

1.03.810 CONTINUOUS IMPROVEMENT

WHAT YOU NEED TO KNOW – KEY TAKE OUTS

The purpose of this policy is to ensure that IRT Academy systematically undertakes continuous improvement activities across its span of operations aligning to regulatory, legislative and best practice requirements.

Always read this Policy in conjunction with the Related Procedures identified below.

Policy Statement	At IRT Academy we are committed to the continuous improvement of our training and assessment services, student support services and our administrative management systems.
Purpose	To meet the requirements of: <ul style="list-style-type: none"> • National Vocational Education and Training Regulator Act 2011 • Standards for Registered Training Organisations 2015
Risk Statement	IRT has a zero risk appetite for failing to meet its legislative obligations.
Scope	The scope of this policy covers all IRT Academy students, employees and/or third parties acting on behalf of IRT Academy.
Related Procedure	1.03.810.01 – Version Control Procedure 1.03.810.02 – Self Assessment Procedure
Related Documents	<ul style="list-style-type: none"> • IRT Academy Administration Process Handbook • IRT Academy Procedure Manual • Complaints, Incidents and Appeals Register • Complaint Form • Assessment Decision Appeal Application • Student Handbook • Self-Assessment Tool/s: located in iAuditor • AQTF Learner Questionnaire • AQTF Employer Questionnaire • Student Feedback Full Qualifications • Student Feedback Short Course • Employer Feedback • Trainer/Assessor Feedback • Policy 1.03.829 Complaints Incidents and Appeals • Policy 1.03.825 Version Control • Policy 1.03.803 Code of Practice • Policy 2.07 Grievance Procedures

Compliance Requirements	<ul style="list-style-type: none">• National Vocational Education and Training Regulator Act 2011• Standards for RTOs 2015<ul style="list-style-type: none">▪ Standard 1▪ Standard 2
Policy Owner	Group Head IRT Academy
Effective Date	June 2021
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1 POLICY PRINCIPLES

1.1 Systematic Approach

IRT Academy applies a systematic approach to support continuous improvement.

This approach includes:

- Selection of Data
- Collection of Data
- Reception of Data
- Evaluation of Data
- Implementation of Improvements
- Validation of Improvements

1.2 Systematic Approach to Continuous Improvements

1.2.1 Selection

Data collected by IRT Academy has been selected on the basis of its relevance to the Standards for RTOs and Quality Indicators. Most important, is the collection of data from students and employers relating to their expectation and experience of our services.

Data sources have been selected to provide a balance of qualitative and quantitative information. The following data is identified for collection and for input into our continuous improvement system:

- Student satisfaction rates
- Employer satisfaction rates
- Competency completion rates
- Outcomes of complaints and appeals processes
- Opportunities for improvement reported by staff or other stakeholders
- Outcomes of validation and moderation processes
- Outcomes of industry consultation
- Information from ASQA or Industry Skills Council
- Outcomes of management processes
- Outcomes of internal and external quality audits

1.2.2 Collection

Data will be collected using a range of methods to enable sufficient data on which valid judgments may be made. Data collection methods will provide maximum opportunity for IRT Academy to engage with students and employers and to seek and obtain input from our staff and other stakeholders.

1.2.3 Quantitative Data Collection

The primary method of collecting quantitative data is via written survey of both students and employers. This is achieved using the Quality Indicator Resources. Specifically, the methods of collection are the Learner Engagement and Employer Satisfaction and the collection of competency completion data.

- The Learner Engagement and the Employer Satisfaction Questionnaires can be accessed at the following link: <https://www.asqa.gov.au/rto/responsibilities/data-collection-and-provision/quality-indicators-annual-summary>.

1.2.4 Qualitative Data Collection

Qualitative data will be collected from our internal processes. These internal processes include complaints and appeals, moderation, validation and quality auditing. These processes produce outcomes such as recommendations and opportunities for improvement. In addition to these, we also seek input directly from our staff or other stakeholders (contractors, students, members of the public).

Any employee can receive a customer complaint.

In Practice Example:

In April the Learning Solutions Team administer the Learner Engagement and the Employer Satisfaction Questionnaires and submit the data to NCVET as per instructions on 29 June meeting the 30 June deadline.

2 ROLES AND RESPONSIBILITIES

Role	Responsibility
Policy Owner –Group Head IRT Academy	<ul style="list-style-type: none"> Ensuring the currency and appropriateness of the policy to meet regulatory and legislative requirements.
Policy Monitor – Learning Solutions Manager	<ul style="list-style-type: none"> Ensure day to day implementation and compliance with policy.
Policy Implementation- All IRT Academy employees and Third Parties acting on behalf of IRT Academy	<ul style="list-style-type: none"> Implement procedure as per IRT Academy Procedure Manual

3 DEFINITIONS

In this Policy, words have the following meaning:

Term	Definition
RTO	Registered Training Organisation
ASQA	Australian Skills Quality Authority
AQTF	Australian Quality Training Framework