

Delivering Quality Training that Supports Student Progression

What will be discussed

The purpose of today's workshop is to provide practical guidance on:

- Structuring training to support student learning and progression
- Ensuring sufficient time for instruction, practice, feedback and assessment
- Demonstrating structured delivery and student progression during audits



Connection to previous TAC content



2025 TAC Event Session:
[Designing & Delivering
Quality Training](#)



2023 Webinar: [Quality
Delivery in Training and
Learning](#)

Outcome Standard 1.1

Training is engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product.

Performance Indicators:

The registered training organisation demonstrates:

1. training is consistent with the requirements of the training product;
2. the modes of delivery enable VET students to attain skills and knowledge consistent with the training product;
3. training is structured and paced to support VET students to progress, providing sufficient time for instruction, practice, feedback and assessment;
4. training techniques, activities and resources engage VET students and support their understanding; and
5. where the training product requires work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

Structure, sequencing and scaffolding

These three concepts are related but not interchangeable...

1. **Structure** establishes the learning pathway,
2. **Sequencing** organises that pathway over time, and
3. **Scaffolding** supports learners as they move along it.



From Design to
Delivery
- making learner
progression visible

How delivery design supports learner progression

Structure

- Documented learning pathway
- Clear expectations for delivery
- Integration of theory, practice, and assessment

Sequencing

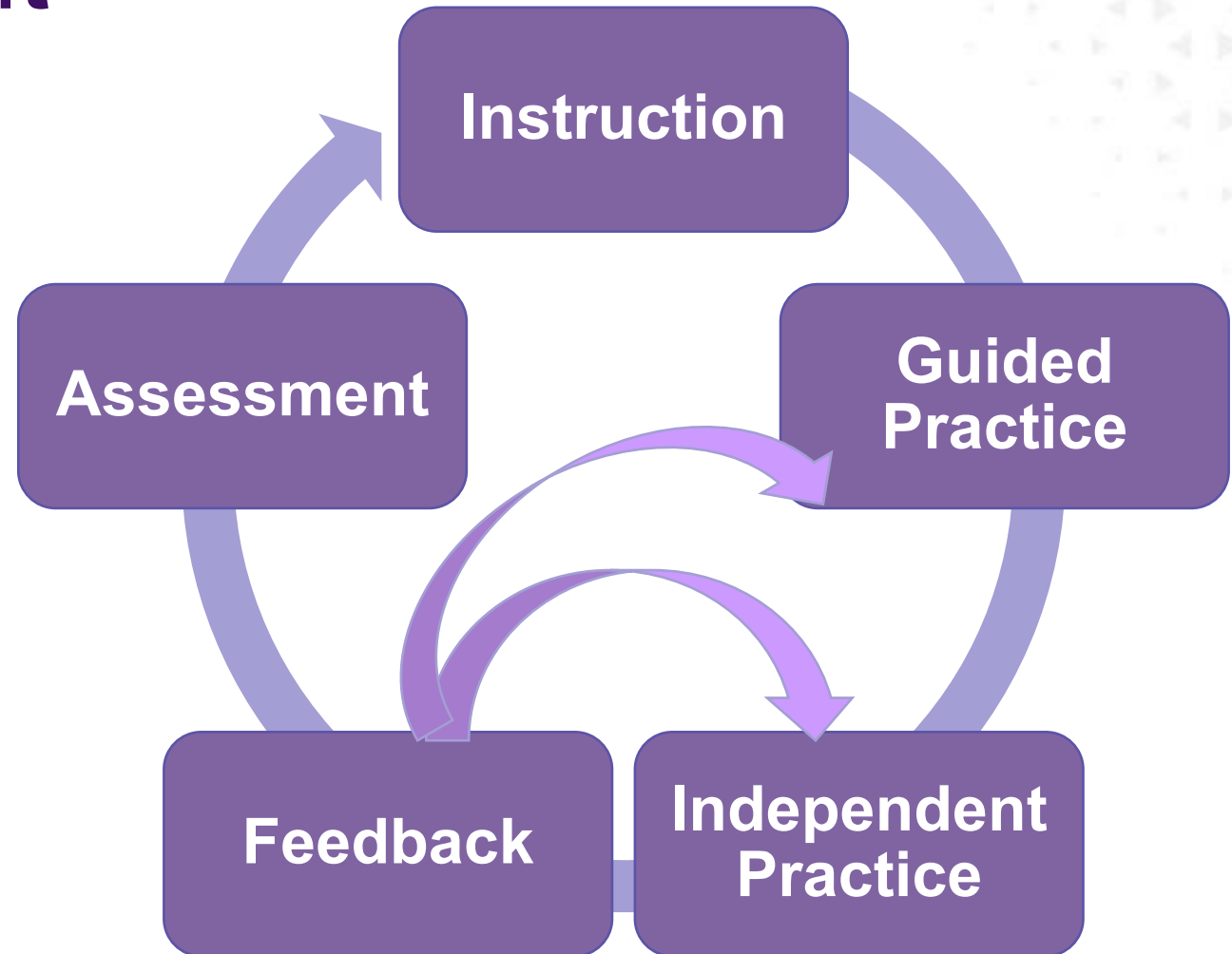
- Foundational skills first
- Complexity increases over time
- Assessment occurs when learners are ready

Scaffolding

- Guided practice before independence
- Feedback before judgement
- Support reduces as competence increases

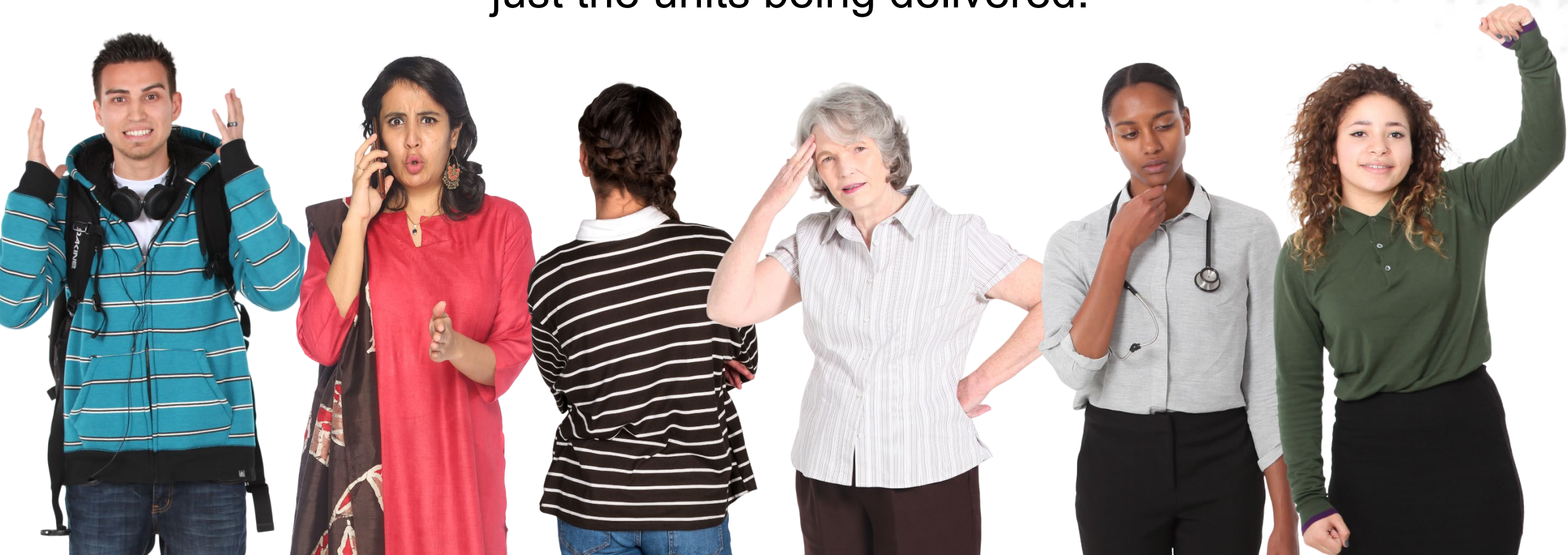
Practice–Feedback–Assessment Cycle as a control point

Learner
progression
falters when any
part of this cycle
is missing!



Designing learning pathways for your learner group

Quality delivery starts with understanding the learner cohort, not just the units being delivered.



Designing Workplace Learning to support Learner Progression



System settings that enable quality delivery

- Units are intentionally connected rather than delivered in isolation
- Scaffolding is planned across the whole qualification, not just within individual units
- Capability development reflects real workplace tasks and expectations
- Trainers deliver to shared expectations, ensuring consistency
- Consistent learning opportunities lead to consistent learner outcomes
- Delivery is designed to avoid unnecessary duplication and address gaps



The Auditor Lens

1. Does learning build toward competence in a visible and logical way?
2. Is progression intentionally designed or left to chance?
3. Is assessment timed to confirm readiness, not replace learning?

These questions test structure, sequencing, and scaffolding in practice.



What evidence of progression looks like

1. Qualification level design
2. Delivery level implementation
3. Learner level experience

Auditors follow the learner journey, not
your filing system.

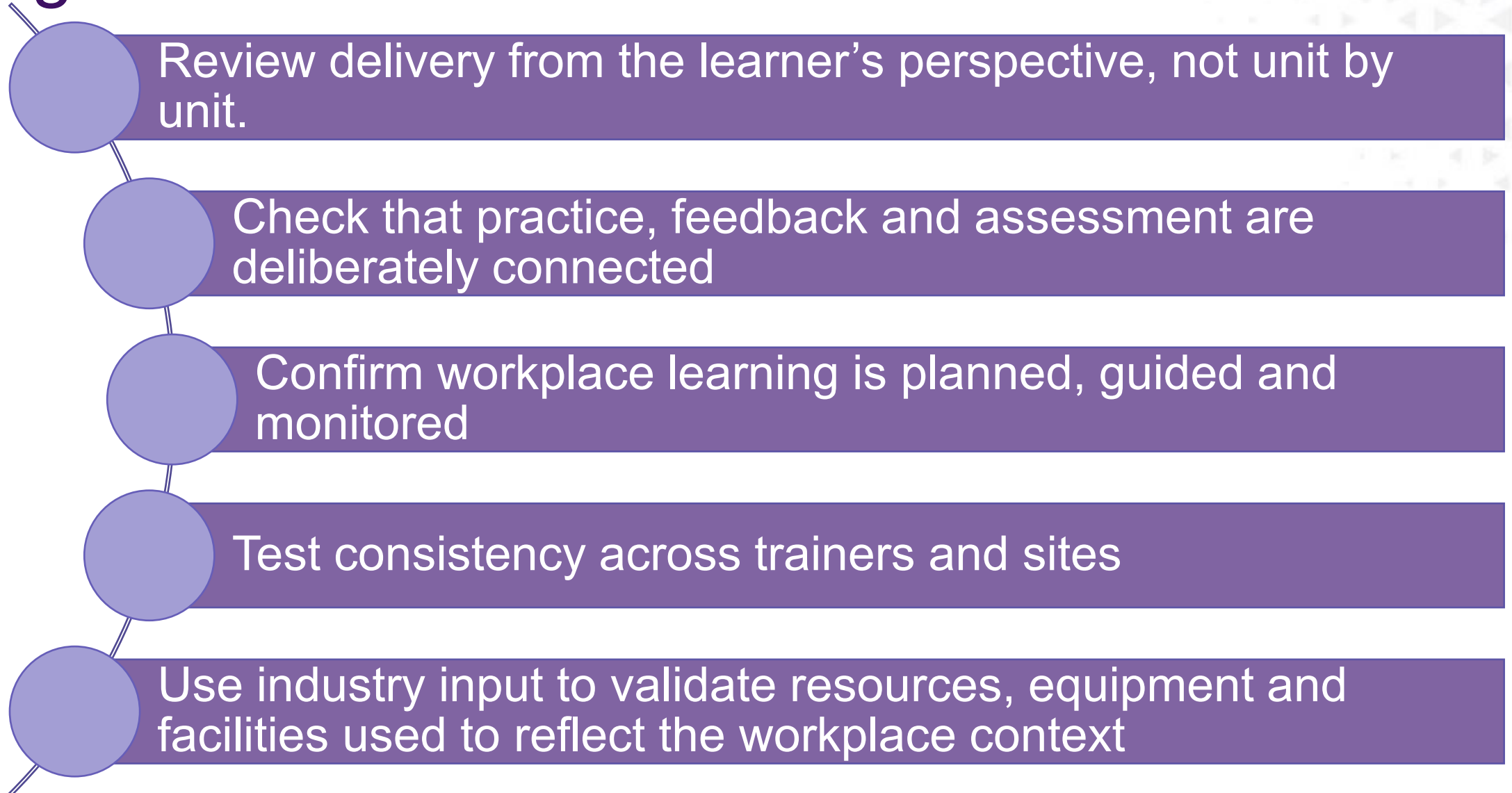
Where learner progression commonly breaks down

Typical breakdown points auditors see...

- Practice opportunities are insufficient or inconsistent
- Progression is assumed but not planned or guided
- Assessment occurs before learners are ready
- Workplace learning is unstructured or unsupported
- Delivery varies significantly between trainers or sites
- Learner difficulties are identified but not addressed

These issues usually indicate gaps in structure, sequencing, or scaffolding!

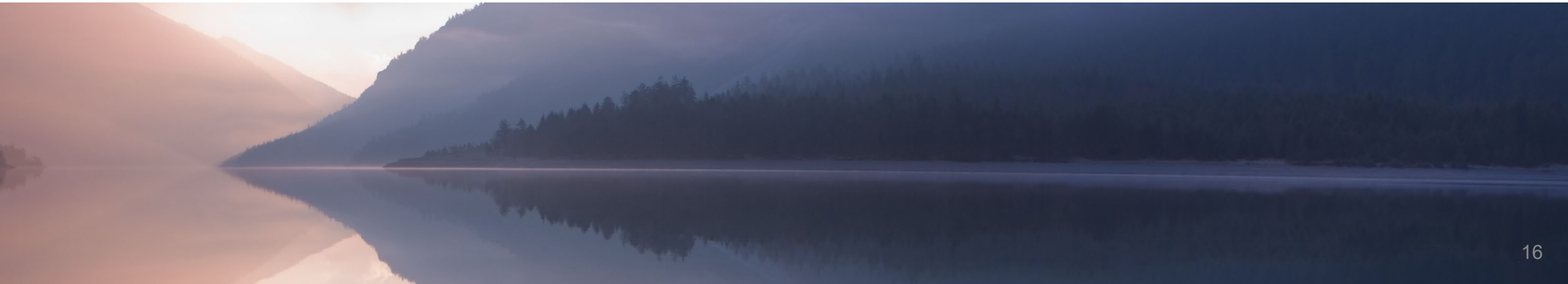
Practical starting points to strengthen learner progression



Reflection Activity

- Consider your delivery approach

- Does learning clearly build from simple to more complex skills?
- Do learners have enough time to practice and receive feedback before the assessment?
- Is workplace learning planned and supported, not assumed?
- Is delivery consistent across trainers and sites?
- Could an auditor easily follow the learner journey?



Resources

- [Learner Progression Review Tool](#)
- Webinar - [Quality Delivery in Training and Learning Webinar](#)
- Webinar - [Designing and Delivering Quality Training](#)



Questions and Feedback


TAC Education Program - 2026 TAC Roadshow



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