

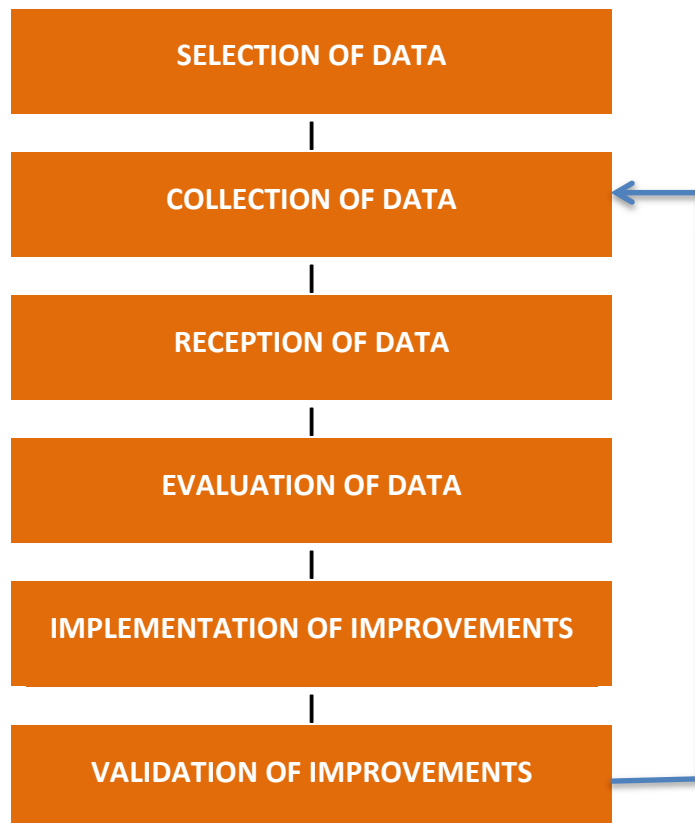
Continuous Improvement

1. Purpose

The Australian Online Music Institute (AOMI) is committed to the continuous improvement of training and assessment services. Central to this commitment is the following policy which outlines an approach to continuous improvement and the procedures that are applied to achieve systematic and sustained improvement.

2. Systematic Approach

AOMI applies a systematic approach to support continuous improvement. This approach includes:



Revision	By Whom	Date
Reviewed, and Standards updated	G Bottrill	5 Aug 17
Review, no changes	A Palmer	12 Sept 19
Reviewed with minor changes	A Palmer	20 Sept 20

3. Systematic Approach to Continuous Improvements

3.1. Selection:

Data collected has been selected on the basis of its relevance to the “The Standards for Registered Training Organisations (RTOs) 2015” (NVR standards) and quality indicators. Most important is the collection of data from participants 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:

- 3.1.1. Participant satisfaction rates
- 3.1.2. Competency completion rates
- 3.1.3. Outcomes of complaints and appeals processes
- 3.1.4. Opportunities for improvement reported by staff or other stakeholders
- 3.1.5. Outcomes of validation and moderation processes
- 3.1.6. Outcomes of management processes
- 3.1.7. Outcomes of internal and external quality audits

3.2. External Reporting:

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 to engage with participants (and employers, where applicable) along with input from our staff and other relevant stakeholders. The primary method of collecting quantitative data is via survey of both participants and employers. Specifically, the methods of collection are the participant and employer engagement survey and the collection of competency completion data.

- 3.2.1. **Reception:** Quantitative data is collected online. Qualitative data is collated by the General Manager (responsible for compliance) who will compose and issue continuous improvement reports/recommendations for consideration by the management team
- 3.2.2. **Evaluation:** In the first instance, quantitative data is measured against broad performance indicators which each contain a number of scales to allow

specific analysis of our performance in key service areas. These performance indicators are outlined in further detail below.

3.2.3. This reporting function allows data to be used as the basis for pro-active decision making and avoids the tendency to respond to negative questionnaire results in an ad-hoc manner where survey responses are read in isolation

3.2.4. AOMI is committed to co-operation with registering authorities to report quality indicator data as required.

3.3. Performance Indicators

3.3.1. AOMI provides the following performance indicator domains as the basis of analysis of learner and employer questionnaire data:

Learner Performance Indicators

Performance Domain	Performance Scale	Performance Description
Training Quality	Trainer Quality	Competence and effectiveness of trainers and teachers
	Overall Satisfaction	Overall satisfaction with the education and training
	Effective Assessment	Appropriateness and effectiveness of assessment
	Clear Expectations	Clarity of training plan and approach
	Learning Stimulation	Extent to which training stimulated people to learn
Work Readiness	Training Relevance	Relevance of the training for work
	Competency Development	Assessment of competencies developed in the training
Training Conditions	Training Resources	Quality and appropriateness of learning resources
	Effective Support	Support provided to help people learn
Learner Engagement	Active Learning	Participation in active learning linked with high-quality outcomes

Employer Performance Indicators

Performance Domain	Performance Scale	Performance Description
Training Quality	Trainer Quality	Competence and effectiveness of facilitators and assessors
	Overall Satisfaction	Overall satisfaction with the education and training
	Effective Assessment	Appropriateness and effectiveness of assessment
Work Readiness	Training Relevance Competency Development	Relevance of the training for work Assessment of competencies developed in the training
Training Conditions	Training Resources	Quality and appropriateness of learning resources
	Effective Support	Support provided to help people learn

3.4. Internal Reporting:

- 3.4.1. **Qualitative Data** will be collected from our internal processes. These internal processes include student evaluations, complaints and appeals, moderation, validation and quality auditing. These processes produce outcomes such as recommendations and opportunities for improvement. In addition to these, AOMI also seeks input directly from our staff or other stakeholders (contractors, students or members of the public). AIM's staff and other stakeholders are often best placed to observe deficiencies from within our services and can best identify opportunities for improvement. Once collected this range of information is collated during reception and prepared for presentation to the management team.
- 3.4.2. **Implementation:** Once improvements have been identified and agreed to, they are implemented via the management team with clearly defined improvement actions, implementing responsibilities and validation guidance. This information is recorded into a continuous improvement report and monitored within AOMI's continuous improvement register.
- 3.4.3. **Validation:** Like all changes to a complex system, improvements must be validated to confirm that they have produced the intended result. This is achieved through the collection of further data over time to evaluate the improvement's effect on the system and how it has been received by learners and/or employers. Validation may result in the improvement action being closed or may require additional actions to fine tune the improvement in question.

3.5. Reporting Opportunities for Improvement:

3.5.1. The primary method of reporting opportunities for improvement by staff or other stakeholders is via the continuous improvement reporting procedures outlined in the following section. This procedure allows any staff member/stakeholder to raise a “Continuous Improvement Report” (CIR) for consideration by the General Manager. Often these reports will be generated after an opportunity for improvement has been identified by a staff member or student. They may also be raised as a consequence of a complaint and/or an internal or external audit process.

3.6. Quality and Excellence

3.6.1. The General Manager and other members of the management team are the principle forums for making decisions and guiding continuous improvement activities.

3.6.2. Responsibilities: The management team are responsible for the following:

3.6.2.1. Reviewing the policy and procedure for continuous improvement within AOMI,

3.6.2.2. Evaluating data and making recommendations on opportunities for improvement,

3.6.2.3. Fully participating in continuous improvement activities to encourage all AOMI staff members to do the same, and

3.6.2.4. Actively complete all tasks allocated to enable improvement initiatives to be progressed in a timely manner.

3.6.3. The General Manager (responsible for compliance) is primarily responsible for raising and issuing the agenda. As such, this individual will also maintain a record of proceedings and distribute minutes of applicable board meetings for review by the CEO and the Director.

This Policy will be reviewed every two years.



William Palmer
CEO

20th September 2020