P.09V03 Continuous improvement Policy

1.0 Purpose
1.1 This procedure explains the continuous improvement actions implemented by the Institute which is undertaken to identify and manage risk for students and to improve the operation of the Institute.

2.0 Responsibility
2.1 The Chief Executive Officer is responsible for the implementation of this procedure and to ensure that staff is aware of its application and implement its requirements.

3.0 Requirements
3.1 The Institute is required to use data to review and improve its learning, assessment, support and management services to clients.

3.2 Training organisations registered under the Australian Skills Quality Authority (ASQA) operate under the requirements of the VET Quality Framework. The VET Quality Framework consists of 5 components:
   - Standards for National VET Regulator (NVR) Registered Training Organisations
   - Fit and Proper Persons Requirements
   - Financial Viability Risk Assessment Requirements
   - Data Provision Requirements
   - Australian Qualification Framework

4.0 Definitions
4.1 Improvement Action – is the action taken to correct the occurrence of non-compliance with policies and procedures, maintain compliance with the VET Quality Framework and improve outcomes for clients.

5.0 Method
Continuous Improvement Meetings
1. Membership of the Continuous Improvement Group is comprised of the:
   - Chief Executive Officer;
   - Training Manager;
   - Administration Manager;
   - Compliance Consultant(s) can be requested to provide advice as required.

2. Continuous improvement is the core management strategy of the Institute and covers all aspects of the operation of the Institute. All continuous improvement activities are recorded, tracked, assessed, amended, if appropriate and signed off as described in the rest of this procedure.

3. Continuous improvement meetings are held monthly on the last Thursday of each month and will be given adequate time and priority to effectively address the agenda. The purpose of the continuous improvement meetings are to:
- Monitor implementation and effectiveness of continuous improvement activities
- Review the operations of the Institute and initiate change where it is required
- Plan for the future operations of the Institute
- Deal with other business which may arise
- Ensure compliance with legislative requirements.

4. Reports to each continuous improvement meeting will be made by the Chief Executive Officer, Training Manager and Administration Manager and will include information on continuous improvement activities and opportunities arising from:
   - Checking of staff files (Administration Manager)
   - Checking of student files and records (Administration Manager)
   - Collection and analysis of student feedback (Administration Manager)
   - Collection and analysis of student feedback (Administration Manager)
   - Implementation of the Quality Indicator System (Administration Manager)
   - Review of VET Quality Framework compliance (Administration Manager)
   - Review of assessments (Training Manager)
   - Review of the Institute scope of registration (Chief Executive Officer)
   - Review of staff performance and professional development (Administration Manager)
   - Review of training and assessment strategies (Training Manager)
   - Monitoring activities of, and interacting with, external stakeholders such as employers, ASQA, and Skills Councils. (Chief Executive Officer)

5. The continuous improvement meetings will initially use the pro-forma meeting agenda and minutes to direct its activities. It is envisaged that the components of the agenda and minutes will be further developed as the Institute becomes operational.

6. The process, frequency, tools, tracking and sign-off for each continuous improvement activity is documented below.

Course Management Meetings

7. Membership of the Course Management Group is comprised of the Training Manager, and the training& assessment staff. Other Institute staff can be invited to attend by the Training Manager when required.

8. Each course area will hold monthly meetings on the last Wednesday of each month and will be given adequate time and priority to effectively address the agenda of staff to address learning and assessment programs, assessment validation and continuous improvement of learning and assessment programs and resources.

9. Reports from these meetings will be made to the Continuous Improvement Group by the Training Manager and will include information on continuous improvement activities and opportunities arising from:
   - Assessment validation activities
   - Stakeholder (students and staff) survey results
   - Module completion rates
   - Staff review and professional development
• Monitoring activities of, and interacting with, external stakeholders such as employers, ASQA, and Skills Councils.

Check staff files

Process

1. Every 12 months check that staff files contain the following information:
   • Resume of employment and qualifications
   • Verified copies of all relevant qualifications, occupational licenses and professional memberships
   • An induction checklist signed and dated
   • An annual review and record of professional development activities
2. Correct any omissions and errors

Tools

• None

Tracking

• Details of all corrections are discussed with the relevant staff

Sign-off

• Completion of the review of staff files is reported to the Continuous Improvement Group.

Check student files and records

Process

3. Every 12 months check a sample of student hard copy files to ensure they contain the following information:
   • Enrolment / application form / student agreement
   • Student RPL records, if applicable
   • Student Mutual Recognition records,
   • Student attendance records
   • Copies of any warning letters, counselling notes, refund applications, transfer applications, complaint records or any other document relevant to the student’s time at the Institute
   • Competency sign off by trainers for each completed unit
   • Copy of awards or statements of attainment issued
4. Every 12 months check a sample of electronic student files to ensure they contain the same student details, module completion data and course completion data as the hard copy files
5. Correct any omissions or errors
6. Take appropriate corrective action with staff if required

Tools

• RTO student file checklist

Tracking

• Details of all corrections are discussed with the relevant staff

Sign-off

• Completion of the review of student files is reported to the Continuous Improvement Group.
Collect and analyse employer feedback

Process
7. Collect feedback using survey forms and telephone interviews
8. Tabulate employer feedback using the tabulation sheet
9. Review the tabulated data and document any improvement actions required on the tabulation sheet
10. Implement the improvement actions as directed by the Continuous Improvement Group
11. The Administration Manager will collate student feedback, issues raised by employer and informal complaints and report back at management meetings.

Frequency
- Collect employer feedback and analyse it once every quarter (March, June, September, December)

Tools
- Employer feedback questionnaires
- Employer feedback tabulation sheet

Tracking
- Required improvement actions are documented on the tabulation sheets
- Distribute the tabulated data and improvement actions required to relevant staff
- Report the required improvement actions to the Continuous Improvement Group
- Implementation of stakeholder feedback is recorded in the continuous improvement log
- Assess the effectiveness of actions and make amendments if necessary

Collect and analyse student feedback

Process
12. Collect student feedback using survey forms
13. Tabulate student feedback using the tabulation sheet
14. Review the tabulated data and document any improvement actions required on the tabulation sheet
15. Implement the improvement actions as directed by the Continuous Improvement Group
16. The Administration Manager will collate student feedback, issues raised by students and informal complaints and report back at management meetings.

Frequency
- Collect student feedback and analyse it once every quarter (March, June, September, December)

Tools
- Student feedback questionnaires (includes questions on Institute facilities, services and support)
- Student feedback tabulation sheet
Tracking

- Required improvement actions are documented on the tabulation sheets
- Distribute the tabulated data and improvement actions required to relevant staff
- Report the required improvement actions to the Continuous Improvement Group
- Implementation of stakeholder feedback is recorded in the continuous improvement log
- Assess the effectiveness of actions and make amendments if necessary

Collect and analyse staff feedback

Process

17. Collect staff feedback using survey forms
18. Tabulate staff feedback using the tabulation sheet
19. Review the tabulated data and document any improvement actions required on the tabulation sheet
20. Implement the improvement actions as directed by the Continuous Improvement Group
21. The Administration Manager will collate staff feedback, issues raised by staff and informal complaints and report back at management meetings.

Frequency

- Collect staff feedback and analyse it once every quarter (March, June, September, December)

Tools

- Staff feedback questionnaires
- Staff feedback tabulation sheet

Tracking

- Required improvement actions are documented on the tabulation sheets
- Distribute the tabulated data and improvement actions required to relevant staff
- Report the required improvement actions to the Continuous Improvement Group
- Implementation of stakeholder feedback is recorded in the continuous improvement log
- Assess the effectiveness of actions and make amendments if necessary

Implement the Quality Indicator System

Background

22. Compulsory reporting against the Learner Engagement and Employer Satisfaction Quality Indicators through the SMART system ceased on 31st December 2011.

23. RTOs are still required to annually collect and report against the Quality Indicators to their State or Federal Regulator (by June 30 for the previous calendar year) however, they are not required to use the SMART software.
24. ACER is no longer contracted by the NSSC to provide customer or technical support services for SMART.

**Process overview**

25. The quality indicator system is detailed at the following web site [http://www.acer.edu.au/tests/agis/resources-manuals](http://www.acer.edu.au/tests/agis/resources-manuals)


**Process for learners**

27. Collect feedback using the Learner’s survey from a sample of the learner population who have completed at least one semester of study with the Institute

28. The students sampled must be from all current courses on the Institute scope with students enrolled

29. Tabulate the student feedback and use the [ASQA Reporting template](http://www.asqa.gov.au/for-training-organisations/rto-obligations/data-provision.html) to submit to ASQA

30. Review the tabulated data implementing any improvement actions required

31. Record the outcomes in the continuous improvement log

**Process for employers**

32. Collect feedback using the Employer’s survey from a sample of employers who have interacted with the Institute

33. The employers sampled must be from all current courses on the Institute scope with students enrolled

34. Tabulate the employer feedback and use the [ASQA Reporting template](http://www.asqa.gov.au/for-training-organisations/rto-obligations/data-provision.html) to submit to ASQA

35. Review the tabulated data implementing any improvement actions required

36. Record the outcomes in the continuous improvement log

**Process for competency completion**

37. Use the Institute student database to generate competency completion files

38. Use the competency completion online system to lodge the competency completion data

39. Review the competency completion data implementing any improvement actions required

**Frequency**

- Competency Completion – data must be submitted on or before 30 June each year
- Learner Engagement – data must be submitted on or before 30 June each year
- Employer Satisfaction – data must be submitted on or before 30 June each year)

**Tools**

- Learner survey
• Employer survey
• Survey Management, Analysis and Reporting Tool
• Competency Completion Online System

Tracking
• Distribute the tabulated data and improvement actions required to all Institute staff
• Implement the improvement actions as directed by the Continuous Improvement Group
• Record the learner survey, employer survey and competency completion outcomes in the continuous improvement log

Review compliance with RTO Standards for NVR Registered Training Organisations Process

40. Check the ASQA website to ensure senior management is informed and up-to-date with current ASQA requirements and guidelines. Specific areas to be checked are:
   • Home Page
   • Media and Publications
   • For training organisations

41. Subscribe to the Newsletter
42. Subscribe to training packages at work - http://www.tpatwork.com/
45. Check the National Skills Standards Council website (http://www.nssc.natese.gov.au/home) to ensure senior management is informed and up-to-date with current NSSC requirements and guidelines
47. Conduct a review of Institute compliance with the essential standards for registration and the conditions of registration.

Frequency
• Check the ASQA and NSSC web site monthly prior to management meetings
• Distribute copies of ASQA factsheets, guides, presentations and news and NSSC information to all staff in a timely fashion.
• Distribute the newsletters/subscription service information to staff each time it is received.
• Conduct a compliance review at least once every 12 months and prior to the date when the Institute has to pay its annual registration fee and complete the registration declaration

Tools
• RTO Standards for NVR Registered Training Organisations compliance checklist
• RTO marketing review guidelines
- RTO VET Quality Framework checklist

**Tracking**
- Record details of the audit on the RTO VET Quality Framework checklist
- Record required improvements on the Institute recommended improvement actions report
- Report completion of the review to the Continuous Improvement Group

**Sign off**
- The Chief Executive Officer will sign and date the audit report and the Institute recommended improvement actions report following completion of the audit
- The Chief Executive Officer will sign the conditions of registration declaration and submit it to ASQA following completion of the audit
- Completion of the review is reported to the Continuous Improvement Group

**Review and validate assessments - Mapping**

**Process for new units**
48. For all qualifications on the RTO NAME scope of registration prior to use, assessment tools for each unit will be “mapped” against the requirements of the unit of competency
49. The assessment mapping will be reviewed by the Training Manager to ensure it is complete.
50. The completed Assessment Tools Checklist will be attached to the master copy of the assessment tool and filed for future reference and audit purposes.

**Process for existing units**
51. Assessment tool mapping will be reviewed by the Training Manager within one month of a version change reported on the training.gov.au web site or following feedback from RTO Name staff indicating a review is required.
52. Any required amendments to the assessment tool will be made by the Training Manager in consultation with a trainer for the unit being reviewed.

**Process for all units**
53. Assessment mapping will be conducted by a person who meets the National Skills Standards Council requirements for an assessor in relation to the assessments being mapped.
54. Assessment mapping will be reviewed by the training manager.
55. Any requirements of the unit of competency that are identified by the mapping as not being assessed will be rectified by the Training Manager making appropriate adjustments to the assessment tool.

**Assessment mapping frequency**
- Prior to implementation for new units
- Following version change or feedback from RTO Name staff for existing units.

**Assessment mapping Tools**
- RTO Assessment Tools Checklist

**Tracking and completion**
56. A completed Assessment Tools Checklist will be retained and filed for future reference and audit purposes.

57. The Training Manager will record details of each Assessment Review in the Continuous Improvement Log.

58. The Assessment Review details recorded in the Continuous Improvement Log will include the date, names of staff participating and a list of units reviewed.

59. The Training Manager will update the RTO NAME version control folder to include the revised assessment tools and activities.

60. Where amendments are made to assessment tools the Training Manager will archive and retain the previous assessment tools as evidence of changes having been made.

61. The Training Manager will send RTO NAME staff an email notification when the version control folder is updated with new or revised assessment tools.

**Review and validate assessments – Moderation Process**

62. Assessment moderation will occur at the end of each term or semester for units that have been assessed in that study period.

63. Assessment Moderation will be conducted by a Review Group involving a minimum of 2 people.

64. At least one member of the Review Group must not be a current trainer in that unit or be a trainer external to the Institute.

65. All members of the Review Group must meet the National Skills Standards Council requirements for an assessor in relation to the assessments being moderated/validated.

66. The task of the Review Group is to moderate a sample of completed assessments undertaken by staff of RTO NAME.

67. The review process undertaken by the Review Group will discuss and complete a review of processes, tools and instruments and competency decisions from a sample of actual assessments provided by the Training Manager.

**Assessment moderation frequency**

- Assessment moderation will occur at the end of each term or semester.

**Assessment Moderation Tools**

- RTO assessment review guide
- RTO assessor review form
- RTO assessment tool review questions

**Tracking and completion**

68. A completed RTO assessment review guide and RTO assessor review form will be retained and filed for future reference and audit purposes.

69. The Training Manager will record details of each Assessment Review in the Continuous Improvement Log.

70. The Assessment Review details recorded in the Continuous Improvement Log will include the date, names of staff participating and a list of units reviewed.

71. The Training Manager will update the RTO NAME version control folder to include the revised assessment tools and activities.
72. Where amendments are made to assessment tools the Training Manager will archive and retain the previous assessment tools as evidence of changes having been made.

73. The Training Manager will send RTO NAME staff an email notification when the version control folder is updated with new or revised assessment tools.

**Review and Amend Institute scope of registration**

**Process**

74. Review the plan for the business with particular attention on the course / qualification being delivered and review the Institute scope of registration in the light of any modified business plan making deletions as required.

75. Check the TGA (http://www.training.gov.au/) and Training Packages@Work (http://www.tpatwork.com/tpPackageStateList.asp?) websites to identify new and revised Training Packages related to the current Institute scope of registration.

76. Where courses are reaccredited or revised Training Packages endorsed and they are related to the current Institute scope of registration the Institute must develop and implement plans to introduce the revised courses / qualifications / units of competency in accordance with the ASQA Business rule for transition and teach-out. The major requirement of the teach-out rule is that transition to new qualifications and units of competency must be managed within 12 months of the endorsement date and the transition to new courses by the expiry date of the replaced course.

77. Where there are minor updates (Industry Skills Council upgrades) the Institute must make the required changes but ASQA does not require an application to upgrade as they will check that updates have been implemented when the next an audit is conducted.

78. Prepare new or revised strategies for training and assessment, learning material and assessment tools for any revised courses / qualifications / units of competency.

79. Make application to have the revised or new courses / qualification / units of competency added to the Institute scope of registration.

**Frequency**

- Review the plan for the business at least once each year
- Prior to each continuous improvement meeting, review the web sites noted in process item 2.
- Amend the scope when necessary

**Tools**

- Nil

**Tracking**

- Report the Institute scope of registration status to each continuous improvement meeting
- Assess effectiveness of current scope and make amendments of appropriate.

**Sign-off**

- Lodgement of the addition to scope application.
• Approval of the addition to scope application
• Notification to the continuous improvement meeting of completion of the review and changes in scope

**Review staff performance and professional development**

**Process**

80. Interview staff and provide feedback based on stakeholder reviews, Training Manager observation and any other information available. The review will include the following:

• debriefing based on the previous review (where applicable)
• duties, expectations, development activities and performance goals
• Institute policies and procedures
• items on the current staff induction checklist
• staff awareness of, and understanding of legislation that significantly affects their duties. The legislation involved will include Equal Opportunity, Work cover and any legislation specific to the qualifications being delivered by the Institute
• formal and informal professional development activities undertaken by staff in the previous year

**Frequency**

• At least once a year

**Tools**

• Staff review and professional development record

**Tracking**

• Record outcomes of the review of staff performance and professional development on the staff review and professional development record, assess effectiveness of activities, make amendments if appropriate and place in the staff file.

**Sign-off**

• Report completion of staff reviews to the continuous improvement meeting.

**Review training and assessment strategies**

**Process**

81. Prepare master versions of training and assessment strategies in accordance with the requirements of the Training Package and the VET Quality Framework.

82. Review Training and assessment strategies and make modifications where data sources indicate this is necessary.

83. Data sources used for reviewing and modifying training and assessment strategies may include:

• Training package guidelines
• State purchasing guide
• Legislative or regulative requirements for the particular industry
• Information collected from employers where applicable
• Industry information and literature reviewed
• Information from Institute staff who have maintained current industry expertise
• Information collected on the requirements of the Institute client target group

84. Include the names and affiliations of people consulted and a description of the data collected in each revision of the master Institute training and assessment strategy.

Frequency
• At least once a year

Tools
• RTO training and assessment strategy

Tracking
• Update the Institute version control folder to include the revised versions of training and assessment strategies
• Assess effectiveness of actions and make amendments of appropriate.
• Archive and retain the previous Institute training and assessment strategy as evidence of changes

Sign-off
• Send an email notification to Institute staff when the Institute version control folder is updated
• Report completion to the continuous improvement meeting

BOARD OF STUDIES

Introduction

The Board of Studies is a Technical Education Development committee focusing educational issues relating to teaching practice and general pedagogy, including the measurement of educational effectiveness and improvement across Institute leading to measurable improvements as the institute principal purpose is education in the outcomes for all key stakeholders, namely students, industry, government, business communities and staff. Committee’s main aim is to provide quality education to learners with high standards only.

The Board of Studies comprises the Institute CEO, Directors and all positions directly reporting to this position as well as having “Industry Group” representation. These meeting are minuted and are held on Institute’s Quality Management System as a source of information for all staff.

Institute has identified the key industry stake holders as the following and representatives from each group (but not limited to) will be invited to participate in the BOS meetings:

1. Car showrooms
2. Car Rental Companies
3. RTO with same/similar scope of registration
4. Automotive Workshop/ Service Center/ Repair Center
5. Car manufacturing factory’s
6. Automotive/Business Recruitment Agency
7. Local Council (OHS Departments)
8. Local industry Representative (entrepreneur, small business owner, a company CEO)
The BOS shall meet at a minimum of two times a year, and the agenda items shall include, but not be confined to monitoring:

1. Institute’s current teaching and learning strategies;
2. The delivery and measurement of the educational effectiveness of Institute’s programs and services;
3. The processes required to meet the external requirements of the VRQA;
4. Any future changes in educational policy and practice which will affect Institute’s teaching and learning strategies;
5. Complaints and feedback;
6. Continual improvement initiatives;
7. Policy, process and procedure reviews;
8. Results of external and internal audits.
9. The development of a Institute framework (as and when the need arises) for the use of emerging technologies to improve Institute service delivery for students. This includes enhancement of teaching practices, communication and support mechanisms for the delivery and assessment of learning programs, and administrative and infrastructure implications of online learning and assessment systems.
10. The identification and formulation of Institute’s annual Professional Development Plan ensuring the plan is consistent with the current and future Teaching and Learning Strategies
11. Outcomes and recommendation for action, where necessary, shall be used as inputs into Institute’s Business Planning Processes.