

# Vocational Pathways®

*Education ~ Training ~ eLearning Consultants*

## *Quality Assurance*

### **Procedures & Policies Manual**

for

**Vocational Pathways**

**Volume 1 / 2**

**QA Documents 1 – 42, 45 – 54**

**Volume 2 / 2**

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## **The Australian Quality Training Framework\***

The Australian Quality Training Framework (AQTF) was developed by the National Training Quality Council (NTQC) of the Australian National Training Authority (ANTA) (now DES&T) board in conjunction with states and territories, the Australian Government and industry and endorsed by the ANTA ministerial council on 8 June 2001.

The key objective of the AQTF is to provide the basis for a nationally consistent, high quality vocational education and training (VET) system.

There are two sets of standards under the AQTF:

1. Standards for Registered Training Organisations
2. Standards for State and Territory Registering/Course Accrediting Bodies.

During 2004, the standards were reviewed as part of a commitment to continual improvement. The review focussed on fine-tuning and clarification of wording. The changes to the standards were approved by the ANTA ministerial council in December 2004. These revised standards are effective from 1 July 2005.

The Standards for Registered Training Organisations are the standards that a training organisation must comply with in order to be registered and to maintain that registration in any state or territory.

Together with Training Packages, the standards under the AQTF provide a common foundation for the national recognition and integrity of vocational education and training (VET) providers and the qualifications and statements of attainment they issue.

*\* Australian Quality Training Framework: Standards for Registered Training Organisations, ANTA, 2005*

## **The Meaning Of Quality**

In an industry context, *quality* may be defined as "a predictable degree of uniformity and dependability at low cost with a quality suited to the market". More specifically, in the workplace, *quality* means achieving and maintaining excellence in products, processes, people, planning and systems. It is often reflected in the degree to which products and services meet customer requirements, and may be measured by comparing products and services to those of competitors. There is constant pressure on industry organisations to exceed the quality standards of their competitors and provide customers with new and improved products and services.

Though small business organisations, it may be argued, have different philosophies and motivations to the medium to large industry organisations, the concept of *quality* is no less important. The policies and practices for achieving and maintaining *quality*, as understood and applied by industry, can be adapted for use in organisations, especially in relation to VET programs.

*Quality Assurance* for VET programs could focus on, but need not be limited to, policies, processes and practices relating to:

- producing and implementing a VET Strategic Plan
- investigation
- implementation
- delivery
- industry workplacement
- enrolment and exit
- assessment and record keeping

## **The Procedures Manual**

In terms of delivering vocational education and training programs, addressing issues of *quality* is vital to ensuring industry confidence in an organisation's ability to deliver programs that meet industry standards and requirements. Moreover, addressing issues of *quality* would enable training organisations to ensure that VET programs meet the same high standards that is expected of and achieved in the delivery of all other services within the organisation.

Where organisations become registered providers of accredited training in their own right, they must comply with the conditions as specified in the Australian Quality Training Framework. One of those conditions is that the organisation "*must adopt a quality assurance and improvement system which includes clearly documented procedures for managing and monitoring all training operations and reviewing student/client satisfaction*".

This *Procedures Manual* aims to assist organisations in addressing issues of quality and meeting relevant regulatory requirements. The primary objective of the *Procedures Manual* is to carry the intent of organisation management to the point of activity. At this point the *Procedure* serves to direct, instruct and guide the user through an activity that organisation management wants conducted in a particular way and sequence, so that agreed quality standards can be achieved and maintained.

## **Components of a Procedure**

### **Procedure No.**

*Identifies the month and year in which the procedure was last revised/modified and a reference number.*

### **Procedure Title**

*Identifies the activity which is to be carried out subject to specific processes, policies and practices.*

### **Purpose**

*This describes the essential and fundamental reason for the procedure's existence.*

### **Quality Standards for VET**

*Identifies the quality standards for the activity that would be expected to be achieved and maintained as a result of implementing the Procedure.*

### **Elements of Procedure**

*This section is the action component of the Procedure setting out 'what is to be done'. This section accurately describes the specific activities to be performed and what is expected of those carrying out the activity.*

### **Evaluation of Procedure**

*Describes the processes and practices for monitoring and reviewing all aspects of the Procedure.*

### **Responsibility for Implementation**

*Identifies person(s) responsible for the carrying out of the Elements of Procedure.*

### **Responsibility for Evaluation**

*Identifies person(s) responsible for evaluating the Procedure and taking appropriate action.*

### **References**

*Lists publications and resources which are relevant to and support the carrying out the activity.*

### **Definitions**

*Defines some key terms and concepts essential to implementing the Procedure.*

### **Notes**

*Useful suggestions for those responsible for implementing the Procedure. These can be based on experience or could reflect circumstances and issues particular to the organisation.*

### **Revisions of Procedure**

*During implementation and evaluation, modifications or revisions may be identified that need to be made to the Procedure. These may be noted, dated and authorised in the space provided. These revisions would then be incorporated when the Procedures Manual is reprinted.*

### **Comments**

*May be used to include new/additional definitions, references, revised Quality Standards etc.*

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2	QA Procedure 1 – QA Procedures & Policies – ver 20060428	1.1a
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4	RTO Manager Duty Statement – ver 20060428	1.2i;1.2ii;1.2iii;1.2iv;1.2v;1.2vi;1.2vii
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6	RTO Staff Duty Statements – ver 20060428	1.3b
7	QA Procedure 3 – Internal Audits – ver 20060428	1.4a;1.10i;1.10ii
7a	Internal AQTF Audit Report – ver 20060428	
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7f	OTTE AQTF Audit Template ver 20060808	
8	Cover Letter from MD – Annual AQTF Audit Review – ver 20060428	1.4b
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12	Register of MOU Agreements – ver 20060428	1.6c
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27	VET Course Training Plan (refer to Document no. 43) – ver 20060428	2.2ii
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38a	Student Induction Checklist – ver 20060831	
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44.1	Assessment – TAAENV401A – ver 20060428	8.1i;8.1ii;8.1iii;8.1iv;8.1v;8.1vi;8.1vii;8.1viii;8.1ix;9.1a;9.1c;9.3i;9.3ii;9.3iii;9.3iv;9.3v;9.3vi;9.3vii;9.3viii;9.3ix
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