# **Participant Handout –**

# **Internal Audit for Continuous Improvement**

# **Internal Audit**

# There is a strong focus on quality assurance in the VET sector. While the *Standards for Registered Training Organisations (RTOs) 2015* (the Standards) don’t specifically require an internal audit, it is one way for an organisation to gather information about its performance for improvement purposes.

**Standard 2 - Quality Assurance**

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(a) The RTO systematically monitors the RTO’s training and assessment strategies and practices to ensure ongoing compliance with Standard 1, and

# 2.2(b) 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.

**Accessing Mentimeter -**

|  |  |
| --- | --- |
| Go to[www.menti.com](http://www.menti.com)Enter the code4970 9730 | C:\Users\E4085256\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\593F48CC.tmp |

# 

# **Audit Planning**

| **Planning Questions** | **Key information / responses** | **What does this mean for my Audit?** |
| --- | --- | --- |
| What is the objective and scope of the audit? |  |  |
| What we are going to look at and when will this happen? |  |  |
| Where will this happen, are there multiple sites, have I considered travel times, do I have to do site inductions? |  |  |
| Who will be involved? Staff, employers, students, observers, technical experts?Who is my main contact person? |  |  |
| What can I look at before site visits and what do I need to see on-site? |  |  |

| **Planning Questions** | **Key information / responses** | **What does this mean for my Audit?** |
| --- | --- | --- |
| Have I requested access to documents/files for any desktop review I conduct? |  |  |
| When I am onsite- have I given myself time to think about what I am seeing? |  |  |
| What else? |  |  |

# 

# **Internal Audit Tools**

# Internal Audit tools must work for you, you will need sufficient guidance, space to record the evidence that is viewed during the audit, your notes, and findings. Internal Audit tools vary significantly.

# **Community RTO Case Study**

Community RTO offers Certificate III in Community Services using three different approaches. Online, work-based and face-to-face. The marketing materials are generic and state that students can choose the mode that suits them best. A student who started the course in online mode has recently approached the RTO to transfer into the face-to-face cohort as they have found it very difficult to complete the units. To date, they have completed three (3) of the elective units for the qualification. The online lecturer thinks the student will be more suited to a face-to-face approach and is supportive of the move. The face-to-face team has rejected the transfer for the student as their program is fixed and they feel that the student has missed too much of the face-to-face program to be successful.

Naturally, the student is very upset about the rejection of the application and has made a formal complaint to the RTO and asked for the decision to be reconsidered. As the RTO has investigated, they have found that the three approaches are offering very different versions of the qualification. There is a substantial difference in the elective unit selection for each program. To further complicate matters the face-to-face cohort’s units are clustered, and it seems it would be exceedingly difficult to blend the student into clusters so that they could use the units that had already been completed.

The investigation of the complaint resulted in the RTO supporting the decision of the face-to-face lecturers. The student has been offered a refund and provided with a statement of attainment for the units they have completed.

|  |
| --- |
| **Notes:** |

# **Evaluating Evidence**

|  |  |
| --- | --- |
| What is the requirement of the clause? |  |
| What processes have we put in place to meet the requirements of the clause? |  |
| Were the processes used? |  |
| Did the processes work? |  |
| If they didn’t work, what went wrong and how do we fix it? |  |
| If the processes worked, is there anything that could be improved? |  |

# **Reporting the audit findings**

|  |  |
| --- | --- |
| **C** | The RTO has demonstrated compliance with this clause. |
| **OFI** | It is suggested that the trainers/assessors are provided with a brief at the next trainers’ meeting explaining transition options for students between course streams. |
| **GP** | The course-specific information night and learner follow-up is a very effective way of providing learners with detailed information in an accessible manner. The information night also provides the opportunity for the RTO to begin building relationships with the learners and the cohort to form. Learners interviewed as part of the audit all stressed the value that this early relationship building had on their learning journey. |

# **A framework for reporting non-compliance**

1. What is the requirement of the standard – restate the clause in simple terms.
2. What did you see in the evidence – list the evidence, don’t make any judgement statements, just tell us what you saw.
3. What is the gap between the evidence and the requirement of the standard? This is a really important part as it is where you identify the gap so that everyone can understand the gap and its impact.
4. What do you want the RTO to do about the non-compliance?

# **Reporting the audit findings**

|  |  |
| --- | --- |
| **NC** | The standard requires the RTO to provide current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO.  The RTO uses a course information sheet, interview and information night to provide information to prospective learners. The information provided addresses the minimum requirements set in clause 5.2 but does not include information about the limitations of moving between course streams after the commencement of training. The lack of information about moving between streams means that the learner is not able to make an informed decision about which stream to enrol in, resulting in the RTO being non-compliant. The RTO is to update learner information to provide clear advice about transferring between course streams after the commencement of training. |

**Internal Audit Action Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Priority** | **Action** | **Person Responsible** | **Due Date** | **Status** | **Comments** |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |



**Feedback Survey**

Please scan the QR code to provide feedback on today’s event:

**Notes:**