Policy

Industry Consultation Policy

Approved by: Chief Product and Quality Officer

Approval date: 4 July 2025

Acknowledgement of Country

In the spirit of reconciliation, TAFE NSW acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Country throughout Australia and their connections to land, sea and community. We pay our respect to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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Section 1. Purpose

1.1   The Industry Consultation Policy aims to establish and maintain effective partnerships with industry, employers and community representatives to ensure that vocational education and training programs in NSW are relevant, up-to-date and responsive to the evolving needs of employers, industry sectors, communities and students. This policy outlines the principles that guide the quality and integrity of industry engagement practices, which are crucial for informed decision-making and continuous improvement in the VET sector.

1.2   This policy ensures regulatory compliance and supports high-quality outcomes for students. It is aligned with all relevant regulatory frameworks and legislative instruments, including:

   a   [Australian Qualifications Framework (AQF).](#)

   b   [Standards for Vocational Education and Training (VET) Accreditation courses 2021](#).

   c   [National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025.](#)

   d   [Standards for Registered Training Organisations Compliance Requirements (2025)](#)

   e   [Standards for Registered Training Organisations Credentials Policy (2025)](#)

   f   [ELICOS Standards 2018](#)

   g   And any other relevant licensing, contractual and regulatory requirements.

Section 2. Scope

2.1   This policy ensures that training and assessment strategies at TAFE NSW are relevant and informed by industry standards and community needs. It incorporates regular feedback from industry stakeholders and community representatives to enhance training and assessment practices.

2.2   The policy applies to all staff involved in industry engagement, including contractors and third parties, whose activities strategically inform the planning, design and delivery of training and assessment. Through continuous industry and community consultation and feedback, education and training are adapted to meet current and future workforce needs, ensuring meaningful engagement with industry and community stakeholders.

Section 3. Principles

3.1   This policy ensures that TAFE NSW training and assessment services reflect current industry practices and align with identified Government skills priorities by:

   a   Maintaining relevance by basing training and assessment strategies on up-to-date industry needs and standards, providing students with skills that are in demand.

b   Promoting continuous improvement through the regular collection and analysis of feedback from industry stakeholders to identify opportunities for enhancement and implement changes that raise the quality of training and assessment.

c   Upholding compliance by adhering to all relevant regulatory frameworks and legislative requirements outlined in clause 1.2 of this document.

d   Supporting engagement by actively involving a diverse range of industry stakeholders through surveys, focus groups, advisory committees, site visits, and other methods to gather comprehensive feedback.

e   Ensuring transparency by clearly communicating changes and improvements to staff and stakeholders to foster alignment and shared understanding of updated practices.

f   Reinforcing accountability by assigning clear responsibilities to the management team, industry innovation specialists, other delegates, and teaching staff to ensure effective implementation and monitoring of this policy.

Section 4. Additional Policy Requirements

Identification of Industry Stakeholders

4.1   TAFE NSW employs a flexible and comprehensive process to identify and consult with appropriate stakeholders. This process varies depending on the industry sector and the specific goals of the engagement and should include small, medium and large businesses, rural and remote locations, industry associations, community representatives, regulatory bodies and other government agencies. Training and assessment practices must reflect current regulatory standards and industry workforce requirements, incorporating relevant skills, knowledge and technologies to meet student needs and improve job-readiness.

4.2   Examples of Stakeholder Identification Methods:

a   Leveraging influential contacts, by engaging with individuals who hold influence within various agencies and organisations.

b   Identifying potential stakeholders through reputable publications and events, such as newsletters, journals, webinars and panel discussions on key industry or community issues.

c   Targeting relevant departments and portfolios by focusing on departments managing portfolios related to key areas such as Jobs and Skills Australia, AMEP, SEE contracts, universities, Department of Education and Workplace Relations.

d   Engaging with industry subject matter experts and associations to collaborate on relevant skills and workforce areas.

e   Engaging with a diverse range of employers by reaching out to large, medium, and small enterprises across urban, rural, and remote areas.

f   Leveraging existing relationships by re-engaging with stakeholders from previous collaborations, advisory groups, training partnerships and community initiatives.

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Management of Stakeholder Contact

4.3   To ensure that TAFE NSW engages with current and relevant representatives of the industry and remains informed of emerging trends and workforce needs, the organisation maintains up-to-date contact records for stakeholders involved in industry consultation. This is achieved by:

    a   Regularly reviewing and updating stakeholder contact information in the Customer Relationship Management (CRM) system, including representatives from industry bodies, employers, community organisations and regulatory agencies.

    b   Ensuring the accuracy and relevance of contact details during each engagement activity, including Industry Collaboration Reference Groups (ICRGs), surveys, and consultations.

    c   Replacing outdated contacts with new representatives where roles have changed, organisations have restructured, or new stakeholders have emerged in response to industry shifts.

    d   Leveraging internal networks and external sources, such as industry publications, events and peak body directories, to identify and connect with new or emerging stakeholders.

Implementation of Industry Feedback into Practice

4.4   TAFE NSW emphasises the systematic collection and analysis of industry stakeholder feedback to identify trends and areas for improvement, ensuring data-driven decisions that inform the TAFE NSW Training Portfolio Strategy and enhance training and assessment across faculty discipline areas. Industry engagement is embedded in both strategic and operational activities to maintain the quality and relevance of training delivery.

4.5   Industry feedback is gathered through surveys, focus groups, advisory committees and site visits; analysed to identify trends, themes, gaps and areas for improvement; documented and reported with outcomes and recommendations reviewed by Faculty Discipline teams and Faculty and Branch Boards to plan agreed-upon enhancements.

4.6   Industry feedback and insights are systematically incorporated into continuous improvement processes by:

    a   Integrating industry sector insights, including in-demand and emerging trends, obtained from industry bodies, associations, market research reports, Jobs and Skills Councils (JSCs) annual reports, sector-specific reports, workforce planning reports, and implementation and monitoring reports, to inform TAFE NSW's training portfolio strategy and course planning activities, with input from employers and community representatives.

    b   Embedding industry intelligence into course design and review processes to ensure training products are responsive to emerging technologies, regulatory changes and local workforce needs. This includes participating in and providing feedback during regular course performance reviews to maintain alignment with workforce expectations and support skills development.

    c   Utilising stakeholder feedback to guide the development, review and continuous improvement of training and assessment strategies, resources and delivery methods. This ensures that these

strategies reflect industry needs and foster the development of workforce-relevant skills and knowledge.

d   Collaborating to inform professional development and capability uplift opportunities for teachers, supporting their industry know-how by facilitating keynote industry speakers and experts and promoting industry-relevant workshops, seminars and conferences.

e   Documenting and actioning changes through quality assurance processes, including updates to the Training and Assessment Strategy (TAS), incorporates feedback on course structure, clustering of skill development, industry-supported equipment and digital technologies, facilities and learning environments, learning resources, and assessment tools. This ensures alignment with industry standards.

f   Industry consultation feedback informs facility upgrades to ensure training environments are equipped with the relevant tools and technologies. This alignment is crucial for conducting workshops and simulated training experiences that reflect current workplace conditions and support the development of job-ready, skilled graduates.

g   Industry feedback and insights are explicitly used throughout course design to inform the resources, materials, and tools used to support learning and skill development. These may include:

      i.   Learning Materials: Textbooks, online modules, and instructional guides that provide theoretical knowledge and practical instructions.

      ii.   Training Equipment: Tools, machinery, and technology used in hands-on training to simulate real-world work environments.

      iii.   Digital Resources: E-learning platforms, software, and virtual simulations that support remote or blended learning.

      iv.   Assessment Tools: Tests, quizzes, case studies, and practical assessments used to evaluate learners' knowledge and skills.

Application of Engagement Approaches

4.7   TAFE NSW employs a variety of engagement approaches and mechanisms to ensure comprehensive industry consultation. By utilising diverse approaches, TAFE NSW aims to gather broad and inclusive feedback from stakeholders. This ensures that their insights and perspectives inform students' training, learning and assessment experiences effectively supporting workforce skill development and needs.

4.8   Engagement is categories as 'structured' and 'unstructured' engagement activities. Defined as:

a   Structured (planned activities): These are formal, organised engagements such as scheduled meetings, including Industry Collaboration Reference Groups (ICRGs); formal surveys; workshops or training sessions; focus groups; strategic planning sessions; annual conferences; and regular reporting.

b   Unstructured (spontaneous activities): These activities may include unscheduled meetings, ad-hoc surveys or polls to capture real-time opinions and trends within the industry, casual

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networking events that foster relationships and instant feedback mechanisms such as using social media tools or instant messaging.

4.9   Key engagement approaches include:

a   Implementing annual surveys to gather feedback on training programs. For example, TAFE NSW Connects Survey.

b   Establish and managing advisory committees comprising industry experts to provide ongoing input into training and assessment strategies, such as Industry Collaboration Reference Groups (ICRGs). Refer to ICRG Charter.

c   Conducting site visits to industry workplaces to observe current practices and gather firsthand information, conducted by Industry Innovation Specialists.

Section 5. Responsibilities

This section outlines the positions or teams that have responsibilities within the policy.

Position	Responsibility
Executive Director Course Development and Quality (Accountable Officer)	Oversight of the development, review and amendment of this policy, with the authority to approve revisions to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Director Course Development (Responsible Officer)	Support the Accountable Officer in the development, monitoring, reviewing and amendment of this policy, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Manager Industry Innovation	Oversee the execution of industry engagement strategies and plans to provide feedback and insights, proactively informing training and assessment enhancements to ensure relevance to industry workforce needs.
Industry Innovation Specialists (IISs)	Lead and coordinate industry engagement activities, including consultations and Industry Collaboration Reference Groups (ICRGs), to gather and synthesise insights for continuous improvement of resources and delivery methods. Document and distribute industry intelligence using CRM and SharePoint systems, collaborating with Product Management and Faculty Discipline teams.
Product Managers	Coordinate the integration of industry engagement insights into course planning and design to ensure training products meet workforce needs and strategic priorities. Collaborate with Industry Innovation Specialists and delivery teams to consolidate feedback and translate it into actionable course enhancements, including updates to Training and Assessment Strategies (TAS), learning resources and course documentation.

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Position	Responsibility
Team leaders, head teacher and or teachers	Conduct local industry engagement activities and consultations to inform and apply industry-aligned practices in training and assessment strategies, collaborating with discipline team members to document insights, capturing regional insights and inform localised delivery strategies as needed for specific cohort needs aligned to inform MCTAS documents Part B.

Engage in industry activities to stay abreast of shifts and changes, ensuring industry currency and relevance in training and assessment practices. |

Section 6. Monitoring

6.1   The Responsible Officer or their delegate will monitor the effectiveness of, and feedback received relating to this policy and take action to ensure its continued improvement and adherence to the legislative requirements.

6.2   The Responsible Officer will coordinate a formal review of this policy every three years or so, where a change to legislation or organisational structure necessitates a review.

Section 7. Where to get help

The Responsible Officer for this policy is the Director Course Development.

Section 8. Governance information

Governance	Details
Legislation, regulations, and standards	This policy is governed by:

a. Australian Qualifications Framework (AQF).

b. Standards for Vocational Education and Training (VET) Accreditation courses 2021.

c. National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025.

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Governance	Details
Related procedures	This policy governs the following procedures: [Master Cohort Training and Assessment Strategy (MCTAS) and Cohort TAS Development Procedure.pdf](#)
Related policies	This policy is to be read together with: [TAFE NSW Scope Management Policy](#) [Course Design Development and Review Policy](#)
Accountable Officer	Executive Director Course Development and Quality
Responsible Officer	Director Course Development
Content Manager number	PROJ25/349
Next review date	3 years from the approval date, unless legislation states otherwise

Section 9. Definitions

Word	Definition
Industry Collaboration Reference Group (ICRG)	A formal advisory group led by TAFE NSW to gather industry feedback on training needs, product quality and innovation opportunities. Industry Collaboration Refence groups are guided by the following documents to ensure a consistent approach. *Industry Collaboration Reference Group Charter*, *ICRG Question Bank* and *ICRG Templates*.
Industry	Refers to the broad range of employers, industry bodies, professional associations, regulators and subject matter experts that represent the current and emerging needs of the workforce across sectors relevant to TAFE NSW's training delivery.
Community engagement	Refers to the process of building relationships and collaborating with local communities, including First Nations communities, to ensure training is inclusive, culturally appropriate and responsive to local needs and aspirations. Community engagement may include consultation with community leaders, local councils, not-for-profits and regional development organisations.

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Word	Definition
Master Cohort Training and Assessment Strategy (MCTAS)	A MCTAS is a planning document that is developed to ensure that the way a course is delivered is responsive to industry, accommodates student needs and meets the requirements of nationally recognised qualifications. Product Managers develop Part A of the MCTAS in consultation with industry and teaching staff, whilst Part B will be completed by the faculties.

Section 10. Document history

No.	Effective	Approved by	Amendment
1	4 July 2025	Chief Product and Quality Officer	Nil Amendments – Policy creation

Note: (17 March 2026) Accountable and Responsible Officer roles have been updated since publication, as part of an automated update associated with recent operating model changes. These updates reflect position title or organisational alignment changes only and will be captured in the version history when the document is next reviewed and published.

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