

Quality Assurance Policy and Procedure

Purpose

This policy and procedure ensure that GET Education Australia has an effective quality assurance approach and systematically evaluates the services it provides to implement ongoing and continuous improvement.

This ensures compliance with Clauses 1.9, 2.1, 2.2 and 6.5 of the Standards.

Policy

1. Systematic Quality Approach

- GET Education Australia:
 - Is committed to ensuring the quality of services provided across of all of its operations – this includes training and assessment services and processes, student support, customer service and effective management of the business and its staff.
 - Ensures that effective systems, policies, procedures and resources are in place to ensure the quality delivery of all services.
 - Has convened a management team which oversees the quality of services by GET Education Australia.

2. Continuous Improvement

- Systematic continuous improvement is a fundamental component of the quality assurance approach used by GET Education Australia.
- Opportunities for improvement will be identified through the following mechanisms:
 - Regular feedback is collected from students, staff, industry and employers on a regular basis and data gathered is collated and analysed. Regular feedback is collected through:
 - Surveys completed by students at classes
 - Surveys completed at the end of a course by students
 - Quality Indicator Surveys provided to students half-way through a course
 - Complaints and appeals will be reviewed to identify root causes of the incidents and identify areas that need improving to prevent recurrence.
 - Internal audits conducted on a regular basis will identify areas in which performance could be stronger.
 - Management meetings held by GET Education Australia will be used as an opportunity for managers to identify areas that require improvement from their knowledge and what they have learnt from staff.
 - Outcomes of assessment validation meetings will identify areas where assessment and training systems and practices can be improved.
- Improvements will be recorded and acted upon on a continual basis to ensure GET Education Australia is responsive to areas that require improvement.

3. Assessment Suite Quality Management

Each assessment suite will undergo quality check prior implementation of the assessment tool.

It is important to understand the capacity of the tools that GET Education Australia will use and adapt these tools to meet the requirements. This will help ensure confidence in the quality of assessment. It will also ensure that assessment will be valid, reliable, flexible and fair.

During the quality review, it will be assured that the assessment tool should include the following components—context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).

It will also be ensured that assessment instructions indicate the conditions under which evidence for assessment must be gathered such as:

- Equipment or material requirements
- Contingencies and specifications
- Workplace conditions (where applicable)
- Work placement
- Physical conditions
- Relationships with team members and supervisors
- Relationships with clients/customers
- Timeframes for completion.

During quality review, it will also be ensured that assessment tools must reflect the assessment conditions. All skills must be demonstrated in a real-time working environment or in a simulated off-the-job situation that reflects the actual workplace. Regardless of whether the assessment is conducted in real time or in simulation, the tasks must reflect framework requirements.

The instructions to the student should outline the task(s) through which a learner can demonstrate competency. These instructions will prompt the learner to say, do, write or create something.

To provide instruction to the learner about demonstrating the Performance Evidence, the task information should clarify if assessment is conducted in real-time or in simulation, where the assessment will occur, when the assessment occurs, who will conduct the assessment, and what the learner will be assessed against.

If a learner is observed by an assessor, the outline of the evidence should clarify what the assessor will look for during the observation. An 'observation checklist' will be ensured at the end of each task which include demonstration.

The assessment suite will be reviewed by compliance team and trainers and assessors have current skills and knowledge in vocational training, learning and assessment—including competency-based training and assessment), and will assure that:

- The tools will address all assessment requirements of the training package
- The level of difficulty is appropriate to the unit of competency and wherever applicable, to the level of qualification be delivered
- The tools will enable effective collection of evidence and have provided clear instructions are which can be easily understood by the learner and assessor.

- If possible, conducting a mock trial of the tool before it is used by learners tests the effectiveness of the tool without affecting a learner.
- The findings of the trial will help predict whether the tool would be effective to engage the learner, and to produce valid and reliable evidence.

4. Internal Audits

- As an RTO, GET Education Australia is required to comply with the requirements of the VET Quality Framework and the Standards for RTOs 2015. Regular internal audits will be scheduled to monitor ongoing compliance with these requirements and ensure quality delivery.

Procedures

1. Feedback and Surveys

Relevant to SRTOs: Clause 2.2

Procedure	Responsibility
<p>A. Collect student feedback at the end of each unit/cluster.</p> <ul style="list-style-type: none"> • At the last class of each unit/cluster, provide the Feedback Survey to all students. • The survey is optional however all students should be encouraged to hand back a completed survey. • Submit returned surveys to office for collation. 	Trainer/Assessor & Student Support Officer
<p>B. Collect Quality Indicator Surveys from students – Learner Engagement</p> <ul style="list-style-type: none"> • The Quality Indicator Survey will be provided to students at the half-way point of their scheduled course duration. • Encourage all students to complete the survey as GET Education Australia is required to collect responses from at least 50% of students. • Students should hand in completed surveys at the class. • Provide completed surveys to the office for collation. 	Trainer/Assessor & Student Support Officer
<p>C. Collect exit surveys from students upon course completion</p> <ul style="list-style-type: none"> • At the final class of a course provide students with a Student Exit Survey. All students will be encouraged to complete and return at least one of these surveys. 	Trainer/Assessor & Student Support Officer
<p>D. Collect feedback from staff</p> <ul style="list-style-type: none"> • Request for all trainers and assessors to complete a Feedback Form at least twice annually – this asks a range of questions on training and assessment practices. • Other staff are asked to provide formal and informal feedback at any time by discussing feedback with their manager, or to make improvement suggestions. 	Compliance Manager

Procedure	Responsibility
<p>E. Collate surveys using relevant collation tool</p> <ul style="list-style-type: none"> Throughout the year, completed surveys will be returned. They should be collated for any surveys received during the preceding period, or at the end of a unit/class-group for a certain cohort. Collate each different type of survey separately. Use the collated data to identify areas that show weakness, and/or require improvement. Bring completed analysis to the next management meeting to discuss. This will include making a plan for implementing identified improvements and discussing all feedback received. 	Administration Officer

2. Improvements

Relevant to SRTOs: Clause 1.9, 2.2 and 6.5.

Procedure	Responsibility
<p>A. Continuous Improvement Register</p> <ul style="list-style-type: none"> The Continuous Improvement requirements will be identified and acted upon by GET Education Australia. Improvements identified through feedback and surveys, quality indicator data, management meetings, informal suggestions, assessment validation and complaints and appeals will be recorded on the register. The register should be updated regularly with any improvement suggestions made through formal and informal. At each management meeting improvement suggestions and opportunities will be reviewed. A plan will be put in place for implementing improvements during the meeting. Management meetings will also be used as an opportunity to identify improvements made that may not have been recorded on the register. 	Administration Officer
<p>B. Complaints and appeals</p> <ul style="list-style-type: none"> In line with the Complaints and Appeals Policy and Procedure, complaints and appeals incidents should be used as an opportunity to identify areas for improvement. Each complaint and/or appeal will be discussed at management meetings to identify root causes and identify areas in which GET Education Australia can improve and learn from the incident to prevent recurrence. 	Management Team
<p>C. Assessment validation</p> <ul style="list-style-type: none"> The outcomes of validation sessions will be used as an opportunity to make improvements to training and assessment systems and practices. Actions 	Compliance Manager

Procedure	Responsibility
identified during assessment validation should be documented and discussed at the next management meeting.	

3. Management Meetings

Procedure	Responsibility
<p>A. Schedule dates annually</p> <ul style="list-style-type: none"> At the commencement of each financial year, set dates for the management meetings. Invite all members of the management team to attend. Managers who have conflicting appointments should notify the meeting organiser as soon as possible. 	Administration Officer
<p>B. Prepare agenda</p> <ul style="list-style-type: none"> At least 1 week prior to each meeting, develop the agenda. Use the Management Meeting Agenda Template to prepare the agenda and it includes standing agenda items which are to be included at each meeting. Standing agenda items are: <ul style="list-style-type: none"> Review of last meeting minutes – have all items been actioned? Recent feedback received – collated surveys, feedback register etc Complaints and appeals – discussion of any recent complaints or appeals Recent assessment validation or quality review Continuous improvement Recent or upcoming changes in legislation and VET regulations Monitoring of changes to business or operations to inform ASQA about Financial performance Agenda is to be approved by the CEO prior to circulation. Circulate the agenda to all managers along with any relevant attachments and reading material at least 2 days prior to the meeting. Keep a copy of the agenda. 	Administration Officer
<p>C. Record the meeting minutes</p> <ul style="list-style-type: none"> Record names of all people who attended the meeting and any apologies. Record a brief summary of key discussions, all decisions and any actions agreed upon during the meeting. The CEO is to approve the final copy of the minutes prior to circulation. The minutes with any attachments relevant to the meeting are to be circulated to all members of management team within 1 week of the meeting. 	Administration Officer CEO

Procedure	Responsibility
<ul style="list-style-type: none"> Management meeting minutes must be saved. 	
<p>D. Follow up on actions from management meetings</p> <ul style="list-style-type: none"> Ensure items in minutes are followed up accordingly. Tasks that arise out of the management meeting should be communicated to relevant people by the relevant manager. Registers should be updated accordingly. 	Administration Officer