

MILLION BROWN'S COLLEGE (MBC)

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Qualification Development and AQF Pathway Policy and Procedure

Document Name	Qualification Development and AQF Pathway Policy and Procedure
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Policy Context

Registration Manager	Australian Skills Quality Authority (ASQA)
Conditions of Registration	2025 Standards for RTOs and ESOS / CRICOS requirements, where applicable
Codes and Standards	2025 Standards for RTOs – learner information, training product quality, systematic monitoring and evaluation, workforce credential requirements and continuous improvement obligations; Credential Policy and Compliance Requirements Instrument 2025 where relevant; National Code of Practice for Providers of Education and Training to Overseas Students 2018 – Standards 2 and 8 where applicable
Legislation or Other Requirements	National Vocational Education and Training Regulator Act 2011; Education Services for Overseas Students Act 2000; Privacy Act 1988
Related Documents	Training and Assessment Standards Policy and Procedure; Transition and Teach-Out Policy and Procedure; Industry Engagement Policy and Procedure; Assessment Policy and Procedure; Validation Policy and Procedure; International Student Admissions and Enrolment Policy and Procedure; Marketing Policy and Procedure; Records Management Policy

1. Purpose

This policy and procedure explains how Million Brown's College (MBC) plans, develops, reviews and maintains qualifications, course structures and AQF pathway information for training products delivered by MBC.

Its purpose is to ensure that training product decisions are industry-informed, academically and operationally sound, compliant with the current RTO framework, and appropriate for the learner cohorts to whom MBC intends to deliver them.

2. Objective

MBC will maintain suitable and appropriate mechanisms for the development, review and maintenance of qualifications, course structures, AQF pathway advice and associated training and assessment strategies.

MBC will ensure that proposals for new qualifications, new and changed courses, transitioned qualifications and pathway arrangements receive early scrutiny by management and are fully considered before promotion or enrolment.

3. Scope

This policy applies to all MBC staff, contractors and stakeholders involved in planning, reviewing, approving, transitioning, promoting or delivering qualifications, accredited courses, skill sets and related AQF pathway information.

4. Policy Statement

MBC is committed to ensuring that all developed or adopted qualifications, course structures and training and assessment strategies are compliant, industry-relevant and suitable for the identified target group.

MBC will ensure that industry has avenues to contribute to qualification and course planning and that feedback from employers and other stakeholders is considered in development and review processes.

MBC will also ensure that AQF pathways into and out of a qualification are accurately identified and communicated to learners where relevant.

5. General Principles

Qualification development and review decisions must be evidence-based, documented and aligned to training package or accredited course requirements.

The needs of the proposed learner group, delivery context, industry expectations, support needs, packaging rules and resource implications must be considered before implementation.

Management must ensure that new and changed qualifications are integrated into MBC systems, staffing, assessment, resources, marketing and student information processes before students are enrolled.

6. Development of New Qualifications

Potential new qualifications may be identified through market intelligence, staff recommendations, industry requests, management review, industry consultation, training package changes, strategic planning or partnership opportunities.

Where a possible new qualification is being considered, MBC will assess demand, scope implications, staffing capability, resource requirements, learner cohort suitability, pathway opportunities and compliance requirements before proceeding.

7. Qualification Summary and Initial Planning

Before development proceeds, MBC should prepare a Qualification Summary Document or equivalent planning document.

This document should identify, at a minimum, the units to be delivered, packaging rules to be followed, rationale for unit selection, target group, delivery methodology, AQF pathways into and out of the qualification, and RPL / credit transfer opportunities.

This initial planning document should be informed by consultation with industry and other relevant stakeholders.

8. Existing Qualifications and New Client Groups

Where an existing qualification is offered to a new client group, MBC will determine the specific needs of that group and design a program of study to suit those needs.

This review may consider unit selection, packaging rules, AQF pathways, RPL and credit transfer opportunities, reasonable adjustments, vocational needs, accessibility requirements, support needs and target group expectations.

9. Transitioned Qualifications

Where an existing qualification has transitioned to a new version, MBC will implement its Transition and Teach-Out Policy and Procedure.

Upon release of a revised training package qualification or relevant training product change, MBC will prepare or update a transition report that may include equivalence, unit changes, participant status, industry consultation, redevelopment timelines, pathway implications, and RPL / credit transfer opportunities.

10. Training and Assessment Strategy Development

Each qualification delivered by MBC must be supported by a current Training and Assessment Strategy (TAS) appropriate to the target group and delivery context.

The TAS should address qualification code and title, program aims and outcomes, target group characteristics, purpose of training and assessment, core and elective units, duration, entry requirements, packaging rules, delivery sequence, learning and assessment pathways, modes and methodologies, staffing requirements, vocational mapping, resource requirements, LLND considerations, validation and moderation arrangements, industry consultation and mapping of units to assessment tools.

Development of the TAS is detailed work and must be undertaken with care using approved MBC processes and templates.

11. Compliance, Monitoring and Review

Continuing registration as an RTO and approval and delivery of training products requires MBC to continuously meet ASQA requirements and current nationally endorsed quality standards.

Management is responsible for approving qualifications and training products and any subsequent amendments to MBC's scope of registration, where relevant.

Management is also responsible for academic and operational governance processes that support compliance, quality assurance and continuous improvement.

12. Assessment and Resource Planning

MBC must demonstrate that all components of the training package or VET accredited course are addressed when planning assessment and designing assessment tools.

This includes the relevant unit requirements, assessment requirements, evidence requirements, foundation skills, performance evidence, knowledge evidence, range or conditions where applicable, and any licensing or regulatory requirements.

Course resources, learner materials, assessor resources, mapping, facilities, simulated environments and required equipment must be developed or reviewed before implementation.

13. Validation and Review Before Implementation

Initial validation should be undertaken following development of the TAS and related assessment materials in accordance with MBC's Validation Policy and Procedure.

Validation outcomes must be considered and incorporated into the TAS, learning resources or assessment tools where appropriate.

External or independent validation may also be undertaken where required by risk, management direction or validation planning.

14. Staffing and Capability

Before a qualification is implemented, MBC must coordinate staffing with suitably qualified and current trainers and assessors where possible.

MBC must verify trainer and assessor competence, credentials, vocational competency, current industry skills and related documentation in the TAS and associated staff records.

Where a trainer is working under supervision, direct supervision arrangements must be documented in accordance with the current Credential Policy and MBC supervision arrangements.

15. Marketing and Student Information

Qualifications must not be promoted or marketed until relevant planning, compliance and resource checks have been completed.

Marketing material, brochures, website information and fee information must be accurate, current and consistent with the approved qualification structure and delivery arrangements.

Where relevant, AQF pathway information should be communicated accurately in learner information and marketing material.

16. AQF Pathways

MBC will identify and communicate relevant AQF pathway entry and exit opportunities associated with the qualification where appropriate.

Pathway information should be based on the relevant training package, AQF principles, intended vocational outcomes, further study opportunities and learner cohort needs.

17. Procedure Steps

The following procedure steps guide how qualifications and AQF pathway arrangements are planned, developed, reviewed and implemented at MBC.

18. Continuous Improvement

A summary of qualification development and AQF pathway related matters and concerns will be presented through MBC's Continuous Improvement and Management Meeting processes for review.

The purpose of this review is to ensure management becomes aware of repeat issues, common threads relating to compliance and quality assurance, and any general adverse trends requiring correction.

19. Confidentiality and Privacy Statement

For more information, refer to MBC's Privacy and Confidentiality Policy. Qualification planning records, consultation notes and related documents will be handled and stored in accordance with approved privacy and records management procedures.

20. Publication

This policy will be available to staff through approved MBC document locations, the intranet, website where appropriate, or on request.

This policy and procedure will form part of the information distributed and communicated during staff orientation.

21. Review Processes

Policy review frequency: Annually.

Responsibility for review: RTO Manager or authorised delegate.

Step	Procedure	Responsibility	Required Documentation
1	Refer to the relevant training package, purchasing guide or accredited course information and identify the proposed qualification or course structure.	RTO Manager	Training package / purchasing guide
2	Plan industry engagement and consultation to inform development or review.	RTO Manager	Industry consultation records
3	Review packaging rules, core and elective units, target group needs, AQF pathways and RPL / credit transfer opportunities.	RTO Manager	Qualification summary / planning notes

4	Develop or review the Training and Assessment Strategy using approved MBC templates.	RTO Manager	Training and Assessment Strategy
5	Plan resources, staffing, assessment documentation, delivery folders and compliance requirements.	RTO Manager	TAS / resource checklist
6	Undertake validation and incorporate required improvements.	RTO Manager / validation participants	Validation records
7	Where required, prepare scope application or transition implementation documentation.	RTO Manager / management	Scope or transition records
8	Complete timetable, staffing, room booking and system setup requirements.	RTO Manager	Timetable / setup records
9	Confirm marketing, fees and student information are accurate before promotion and enrolment.	RTO Manager / marketing	Brochures / website / fees information
10	Upload approved documents to the relevant location and implement delivery.	RTO Manager	Approved electronic records



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