VET qualifications and students of the University, irrespective of delivery mode or location.

It is a condition of registration that Federation University complies with the ASQA Publication - General Direction and Teach Out, related ASQA updates and current standards within the VET [Quality Framework](#). Victorian government funding can also be effected through enrolment of students in superseded qualifications and the VET Funding Contract should be referred to.

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	STEPS	WHO IS RESPONSIBLE?	COMMENTS
1.	Refer to Standards RTOs 2015 and HESG Funding Contract.	Education Manager / Coordinator / Trainer / Assessor	<p>(Standard 1.26) Transition of training products</p> <ol style="list-style-type: none"> Where a training product on its scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register; Where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register; Where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and A new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register. <p>(Standard 1.27) The requirements specified in Clause 1.26(a) do not apply where a training package</p>

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			requires the delivery of a superseded unit of competency.
2.	Genuine Disadvantage	Education Manager / Coordinator	<p>If a Education Manager believes a student would be genuinely disadvantaged by enrolling in the current version of a qualification they can submit an application to Quality Services using a <i>"Request for Enrolment in Transitioning / Expired Qualification Form"</i> to allow enrolment in a superseded qualification.</p> <p>This enrolment will only allow a student to continue training in a superseded qualification until the end of the transition period, at which time the student must either have completed or be transitioned into the new qualification.</p> <p>Any further extensions need to be raised with the Executive Director of the Centre. These would then be presented in writing to Quality Services for processing and submission to ASQA.</p> <p>ASQA requires any extension applications to the transition period to be forwarded directly to them for approval.</p>
3.	New Student	Education Manager / Coordinator / Trainer Assessor	<ol style="list-style-type: none"> 1. All new students should be enrolled only into current Training Package / Accredited Course TP/AC 2. No new students will be enrolled in an expired or superseded Training Package even within the transition/teach out period when a replacement training package is on Scope and available. 3. The only exception would be if the University is waiting on a new qualification to be added to the Scope of Registration. New students may be enrolled into the superseded training package in the interim, with permission from Deputy Vice-

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			Chancellor - Academic. While new students may be enrolled into the superseded Training Package this can only occur for a period of up to 12 months after publication of the new Training Package.
4.	Continuing Students.	Education Manager / Coordinator / Trainer Assessor	<ol style="list-style-type: none"> 1. Faculties/Centres must transfer continuing students out of the superseded Training Package as soon as practicable and no later than 12 months from the date of publication of the new TP/AC. 2. Where a TP is deleted or an Accredited Course expires, the Faculty/Centre must provide timely and adequate advice to the student about the deleted qualification with the view to transferring the student to an alternative training package or accredited course. 3. After this time, students who have not completed their studies in the superseded qualification must be transitioned. 4. Once the TP has been deleted, no further enrolments can occur. 5. Teach out of students enrolled in the deleted TP must occur within 12 months after the deletion date.
5.	Apprentices and Trainees.	Education Manager / Coordinator / Trainer Assessor	<ol style="list-style-type: none"> 1. Extra care must be taken when signing up Apprentices and Trainees to ensure they are enrolled in only current Training Packages. Apprentices and Trainees must NOT be enrolled in superseded qualifications, even if it is within the 12 month transition time frame. 2. While apprentices/trainees may be genuinely disadvantaged by having to transition to a new TP, this only allows up to 12 months for completion of

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			studies to occur. (<i>*teach out beyond 12 months may have funding implications and requires permission from AQSA for an extension to the teach out period</i>).
6.	Superseded Training Packages and Accredited Courses – equivalent.		<p>Once a Training Package (TP) listed on FedUni's Scope of Registration has been superseded by a new equivalent TP, ASQA will automatically add the new Training Package to the Scope of Registration.</p> <p>ASQA does not automatically add new equivalent Accredited Courses to the Scope of Registration. Faculties/Centres must follow the normal program approval process to have any new Accredited Courses added to the University's Scope.</p> <p>Faculties/Centres must still receive approval via Curriculum Committee in order for enrolments into the new Training Package to be enabled. Refer to the VET Qualification Approval Procedure for further information on adding Training Packages/Courses to Scope.</p>
7.	Superseded Training Packages and Accredited Courses - non-equivalent.		<p>Once a Training Package (TP) or Accredited Course (AC) listed on FedUni's Scope of Registration has been superseded by a new TP/AC, the Faculty/Centre must apply to have the new TP/AC added as soon as possible. Planning for this to occur should commence as soon as possible. This must be completed no later than 12 months from the date of publication of the replacement TP/AC.</p>
8.	Issuing Testamurs.		Testamurs for superseded TP/ACs may only be issued for two years from the date the TP/AC was expired or deleted from the national register. After this time,

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			testamurs cannot be issued unless they are replacement documents.
9.	Advice and Guidance for Students.		<p>Faculties/Centres must provide students with timely and adequate advice and guidance in relation to transition or teach out arrangements. Faculties/Centres must ensure students are given the opportunity to transfer to the replacement qualification.</p> <p>Evidence of this advice and guidance being conveyed to the student must be kept on the student file and be available upon request.</p>
10.	Enrolments.		<p>Student Management and Systems will accept enrolments in accordance with the following:</p> <ol style="list-style-type: none"> 1. New students will only be accepted into Qualifications that have a current status. New students will only be allowed to enrol in a superseded qualification if evidence is provided via the <i>"Request for Enrolment in Transitioning / Expired Qualification Form"</i> that planning to have the replacement Qualification added to Scope is underway and that transition and teach out plans exist; 2. Continuing students will be accepted into the superseded qualifications only up to 12 months from the date of publication of the replacement qualification; 3. Enrolments of students into Qualifications that have expired and are past the 12 month transition time will not be accepted; and 4. No enrolments will be accepted into deleted Training Packages or expired Accredited Courses under any circumstances.
11.	Funded Course List		The University is provided a list of qualifications which it is entitled to

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			<p>be paid funds under the VET Funding Contract. If a qualification is not shown on this List then government Funding will not be provided.</p> <p>The Funded Course List also distinguishes what type of funding is available for qualifications. Some qualifications may only receive funding for apprentices or trainees not general students.</p>

Responsibilities

- Chair, Academic Board has responsibility for the maintenance of this procedure.
- Specific responsibilities are included under Actions.

Policy Base

- [Federation University Australia Act \(2010\).](#)
- [Standards for Registered Training Organisations 2015.](#)
- [Educational Services to Overseas Students Act 2000.](#)

Associated Documents

- [VET Program Approval Procedure](#)
- [VET Assessment Procedure](#)

FORMS

Forms stored on Quality Services Resource Page

- [Trainer Skills Matrix - Excel Version](#)
- [Trainer Skills Matrix - Word Version](#)

Forms.

- [Industry Engagement Log](#) (DOCX 193.4kb)
- [VET Qualification File Checklist](#) (DOCX 46.4kb)
- [VET Staff File Checklist](#) (DOCX 41.7kb)
- [VET Student File Checklist](#) (DOCX 45.1kb)
- [VET Transition and Teach Out Quick Reference](#) (PDF 498.7kb)

Forms/Record Keeping

Warning - Uncontrolled when printed! The current version of this document is kept on the FedUni website.

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Title	Location	Responsible Officer	Minimum Retention Period
Roles and Responsibility Checklist (Commercial/ Third Party Agreements)	Faculty	Education Manager / Coordinator	2 years after completion of course
Program Delivery Timetable	Faculty	Education Manager / Coordinator	2 years after completion of course
Attendance / Participation Records	Faculty	Education Manager / Coordinator / Trainer / Assessor	7 years
Flexible Delivery Participation Record – Individual Student	Faculty	Education Manager / Coordinator / Trainer / Assessor	7 years
Flexible Delivery Participation Record – Entire Class	Faculty	Education Manager / Coordinator / Trainer / Assessor	7 years
Practical Placement Agreement Form	Faculty	Education Manager / Coordinator / Trainer / Assessor	7 years after contract has expired. If legal proceedings arise, record to be kept permanently
Excursion Forms	Faculty	Education Manager / Coordinator / Trainer / Assessor	No incident occurring – 7 years after excursion. Incident occurring – 20 years after excursion
On-going Assessment Records	Faculty	Education Manager / Coordinator / Trainer / Assessor	7 years
Unit/Module Outline	Faculty	Trainer/Assessor	2 years after completion of course
Assessment Tools	Faculty	Trainer/Assessor	2 years after completion of course

Request for Enrolment in Transitioning / Expired Qualification Form

Request to Transition and Apprentice/Trainee Qualification

Implementation

The [VET Qualification Delivery Procedure](#) will be implemented throughout the University via:

1. Inclusion on the University's online Policy Library.
2. Inclusion on Policy & Procedure / Operational agenda item on Executive / Leadership Meetings.
3. Inclusion on Policy & Procedure / Operational agenda item on Learning & Teaching Meetings.

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