

Courses Lifecycle - Continuous Improvement of Training and Assessment (VET) Procedure

Section 1 - Summary

(1) Victoria University is committed to continuously improving all aspects of its training and assessment. This Procedure documents the processes and related procedures that contribute to meeting this commitment.

Section 2 - Scope

(2) This Procedure applies to all TAFE delivery.

Section 3 - Policy/Regulation

(3) [Courses Lifecycle Policy](#)

Section 4 - Procedures

Part A - Roles and Responsibilities

Role	Responsibilities
Director, Academic Quality and Standards	Ensure that TAFE programs, staff records, systems and processes are reviewed at least annually. Oversees the annual review of the quality of training and assessment.
Executive Directors/Directors and TAFE Managers	Establish and publish a Plan for Continuous Improvement of area of operation. Oversee the implementation of the Continuous Improvement Plan. Ensure that issues and opportunities for improvement identified through continuous Improvement activities are recorded, actions determined and implemented within designated timelines.
Chief TAFE Officer	Receive and approve the outcomes and improvement strategies from annual auditing reports. Review and approve changes to VU's Scope of Registration arising from quality reviews. Report annually to ASQA on compliance. Assure compliance with training requirements under State Funding Agreements.

Part B - Approach to Continuous Improvement

(4) All TAFE staff share responsibility for the continuous improvement of the quality of training and assessment services.

- a. For those directly involved in the provision of training and assessment there is a shared responsibility for ensuring that delivery and assessment practices are customised to student needs and provide the best value to students and employers, and are compliant with the [Outcome Standards for NVR Registered Training Organisations 2025](#) Standards 1.1-1.5, 4.4 and regulations.
- b. For those in support areas there is an equal responsibility to ensure that the services provided directly to students or indirectly to students via their program areas are the most responsive and highest quality possible.
- c. Any issue or opportunity for improvement identified must be brought to the attention of the relevant TAFE Executive Directors/Directors and Manager.

(5) The Chief TAFE Officer ensures a systematic approach to continuous improvement through the annual review of internal processes and the quality of training and assessment. Continuous improvement strategies include:

- a. The TAFE's scope of registration will be reviewed annually to ensure that programs are relevant to industry and/or provide clear pathways to further education.
- b. Through a Training and Assessment Strategy (TAS) review every training program offered by TAFE will undergo an internal review against the regulatory and funding body's requirements at least once annually.
- c. Based on a risk assessment using available data, a sample of TAFE training programs will undergo an internal audit against regulatory and funding bodies' requirements annually.
- d. Regular internal audits against regulatory and funding bodies' requirements will be conducted as determined by risk assessment.
- e. Teaching program areas must maintain regular documented contact with their industry and/or relevant stakeholders as per the [Courses Lifecycle - VET Industry Engagement Procedure](#).
- f. Feedback (Learner Questionnaire and Employer Questionnaire) from key stakeholders (students and employers), including complaints must be systematically gathered and analysed.
- g. Assessment for each training program must be validated in line with the [Assessment for Learning - VET Assessment Validation Procedure](#).
- h. Procedures have a cycle of review as scheduled in the VU Policy Library.

(6) Every TAFE teaching program area and non-teaching department/team will maintain a Continuous Improvement Register.

- a. Issues, non-compliances and opportunities for improvement identified through any one of the continuous improvement strategies must be added to the register.
- b. For each item, an action plan that includes specific actions, individual responsibilities and timelines for completion must be developed.
- c. The Continuous Improvement Register must be available for review by all staff within the program area or department or team.
- d. Action plans documented within the Continuous Improvement Register must be monitored by the relevant Managers to ensure completion and review.
- e. Where appropriate, key actions from the Continuous Improvement Register should be included within Operational Plans.

(7) Executive Directors/Director will oversee and monitor the continuous Improvement activities and registers of the areas under their responsibility. They must ensure that high risk items are tabled at meetings of the TAFE Executive Team for possible inclusion on the Risk Register.

Section 5 - HESF/ASQA/ESOS Alignment

(8) Outcome Standards for NVR Registered Training Organisations 2025: Standards 1.1 Training; 1.3 Assessment; 4.4 Continuous Improvement.

Section 6 - Definitions

(9) Continuous Improvement involves the systematic review of training programs and services, making changes and improvements in response to identified issues or opportunities. Our approach is based on the Plan-Do-Review-Improve cycle. The steps in the cycle can be summarised as:

- a. Plan - plan to deliver the highest possible quality training and assessment programs.
- b. Do - schedule, enrol and conduct high quality training and assessment programs.
- c. Review - systematically review all aspects of training and assessment programs with the purpose of identifying issues and opportunities for improvement.
- d. Improve- for each issue or opportunity identified, develop and monitor an effective action plan and incorporate new strategies into planning for future delivery.

(10) Continuous Improvement activities for training and assessment include (but are not limited to):

- a. Internal audit.
- b. Ongoing engagement with Industry.
- c. Validation of Assessment.
- d. Analysis of feedback from stakeholders.
- e. Analysis of complaints.

Status and Details

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