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Continuous Improvement

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Topics for this workshop

- The rationale behind continuous improvement
- Standards for continuous improvement
- Inputs to continuous improvement
- Outputs from continuous improvement
- Strategies for continuous improvement
- Continually improving continuous improvement



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Quantum Change and Incremental Change

Quantum change

revolution ... abrupt improvement

- Large leap
- New processes and products
- Discards past experience
- Challenges staff

Incremental change

evolution ... continuous improvement

- Small steps
- Revised processes and products
- Builds upon past experience
- Respects staff

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The rationale behind continuous improvement

The RTO is ultimately responsible for ensuring quality training and assessment within their organisation and scope of registration.

This goes well beyond the quality of training and assessment to include all aspects of the RTO's operations.

RTOs need to evaluate information about performance and using such information to inform quality assurance of services and improve training and assessment is sound business and educational practice.

The information used to evaluate RTO performance must be relevant to the operating characteristics and business objectives of the RTO and will vary from one RTO to another.

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Standards for continuous improvement

Standard 2: The operations of the RTO are quality assured.

- 2.1 The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration.
- 2.2 The RTO systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1; and The RTO systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation outcomes, client, trainer and assessor feedback and complaints and appeals.

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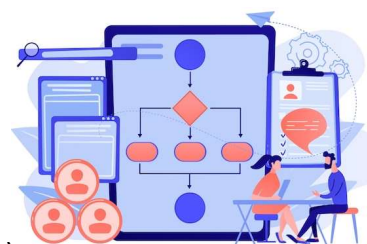
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Inputs to continuous improvement

Clause 7.5 VET Data Provision Requirements

VET outcome data collected and held by NCVER from the following:

- Student Outcomes Surveys
- Surveys of Employer Use and Views (of the VET system)
- Apprentice and Trainee Destinations Surveys
- Identified RTO level completions data



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Inputs to continuous improvement

- Student feedback
- Trainer and assessor feedback
- Complaints and appeals
- Employer feedback
- Assessment validation
- Industry engagement
- Community feedback
- Internal audits
- External audits



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Outputs from continuous improvement

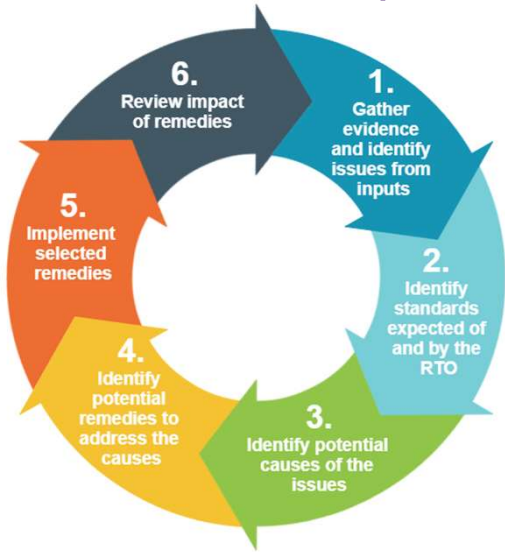
- Policies and procedures
- Training strategies and content
- Assessment strategies and content
- Marketing and RTO information
- Industry engagement
- Certification
- RTO resources
- Trainers and assessors
- Quality assurance
- Learner support
- Training and assessment



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Strategies for continuous improvement



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Case Study



Gather evidence and identify issues from inputs

Student feedback, employer feedback, trainer/assessor feedback, complaints, appeals, progression data, assessment validation, internal or external audit

Current and graduate students report that they do not have enough time to learn and are under too much pressure to meet assessment deadlines.

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Case Study



Identify standards expected of and by the RTO

Standards for RTOs, Training Package/unit requirements, workplace standards

- training and assessment strategies (SRTO 1.1)
- amount of training (SRTO 1.2)
- learner support (SRTO 1.7)
- assessment fairness (SRTO 1.8b)
- course information (SRTO 5.1)
- learner obligations (SRTO 5.2 e ii)

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Case Study



Identify potential causes of the issue

Policy, procedures, marketing

- Students may have unreasonable expectations about the time demands of the course
- Duplication of knowledge and skills across related units
- Multiple assessments with the same due dates
- Stresses within and outside the course

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Case Study

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Identify potential remedies to address the causes

Revise policies and procedures, rewrite training materials, revise assessment tools

- reducing course intensity by clustering units of competency to avoid duplication
- up-front advice to potential students about the intensity of the course
- co-ordination of assessment deadlines across units
- support services for students experiencing elevated stress levels

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Case Study

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Implement selected remedy

Responsibility, timeline, resources

- Trainers and assessors: to implement clustering and assessment co-ordination. (Next delivery)
- Marketing to revise course brochure. (Next delivery)
- Student services to set up stress support program. (Immediate)

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Case Study



Review impact of remedy – seek new evidence

Student feedback, employer feedback, trainer/assessor feedback, complaints, appeals, progression data, assessment validation, internal or external audit

- Review the effectiveness of stress support program through student surveys
- Review student feedback during and after next delivery of the course

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Integration with the day to day work of the RTO team member

- Gathering data
- Collating feedback
- Identifying special cases and trends
- Prioritising issues
- Brainstorming solutions
- Taking responsibility
- Monitoring progress
- Evaluating outcomes



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Continuously improving continuous improvement

- Continuous improvement as a mindset, ethos, culture
- Engagement with the continuous improvement process
- Encouragement of critical reflection
- Tolerance of adverse feedback
- Responsiveness to adverse feedback
- Support and encouragement of others
- Commitment to change
- Commitment to evidence-based action
- Openness to the critique of action.

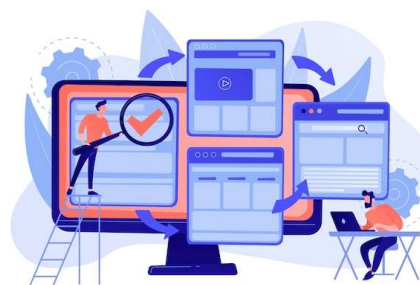


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References and Resources

- The Standards for RTOs
- The TAC Users' Guide for the Standards
- TAC Fact Sheet: Assessment
- TAC Fact Sheet: Assessment Validation
- TAC Fact Sheet: Assessing in the Workplace
- TAC Fact Sheet: RTO Complaints and Appeals
- TAC Fact Sheet: Industry Engagement
- TAC Fact Sheet: Vocational Competence & Industry Currency
- TAC Fact Sheet: Identifying and Meeting Learner Needs



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Questions?



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