

Training Policy

Approved by: Chief Learning and Teaching Officer

Approval date: 10 June 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.

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Section 1. Purpose

- 1.1 The purpose of this Training Policy is to establish the principles that guide the design and delivery of high-quality, engaging, and well-structured training across all TAFE NSW Vocational Education and Training (VET). The policy ensures that training supports students to develop the skills and knowledge required by the training product and courses, recognises diverse learner needs and approaches, and upholds the integrity and quality of assessment practices.
- 1.2 This policy supports a fair, transparent, and consistent approach to training and formative assessment by ensuring training is delivered with a clear understanding of the student journey, including the time, support, and commitment required to develop the skills and competencies outlined in the training product and course delivery content. It aligns with organisational priorities and meets all relevant regulatory and legislative requirements 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 Credentials Policy \(2025\)](#)
 - e And any other relevant licensing, contractual and regulatory requirements.
- 1.3 TAFE NSW is committed to providing high-quality training experience for all students.

Section 2. Scope

- 2.1 This Policy applies to all students and staff involved in VET training at TAFE NSW, including contractors and third parties delivering training and assessment services on behalf of TAFE NSW.
- 2.2 Training refers to the modes of delivery and learning materials used to facilitate learning

Section 3. Principles

- 3.1 Effective training must be structured, engaging, and aligned with the requirements of the training product and the Australian Qualifications Framework (AQF).
- 3.2 Training refers to the process by which TAFE NSW, or a third party delivering services on its behalf, facilitates learning and the acquisition of competencies consistent with the requirements specified in the training product.
- 3.3 Delivery modes must be appropriate to the skills and knowledge being developed. The structure and pacing of training must be designed to support progressive skill development and learner achievement. A variety of training techniques and resources should be used to promote engagement and support intended learning outcomes. Training delivery must include

appropriate access to the required training facilities, resources and equipment, including where training is provided by a third-party.

- 3.4 Where work placements are required, they must be safe, fit-for-purpose, provide meaningful and industry-relevant experiences that support students to develop and demonstrate competence in real-world settings.

Section 4. Additional policy requirements

- 4.1 Training design and delivery align with the requirements of the training product and are informed by the needs of the learner cohort, the delivery context, and industry and community expectations. Delivery modes are selected to ensure accessibility, relevance, and effectiveness, and teaching methods are varied to support all learners in developing the required skills, knowledge, and competencies.
- 4.2 Students are informed about the training process and have access to this Policy on the TAFE NSW website.
- 4.3 Students are informed of the equipment, learning resources and technology required for their training. This includes any specific tools or materials necessary for participation. Students are provided with clear guidance on how to access and use these resources to support their learning.
- 4.4 Students are informed about the following, regarding modes of delivery and training structure:
- a Mode of Delivery: The specific methods used for training and assessment in their course (e.g., face-to-face, online, virtual, distance, or blended learning) and how these methods are suited to the skills and competencies being taught.
 - b Suitability of Mode for Skill Development: How the chosen mode of delivery will facilitate practical skill development and application, particularly for courses requiring hands-on experience.
 - c Training Structure and Pacing: How the training structure, including the sequencing and pace of learning and course duration limit ensure it supports their progress through the course and helps them develop the required competencies in a timely manner.
 - d The various training methods, activities, and resources available for them to actively engage in to enhance their learning. That the training is designed to accommodate different learning styles and help them build skills and knowledge in multiple ways.
 - e Work placement: Any work placement requirements of the course.
- 4.5 Students are informed of the appropriate methods for communicating with their teachers and the expected timeframe for a response.
- 4.6 Training strategies, design and tools are developed under the provisions of the [Course Design Development and Review Policy](#) and are informed by industry and community to reflect current industry and community practice and needs.

- 4.7 All staff and third parties delivering training and assessment have appropriate credentials, skills, knowledge and currency in accordance with the [Standards for Registered Training Organisations Credentials Policy](#). Implementation of the Credentials Policy is outlined in the [Quality Vocational Education and Training \(VET\) Teachers & Assessors Policy](#).
- 4.8 Teachers may facilitate or refer students to additional Language, Literacy, Numeracy and Digital Literacy assessment to ensure the training product is at an appropriate level for them and/or that the student is directed to appropriate student support services.
- 4.9 Individual students needs are considered in the training process and, where appropriate, reasonable adjustments applied in accordance with the [Assessment Procedures \(VET\)](#), [Students with a Disability Policy](#) and [Students with Disability Implementation Procedure](#).
- 4.10 The adequacy and appropriateness of facilities, resources and equipment is informed by a wide range of factors, including:
- a the training product requirements
 - b feedback from industry, employers, community, staff and students
 - c the student cohort, including diversity of the cohort and needs
 - d the number of students enrolled
 - e the mode of training delivery
 - f relevant licensing and regulatory requirements.
- 4.11 Where the delivery of training is using an online, virtual, blended or distance mode, students are provided with a safe, suitable and accessible online learning platform, environment and resources. This is supported by the [Acceptable Use of Information and Technology Policy](#).
- 4.12 Where the training product includes work placements or other community-based learning:
- a the placement is designed to provide students with the necessary skills and knowledge in a real-world environment.
 - b A risk assessment and the requirements of the [Student Work Placement Procedure](#) are put in place.
 - c Students are informed about the work placement requirements, including the specific industry or workplace requirements, expectations, duration, and the skills to be developed.
 - d Students are informed of the expectations, duration, and goals of the placement, ensuring it aligns with the training product requirements.
 - e Additionally, students are provided with the support and resources needed to succeed in the placement, including guidance on accessing the placement, understanding the workplace context, and applying their learning effectively in a practical setting.
- 4.13 Records of training participation, including student evidence are retained as detailed in the [Retention of Student Education Evidence Procedure](#), the [Records Management Policy](#) and the [Privacy Policy](#).

Section 5. Responsibilities

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

Position	Responsibility
Chief Learning and Teaching Officer (Accountable Officer)	Oversight of the development, review and amendment of this policy, with the authority to approve revisions to the policy to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Executive Director Education Enablement (Responsible Officer)	Support the Accountable Officer in the development, monitoring, review and amendment of this policy, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Executive Directors of Learning and Teaching	Oversee the Learning and Teaching Group implementation of training delivery and associated practices, ensuring they align with TAFE NSW policies and procedures and relevant legislative and regulatory requirements.
Directors of Learning and Teaching	Lead the implementation of training delivery and associated practices within aligned Faculty/Branch, ensuring they align with TAFE NSW policies and procedures and relevant legislative and regulatory requirements. Support continuous improvement strategies through a regular review of that implementation.
Team Leader and Head Teacher	Monitor and review the implementation of this policy. Capture findings for continuous improvement of practices.
Students	Access and adhere to, relevant TAFE NSW policies and procedures.
Teacher and Head Teacher	Prepare and deliver education, training and assessments in line with TAFE NSW policies and procedures and regularly engage in review and improvement processes related to education, training and assessment.
Education Enablement Compliance and Assurance Team	Undertake reviews and monitoring activities as per the Annual Internal Review Schedule to ensure practices adhere to this Policy.

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 two years or where a change to legislation or organisational structure necessitates a review.

Section 7. Governance information

Governance	Details
Legislation, regulations, and standards	<p>This policy is governed by:</p> <ul style="list-style-type: none"> Australian Qualifications Framework (AQF). Standards for Vocational Education and Training (VET) Accreditation courses 2021. National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025. Standards for Registered Training Organisations Credentials Policy (2025).
Related procedures	<p>This policy governs the following procedures:</p> <ul style="list-style-type: none"> - Student Work Placement Procedure
Related policies	<p>This policy is to be read together with:</p> <ul style="list-style-type: none"> - Acceptable Use of Information and Technology Policy - Assessment Policy - Assessment Procedure (VET) - Academic Integrity Policy - Course Design, Development and Review Policy - Manage Assessment Appeals Policy - Privacy Policy - Quality Vocational Education and Training (VET) Teachers & Assessors Policy - Records Management Policy - Retention of Student Education Evidence Procedure - Students with a Disability Policy and Procedure
Accountable Officer	Chief Learning and Teaching Officer
Responsible Officer	Executive Director, Education Enablement
Content Manager number	[Provided on uploading to the Policy & Procedure Hub.
Next review date	10 June 2028

Section 8. Definitions

Word	Definition
Assessor	An authorised TAFE NSW employee or third party who determines a student's competency and/or attainment of learning outcomes.
Mode of delivery	The methods for delivering education, training and/or assessment, including face-to-face, online, virtual, distance, or blended methods.
Reasonable adjustments	Any adjustments for a student with a disability made by an TAFE NSW in a manner consistent with the Disability Standards for Education 2005.
Third party	Any person who has an arrangement with TAFE NSW to deliver services, but does not include: <ul style="list-style-type: none"> • employees of the organisation; • experts engaged by the organisation; or • government agencies and government funded agencies that refer VET students to the organisation and do not receive any payment from the organisation for doing so.
Teacher or Trainer	An authorised TAFE NSW employee or third party who undertakes training for, or on behalf of TAFE NSW.
Training product	An AQF qualification, a skill set, a unit of competency, accredited short course or module.

Section 9. Document history

No.	Effective	Approved by	Amendment
1	10 June 2025	Chief Learning and Teaching Officer	Nil Amendments – Policy creation