

# Quality and Continuous Improvement Policy (VET & ELICOS)

---

## 1. Purpose

- 1.1 The purpose of this policy is to state the commitment by Stanley College to provide the highest quality services to its students, in order to consistently meet customer and applicable statutory and regulatory requirements.
- 1.2 At Stanley college:
- 1.2.1 We strive to ensure our training and assessment services delivered are of the highest quality to prepare students for successful participation in the economy;
  - 1.2.2 Our devotion to our students and community drives our commitment to quality and continuous improvement;
  - 1.2.3 Our rigorous systems aim to ensure compliance with all regulatory requirements, where continuous improvement is an essential part of our vision of being a leader in the delivery of high-quality education.

## 2. Scope

- 2.1 This policy applies to all Stanley College Board Members, Committees, Management and Staff.
- 2.2 This policy covers all aspects of the business at Stanley College.

## 3. Responsibility

- 3.1 This policy applies across all sections of the organisation and its operations. All members of the Stanley College team ranging from management and employees to contractors employed by the business, are responsible for the delivery of a quality training and assessment service.

## 4. Definitions

<b>Appeal</b>	A request for a decision to be reviewed by an independent area. Appeals can be lodged about academic and non-academic decisions made, including: <ul style="list-style-type: none"> <li>• student misconduct</li> <li>• refused transfer requests</li> <li>• course progress</li> </ul> student enrolment cancellation.
<b>AQF</b>	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.
<b>AQF Qualification</b>	An AQF qualification type endorsed in a training package.
<b>Complaint</b>	A complaint can be informal (feedback) or formal (in writing), which require a process of review by Stanley College and a

	response to the Complainant within a required timeframe.
<b>ELICOS</b>	English Language Intensive Courses for Overseas Students.
<b>ESOS Act</b>	The <i>Education Services for Overseas Students Act 2000</i> of the Commonwealth of Australia.
<b>ISO 9001:2015</b>	ISO 9001:2015 specifies requirements for a quality management system when an organization: a) needs to demonstrate its ability to consistently provide products and services that meet customer and applicable statutory and regulatory requirements, and b) aims to enhance customer satisfaction through the effective application of the system, including processes for improvement of the system and the assurance of conformity to customer and applicable statutory and regulatory requirements.
<b>Industry Engagement</b>	Strategies that may include, but is not limited to: <ul style="list-style-type: none"> <li>• partnering with local employers, regional/national business, relevant industry bodies and/or enterprise RTOs</li> <li>• involving employer nominees in industry advisory committees and/or reference groups</li> <li>• networking in an ongoing way with industry networks, peak bodies and/or employers</li> <li>• developing networks of relevant employers and industry representatives to participate in assessment validation\</li> <li>• exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.</li> </ul>
<b>National Code 2018</b>	The National Code of Practice for Providers of Education and Training to Overseas Students 2018, established pursuant to Part 4 of the ESOS Act.
<b>Professional Year Program</b>	A Professional Year Program is a structured professional development program combining formal learning and workplace experience for international students who have graduated from a university in Australia. Professional Year Programs run for 12 months and are currently available in the fields of accounting, computer science and engineering — Australian industries where the demand for skilled graduates is high.
<b>Standards for RTOs 2015</b>	The Standards for Registered Training Organisations (RTOs) 2015, which sets out the requirements a RTO must meet when providing Vocational Education Training (VET) courses.
<b>Transition Period</b>	Transition period means, where a training product has been superseded, removed or deleted from the National Register, the allowable timeframe within which the student’s training, assessment, and AQF certification documentation issuance needs to be completed or, in the case of a superseded training product, within which the student is transitioned into the replacement training product.
<b>VET</b>	Vocational Education and Training.

## 5. Policy Provisions

### Principles

5.1 The key principles in underpinning this policy are:

- 5.1.1 Individual staff acceptance of personal accountability and responsibility for delivering unparalleled quality with reference to all aspects of the operation and customer service;
- 5.1.2 Making every effort to follow all agreed customer requirements, Stanley College documented processes and statutory and regulatory requirements related to the services being offered;
- 5.1.3 Continual monitoring and reporting of all agreed service quality and performance indicators;
- 5.1.4 Clear management of a system of Continuous Improvement across all aspects of the business, via effective use of formal/informal feedback and internal auditing processes to improve quality and service;
- 5.1.5 Recognition of all staff members and departments/faculties who demonstrate excellence in service delivery;
- 5.1.6 Our management team and employees are committed to continually improving the effectiveness of the quality management system. We are dedicated to delivering exceptional services which exceed the expectations of our clients and candidates by adhering to quality certified systems and procedures;
- 5.1.7 Continual monitoring of where an AQF Qualification or VET Accredited course being superseded or discontinued, to ensure the management of student transition periods.

5.2 To achieve this commitment in the delivery of quality vocational training services and quality customer service for its students, Stanley College will employ risk-based thinking and a process approach to ensure;

- 5.2.1 Compliance with the requirements of ISO 9001:2015;
- 5.2.2 Compliance with the requirements of the Education Services for Overseas Students Act 2000 including the National Code 2018;
- 5.2.3 Compliance with the VET Quality Framework which comprises:
  - 5.2.3.1 the Standards for Registered Training Organisations (RTOs) 2015;
  - 5.2.3.2 the Australian Qualifications Framework;
  - 5.2.3.3 the Fit and Proper Person Requirements;
  - 5.2.3.4 the Financial Viability Risk Assessment Requirements; and
  - 5.2.3.5 the Data Provision Requirements.
- 5.2.4 Compliance with the requirements of the Professional Year Program frameworks:
  - 5.2.4.1 ACS Professional Year QA Compliance Framework;
  - 5.2.4.2 ACS Professional Year Provider Manual;
  - 5.2.4.3 APYP Provider Manual.

### Quality Objectives

5.3 Stanley Colleges Quality Objectives are to:

- 5.3.1 Deliver the highest quality training and assessment across all areas of the business;
- 5.3.2 Consistently and efficiently deliver services to its customers that meet their needs and comply with all applicable Stanley College, statutory and regulatory requirements;
- 5.3.3 Resolve customer and employee queries promptly and in a friendly manner;
- 5.3.4 Give our customers confidence in our services and the ability to meet their needs;
- 5.3.5 Continuously consult with our clients to fully understand their training needs and requirements in today's ever changing education market;

<b>Document Name:</b> Quality and Continuous Improvement Policy (VET & ELICOS)	<b>RTO :</b> 51973	<b>CRICOS Code :</b> 03047E
<b>Location:</b> NovaCore CMS\DMS\Compliance Drive\Policies\		
<b>Version:</b> 1.4	<b>© Stanley College 2021</b>	<b>Approved on:</b> 15-08-2023
	<b>Review Date:</b> 01-01-2025	<b>Page 3 of 9</b>

5.3.6 Ensure that our systems and business processes are communicated, understood and implemented company-wide to enable our people to deliver work and a level of service we can be proud of.

5.4 Continually improve the quality of our training, assessment and other services via a system of internal audits, Professional Year Program management reviews, customer feedback and staff involvement in decisions/ company developments. Further information on Stanley College Internal Audit processes and Management Review Process is available in the '*Internal Audit Policy (VET)*'.

## Continuous Improvement

5.5 Our Continuous improvement processes allow us to

5.5.1 Collect both formal and informal feedback both from students, staff and industry partners;

5.5.2 Implement and monitor all formal and informal feedback;

5.5.3 Implement and monitor of any actions that may arise as a result of feedback.

5.6 Data Collection - Stanley College will utilise the following data collection points to assist in identifying continuous improvement opportunities within the business:

5.6.1 Annual Learner Surveys by all VET Students;

5.6.2 Annual Employer Questionnaires;

5.6.3 Student and Employer Feedback forms completed for both VET and Professional Year Program students;

5.6.4 Trainer end of module feedback surveys;

5.6.5 Trainer and Assessor validation meetings;

5.6.6 Internal and external audits;

5.6.7 Industry Engagement;

5.6.8 Management reviews of Professional Year Programs;

5.6.9 Regulator requests or feedback;

5.6.10 Feedback from industry collected during consultation;

5.6.11 Records of complaints and appeals.

5.7 Each Faculty/Department will maintain a Continuous improvement register to assist them in capturing continuous improvement actions. For further information, see '*Guideline 1 – Continuous Improvement Registers*' within this policy.

## Transition from Superseded Training Products

5.8 Our internal processes ensure that Stanley College is committed to ensuring compliance with the Standards for RTO's clauses 1.26-1.27:

5.8.1 where a training product on Stanley Colleges scope of registration is superseded, all students training and assessment is completed and the relevant AQF certification documentation is issued or Students are transferred into the replacement qualification, within one (1) year from the date the replacement training product was released on the national register:

5.8.1.1 Clients who will complete their learning and be issued a qualification or statement of attainment within the one (1) year transition period do not need to be transferred to the replacement training product.

5.8.2 where an AQF qualification is no longer current and has not been superseded (i.e. it has been removed or deleted), all learners training and assessment is completed and the

<b>Document Name:</b> Quality and Continuous Improvement Policy (VET & ELICOS)	<b>RTO :</b> 51973	<b>CRICOS Code :</b> 03047E
<b>Location:</b> NovaCore CMS\DMS\Compliance Drive\Policies\		
<b>Version:</b> 1.4 © Stanley College 2021	<b>Approved on:</b> 15-08-2023	<b>Review Date:</b> 01-01-2025
		<b>Page 4 of 9</b>

- relevant AQF certification documentation issued within a period of two (2) years from the date the AQF qualification was removed or deleted from the national register;
- 5.8.3 where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded (i.e. it has been removed or deleted), all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the national register
- 5.8.4 a new learner does not commence training and assessment in a training product that has been removed or deleted from the national register.
- 5.9 Where a secondary training package, still contains and requires the delivery of a superseded unit of competency (from a "parent" training package), transition arrangements detailed above do not apply and the superseded unit must continue to be delivered.
- 5.9.1 i.e. Where a unit of competency from the BSB training package is a listed Core or Elective unit in a current SIT training package qualification.
- 5.10 Stanley College complies with clauses 1.26 and 1.27 of the Standards for RTOs 2015. The Quality & Standards Manager, the Associate Dean, Development and Quality (VET) and the Dean VET are subscribed to the following email updates to ensure that Stanley College is advised of any changes to the Training Package:
- 5.10.1 The Australian Skills Quality Authority (ASQA)
- 5.10.2 [www.training.gov.au](http://www.training.gov.au) updates relevant to Stanley College's registration
- 5.11 For further information, see 'Guideline 2 – Transition from Superseded Training Products' within this policy.

## 6. Policy Information

Policy Area	Academic
Authorised Officer	Dean VET
Supporting documents, procedures & forms of this policy	<i>Internal Audit Policy (VET)</i> <i>Compliance Internal Audit Calendar</i> <i>Industry Engagement Policy (VET)</i> <i>Student Feedback Procedure (VET &amp; ELICOS)</i> <i>Course Evaluation and Moderation Procedure (ELICOS)</i> <i>Continuous Improvement Procedure (VET &amp; ELICOS)</i> <i>Electronic Complaints and Appeals Form</i> <i>AQTF Learner Questionnaire</i> <i>AQTF Employer Questionnaire</i> <i>Continuous Improvement Form</i> <i>Superseded Quals</i> <i>New Qualification_ Transition Plan Checklist</i>
Related Legislation and Codes of Practice	ISO 9001:2015 - Quality management systems — Requirements The National Code (2018)

	<p>The Education Services for Overseas Students Act 2000</p> <p>The VET Quality Framework:</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations (RTOs) 2015</li> <li>• the Australian Qualifications Framework</li> <li>• the Fit and Proper Person Requirements</li> <li>• the Financial Viability Risk Assessment Requirements</li> <li>• the Data Provision Requirements.</li> </ul> <p>ACS Professional Year QA Compliance Framework          ACS Professional Year Provider Manual          APYP Provider Manual</p>
Audience	Public

## Guideline 1 – Continuous Improvement Registers

Each Faculty/Department will maintain a Continuous improvement register to assist them in capturing continuous improvement actions. As a minimum the following will be captured (where applicable i.e operational department or Academic Faculty etc):

Date	Date the CI was raised	
Number	Automated number	
Program	Program name For example: <ul style="list-style-type: none"> <li>• ACSPYP</li> <li>• APYP</li> <li>• Both PYP programs</li> </ul>	
Category	This may include but not be limited to: <ul style="list-style-type: none"> <li>• Training Material</li> <li>• Assessment Material</li> <li>• Student</li> <li>• Internship</li> <li>• Orientation Commencement</li> <li>• Orientation Internship</li> <li>• Policies</li> <li>• Procedures</li> <li>• Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Audit</li> <li>• External Audit</li> <li>• LMS</li> <li>• CRF reporting</li> <li>• Student Services Support</li> <li>• Attendance monitoring</li> <li>• Room Allocation</li> <li>• Equipment and Resources</li> <li>• Communication</li> </ul>
Action to be taken	Clear indication of the specific actions that will need to be taken with reference to the category selected. Actions will either be: <ul style="list-style-type: none"> <li>• CA - Corrective Action</li> <li>• OFI - Opportunity for Improvement</li> <li>• NC - Non-Compliance</li> </ul>	
Due date	Closing date for the action	
Priority	Priority must be set, this may include: <ul style="list-style-type: none"> <li>• High – within 1-7 days</li> <li>• Medium – 7-14 days</li> <li>• Low-14-30 days</li> </ul>	
Source	This may include but not limited to: <ul style="list-style-type: none"> <li>• Student feedback</li> <li>• Employer feedback</li> <li>• Email</li> <li>• Meeting</li> <li>• Trainer Feedback - Unit specific</li> <li>• ACS Notification</li> <li>• APYP Notification</li> <li>• Internal Audit</li> <li>• External Audit</li> <li>• Validation Outcome</li> <li>• Material Feedback</li> <li>• Trainer Feedback - General</li> </ul>	
Responsible person	Responsibility must be assigned to ensure accountability	
Status	A status must be assigned to show tracking and close out of actions/ Which may include <ul style="list-style-type: none"> <li>• Not Started</li> <li>• Closed</li> <li>• In Progress</li> </ul>	

Comments	Optional field which may be used to provide links to evidence of completion.	
----------	--	--



## Guideline 2 – Transition from Superseded Training Products

### *Changes to Scope – Superseded training products*

- Where a replacement training product is equivalent to the superseded training product, Stanley College scope of registration will be automatically updated by the VET Regulator to include the replacement Training product.
- If replacement training product is considered not equivalent to the superseded training product, Stanley College will need to (prior to transferring any student enrolments):
  - Apply for the replacement product to be added to scope of registration; and
  - One (1) year from the date a training product was superseded, the VET Regulator will remove the superseded training product from Stanley College’s scope of registration.
- The Quality & Standards Manager will manage all task completion using the transition process using the ‘New Qualification\_Transition Plan Checklist’ as detailed in this guideline.

### *Transition Plan Checklist and Task Management*

The Quality & Standards Manager prepares the ‘Transition Plan Checklist’ for all Qualification Transition’s and/or Unit of Competency transitions ensuring that all tasks are completed as and where needed with the assistance of relevant business areas. A list of required tasks/areas is provided in the table below:

Template Name	New Qualification_Transition Plan Checklist
Required Tasks:	<ul style="list-style-type: none"> <li>• Training and Assessment Strategy prepare               <ul style="list-style-type: none"> <li>○ Perform industry consultation</li> </ul> </li> <li>• Lodge an application for scope (VET/CRICOS) where required               <ul style="list-style-type: none"> <li>○ Update the superseded quals document and communicate to all teams confirming teach out arrangements</li> </ul> </li> <li>• Student Transition Decision, determine student lists and ensure student enrolments are updated where necessary:               <ul style="list-style-type: none"> <li>○ Current students that will complete the old qualification</li> <li>○ Current students that must transition to the new qualification</li> <li>○ New students that will commence the new qualification</li> </ul> </li> <li>• Communications:               <ul style="list-style-type: none"> <li>○ Stanley College team confirming transition arrangements and changes</li> <li>○ Impacted students</li> <li>○ Agents where necessary</li> </ul> </li> <li>• Novacore/ebecas update with new qualification and/or changes</li> <li>• Master Schedule and ebecas schedules update</li> <li>• Marketing Materials update with all changes (website and collateral)</li> <li>• Course material preparation by the applicable faculty manager and team</li> <li>• Trainer and Assessor Matrix/Trainer Mapping Matrix update with the new qualification version for applicable trainers</li> <li>• PRISMS Reporting - currently no active COE for superseded courses</li> <li>• Further documentation update includes but it not limited to:               <ul style="list-style-type: none"> <li>○ Course Information Guides</li> <li>○ Funding Information Guides</li> <li>○ Student Surveys</li> <li>○ Course Times</li> <li>○ Intake Dates</li> <li>○ AUSSTUDY/ABSTUDY form C prepare</li> </ul> </li> </ul>