



BQ2: Continuous Improvement and Quality Assurance Policy

Purpose

This policy ensures that LAF College of Vocational Education:

- i. *Provides quality training and assessment across all of its operations;*
- ii. *Adheres to principles of access and equity and maximises outcomes for its clients; and*
- iii. *Has management systems that are responsive to the needs of clients, staff and other stakeholders and the environment in which it operates.*¹

Scope

This policy is applicable to all internal and external stakeholders of LAF College of Vocational Education. The CEO must ensure that the policy is practiced in every operations adhering to the ASQA Standards for Registered Training Organisation (SRTO) 2015 Standard 2, 5,6,7 and 8.

Policy

1. Quality assurance

- 1.1 LAF College of Vocational Education has a systematic approach to assuring quality in all aspects of the business – in training and assessment services, client services and the management of its operations.
- 1.2 LAF College of Vocational Education's quality assurance and continuous improvement approach is based on a management methodology. The key components to this methodology are:
 - a) the requirements of regulatory bodies, industry and customers are first understood and an approach is developed by the organisation to meet those requirements
 - b) the plans are implemented and services are provided
 - c) feedback and results are collected and analysed
 - d) improvements are made based on the outcomes of the results.
 - e) the cycle is then repeated to implement improvements.
- 1.3 The following mechanisms are in place to ensure quality within LAF College of Vocational Education:
 - a) A total quality management system including documented policies, procedures, systems and plans on which all staff are trained and given access to.
 - b) Business processes that ensure feedback is collected from a wide range of stakeholders on a regular basis. Feedback is collated and analysed to measure performance and identify areas for improvement.
 - c) An internal audit cycle that ensures LAF College of Vocational Education systematically checks that it meets the requirements of legislation, regulatory frameworks, client service expectations and funding contracts.



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- d) Regular moderation and validation sessions that ensure the training and assessment practices used by LAF College of Vocational Education are of high quality, meet the needs of industry and regulatory requirements.
- e) A management team/board of directors/governing council/executive management team that meets regularly to ensure effective organisational governance, discuss performance and provide direction on the operations of the business.
- f) An industry advisory panel that meets to ensure the academic integrity of educational processes and to ensure that business standards are consistent with industry and educational expectations.

2. Continuous improvement

- 2.1 LAF College of Vocational Education strives for excellence and considers continuous improvement processes integral to its ongoing success. The organisation considers all business outcomes and processes to be an opportunity to learn, reflect and improve.
- 2.2 Self-reflection and evaluation play a key role in the organisation's quality assurance system and all managers and staff are encouraged to regularly reflect and evaluate performance and make recommendations for improvement.
- 2.3 LAF College of Vocational Education's management team will consider all recommendations for improvement made by any stakeholder. Recommendations, or an alternative strategy for improving the business area, will be implemented if the improvement is considered viable and where the recommendation is considered to be an improvement to current practices or outcomes.
- 2.4 A detailed register of the organisation's continuous improvement suggestions, plans and achievements is maintained.

3. Stakeholder feedback

- 3.1 The following groups are considered key stakeholders of LAF College of Vocational Education's business:
 - a) Students and persons seeking to enroll.
 - b) Employers or prospective employers of students.
 - c) Staff, both permanent and contractors.
 - d) Managers, directors and shareholders.
 - e) Industry bodies, employer groups and industry advisory groups of the industries to which training and assessment is delivered by LAF College of Vocational Education.
- 3.2 LAF College of Vocational Education collects formal and informal feedback in the following ways and uses findings to gauge performance and identify opportunities for improvement.
 - a) Evaluation surveys about a student or stakeholder's experience of their course, training session, assessment, enrolment, workplace visit or with the organisation in general.
 - b) Satisfaction surveys are used to gauge student engagement and employer satisfaction using the Quality Indicator surveys.
 - c) Discussions held during interviews, focus groups and meetings with students, employers, industry organisations and licensing bodies.
 - d) Outcomes and drivers of complaints and appeals.
 - e) Findings of internal and external audits.
 - f) Feedback provided by staff during staff performance appraisals, reviews and exit interviews.



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- g) Discussions held during internal staff meetings.
- h) Discussions held during moderation and validation activities.
- i) Discussions held during industry advisory panels.
- j) Informal discussions with other stakeholders.

3.3 All stakeholders are invited to provide their feedback on any aspect of the organisation's products and services at any time. Feedback can be provided in person, over the phone or in writing. All feedback received will be used in LAF College of Vocational Education's continuous improvement cycle.

4. Staff participation

- 4.1 Feedback provided by staff plays an integral role in organisational self-assessment and performance evaluation.
- 4.2 Trainers and assessors are likely to receive formal and informal feedback during their regular face-to-face interactions with students, employers and other clients. Trainers and assessors are expected to participate in the organisation's continuous improvement strategy by providing all feedback, whether formal or informal, that they receive during their work to LAF College of Vocational Education.
- 4.3 Trainers and assessors are also expected to provide their own feedback to the organisation on a regular basis so that their experiences as a trainer and/or assessor can provide valuable input to the business decisions and operations of LAF College of Vocational Education.
- 4.4 All staff are expected to share their feedback, recommendations, and advice on any aspect of the organisation's products and services to the organisation as it is acquired.
- 4.5 Staff are provided with the following opportunities to provide their feedback or pass on feedback received from others:
 - a) Continuous improvement records
 - b) Performance reviews.
 - c) Trainer/Assessor evaluation forms.
 - d) Moderation and validation sessions.
 - e) Staff meetings.
 - f) Staff surveys and questionnaires.
- 4.6 In addition, staff can provide their comments and feedback or pass on feedback from others by contacting their manager at any time.
- 4.7 LAF College of Vocational Education ensures that decision making of senior management is informed by the experiences of its trainers and assessors by recording all feedback received from trainers and assessors and contributing it to the continuous improvement and quality assurance cycle.

5. Quality Indicators

- 5.1 In line with the requirements of the VET Quality Framework; Standards for the National VET Regulator 2012 (NVR) Registered training organisations and Data Provision Requirements, LAF College of Vocational Education collects and uses data on three Quality Indicators to gauge its own performance. The three indicators are:
 - a) Learner Engagement
 - b) Employer Satisfaction
 - c) Competency Completion.



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5.2 Reports from the Quality Indicator feedback collection tools will be used by LAF College of Vocational Education to monitor and benchmark its performance at regular intervals. This allows identification of:

- a) areas that need improvement
- b) areas where performance is getting weaker
- c) improvement targets
- d) Whether the improvement plan is working.

6. Benchmarking

6.1 LAF College of Vocational Education will endeavor to benchmark its performance with other Registered Training Organisations (RTOs) at regular intervals to monitor its position in the marketplace.

Related policies

- BQ7: Complaints and Appeals Policy
- HR12: Staff Code of Conduct
- HR14: Professional Development Policy

Related procedures, forms and documents

- BQ2.1 Continuous Improvement Procedure
- BQ2.1.1: Continuous Improvement Form
- BQ2.1.2: Continuous Improvement Flow Chart
- BQR2A: Continuous Improvement Register
- BQ2.2: Feedback Procedure
- BQR9: Document Register
- BQ2.2.2: Visit Feedback Survey
- BQ2.2.3: Employer Exit Survey
- BQ7.1: Complaints and Appeals Procedure
- BQR7A: Complaints and Appeals Register