Policy and Procedure		
Doc #: PP-1.4		
NVETR (Outcome Standards for NVR RTO) Instrument 2025: Standard 1.2, 4.4 **Credential Policy (Standards for RTOs) 2025: Section 3**	**NC: 11**	**Title: Industry Consultation**
Rev #:5	**Approved By: Bib Dotel**	**Date: 16/05/25**

REVISION HISTORY			
Rev	**Description of Change**	**Author**	**Effective Date**
1	New – Adopted from BMC	Zita	17/9/14
2	Changed SNRs 15.1, 15.2, 15.3 to Standards 1.1, 1.3 1.25 and 2.2 Added Independent Validator/s in Clause 5.3.4 with its definition.	Jeevan	01/04/15
3	Updated mapping to Standards for RTOs 2015	Cindy	04/04/16
4	Updated mapping to National Code 2018. Amended clause 5.3.4 and added clause 7.2.	Elaine	09/03/18
5	• Updated purpose and scope of policy and procedure – to include AAPoly VET, STA • Retired AAPoly and STA Industry Consultation policies and procedures • Removed "ACA" in the title • Updated to meet the requirements of the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025	Compliance	16/05/25

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1.0 Purpose

1.1 This policy outlines the methods used by Academies Australasia VET Colleges (the College), as listed in Schedule 1, to seek industry feedback on its training and assessment strategies (TAS), assessment tools (AT), and practices, and describes how identified opportunities for improvement are recorded as part of continuous improvement.

2.0 Scope

2.1 This policy and procedure apply to any form of consultation activities related to the development and review of Training and Assessment Strategies and Assessment Tools for all qualifications and units of competency within the scope of registration of the College.

3.0 Policy Guidelines

3.1 The College is committed to delivering training programs that are relevant to the development of industry capacity and enhancing the employability skills of the students. To ensure training remains current and relevant, the College actively engages with industry, employers, and community representatives. This engagement involves seeking feedback, analysing data, and conducting regular reviews of TAS and assessment tools. These practices ensure that training delivery aligns with the evolving needs of industry, employer expectations, and community interests.

3.2 It is essential that the College demonstrates their training and assessment strategies as well as assessment tools are developed in direct consultation with employers and the wider industry. This not only reinforces the College's focus on delivering workplace-relevant skills and knowledge but also ensures compliance with the National Vocational Education and Training Regulator (NVETR) Instrument 2025 Outcome Standards for NVR Registered Training Organisations by maintaining records of consultation activities.

3.3 Industry consultation/engagement must be planned, scheduled and periodic. Cyclical industry engagement forms part of the validation process and included in the validation schedule. However, for renewal of registration purposes, evidence of the currency of industry engagement is required. "Currency" should be within 12 months of the registration schedule.

3.4 This policy and procedure must be read in conjunction with the *Training and Assessment Policy and Procedure* and the *Assessment Validation Policy and Procedure.*

4.0 Definitions

4.1 **Training and Assessment Strategies (TAS) –** The framework that guides the learning requirements and training and assessment arrangements of a VET qualification within the College's scope of registration. The TAS is a document that is continually improved to reflect changes from the relevant Training Package and the industry for which the training and assessment services are being provided.

4.2 **Assessment Tools (AT) –** The assessing instruments and supporting documentation used to collect evidence and make valid, reliable, and consistent judgements about a learner's competency. Assessment tools typically include the assessment tasks or activities, instructions for assessors and students, benchmark answers or marking guides, and mapping documents that align tasks with unit requirements. These tools must be developed in accordance with the principles of assessment and rules of evidence outlined in the Standards for RTOs.

4.3 **Industry Stakeholders –** For the purpose of this policy and procedure, it is defined as organisations which have a stake in the training and assessment provided by the College. These can include, but are not limited to:
- Industry skills councils
- Industry associations and advisory bodies
- Unions
- Occupational licensing bodies; and
- Trainer and Assessors who are currently working in the industry
- Individual organisations and employers within the industry

5.0 Responsibilities

5.1 **Course Coordinator –** Undertakes industry consultation/engagement which involves making time to visit a representative selection of employers in their workplace, an interview and a joint review of a resource with the employer. Records the outcomes of consultation/engagement on the Industry Consultation Form and makes adjustments on the TAS and Assessment Tools if required to reflect the relevant industry needs. Identifies opportunities for improvement and records them using the College's Continuous Improvement Plan Form.

5.2 **Designated Head (DH) VET** – oversees the implementation of this policy and its pursuant procedure, holding the responsibility for any non-compliance.

5.3 **Trainer and Assessor –** Participates in the industry consultation activities whenever applicable or requested by Course Coordinator.

6.0 Procedure

Refer to the Training and Assessment Policy and Procedure

6.1 Industry Consultation Activities

Information relating to the College's engagement with industry about each training program offered must be recorded in the Industry Consultation Record. To demonstrate effective industry consultation, the following details should be included in this record:

6.1.1 The industry needs

This section provides an overview of the industry's needs for the skills and knowledge. These needs are typically related to industry production and identified skills shortages. Supporting evidence should include references to authoritative industry publications or input from key stakeholders.

6.1.2 Initial industry consultation and TAS validation

This section outlines the College's initial communication with industry representatives during the development of a new training product or qualification. The College seeks advice and feedback on the selection of elective units to ensure alignment with current industry and employer needs. This process also includes the validation of the TAS. For further details, refer to the *Training and Assessment Strategies Policy and Procedure*.

6.1.3 Staff involvement with industry

This section highlights the ongoing industry engagement of staff members, trainers and assessors. This may include a short bio with reference to qualifications and current association with industry representative group, committees and forums. The engagement described should relate not only to the specific industry of the course but also reflect broader, ongoing industry involvement. This includes activities undertaken by course coordinators, trainers, and assessors to maintain current industry knowledge and vocational competence (i.e., trade skills). Examples include membership in professional associations,

participation in networks, part-time employment in the field, attendance at industry conferences, and workplace visits.

6.1.4   Visits to industry sites

As part of the development of training and assessment strategies, it is important to conduct site visits and directly engage with employers to obtain their input on how training and assessment should be delivered. These visits also support the ongoing validation of training and assessment resources. All site visits should be recorded within the strategy to demonstrate the organisation's commitment to meaningful industry engagement.

6.1.5   Engagement with Industry for Work-based Training

The College engages with relevant workplaces for training products, qualifications, and units of competency that require work-based training. This may involve establishing a Memorandum of Understanding (MoU) with relevant employers and gathering evidence of work-based training completed on-site.

6.1.6   Industry consultation for the Validation of Assessment Tools

This section records the last round of validation of the Assessment Tool resources carried out in consultation with the industry. It should include the unit code and title, the industry representative, who conducted the validation and the general outcomes of the validation. Validation should be carried out by a validator who meets the credential requirements as listed in the Section 3 of the Credential Policy (Standards for RTOs) 2025.

This information must be recorded in the Validation of Assessment Tool document relevant to the training program and updated regularly to ensure ongoing compliance and quality assurance.

7.0   References

7.1   Training and Assessment Strategy (TAS)
7.2   Assessment Tools
7.3   Assessment Matrix
7.4   Assessor Guide
7.5   Marking Guide
7.6   Resources
7.7   Continuous Improvement Policy and Procedure
7.8   Continuous Improvement Plan – Log
7.9   Assessment Policy and Procedure

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7.10 Training and Assessment Strategies Policy and Procedure

7.11 Assessment Validation Policy and Procedure

7.12 National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025

7.13 Credential Policy (Standards for RTOs) 2025

7.14 National Code of Practice for Providers of Education and Training to Overseas Students 2018

8.0   Appendices

8.1   Industry Consultation and TAS Validation form

8.2   Validation of Assessment Tool form

8.3   Schedule 1

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Schedule 1

Academies Australasia Institute (AAI)
Academies Australasia Polytechnic (AAPoly) Vocational
Australian College of Technology (ACT)
Clarendon Business College (CBC)
Supreme Business College (SBC)
Skills Training Australia (STA)