



GLOBAL COLLEGE AUSTRALASIA

POLICY & PROCEDURE



CONTINUOUS IMPROVEMENT AND QUALITY ASSURANCE

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Policy & Procedure

Continuous improvement and quality assurance

Purpose

The Vocational Education and Training (VET) Quality Framework is aimed at achieving greater national consistency in the way Registered Training Organisations (GCAs) are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. The VET Quality Framework comprises:

- the *Standards for Registered Training Organisations (GCAs) 2015*
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements
- the Australian Qualifications Framework.

In addition to the VET Quality Framework, an GCA must also comply with the Standards for Training Packages, Standards for VET Accredited Courses and the Standards for VET Regulators. Further aspects of the legislative context include:

- Educational Services for Overseas Students (ESOS)
- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)

The *Standards for Registered Training Organisations 2015* (the Standards) and clauses relevant to registered training organisations' (GCAs) regulatory compliance, reporting and governance practice underpin the good management of GCAs—and, as a result, their effective functioning and sustainability as businesses. These Standards support GCAs to provide high-quality student experiences and learning outcomes. Clause 2.1 of the Standards states that “GCA ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of GCA within its scope of registration.”

The Standards specify that information from quality indicator data, validation outcomes, client and trainer and assessor feedback and complaints and appeals is used to inform continuous improvement. Under the Standards relevant to regulatory compliance and governance, GCA are responsible for:

- Ensuring authorised executive officers are in place and meet Fit and Proper Person Requirements (clause 7.1)
- Satisfying Financial Viability Risk Assessment Requirements (clause 7.2)
- Complying and reporting (clauses 2.1 and 8.4 to 8.6)
- Recording, monitoring and reporting third-party arrangements (clauses 2.3, 2.4 and 8.3)
- Holding public liability insurance (clause 7.4)
- Meeting Data Provision Requirements (clause 7.5)
- Providing requested information to ASQA (clauses 8.1 and 8.2)
- A NVR registered training organisation must provide an annual summary report to the National VET Regulator against the quality indicators.
- The annual summary report will be due on 30 June each year and will relate to the previous calendar year's activities.
- Quality indicator reporting (*National Vocational Education and Training Regulator Act 2011*).



- The *Data Provision Requirements* legislative instrument 2012, requires all registered training organisations (GCA) registered with ASQA to provide an annual summary report of their performance against the learner engagement and employer satisfaction quality indicators to ASQA.

The purpose of this policy is for Global College Australasia (GCA) to:

- Comply with relevant regulatory authority requirements.
- Provide quality training and assessment across all operations.
- Adhere to principles of access and equity and maximise outcomes for clients, and
- Have management systems that are responsive to the needs of clients, staff and other stakeholders and the environment in which it operates.

The Chief Executive Officer [CEO]/delegate has overall responsibility and will work in close coordination with all staff who implement this Policy, and related Procedure and ensure that all are aware of this Policy, and related Procedure/s.

Scope

This policy applies to all GCA management, administration and training staff and learners currently enrolled with GCA. This policy does not apply to a third party given GCA does not have such an arrangement.

Related Policy and Procedure

- Policy and Procedure – Internal audit*
- Policy and Procedure – Risk management*
- Policy and Procedure – Regulatory compliance and governance*

Definitions

Australian Qualifications Framework [AQF]	The Australian Qualifications Framework (AQF) is the NATIONAL POLICY for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. www.aqf.edu.au								
Australian Qualifications Framework [AQF] Volume of Learning indicators ¹	Cert I	Cert II	Cert III	Cert IV	Diploma	Adv. Diploma	Grad Cert	Grad Dip	
	0.5-1year	0.5-1year	1-2 years	0.5-2 years	1-2 years	1.5 – 2 years	0.5-1 year	1-2 years	
	600-1200 hours	600-1200 hours	1200-2400 hours	600-2400 hours	1200-2400 hrs	1800-2400 hours	600-1200 hours	1200-2400 hrs	
Australian Skills Quality Authority	Australian Skills Quality Authority. ASQA is the national regulator for Australia’s vocational education and training sector www.asqa.gov.au								
AVETMISS Reporting	The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers is a national data standard for VET providers that ensures the consistent and accurate capture of VET information about students, their courses, units of activity, and qualifications completed. It provides the mechanism for national reporting of the VET system. https://www.ncver.edu.au/GCA-hub/what-is-avetmiss								

¹ Refer to Users’ Guide to the standards for Registered Training organisations (RTOs) 2015 p.16





Benchmarking	<p>A measurement of the quality of an organization's policies, products, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers. The objectives of benchmarking are</p> <ol style="list-style-type: none"> (1) to determine what and where improvements are called for, (2) to analyse how other organizations achieve their high-performance levels, and (3) to use this information to improve performance. <p>http://www.businessdictionary.com/definition/benchmarking.html</p>
Compliance	<p>Compliance is a legal requirement to meet regulatory requirements, industry standards and legislative requirements. VET providers can set standards and meet regulatory requirements is by developing and implementing quality assurance processes. Quality assurance processes help to ensure that providers are delivering training that meets the needs of their students and the industry. (Operate from a position of compliance. – VET Sector)</p>
Continuous Improvement (CI)	<p>Continuous improvement is the ongoing process of change for the purpose of improvement to processes, practices, products and services. Continuous improvement is a business strategy, the goal being to make periodic changes to increase the efficiency, accuracy and effectiveness of business operations. For example, by identifying a problem, planning solutions with a team, testing ideas and monitoring changes. (Continuous Improvement Model - Continual Improvement Tools ASQ)</p>
General Directions	<p>ASQA issues 'general directions' to provide further guidance to providers on specific issues. A general direction outlines the way in which an GCA must comply with the VET Quality Framework and other conditions defined in the <i>National Vocational Education and Training Regulator Act 2011</i>. An ASQA-regulated provider is required to comply with all general directions as a condition of your registration. (General Directions Australian Skills Quality Authority (ASQA))</p>
National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020	<p>Are the requirements for data provision as agreed by the Industry and skills Council and implemented by the VET Regulator as required by its governing legislation National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020 (legislation.gov.au)</p> <p>The Data Provision Requirements 2020 clarify what information must be provided to the Australian Skills Quality Authority (ASQA) and reduce duplication to help registered training organisations (GCAs) meet their existing obligations. As a condition of registration, GCAs are required to comply with the VET Quality Framework, which includes the Data Provision Requirements 2020. (VET Data Legislation - Department of Employment and Workplace Relations, Australian Government (dewr.gov.au))</p>
Nationally recognised qualification	<p>Nationally recognised qualifications are those that are approved by ASQA and are listed on GCA Scope of Registration. Nationally recognised training is training that is provided by registered training organisations. Only registered training organisations (GCAs) can deliver nationally recognised training and issue nationally recognised qualifications (or statements of attainment). This training is designed to meet a standard of skills that you will need for the workplace. It will lead to a nationally recognised qualification. This means that the training completed meets industry standards.</p>
NVR	<p>National Vocational Education and Training Regulator (Australia) https://www.legislation.gov.au/Details/C2011A00012</p>
Quality Assurance (QA)	<p>Quality assurance is the systematic review of teaching, learning and assessment to ensure the processes by which GCA sustains and improves quality including complying with the relevant legislation and standards; monitoring training and assessment strategies and practices; evaluating learner outcomes; and being responsive to stakeholder feedback.</p>



Quality Control	Quality control (QC) is a process through which a business seeks to ensure that product quality is maintained or improved. These controls help standardize both production and reactions to quality issues. (Quality Control Definition (investopedia.com)).
Quality Framework	The system in which activities used to carry out Quality Control, Quality Assurance and Continuous Improvement are completed at GCA.
QMS [Quality Management System]	A system by which quality management is implemented and monitored. GCA QMS takes the form of the Policies and Procedure manual and the associated operational forms and is based on the requirements of the VET Quality Framework. GCA governance committee which oversees Quality Management Process is the Quality Assurance Team (QAT)
GCA	Registered Training Organisation
Self-assurance	Self-assurance is when training providers have their own systems and practices to systematically monitor, evaluate and continually improve their training outcomes and performance against the Standards (Self-assurance Australian Skills Quality Authority (ASQA))
Stakeholder	A stakeholder refers to a person who has an interest or concern in the organisation at hand. In education, a stakeholder is someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected.
Standards for Registered Training Organisations	The Standards for Registered Training Organisations (GCAs) 2015 form part of the VET Quality Framework. Standards for Registered Training Organisations (GCAs) 2015 (legislation.gov.au) The purpose of these Standards is to: <ol style="list-style-type: none"> 1. set out the requirements that an organisation must meet in order to be an GCA. 2. ensure that training products delivered by GCAs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study; and 3. ensure GCAs operate ethically with due consideration of learners' and enterprises' needs.
Standard Operating Procedure [SOP]	A standard operating procedure (SOP) is a set of written instructions that describes the step-by-step process that must be taken to properly perform a routine activity. SOPs should be followed the exact same way every time to guarantee that the organization remains consistent and in compliance with industry regulations and business standards. Standard operating procedures provide the policies, processes and standards needed for the organization to succeed. They can benefit a business by reducing errors, increasing efficiencies and profitability, creating a safe work environment and producing guidelines for how to resolve issues and overcome obstacles. The SOP will fail if employees do not follow it. Management, specifically the direct supervisor, should monitor the use of the standard operating procedure to ensure it is being properly employed and maintained. What Is a Standard Operating Procedure (SOP)? Definition from SearchBusinessAnalytics (techtarget.com) .
VET	Vocational Education and Training
VET Quality Framework [Vocational Education and Training Framework]	The vocational education and training (VET) Quality Framework is aimed at achieving greater national consistency in the way GCAs are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. The VET Quality Framework comprises: <ul style="list-style-type: none"> ▪ the <i>Standards for Registered Training Organisations (GCAs) 2015</i> ▪ the Fit and Proper Person Requirements ▪ the Financial Viability Risk Assessment Requirements ▪ the Data Provision Requirements ▪ the Australian Qualifications Framework. https://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework



Policy

1. Quality assurance

- 1.1 As a Registered Training Organisation (Global College Australasia), GCA complies with the Standards for Registered Training Organisations 2015 (the Standards). The Standards ensure consistent, high-quality training and assessment services for clients within the vocational education and training system.
- 1.2 The Standards specify that information from quality indicator data, validation outcomes, client and trainer and assessor feedback and complaints and appeals is used to inform continuous improvement.
- 1.3 GCA implements a Quality and Compliance Plan as detailed through its Quality and Compliance Detailed Schedule.
- 1.4 All policies and procedures of GCA contribute wholly, or in part, to quality assurance, quality improvement or compliance with relevant external standards or requirements. Responsibilities for implementation of those policies and procedures are identified in the relevant documentation.
- 1.5 GCA has a systematic approach to assuring quality and quality control in all aspects of the business – in training and assessment services, client services and the management of its operations.
- 1.6 The continuous improvement model of Plan, Do, Review, and Improve is embedded across the organisation via a Quality and Compliance Plan [Compliance Plan], monitored by the Quality Assurance Team² (QAT). GCA's quality assurance and continuous improvement approach is based on the Approach, Deploy, Results and Improve (ADRI) methodology.
- Approach – thinking and planning
 - Deployment – implement, do it –
 - Results – achieving what you planned? –
 - Improvement – what did you learn? – change Approach / Deployment?³
- 1.6.1 The key components to this ADRI methodology as applied are:
- a. the requirements of regulatory bodies, industry and customers are first understood, and an approach is developed by GCA 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; and then
 - e. the cycle is then repeated to implement improvements.
- 1.7 The following mechanisms are in place to ensure quality within GCA:
- a. Under the direction of the CEO, the QAT is responsible for regulatory compliance and governance and overseeing the design, development, implementation, review, and evaluation of GCA Quality and Compliance Plan.
 - b. A total quality management system including documented policies, procedures, systems and plans on which all staff are trained and given access to.
 - c. Business processes that ensure feedback is collected from a range of stakeholders on a regular basis.

³ SAI Global (2007) The Business Excellence Framework, Sydney. p. 32. <https://www.saiglobal.com/PDFTemp/Previews/OSH/sai-global/gb/GB002-2007.pdf>



- d. Feedback is collated and analysed to measure performance and identify areas for improvement.
- e. An internal audit cycle that ensures GCA systematically checks that it meets the requirements of legislation, regulatory frameworks, client service expectations and funding contracts [if applicable].
- f. Regular moderation and validation sessions that ensure the training and assessment practices used by GCA are of high quality and meet the needs of industry and regulatory requirements.
- g. An executive management team (QAT) that meets regularly to ensure effective GCA governance, discuss performance and provide direction on the operations of the business.
- h. Consultation with course specific Industry representatives to ensure that courses, delivery and outcomes are consistent with industry expectations.

2. Continuous improvement

- 2.1 GCA strives for excellence and considers continuous improvement processes integral to its ongoing success.
- 2.2 GCA considers all evaluation outcomes and processes to be an opportunity to learn, reflect and improve.
- 2.3 Self-reflection and evaluation play a key role in the GCA's quality assurance system and all managers and staff are encouraged to regularly reflect and evaluate performance and make recommendations for improvement.
- 2.4 GCA's executive management team (QAT) will consider 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.
- 2.5 A detailed register of the GCA's continuous improvement suggestions, plans and achievements is maintained.
- 2.6 All staff are encouraged to submit a Continuous Improvement (CI) form if they identify an area of GCA's operations and business that may need improvement.
- 2.7 Continuous Improvement action is instigated and/or delegated by the Compliance Coordinator and/or Compliance Manager.
- 2.8 Continuous Improvement action is monitored and documented, for example, closed, in the Continuous Improvement Register.

3. Stakeholder feedback

- 3.1 The following groups are considered key stakeholders of GCA's business:
 - a. Students and persons seeking to enrol.
 - 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 GCA.



- 3.2 GCA collects formal and informal feedback in the following ways and uses findings to gauge performance and identify opportunities for improvement.
- Evaluation surveys about a student or stakeholder's experience of their course, training session, assessment, enrolment, workplace visit or with GCA in general.
 - ASQA Learner engagement satisfaction survey is used to gauge student engagement and satisfaction using the VET Quality Framework AQTF Quality Indicator surveys.
 - Discussions held during interviews, focus groups and meetings with students, employers, industry and licensing bodies.
 - Outcomes and drivers of complaints and appeals.
 - Findings of internal and external audits.
 - Feedback provided by staff during staff performance appraisals, reviews and exit interviews.
 - Discussions held during internal staff meetings.
 - Discussions held during moderation and validation activities.
 - Discussions held during approaches to industry.
 - Informal discussions with other stakeholders.
- 3.3 All stakeholders are invited to provide their feedback on any aspect of the GCA's products and services at any time. Feedback can be provided in person, over the phone or in writing. All feedback received will inform GCA's continuous improvement cycle.
- 4. Staff participation**
- 4.1 Feedback provided by staff plays an integral role in GCA 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.
- 4.3 Trainers and assessors are expected to participate in the GCA's continuous improvement strategy by providing all feedback, whether formal or informal, that they receive during their work with GCA.
- 4.4 Trainers and assessors are also expected to provide their own feedback to GCA, for example, through the QAT, 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 GCA.
- 4.5 GCA Staff are provided with the following opportunities to provide their feedback or pass on feedback received from others:
- Supervision meetings with manager.
 - Performance appraisal reviews.
 - Trainer and Assessor evaluation forms.
 - Moderation and validation sessions.
 - Staff meetings and/or staff surveys and questionnaires.
 - Staff can also provide their comments and feedback or pass on feedback from others by contacting their manager at any time.



4.6 GCA 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 and the Data Provision Requirements GCA collects and uses data on Quality Indicators to gauge its own performance. Relevant indicator data is reported to the GCA's registering body by the 30th of June each year. The indicators are:

- a. Learner Engagement
- b. Employer Satisfaction (if applicable)

5.2 Reports from the Quality Indicator feedback collection tools will be used by GCA 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
- e. Apply a consistent systems and process approach to manage variations.

6. Benchmarking

6.1 GCA will endeavour to benchmark its performance with other Registered Training Organisations (GCAs) at regular intervals to monitor its position in the marketplace.

6.2 Quality Practices – GCA uses a systems and process approach to continuously improve the organisation with the goal of achieving successful outcomes for all its stakeholders.

6.3 Evidence-informed approach – GCA utilises processes to enable consistent collection and analysis of data and knowledge diffusion to inform decision-making about organisational and operational improvements.

7. Standard Operating Procedures

7.1 SOPs are dynamic and updated when policy and procedure change and/or when continuous improvement is identified to ensure practices remain transparent, effective, efficient, and compliant.

7.2 The Compliance Manager/ delegates has oversight of the review and maintenance of this document in conjunction with the relevant direct supervisor to ensure that the document remains fit for purpose and current and is retained on Moodle Staff Access only area [the Learning Management System used at GCA] in the relevant area.

7.3 The Compliance Manager/delegates are responsible for informing staff of any changes, and in providing professional development where required.

7.4 The QAT is accountable for approving the SOP and receiving reports regarding actioning of continuous improvement activities.



8. Self-assurance

- 8.1 Self-assurance in the Vocational Education and Training sector refers to how providers manage their operations to ensure a focus on quality, continuous improvement and ongoing compliance with the Standards.
- 8.2 The self-assurance model supports GCA to identify risks to the quality of their training practices and outcomes, be proactive in taking remedial action when things go wrong and take opportunities to be innovative in meeting the training needs of students, industry and the community.
- 8.3 GCA has systems in place to critically examine self-performance against the Standards and training outcomes, on an ongoing basis, to identify ways to continuously improve.

9. References

- [Standards for Registered Training Organisations \(GCAs\) 2015 \(legislation.gov.au\)](http://legislation.gov.au)
- [Education Services for Overseas Students Act 2000 \(legislation.gov.au\)](http://legislation.gov.au)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(legislation.gov.au\)](http://legislation.gov.au)
- [Standard 11: Additional requirements - Department of Education, Australian Government](http://legislation.gov.au)
- [General Factsheet - Department of Education, Skills and Employment, Australian Government \(dese.gov.au\)](http://dese.gov.au)
- [Factsheet student written-agreements.pdf \(ombudsman.gov.au\)](http://ombudsman.gov.au)
- [isosforstudents | ISANA](http://isosforstudents.com.au)
- [About the Standards for GCAs 2015 | Australian Skills Quality Authority \(ASQA\)](http://asqa.gov.au)
- [Registered Training Organisations \(GCAs\) - Australian Industry Standards](http://asqa.gov.au)
- [Self-assurance | Australian Skills Quality Authority \(ASQA\)](http://asqa.gov.au)
- [57050 Industrys role in VET FINAL.pdf \(ncver.edu.au\)](http://ncver.edu.au)
- [Operate from a position of compliance. – VET Sector](http://vetsector.gov.au)

Procedure

Responsible staff for relevant area (as per Organisational Chart) to process the procedure:

Assess – Review aspects of situation as applied to this policy and any other related policies and specific documentation to be completed (and where relevant advising students of requirements of same as required), including relevant timeframes and any reporting mechanisms.

Plan – Identify strategies and actions to be taken, including timeframe/s and relevant personnel.

Implement - Strategies and take actions in accordance with policy, associated information and documentation required, documentation where necessary

Retain documentation in accordance with policy, procedure and practices.

Report in relation to practice outcomes as related to policy and procedure.



Review – process with view for continuous improvement including reporting to relevant personnel/Quality Assurance Team (QAT).

Dissemination of information/updates relating to this policy and procedure is provided by QAT, via electronic means and/or staff meetings. GCA policy and procedures are accessible to all staff via GCA internal repository system and /or via GCA webpage.

Responsibility

The following parties are responsible for the implementation and adherence to this policy:

- DIRECTOR/CEO
- Training Manager.
- Administration Team.

Associated Documents

Quality Enhancement Procedure

Related Standards

- Standards for Registered Training Organisations (RTOs) 2015.
- Education Services for Overseas Students Act 2000 (ESOS Act)
- Education Services for Overseas Students Regulations 2019, and
- National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Version Control

Version	Created by:	Date	Reason for Update	Reviewed by	Implementation Date
					Note: Must be after circulation to all stakeholders.
1.0	James Rayne	10/01/2022	New Format	Brodie Smith	24/01/2022
2.0	James Rayne	09/01/2023	Review Point	Brodie Smith	06/02/2023
3.0	Michelle Tilley	26/03/2024	New Format	Brodie Smith	03/04/2024

