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PURPOSE

As a dedicated training and development company for business, MG Training and Development Pty Ltd (MGTD), in conjunction with its subsidiary, Pirii Australia Pty Ltd (RTO: 88194 Scope), are trading as MGTD Pirii to provide formal and nationally recognised qualifications through F2F/RPL/RCC – Face to Face / Recognised Prior Learning / Recognised Current Competency. We will provide any necessary “Gap” training, where current skills are deemed insufficient, so as to ensure that the qualifications are achieved. In terms of planning for the future, we can also provide training and development coaching to ensure that diverse ongoing training requirements are met.

The MG Training and Development Pty Ltd motto is: “Train: Develop: Review: Grow” and the Pirii Australia Pty Ltd motto is “Training and Development for Growth” – We are committed to living by these mottoes every day.

SCOPE

Training and Assessing is performed by trained specialists under the control of CEO/Director of MGTD Pirii, using validated training packages, quality assessment methods and record management of training, assessing and student information.

MGTD Pirii has developed processes that will ensure that qualified and trained staff will perform duties to meet the requirements of training packages and VET accredited courses, are responsive to industry and learner needs; deliver high standards as a commitment to the quality management system and compliance with Standards for RTO 2015.

THE QUALITY MANAGEMENT SYSTEM

A Quality Management system is influenced by:

- Its organisational environment, changes in that environment and the risks associated with that environment
- Its varying needs
- Its particular objectives
- the services it provides
- the processes it employs
- its size and organisational structure
Quality Principles

Our policy statement illustrates a commitment to the quality management principles advocated by ISO (International Organisation for Standardisation). The following is a brief summary of how we seek to address those principles:

- **Customer focus**
  
  Ultimately, we depend on our customer’s satisfaction for our business survival and success. We are aware of the need to learn about their needs and expectations, and deliver services that meet or exceed them. We have initiated a customer satisfaction survey – the results of which are fed back to management to consider opportunities for improvement.

- **Leadership**
  
  Our quality policy is displayed in the main reception for all personnel to see. At management review and business planning sessions, top management establish measurable objectives for various aspects of the business. Ownership of those objectives is assigned, and resources provided to effectively achieve them.

- **Involvement of people**
  
  We aim to ensure that our people are motivated, committed to, and actively participating in achieving objectives. Various mechanisms are in place for information on quality, health and safety matters to be communicated. Each month a staff meeting is held to communicate these matters and discuss ideas that will benefit the company.

- **Process approach**
  
  Modern management theory suggests that those objectives are best achieved when actions and the skills / resources needed for them are managed as 'processes'. We have mapped our major
business processes and the links between them. Each process is described in a process plan – which is reviewed regularly.

- **System approach to management**

  Our key processes are considered together as a system. This is illustrated by the 'process map' in this manual. We aim to continue developing our understanding of the interaction of those processes.

- **Continual improvement**

  We seek continuous improvement of our methods, performance and outcomes. Suitable mechanisms are provided for people to detect and report actual or potential problems, or ideas for improvement. On a structured to achieve basis, processes are audited, and documents are reviewed regularly. On an informal basis, any person may report a problem or communicate their ideas to Management. These are logged on an ‘Corrective Action Form’ or ‘Preventive Action Form’, and any necessary action taken and recorded.

- **Factual approach to decision making**

  We have a great deal of collective experience in the business. Taking appropriate measurements and analysing them helps to complement this experience. The theory being that decisions are most likely to be correct if they have some basis on accurate and relevant data. An example of this is our ongoing monitoring and charting of customer satisfaction levels.

- **Mutually beneficial external parties relationships**

  To some degree, this principle is the other side of the coin to principle No. 1 - Customer Focus. Here, we are the customer, and aim to give a clear understanding of our needs and expectations. We are aware of the need to seek a balance in developing long-term relationships with key external parties who we deal with to obtain information, records and documentation. Regular assessments of key external parties and communications with them are evidence of our efforts in this regard.
QUALITY FRAMEWORK

The Quality Framework is an integrated set of policies, procedures, guidelines, manuals and forms which govern and guide staff in their duties. The Quality Framework ensures consistent practices are applied throughout each program, method of training, assessment and qualification, irrespective of who is delivering the training.

Incorporated in the Quality Framework is a system founded on the principle of continuous improvement which is facilitated by the process of Plan, Do, Check, Act (PDCA) cycle, which ensures the continual strategic planning of operations along with reviewing of operations is carried out on a regular cycle. It also occurs during the review of procedures, assessment tools, activities, audit outcomes and numerous other activities.

COMPLIANCE WITH STANDARDS

As a registered training organisation in Australia it is the responsibility of MGTD Pirii to ensure that it fully complies with the Standards for Registered Training Organisations 2015 at all times as a condition of its registration.

Creating a Quality Management System framework that will comply with not only Quality Standards ISO9001:2008 but also the RTO’s Standards 2015 will bring the best of the best in management systems to the forefront of MGTD Pirii, providing a high-quality, industry aligned and nationally recognised training (VET) system.

Quality will also be enforced in employing only Trainers and Assessors who will deliver high-quality training and qualifications, have current industry skills and knowledge and are able to ensure that students complete their training with assessments that will prepare them to have the necessary skills and knowledge to be job ready.

4. QUALITY MANAGEMENT SYSTEM

4.1 General Requirements

MGTD Pirii Quality Management System will ensure that the processes of training and assessment and any other service offered will entail a high level of quality management. This will also be shown in our customer service and in the way we work to meet our customer needs and requirements.

4.2 Document Requirements

4.2.3 Control of Documents

MGTD Pirii will ensure that Version and Document Control procedures are managed, understood and implemented into the company for the use of all staff. Regular reviews and continuous improvement by management to ensure that documents of Pirii Australia Pty Ltd will be current and to ensure compliance is maintained.

Reference: Standard 1 Clause 1.26 – 1.27
Standard 7 Clause 7.5
4.2.4 Control of Records

The main data management systems that MGTD Pirii uses are Novacore for Management System and VETtrak for student information. All documentation from these systems is stored in electronic files and will be kept under the requirements of Records Management.

All student information will be kept in individual files both electronic and hard copy of information will be kept in a secure and safe environment.

Reference: Standard 1 Clause 1.26
Standard 3 Clause 3.4
MP-IMS-POL-026 Records Management Policy
MP-IMS-PRO-018 Records Management Procedure

5. MANAGEMENT RESPONSIBILITY

5.1 Management Commitment

Pirii Australia Pty Ltd is a Registered Training Organisation (RTO) authorised by the Australian Skills Quality Authority (ASQA) to deliver training and assessment services under the provision of the Standards for Registered Training Organisations 2015. Trading as MGTD Pirii our business model is to use the services of qualified trainer and assessors and also to partner with industry in the delivery of training and assessment services, abiding by the Australian Qualifications Framework (AQF). The CEO/Director is responsible to ensure that all MGTD Pirii trainers and assessors and Third Party Organisations comply with MGTD Pirii policies and procedures.

Pirii Australia Pty Ltd will adopt policies and management practices which maintain high professional standards in the marketing and delivery of vocational education and training services which safeguard the interests and welfare of clients and stakeholders.

Reference: Standard 2 Clause 2.1 – 2.4
Standard 7 Clause 7.1
MP-IMS-POL-018 Management System Policy
MP-IMS-POL-021 Quality Assurance Policy
MP-IMS-POL-022 Quality Management Policy
MP-IMS-POL-023 Quality Training and Assessment Policy
MP-IMS-PRO-016 Quality Training and Assessment Procedure

5.2 Customer Focus

Management will ensure that student requirements are determined, interpreted and met with the aim of enhancing customer satisfaction. Student requirements must always be evaluated to ensure that MGTD Pirii can offer services to meet the customer’s requirements and provide the quality service acceptable to the organisation.
5.4 Planning

5.4.1 Quality Objectives

We set ourselves objectives to give our company focus and direction. Most of us respond to a challenge and perform better when we have a target to aim for. Without having objectives to work towards, an organisation - just like a person - may drift aimlessly.

Our quality objective goals will be implemented to help focus the company in its quest to maintain a quality management system and meet the executive management’s vision for the future of the company.

These objectives will involve customer focus and be measurable to ensure they are appropriate for the company’s vision.

Objective Indicators:

- Turning enquiries into enrolments
  Ensuring students and employers know that MGTD Pirii is a provider of quality services for the provision of training and assessment throughout Australia.

- Providing quality service for repeat business
  Ensuring that students reach their potential by developing knowledge and skills through learning that are linked to their area of work and adding growth through branching into skills that could help further their careers.

- Learner satisfaction
  Ensuring that students achieve the results of certification or statement of attainment through activities likely to promote high-quality skill outcomes, as well as learner’s perceptions of the quality of their competency development and the support they received from the RTO.

- Employer satisfaction
  Ensuring employer’s expectations of learners’ competency development are met, along with currency and relevance to the workplace. Any further training requirements and the overall quality of training and assessment service given.

- Competency completion rate
  This is calculated for qualification and units of competency/ module delivered, based on data provided by RTO records on the previous calendar year’s number of enrolments and qualifications completed and/or units of competency awarded.

Reference: Standard 2 Clauses 2.1 – 2.2
5.4.2 Quality Management System Planning

The Quality Management System is based around the processes involved in the Quality Management System Plan that covers the process of taking a customer enquiry initiating and planning the requirements for the student and then provide training followed by assessment of documentation, skills and experience to meet the training package or VET accredited course requirements. Regular reviews through auditing will cover each step within the Quality Management System Plan to ensure that standards are maintained and improved to ensure a quality service to customers.

Reference: Standard 1 Clause 1.1 – 1.27
MP-IMS-POL-003 Assessment Policy
MP-IMS-POL-016 Learning and Assessment Strategies Policy
MP-IMS-POL-019 Outcomes for Clients Policy
MP-IMS-POL-021 Quality Assurance Policy
MP-IMS-POL-023 Quality Training and Assessment Policy
MP-IMS-POL-027 RTO Staff Policy
MP-IMS-POL-030 Transition to New or Reviewed Training Packages Policy
MP-IMS-PRO-002 Assessment Procedure
MP-IMS-PRO-011 Learning and Assessment Strategies Procedure
MP-IMS-PRO-016 Quality Training and Assessment Policy
MP-IMS-PRO-021 Transition to New or Reviewed training packages Procedure

5.5 Responsibility, Authority and Communication

5.5.1 Responsibility and Authority

CEO/Director

The CEO/Director of MGTD Pirii is committed to striving for a Quality Management System that meets the ISO9001 standard. The directorship shall provide evidence of its commitment to the development and implementation of the quality management system and continually improving its effectiveness by:

- Communicating to the organisation the importance of meeting customer as well as statutory and regulatory requirements
- Establishing the quality policy
- Ensuring that quality objectives are established
- Conducting management reviews
Ensuring the availability of resources

The CEO/Director of MGTD Pirii takes a dynamic view of delivering superior quality services that meet applicable regulatory, statutory, and customer requirements by adhering to a quality management system that benefits our customers and employees.

**Trainers and Assessors**

The trainers and assessors can create and orient clients to a comfortable physical learning environment, including preparing the training room, greeting and engaging clients and attending to the social, emotional and comfort needs of the learners. All members of staff are actively encouraged to maintain and expand their professional knowledge and skills in the AQTF, AQF, Training Packages and training delivery and assessment development, through attending networks, forums, seminars and other competency based or modularised courses.

**Third Party Organisations**

MGTD Pirii grants access for the use of their training centre facilities, to third party organisations that must enter into an agreement with MGTD Pirii prior to using the facilities. The conditions of the agreement will depend on the nature of the approved arrangement and may result in a suspension of use if the agreement is not adhered to.

Only organisations that agree to assessment and/or validation and approval of all assessments, marketing materials, sales strategies and other supporting activities by MGTD Pirii will be accepted or approved. Third Party agreements will be subject to user pays conditions.

**Reference:**
- Standard 7 Clause 7.1
- MP-IMS-POL-005 Code of Practice Policy
- MP-IMS-POL-013 Governance Policy
- MP-IMS-POL-017 Legislation Compliance Policy
- MP-IMS-POL-027 RTO Staff Policy
- MP-IMS-POL-028 Third Party Organisation Policy
- MP-IMS-PRO-008 Governance Procedure
- MP-IMS-PRO-020 RTO Staff Procedure
- MP-IMS-MAN-002 Trainers and Assessors Code of Practice

### 5.5.2 Management Representative

MGTD Pirii may appoint a management representative who shall have responsibility and authority that includes the following:

- Ensuring that processes needed for the Quality Management System are established, implemented and maintained
- Reporting to top management on the performance of the Quality Management System and any need for improvement
- Ensuring the promotion of awareness of customer requirements throughout the organisation
- Ensure records are maintained to demonstrate conformity to the quality requirements of this Quality Management System

### 5.5.3 Internal Communication

Regular communication within the company will ensure that any weakness of interaction between processes can be found quickly and the situation assessed for best practice to be implemented.

Regular review meetings will bring any issues in the process management to the attention of management and staff so that discussions can take place as to the necessary steps to enforce continual improvement.

### 5.6 Management Review

#### 5.6.1 General

Management Review of the entire quality management system will occur at least once every twelve months to ensure its continuing suitability and effectiveness.

Participants will normally include the CEO/Director of the company, Managers, Management Representative and other personnel as appropriate. The management representative shall prepare the agenda and keep minutes of the meeting.

#### 5.6.2 Review Input

Meeting agenda shall include at least the following for discussion:

<table>
<thead>
<tr>
<th>Item No</th>
<th>Review</th>
<th>Location of Data</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Management Reviews: Follow-up actions on previous management reviews</td>
<td>Minutes of Management Review Meeting</td>
<td>Management Representative</td>
</tr>
<tr>
<td>2.</td>
<td>Results of Audits</td>
<td>Audit Reports</td>
<td>Management</td>
</tr>
<tr>
<td>3.</td>
<td>Customer Feedback Forms</td>
<td>Customer Feedback Forms Customer Complaints</td>
<td>Management Representative</td>
</tr>
<tr>
<td>5.</td>
<td>Status of Corrective and Preventive Actions</td>
<td>Corrective Action Register</td>
<td>Management Representative</td>
</tr>
<tr>
<td>6.</td>
<td>Continual Improvement Projects</td>
<td>Preventive Actions and Employee Suggestions</td>
<td>Management</td>
</tr>
<tr>
<td>7.</td>
<td>Recommendations for improvement and suitability of policies and procedures</td>
<td>Quality Management System</td>
<td>Management</td>
</tr>
<tr>
<td>8.</td>
<td>Resource Requirements</td>
<td>Resource Requirement Form</td>
<td>Management</td>
</tr>
</tbody>
</table>
5.6.3 **Review Output**

Any Corrective and Preventive Action items that come from the meeting will be assigned to specific personnel as the responsible person and completed by dates that will be discussed and set as a deadline for completion.

After the meeting the Management representative will distribute to all participants copies of the minutes and notification to the responsible person of the action item(s) required and discuss the period of time necessary to ensure completion of the action. All actions will be noted in the Corrective Action Register and signed off once the action is completed and has been monitored. Records of each meeting will be retained for at least three years. Records include minutes of the meeting and results.

**Reference:** Standard 8 Clause 8.1 – 8.6

MP-IMS-POL-013 Governance Policy
MP-IMS-POL-017 Legislation Compliance Policy
MP-IMS-POL-024 Risk Management Policy
MP-IMS-POL-028 Third Party Training Policy
MP-IMS-PRO-008 Governance Procedure
MP-IMS-PRO-009 Internal Audits Procedure
MP-IMS-PRO-019 Risk Management Procedure

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**6. Resource Management**

6.1 **Provision of Resources**

MGTD Pirii shall identify and determine the nature of resources needed for each QMS process and plan for its availability. All services offered by MGTD Pirii will be reviewed to ensure that the most current and practicable resources are available to enhance training and assessment services.

6.2 **Human Resources**

6.2.1 **General**

A regular review of job descriptions of all employees will be made to ensure that they are meeting their requirements in relation to qualifications, skills and knowledge that is required in their position to complete their work to the standards of the QMS.

MGTD Pirii will ensure that all employees will work under a performance based method so they can achieve a competent level in the delivery of quality service to customers. A yearly review will be held to discuss the standard level being met and if it is required to further improve their skills.

6.2.2 **Competence, training and awareness**

- **Training**

All new employees are required to receive on the job training. Training will last for as
long as is required for the new person to become competent and responsible for the job that they are assigned to.

MGTD Pirii aims to provide training to employees regarding the requirements of the quality management system in particular. Management will identify, document and schedule any further training needs of employees if they are found to be lacking in knowledge and skills to meet the requirements of the quality management system.

Pirii Australia Pty Ltd will maintain a register with details of the training provided and skills required for employees to be classified as competent in their position.

➢ On the Job Performance
When assessing on the job performance, MGTD Pirii may include assessment of the following items:
- ability of the trainers and assessors to meet programmed milestones
- timely submission of training programs, reports or other documentation (if required)
- compliance with quality management system, scope of registration and ASQA standards
- quality of work and service

➢ Performance Reviews
The aim of the performance reviews is to identify the key objectives and accountability for each member of staff and to evaluate performance against past objectives.

A written record of the performance review is kept on the individual personnel file and any training needs required will be determined and discussed with the staff member.

➢ Third Party Organisations
MGTD Pirii may allow third party organisations to use training programs, services and facilities of the organisation. MGTD Pirii will ensure that only third party organisations with the appropriate experience and systems will be allowed to enter into a contract so that customers will receive a high level of quality as the end result.

Pirii Australia Pty Ltd shall ensure that third party organisations possess the insurance, licences, registrations and certificates required by Federal and State Legislation and Governing bodies.

Reference:
- Standard 1 Clause 1.13 – 1.25
- Standard 2 Clause 2.3 – 2.4
- Standard 8 Clause 8.3
- MP-IMS-POL-005 Code of Practice
- MP-IMS-POL-027 RTO Staff Policy
- MP-IMS-POL-028 Third Party Training Policy
- MP-IMS-PRO-020 RTO Staff Procedure
- MP-IMS-MAN-002 Trainers & Assessors Code of Practice
- MP-IMS-MAN-005 Staff Handbook
6.3 Infrastructure

Office building

There will be regular monthly inspections done of the training office facilities to ensure the conditions that staff members are working in is at a level to meet any safety and health standard. This will ensure that staff members have the right environment to do their work and students are in a safe environment for learning.

6.4 Work Environment

MGTD Pirii will ensure that the comfort of its staff as well as students who may use the training facilities will be within the guidelines of health and safety requirements. Regular maintenance and servicing of air conditioners, heating equipment, or other items used in the facilities will ensure that the work environment is appropriate for training needs.

7. Product Realisation

7.1 Planning of product realisation

Planning and defining processes are done to determine the best ways of presenting courses that are on the scope of registration of MGTD Pirii to students. The training programs are discussed with training staff and those in the industry to ensure that all options and variables are taken into account. This will produce learning strategies that will ensure students have the assistance and support services needed to achieve qualifications.

Regular meetings will be held to determine the best training method, course tools required and any extra resources that may be needed to ensure the training meets the training package or VET accredited course.

Creating interesting and varied courses which will appeal to a good cross section of students will enhance their learning ability and ensure that good results of competency are achieved.

All training sessions will conclude with the student completing the Training Course Evaluation Questionnaire, so that Pirii Australia Pty Ltd will be able to evaluate feedback from students. Also trainers and assessors will complete the Evaluation Questionnaire Form, Training Resource Feedback Form and Training Supervision Form when needed for new trainers. With these tools MGTD Pirii can determine the level of quality being produced to give students the best chance of achieving certification or qualifications in the field of their choice.

Reference:
Standard 1 Clause 1.1 – 1.12
MP-IMS-POL-001 Access and Equity Policy
MP-IMS-POL-016 Learning and Assessment Strategies Policy
MP-IMS-POL-019 Outcomes for Clients Policy
MP-IMS-POL-021 Quality Assurance Policy
MP-IMS-POL-023 Quality Training and Assessment Policy
MP-IMS-PRO-001 Access and Equity Procedure
MP-IMS-PRO-011 Learning and Assessment Strategies Procedure
7.2 Customer-related Processes

7.2.1 Determination of requirements related

Pirii Australia Pty Ltd is committed to providing professional service to all learners and clients. We are responsive to needs and continue to develop products and services to meet those diverse needs.

In our dealings, we will:
- Treat all persons with respect
- Display courtesy and consideration to all
- Treat all persons professionally, fairly and equally
- Act with integrity

Course Delivery

Delivery and assessment methods used by Pirii Australia Pty Ltd meet specific quality requirements and are chosen to best suit the unit of competency, while giving full consideration to the learning style of the student.

A number of delivery methods will be used throughout the training to help students achieve the necessary skills and knowledge. Learning is a partnership that involves participation from all involved.

Delivery methods may include, but are not limited to:
- practical demonstrations
- audio/visual presentations
- group participation/discussions
- trainer/facilitator instruction
- practical activities
- self-paced activities
- individual projects
- workplace based training
- case studies

Flexible Delivery

MGTD Pirii offers various forms of delivery to accommodate the varying needs of students. Most current courses and all new courses are offered in on-line learning, face-to-face environment, distant learning, workbooks or Recognition of Prior Learning (RPL) or a combination of these.

Language, Literacy and Numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of participants, with which the MGTD Pirii must abide.
MGTD Pirii makes appropriate concessions for language, literacy and numeracy issues of clients where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

Where there are entry requirements for courses e.g. literacy in English and numeracy, these are clearly stated in pre-enrolment and enrolment literature.

Advice is given to all clients on the appropriate action if there is a need to update literacy and numeracy skills. MGTD Pirii can assist in providing additional development prior to completing their enrolment into vocational skills.

**Special Needs**

Students intending to enrol for training with the MGTD Pirii are requested to advise us if they have any physical or other impairment (e.g. English language, literacy or numeracy difficulties, dyslexia, etc) which may adversely affect their ability to successfully undertake training and assessment, prior to enrolment.

Students with disabilities or impairments are encouraged to discuss with the CEO/Director any ‘special needs’ and/or ‘reasonable adjustments’ to the study environment which they consider are necessary or would assist them in the performance of their studies.

The CEO/Director, in collaboration with the student, will assess the potential for the participant to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the participants learning.

**Reference:**

- Standard 1 Clause 1.7
- MP-IMS-POL-001 Access and Equity Policy
- MP-IMS-POL-016 Learning and Assessment Strategies Policy
- MP-IMS-PRO-001 Access and Equity Procedure
- MP-IMS-PRO-011 Learning and Assessment Strategies Procedure

### 7.2.2 Review of requirements related to the product

**Planning and conducting consensus meetings**

MGTD Pirii will determine which assessment quality management approach would be best suited to meet its needs and/or address its concerns. If the primary concern of the organisation is to achieve continuous improvement in its assessment practices and outcomes, then validation will be required. Alternatively, if the organisation (or its clients) has considerable concerns about the comparability of its standards, then it will introduce moderation as a means of quality control.

**Validation**

Validation is a quality review process. It involves checking that the assessment tools produced give results that are valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tools, process and/or outcomes.
Moderation

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

The distinctive features of Validation and Moderation

<table>
<thead>
<tr>
<th>FEATURES</th>
<th>VALIDATION</th>
<th>MODERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Quality Management Type</td>
<td>Quality Review</td>
<td>Quality Control</td>
</tr>
<tr>
<td>Primary Purpose</td>
<td>Continuous improvement</td>
<td>Bring judgements and standards into alignment</td>
</tr>
<tr>
<td>Timing</td>
<td>On-going</td>
<td>Prior to the finalisation of candidate results</td>
</tr>
<tr>
<td>Focus</td>
<td>Assessment Tools</td>
<td>Assessment Tools</td>
</tr>
<tr>
<td></td>
<td>Candidate Evidence (including</td>
<td>Candidate Evidence – including assessor judgements (mandatory)</td>
</tr>
<tr>
<td></td>
<td>assessor judgements –</td>
<td></td>
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<td></td>
<td>desirable only)</td>
<td></td>
</tr>
<tr>
<td>Types of Approaches</td>
<td>Assessor Partnerships</td>
<td>Consensus Meetings</td>
</tr>
<tr>
<td></td>
<td>Consensus Meetings</td>
<td>External (moderators or panels)</td>
</tr>
<tr>
<td></td>
<td>External (validators or panels)</td>
<td>Statistical</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Recommendations for future</td>
<td>Recommendations for future improvements</td>
</tr>
<tr>
<td></td>
<td>improvements</td>
<td>Adjustments to assessor judgements (if required)</td>
</tr>
</tbody>
</table>

Assessment

Assessment is an integral part of student studies and must be completed successfully to gain certification. Throughout the training program students will be assessed to see if they have gained the necessary skills and knowledge to achieve the qualification. The trainer/assessor is required to ensure that the assessment tasks students undertake meet the national principles of assessment and rules of evidence as stated in the Assessment Procedure.

Various assessments tasks /activities may be involved including, but not limited to:

- observation of performance
- assignments
- written / oral questioning
- oral presentations
- workplace performance
- workplace projects
- case studies / role plays/ simulations
- demonstration of skills
portfolio of evidence

Reference: Standard 1 Clause 1.1 – 1.12
MP-IMS-POL-003 Assessment Policy
MP-IMS-POL-031 Validation and Moderation Policy
MP-IMS-PRO-002 Assessment Procedure
MP-IMS-PRO-022 Validation and Moderation Procedure

7.2.3 Customer Communication

Marketing and Advertising

All marketing and advertising of MGTD Pirii training delivery and assessment services is the responsibility of the CEO/Director.

All information that is provided to prospective students is accurate, professional and in plain English. Emails, the website and leaflets are the predominant forms of advertising conducted by MGTD Pirii.

Prior to enrolment, students are provided with the following information as part of the service agreement:

- Clear information regarding the qualification/accredited course and/or units of competency
- Course outcomes and pathways
- Information regarding all fees and charges, including the refund policy
- Information regarding the issuance of qualifications etc.
- Training and assessment arrangements (including RPL), e.g. competency-based assessment, work place requirements
- Selection and enrolment of students, e.g. entry requirements
- Legislative and occupational licensing requirements
- Detail regarding the guarantee of services
- Student support services
- Complaints and appeals procedures

Student Enrolment

The initial enquiry from the student to MGTD Pirii will determine what course the student wishes to enrol in and what experience/ qualifications / RPL are held by the person to determine if they are able to enrol in the course or whether other options may be suggested.

Students are sent an information package which sets out requirements and gives information that the student must read before completing the enrolment form. If the student wishes to complete more than one course then for each course an enrolment form must be completed. Students must read and understand the entry requirements and admission criteria for the course(s) they are planning to enrol in prior to sending back the enrolment form.
It is important that students from 2015 show their Unique Student Identifier number on the enrolment form and if they do not have one then MGTD Pirii will assist them to apply for their USI number.

On receiving the enrolment form Pirii Australia will send out to the student an invoice to the student specifying the amount to be paid for the course, any administration fee and any materials or resources that are supplied by MGTD Pirii. Once payment has been received then the student is enrolled into VETtrak and all particulars for the units the student has enrolled in are sent out to them.

**Student Complaints**

All students have the right to express a concern or problem they may be experiencing when undergoing training as outlined in the Student Handbook.

**Types of Complaints**

A compliant may be made against, but is not limited to, the following areas:

- Training and Assessment Materials – where training and assessment materials and/or resources are thought to be inappropriate.
- Information – where information provided, be it written or verbal, is thought to be inappropriate or incorrect.
- Services – where training and assessment services offered or provided are thought to be inappropriate services.
- Discrimination when a person(s) is treated unfairly, unequally or harassed on the basis of a characteristic or a presumed characteristic relating to person’s sex, sexuality, pregnancy, marital status, race, disability or age.

MGTD Pirii has an effective complaint handling system which provides three key benefits to the organisation:

- It resolves issues raised by a student / client who is dissatisfied in a timely and cost-effective way
- It provides information that can lead to improvements in service delivery
- Where complaints are handled properly, a good system can improve the reputation of the organisation and strengthen public confidence in our organisation’s administrative processes

**Student Feedback**

On completion of a qualification the student is given a Training Course Evaluation Questionnaire form to complete so that their perception and comments of how the training was given and what they achieved from the training. It is noted on the form for the organisation to review and discuss the outcomes at regular staff meetings. These are also taken into account when validation and moderation sessions are being held to help determine where improvements can be made.

**Reference:** Standard 4 Clause 4.1
7.3 Design and Development

7.3.1 Design and development planning

a) Design and Development Stages

Training Package

A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. Training packages are developed by Industry Skills Councils (ISCs) to meet the training needs of an industry, or a group of industries.

Training packages do not suggest how a learner should be trained, rather, they specify the skills and knowledge required to perform effectively in the workplace.

Each training packages is made up of three components:

Units of competency: define the skills and knowledge to operate effectively and how they need to be applied to perform effectively in a workplace context.

Qualifications framework: groups of units of competency ranging from Certificate I to Vocational Graduate Diploma level.

Assessment guidelines: the industry's preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.

Learning Program

To develop a learning program there are several main steps to go through:

<table>
<thead>
<tr>
<th>STEPS</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the parameters of the learning program</td>
<td>Outcomes of the training – units of competency, module learning outcomes</td>
</tr>
<tr>
<td>Work within the VET policy framework</td>
<td>Benchmarks/standards that must be met</td>
</tr>
<tr>
<td>Develop program content</td>
<td>Purpose of the training</td>
</tr>
</tbody>
</table>
b) Review, verification and validation

**Validation:** Are we building the right training packages and assessment tools?

**Verification:** Are we building training packages and assessment tools right?

Validation is the process of checking whether the specification captures the customer’s needs, while verification is the process of checking that the product meets the specification.

Verification includes all the activities associated with the producing high quality product: testing, inspection, design analysis, specification analysis, and so on. It is a relatively objective process, in that if the various products and documents are expressed precisely enough, no subjective judgements should be needed in order to verify the product.

c) Responsibilities and Authorities

**Industry/ Employers Input**

The development and maintenance of industry-defined qualifications and units of competency is directed at ensuring:

- all of industry has avenues to contribute to the development of the qualifications
- feedback from employers is taken into account in the development process
- qualifications retain their national character and offer maximum benefit for qualification holders in pursuing their career objectives
- that qualifications meet relevant quality standards
- the process represents value for money for VET stakeholders and governments through streamlined processes

**Skilled Trainers and Assessors**

Trainers must:

*We require that all trainers -*

- hold the TAE40110 Certificate IV in Training and Assessment from the TAE10 Training and Education Training Package as a minimum qualification
- be able to demonstrate vocational competencies at least to the level being delivered and assessed
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and trainer/ assessor competence
- meet the minimum requirements of Standard 1 of the SNR
Trainee Trainer working under supervision

Supervision is the provision of regular and ongoing guidance, direction and leadership from a person holding the TAE40110 Certificate IV in Training and Assessment. The supervising person monitors and is accountable for the training delivery but may not need to be present during all the time that training is being delivered, but they shall be present for all assessments.

Reference:
- Standard 1 Clause 1.1 – 1.25
- Standard 8 Clause 8.1, 8.4 -8.6
- MP-IMS-POL-005 Code of Practice Policy
- MP-IMS-POL-016 Learning and Assessment Strategies Policy
- MP-IMS-POL-017 Legislation Compliance Policy
- MP-IMS-POL-021 Quality Assurance Policy
- MP-IMS-POL-027 RTO Staff Policy
- MP-IMS-POL-029 Training Packages Policy
- MP-IMS-POL-0031 Validation and Moderation Policy
- MP-IMS-PRO-011 Learning and Assessment Strategies Procedure
- MP-IMS-PRO-016 Quality Training and Assessment Procedure
- MP-IMS-PRO-020 RTO Staff Procedure
- MP-IMS-PRO-023 Validation and Moderation Procedure
- MP-IMS-MAN-002 Trainers & Assessors Code of Practice

7.3.2 Design and development inputs

The course package (unit of competency) describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a single or group of learners. The course package addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

The course package typically applies to a trainer or facilitator who designs or develops learning programs. A learning program can be discrete, providing a planned learning approach that relates to specific learning and training needs, or it may form part of the learning design for a qualification.

Key factors of a Training Package

Unit Descriptor
The unit describes the performance outcomes, skills and knowledge required to conceptualise, design, develop and review learning programs to meet an identified need for a group of learners. The unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.

Performance Criteria
The related performance criteria are detailed within the following elements.

Elements are:
Define parameters of the learning program
Work within the vocational education and training (VET) policy framework
Develop program content
Design structure of the learning program

Employability Skills

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Employability Skill identified within this unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communicating with other learners during collaborative activities.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Working in small groups during suggested collaborative activities.</td>
</tr>
<tr>
<td>Planning and Organising</td>
<td>Using the Project Guide or DIY project options to plan the completion of the task.</td>
</tr>
<tr>
<td>Self-management</td>
<td>Using multimedia tools to facilitate learning.</td>
</tr>
<tr>
<td>Technology</td>
<td>Using technology to create documents. Using technology to access learning materials.</td>
</tr>
</tbody>
</table>

Details of Activities

Assessment activities - give students the chance to demonstrate their progress toward the acquisition of the course learning goals.

Content activities - are the resources and support for learners to learn the course material. Once activities are selected, specify whether each assessment is diagnostic, summative, or formative, and which assessment tool is being used to enable the assessment.

- Diagnostic assessments typically occur at the beginning of the course or before each unit of study and focus on determining learners’ knowledge, skill level, needs, motivation, and interest levels.

- Formative assessments typically occur continuously throughout the course and measure learners’ progress before the summative assessments, providing time to influence the learning process. They focus on the process and products of learning and inform both the learner and instructor about the learning process.

- Summative assessments typically occur at the end of a unit or at the end of a period of study and measure learners’ performance level with the result directly contributing to their final grade.

When content activities are chosen then include learning resources and learning supports to complement learning activities.

- Learning Resources include pedagogical material that transfers knowledge to learners, such as: presentations, books, documents, websites, etc.

- Learning Supports include managerial tools and technical tasks that facilitate learning sessions, such as: your office hours, tutorials, a glossary, schedules, checklists, FAQ’s, etc.
Assessment

Selecting assessments before designing content helps remind the trainer that assessment in each module should align with the module objectives and not just the content. If the objectives are clearly stated and are measurable, the assessments should enable that direct measurement.

Designing appropriate assessment activities for the course is vital to the success of the course. Regularly checking of student learning gives the trainer a chance to step back and review, clarify misunderstandings, or make adjustments as needed to ensure that students understand the course material. Students benefit immensely from the responsive feedback that comes from a trainer's attention to the results of these assessment activities.

Records

Records security and access control

MGTD Pirii staff members must ensure that enterprise business information systems and local recordkeeping systems for which they are responsible for keeping have access-control protocols and follow procedures to ensure:

- records are stored with an appropriate level of security (e.g. records containing personal information must be kept locked or password protected)
- records can only be accessed by staff for legitimate work purposes
- record and archival integrity is maintained
- staff members who access MGTD Pirii records are aware of their responsibilities for protecting privacy and confidentiality where relevant

Reference:

Standard 1 Clause 1.1 – 1.4, 1.8 – 1.12
Standard 7 Clause 7.5
Standard 8 Clause 8.1 – 8.2, 8.4 – 8.6
MP-IMS-POL-003 Assessment Policy
MP-IMS-POL-016 Learning & Assessment Strategies Policy
MP-IMS-POL-018 Management System Policy
MP-IMS-POL-021 Quality Assurance Policy
MP-IMS-POL-023 Quality Training and Assessment Policy
MP-IMS-POL-026 Records Management Policy
MP-IMS-POL-029 Training Packages Policy
MP-IMS-PRO-002 Assessment Procedure
MP-IMS-PRO-011 Learning & Assessment Strategies Procedure
MP-IMS-PRO-016 Quality Training and Assessment Procedure
MP-IMS-PRO-018 Records Management Procedure

7.3.3 Design and development outputs

Training outputs and performance measures are listed as the primary mechanism through which MGTD Pirii will achieve its key outcome of high quality training for lifelong learning.
A common output of training programs is a formal curriculum. A curriculum typically includes:

- Defined goals and objectives
- Specific topic areas for discussion
- Prescribed session formats, schedule and number of contact hours
- Training for teachers
- Evaluation opportunities

The formal curriculum may take the form of a series of power points, a binder with training materials or other formal documentation of the content of the training program. Trainers can reproduce or share these products with others as needed.

Trainers may also develop materials to use in conjunction with a training program. Training materials can help emphasize a specific point within the training program and they can provide students with items they can consult at a later date. These materials may include handouts, summary sheets, training guides, quick-reference cards and web-based electronic materials.

Training materials can help trainers engage and translate valuable information for the target audience in an entertaining and interactive way. Such materials can be an effective tool to reach many individuals, and all can be measured as outputs.

Evidence that students fully understand information from a training program is an important component of learning and development work. For example, one approach for measuring full comprehension of material requires the following of the students:

- Tuning in (exposure to the material, listening)
- Maintaining interest in the subject of the training (students/trainees who stay until the end of activities)
- Comprehending the content
- Generating related knowledge and ideas about the topic
- Acquiring relevant skills
- Agreeing with the communication’s position, which might require an attitude change
- Storing this new position or attitude in memory

### 7.3.4 Design and development review

Revising training approaches, programs or materials often involves input from participants. Trainers can assess participants’ improvements in knowledge, skills and behaviours, as well as their satisfaction with the training.

Examples of strategies trainers can use to collect this information from training participants include:

- Asking participants to fill out evaluation forms immediately after a training course experience
- Evaluating the performance of trainers to improve future trainings
7.3.5 Design and development verification

Verification is a formal and documented process. It starts with taking all the design inputs: specifications, government and industry regulations, knowledge taken from previous designs and any other information necessary for proper function. With these requirements in hand we will compare to the design outputs: drawings, assembly instructions, test instructions, and electronic design files.

In the comparison we are ensuring that each requirement in the inputs is accounted for in the outputs. Is each required test called out in the test instructions, including the correct pass/fail criteria for each test? Are all program acceptance criteria correct? Are all physical characteristics identified in the program instructions?

The output of this verification review is often recorded in a Statement of Compliance document. This document will list every requirement for the design, identify if the design is compliant or not, and list where this compliance is proven in the documentation.

Develop and test programs and materials will include:

- Number of training programs developed
- Number of training materials developed
- Description of goals and objectives of training programs
- Description of training program activities
- Number and description of testing activities
- Description of results of testing activities
- Description of changes made to program as a result of testing
- Number of trainers identified and trained for program
- Description of format of training programs (e.g., web-based training classes, face to face, RPL/RCC and certified peer validation tools or guides)
- Description of team-building and facilitation skills learned by students to facilitate implementation of training programs
- Description of tools, techniques and strategies used to determine the accessibility of training materials (e.g., classroom, online, workshops or handouts in public forums)

Each of these steps is important in the design process because they serve two distinct functions. Verification is a theoretical exercise designed to make sure that no requirements are missed in the design, whereas validation is a practical exercise that ensures that the product, as built, will function to meet the requirements. Together, they ensure that the...
product designed will satisfy the customer needs, and the needs of the customer are one of the key focuses for ISO 9001 and improving Customer Satisfaction.

7.3.6 Design and development validation

Before the Implementation Phase
The selected training and development methods really result in the student's learning the knowledge and skills needed to perform the task or carry out the role? Have other student's used the methods and been successful?
Do the methods conform to the student's preferences and learning styles? Has the student briefly reviewed the methods, e.g., documentation, overheads, etc? Does the student experience any difficulties understanding the methods?

During Implementation of Training
Asking the student how they're doing. Do they understand what's being said?
Periodically conduct a short test, e.g. have the student explain the main points of what was just described to them, in the lecture or through the presentation.

Determine if the student is enthusiastically taking part in the activities? Is the student coming late and leaving early. Is it happening that learners are leaving a course or workshop and complaining that it was a complete waste of their time? Asking students to rate the activities from 1 to 5, with 5 being the highest rating can determine how interested they are in the activities. If the student gives a rating of anything less than 5, have the student describe what could be done to get a 5.

After Completion of the Training
Give the student a test before and after the training and development, to compare the results.
- Interview the student before and after, to compare results.
- Watch the student perform the task or conduct the role.
- Assign an expert evaluator from inside or outside the organisation to evaluate the learner's knowledge and skills.

7.3.7 Control of design and development changes

Impacts are benefits or changes resulting from the activities and outputs. The training logic model example in this Manual identifies three examples of impacts:

Impact 1: Knowledge of issue
Impact 2: Secondary information transfer
Impact 3: Safer workplace

Impacts are more difficult to measure than activities and outputs in part because it often takes several years for substantive changes to occur. When thinking about the impacts within a program and what might be achieved, it is then decided how to measure those impacts, it can be helpful to think in terms of short-term and long-term impacts. Short-term impacts are typically those changes that would be expected to see in the first few years of a
program. Long-term impacts might not be seen for 5 or more years. It is helpful for trainers to identify intended impacts so that they can identify measures that will help document their progress in achieving impacts.

Trainers may claim credit for impacts because other organisations or other contextual factors have contributed to the changes. While trainers may not be able to claim sole credit for these impacts, it is important to be able to track these broader changes and to document the contributions made by the program to achieving these impacts. Although there are challenges associated with measuring impacts, tracking progress towards these goals helps trainers stay on track, demonstrate success and identify areas for improvement. Most importantly, the ultimate goal of training is to produce outcomes and impacts that lead to improvements in knowledge and skills for students.

Reference:  
Standard 1 Clause 1.1 – 1.12, 1.26 – 1.27  
Standard 8 Clause 8.4 – 8.6  
MP-IMS-POL-003 Assessment Policy  
MP-IMS-POL-013 Governance Policy  
MP-IMS-POL-016 Learning and Assessment Strategies Policy  
MP-IMS-POL-017 Legislation Compliance Policy  
MP-IMS-POL-021 Quality Assurance Policy  
MP-IMS-POL-023 Quality Training and Assessment Policy  
MP-IMS-POL-024 Risk Management Policy  
MP-IMS-POL-026 Records Management Policy  
MP-IMS-PRO-002 Assessment Procedure  
MP-IMS-PRO-011 Learning & Assessment Strategies Procedure  
MP-IMS-PRO-016 Quality Training and Assessment Procedure  
MP-IMS-PRO-018 Records Management Procedure  
MP-IMS-PRO-019 Risk Management Procedure

7.4 Purchasing process

7.4.1 Purchasing process

MGTD Pirii will ensure that when purchasing equipment, tools or other necessary items to complete jobs, it will ensure that resources are of good quality and meet regulations and standards, are the best suited for the job. The purchase of training materials will be processed as any training material created by MGTD Pirii with validation, moderation and verification done prior to purchase of the goods.

Any purchases whether they be goods, products or services, staff members will ensure they are appropriate and that they are procured at the best possible cost to meet the needs of the company in terms of quality and quantity, time, and location. When one or more suitable suppliers have been identified direct contact may be made with the suppliers to identify price, availability, and customisation possibilities are established, along with delivery schedules. References for product/service quality are consulted, and any requirements for follow-up services including installation, maintenance, and warranty are investigated.
7.4.2 Purchasing information

Requisitioning through purchase order:

Making Purchase Decision – once the decision has been made that a goods, product or service is required, then it will be decided by the company what is the most suitable for the requirements and what is the best to achieve a quality outcome.

Approval – any purchase must get a final approval by the CEO/Directors prior to completing a purchase order.

Placing Orders – once the approval has been given then the staff member can contact the company supplying the product or service and make the arrangements for purchase.

Receipting Goods and Services Received – upon receiving the goods, product or service then the staff member is to check to ensure that what was stated on the purchase order is what has been received by the company. Then sign any documentation that is given to show that they have checked to ensure that the correct goods, product or service has been received.

Receiving Invoices and Making Payment – the company will ensure that any accounts received for goods, products or work are paid within the period of payment requirements by the supplier to ensure that we develop a long-term relationship of mutual benefit.

Credit note in case of material defect/non-conformance/rejection – due to circumstances there may be a reason to return goods to the supplier. If it should happen then first advise the supplier of the need/reason for the return.

The three reasons for returning goods are:
- detecting a defect to goods or product through transit
- non-conformance of goods or product
- decision has been made that the goods or product are not suitable for the outcome required

The staff member who ordered the goods or product must ensure that arrangements are made to return it to the supplier and how it will be done. Determine if the goods or product will be replaced, changed to a different product, a refund is given or a credit note issued.

Notify accounts of the situation so that it can be monitored and adjustments can be made through the accounting system.

7.4.3 Verification of purchased product

Receiving a copy of the delivery docket or invoice provides an auditable source of verification that goods, products or services were received in a manner acceptable to the conditions and requirements of the purchase order. The staff member is to verify that everything is correct and sign off prior to giving the delivery docket or invoice to accounts as authorisation for payment of the account.

Staff members are responsible for promptly checking:

- Received goods or product are verified to confirm the correct items, in acceptable condition (i.e. free of defects) and the agreed upon quantity, were delivered in accordance with the terms of the purchase order.
Warranties and returns which may be affected by any delay.
Rendered services have actually been delivered in accordance with the terms of the purchase order.

Reference: Standard 8 Clause 8.1 & 8.5
Preferred Suppliers List

7.5 Production and service provision

7.5.1 Control of production and service provision

MGTD Pirii must carry out activities to provide a service under controlled conditions. The standard includes a listing of common controlled conditions that should be used if they are applicable to our service. These include work instructions, suitable equipment, monitoring & measurement (including equipment) and activities controlling product release, delivery and post-delivery.

The evaluation framework categorises results in a logical order. This order represents a chain of impact that occurs as people become involved in programs. The framework includes five levels of data.

1. Reaction to the program, particularly the perceived value of the program.
2. The extent of learning such as skills, competencies, knowledge, and insights in the program.
3. The extent of application and use of knowledge, skill, and insights acquired during the process.
4. The impact that the program is having on the impact data such as, sales, productivity, quality, time, and costs.
5. The ROI, the net monetary benefits compared to the cost of the program.

Staff should collect both hard data (representing output, quality, cost, and time) and soft data (including work habits, work climate, and attitudes).

7.5.2 Validation of processes for production and service provision

Process validation is required when the company is not able to verify the output of a process afterwards, where problems may only become apparent during product or service use.

When this is the case, validation of the process is to make sure it achieves the planned results by planning the validation, including any applicable elements such as those listed in ISO 9001. This is very specific to the processes of validation, moderation and verification which the company carries out to ensure quality.

Collect data using a variety of the methods as follows:

Follow-up Questionnaires – Administer follow-up questionnaires to uncover specific applications of training. Participants provide responses to a variety of types of open-ended and forced response questions. Use questionnaires to capture both Level 3 and Level 4 data then use the data in an ROI analysis.
Program Assignments – Program assignments are useful for simple, short-term courses. Participants complete the assignment on the job, using the skills or knowledge learned in the program. Report completed assignments as evaluation information, which often contains Level 3/Level 4 data. Convert Level 4 data to monetary values and compare the data to cost to develop the ROI.

Action Plans – Developed in training and development programs, action plans on the job should be implemented after the program is completed. A follow-up of the plans provides evaluation information. Level 3/Level 4 data are collected with action plans, and training staff can develop the ROI from the Level 4 data.

Performance Contracts – Developed prior to conducting the program and when the participant, the participant’s supervisor, and the instructor all agree on planned specific outcomes from the training, performance contracts outline how the program will be implemented. Performance contracts usually collect both Level 3 and Level 4 data and are designed and analysed in the same way as action plans.

Performance Monitoring – As the most beneficial method to collect Level 4 data, performance monitoring is useful when training staff examine various business performance records and operational data for improvement. The important challenge in this step is to select the data collection method or methods that are appropriate for both the setting and the specific program, with time and budget constraints.

7.5.3 Identification and traceability

Some industries require the ability to have specific identification of items, and the ability to trace the elemental parts that make up the items. This is normally used when there is a failure of an internal component and the need to know what other items contain components from the same batch of parts.

Isolating the effects of training is an often overlooked issue in evaluations. In this step of the ROI process, specific techniques will be devised to determine the amount of output performance directly related to the program. This step is essential because many factors influence performance data after training. The specific techniques of this step will pinpoint the amount of improvement directly related to the program, increasing the accuracy and credibility of the ROI calculation. Creating techniques to provide a comprehensive set of tools to tackle the important and critical issue of isolating the effects of training will give MGTD Pirii a better understanding of how our training packages are affecting the students achieving the necessary skills for the workplace.

Reference:

Standard 2 2.1, 2.2, 2.4
Standard 7 7.5

MP-IMS-POL-003 Assessment Policy
MP-IMS-POL-016 Learning and Assessment Strategies
MP-IMS-POL-023 Quality Training and Assessment Procedure
MP-IMS-POL-031 Validation and Moderation Policy
MP-IMS-PRO-002 Assessment Procedure
MP-IMS-PRO-011 Learning and Assessment Strategies Procedure
MP-IMS-PRO-016 Quality Training and Assessment Procedure
7.5.4 **Customer property**

Customer property can come in many forms through copies of certification, identification, workbooks or information on storage devices. Any information given by students or clients will be treated with the utmost confidentiality and security within MGTD Pirii to ensure that the Privacy and Confidentiality Policy and Procedure are upheld. Information will be held in a secure location and kept for the necessary period required under Records Management.

**Reference:** Standard 3 Clause 3.4  
MP-IMS-POL-020 Privacy and Confidentiality Policy  
MP-IMS-POL-026 Records Management Policy  
MP-IMS-PRO-014 Privacy and Confidentiality Procedure  
MP-IMS-PRO-018 Records Management Procedure  
MP-IMS-OTH-012 Privacy Plan for Personal Information

7.5.5 **Preservation of product**

Knowing in depth what is included in our products and/or services enables us to meet the requirements of the first step in assuring successful provision of activities for creating and delivering the product or service. Product and service provision is at the very core of customer satisfaction, a key principle of our quality management system and therefore it needs to function perfectly to ensure our customer’s needs are met within the standards. And that is what creates customer loyalty.

**Reference:** Standard 1 Clause 1.9 – 1.11, 1.26 – 1.27  
MP-IMS-POL-022 Quality Management Policy  
MP-IMS-POL-023 Quality Training and Assessment Policy  
MP-IMS-POL-030 Transition to New or Reviewed Training Package Policy  
MP-IMS-PRO-016 Quality Training and Assessment Procedure  
MP-IMS-PRO-021 Transition to New or Reviewed Training Package Procedure

7.6 **Control of monitoring and measuring equipment**

For MGTD Pirii monitoring and measuring is done through data processes that involve the following areas within the quality management system.

These are:

- Quality indicator data
- Validation outcomes
- Customer feedback
- Trainer and Assessor feedback
- Complaints and Appeals

Through procedures and tools these data processes will monitor and measure products and services that are provided to customers by MGTD Pirii or any third party organisation.
If there is a requirement for equipment to be used to give a measurement or used in monitoring any process, then any staff member using it, will be competent from training to ensure that it is used for the correct purpose, it is used in a proper manner and gives valid results.

If calibration is required then the equipment will be calibrated on a regular basis to ensure that accurate readings are given and that the equipment is stored in a storage area where it is safe from damage. Equipment may be used as part of a training package or a unit module of a course.

Appropriate records will be kept from any monitoring and measuring process to ensure that all information collected is capture as proof of findings and can verify the need for any actions taken for continual improvement.

8. Measurement, Analysis and Improvement

8.1 General

Quality review processes occur systematically upon the completion of a service, course or specific task to ensure that quality standards of the service have been met.

MGTD Pirii strives for excellence and considers continuous improvement processes integral to its ongoing success. The organisation considers all business outcomes and processes to be an opportunity to learn, reflect and improve.

The CEO/Director ensures the business maintains these key factors:

- Provides quality services across all areas of the business
- Gathers feedback from its clients and stakeholders and collects, analyses and acts upon the feedback collected to bring about improvements
- Has a systematic approach to the management of operations

Performance management will include activities which ensure that goals are consistently being met in an effective and efficient manner. This focus can be on the performance of the business, an employee, or even the processes to develop a product or service, as well as any other area within the company. It will also be a process by which the organisation will align the resources, systems and employees to achieve strategic objectives and priorities. Performance management will also ensure that quality standards in training, assessment, materials and resources are maintained.

8.2 Monitoring and measurement

8.2.1 Customer satisfaction

Many strategies exist, but overlooking the fundaments of how to measure customer satisfaction can be detrimental to the business. There are 4 key customer satisfaction measurements that are critical to business success:

1. Overall Satisfaction Measure (Emotional)
These questions reflect the overall opinion of a client’s satisfaction experience with a product or service they have used. The single greatest predictors of customer satisfaction are the customer experiences that result in attributions of quality.

Perceived quality is often measured in one of three contexts:
- Overall quality
- Perceived reliability
- Extent of customer’s needs fulfilled

2. **Loyalty Measurement (Affective, Behavioural)**

These questions measure the core NPS (Net Promoter Score) measure. Customer loyalty reflects the likelihood of repurchasing products or services. Customer satisfaction is a major predictor of repurchase but is strongly influenced by explicit performance evaluations of product/service performance, quality, and value.

Loyalty is often measured as a combination of measures including overall satisfaction, likelihood of repurchase, and likelihood of recommending the service to a friend.

3. **A Series of Attribute Satisfaction Measurements (Affective and Cognitive)**

Affect (liking/disliking) is best measured in the context of product attributes or benefits. Customer satisfaction is influenced by perceived quality of product and service attributes, and is moderated by expectations of the product or service. The company must define and develop measures for each attribute that is important for customer satisfaction.

Cognition refers to judgment of the product and/or service - was it useful or not useful; did it exceed or did not exceed the requirements; or did the product and/or service meet the requirements of the training package or accredited course or did it not meet the requirements.

Affect and satisfaction are closely related concepts. The distinction is that satisfaction is “post experience” and represents the emotional affect produced by the product/service’s quality or value.

4. **Intentions to Repurchase Measurements (Behavioural Measures)**

Behavioural measures also reflect the consumer’s experience with customer service or training representatives. Satisfaction can influence other post-experience actions like communicating to others through word of mouth and social networks.

**Reference:**
- Standard 2 Clause 2.1 – 2.2
- Standard 5 Clause 5.1 – 5.4
- Standard 6 Clause 6.1 – 6.5
- MP-IMS-POL-006 Complaints and Appeals Policy
- MP-IMS-POL-007 Conditions for Issue of Qualifications Policy
- MP-IMS-POL-019 Outcomes for Client Policy
- MP-IMS-POL-022 Quality Management Policy
- MP-IMS-POL-023 Quality Training and Assessment Policy
- MP-IMS-PRO-003 Complaints and Appeals Procedure
- MP-IMS-PRO-010 Issuing of Qualifications Procedure
8.2.2 Internal Audit

An Internal audit of the quality management system will assess the ways that MGTD Pirii actually operates and compare this to the operations as described in the QMS documents to determine any variation which could affect the effectiveness and efficiency of the system.

The aim of the internal audit will confirm the quality management system effectiveness, performance and continuous improvement to detect problems that may require actions. An internal audit of the quality management system will be performed in accordance with the Internal Audit procedure once every twelve months (or as required).

The management representative is responsible for planning and coordinating an internal audit for the company. Ensuring that all records and audit reports are reviewed and actions logged into the Corrective Action Register and all documentation is filed in relation to records management procedure.

Persons performing audits (auditors) shall be adequately trained and qualified.

Auditors shall give the Internal Audit Report to management to discuss corrective actions. Auditors shall then follow up to confirm that corrective actions have been logged in the Corrective Action Register and a person responsible has been designated to the action.

Management shall retain records of internal audits for at least three years. Records shall include:

- Internal Audit Form
- Summary of Audit Findings Form
- Internal Audit Report
- Corrective Actions forms in relation to items found in the Internal Audit Report that require action
- Preventive Actions forms in relation to items found in the Internal Audit report that require improvement

Results of internal audits shall be a standing item on the agenda for management reviews of the quality management system.

Reference:

Standard 2
Clause 2.1 – 2.4

Standard 3
Clause 3.1 – 3.4

Standard 5
Clause 5.2 – 5.4

Standard 6
Clause 6.1 – 6.5

Standard 7
Clause 7.1 – 7.5

Standard 8
Clause 8.1 – 8.6

MP-IMS-POL-021 Quality Assurance Policy

MP-IMS-POL-022 Quality Management Policy

MP-IMS-PRO-005 Corrective Action Procedure

MP-IMS-PRO-009 Internal Audits Procedure
8.2.3 Monitoring and measuring of processes

Processes are in place to ensure feedback is collected from a wide range of stakeholders on a regular basis. Feedback is collated and analysed to measure performance and identify areas for improvement.

Self-reflection and evaluation play a key role in the organisation’s quality assurance system and all staff and any third party organisation are encouraged to regularly reflect, evaluate performance and make recommendations for improvement.

Clients and stakeholders are invited to provide their feedback on any aspect of the organisation’s products and/or services at any time. Feedback can be provided in person, over the phone or in writing.

Trainers collect formal and informal feedback in the following ways and uses findings to gauge performance and identify opportunities for improvement.

- Evaluation surveys about a client’s experience with the services provided by Trainer during or upon completion of a session or course
- Feedback provided informally through written or verbal correspondence
- Evaluation surveys completed at the end of an audit
- CEO/Director comments provided in response to an audit report

Evaluation of surveys is completed in relation to our training and assessment products and resources by students or clients. The management team will consider all feedback and recommendations for improvement made by any stakeholder. Recommendations, or an alternative strategy for improving the business area, will be implemented if the improvement is considered viable and where the recommendation is considered to be an improvement to current practices or outcomes.

Feedback provided by staff plays an integral role in organisational self-assessment and performance evaluation. Staff and third party organisations are expected to provide their own feedback to the organisation on a regular basis so that their experiences can provide input to the outcomes and performance of the company. Staff members are able to pass on their feedback through the many tools provided, or in writing to management.

8.2.4 Monitoring and measurement of product

To ensure that consistent processes and operating standards for the measurement and evaluation of products, processes will be implemented following the guiding principles to set operating standards. These principles are part of an evolving process of self-examination by the company. These principles will be revisited and examined for possible review and revision on a regular basis – at least every three years.

Impact Estimates – When the previous approach is not feasible, estimating the impact of training on the output variables is another approach and can be accomplished on the following 4 levels.
- **Participants** – estimate the amount of improvement related to training. In this approach, provide participants with the total amount of improvement, on a pre- and post-program basis, and ask them to indicate the percent of the improvement that is actually related to the training program.

- **Supervisors** – of participants estimate the impact of training on the output variables. Present supervisors with the total amount of improvement, and ask them to indicate the percent related to training.

- **Senior Managers** – estimate the impact of training by providing an estimate or adjustment to reflect the portion of the improvement related to the training program. While perhaps inaccurate, having senior management involved in this process develops ownership of the value and buy-in process.

- **Experts** – estimate the impact of training on the performance variable. Because these estimates are based on previous experience, experts must be familiar with the type of training and the specific situation.

### 8.3 Control of nonconforming product

A non-conformance occurs when the product and/or service provided by MGTD Pirii does not conform to quality requirements, ASQA requirements, or as defined by the Non-conformance procedure.

A non-conformance is identified through customer complaints, internal and external audits, or by employees during normal daily activities.

Management classifies non-conformances into 2 categories – Minor and Major.

A Minor non-conformance is one which does not affect the end product or service, but may need a preventive action to improve the situation. A Preventive Action Report form shall be completed if a minor non-conformance is found or where a suggestion for improvement has been made.

A Major non-conformance is one which does affect the end product or service. Major non-conformances are recorded on a Non-conformance report form which when completed is handed to management so that the process as described in the Corrective Action Flowchart can be activated.

**Reference:**

- Standard 1 Clause 1.1 – 1.11, 1.16 – 1.20, 1.26 – 1.27
- Standard 2 Clause 2.1 – 2.4
- Standard 7 Clause 7.1 & 7.5
- MP-IMS-POL-008 Continuous Improvement Policy
- MP-IMS-POL-016 Learning and Assessment Strategies Policy
- MP-IMS-POL-018 Management System Policy
- MP-IMS-POL-021 Quality Assurance Policy
- MP-IMS-POL-022 Quality Management Policy
- MP-IMS-POL-023 Quality Training and Assessment
- MP-IMS-POL-029 Training Packages Policy
- MP-IMS-PRO-004 Continuous Improvement Procedure
- MP-IMS-PRO-011 Learning and Assessment Strategies Procedure
8.4 Analysis of Data

Data collection is central to the quality management process and is the starting point of the ROI process. Although analysis is (or should be) planned early in the training and development cycle, the actual calculation begins once data has been collected.

Regular reviews of quality objectives will be done to ensure that quality management processes are being monitored to determine the standard of quality service that MGTD Pirii is providing to customers. The quality management system will be reviewed to ensure that all training and assessment processes are meeting the requirements of the quality standards.

Data Collected

Analysis of data is a process of inspecting, cleaning, transforming and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making.

- Use at least one method to isolate the effects of the program.
- Feedback from students, clients and trainers through various tools.
- If no improvement data is available for a population or from a specific source, assume that no improvement has occurred.
- Adjust estimates of improvements for the potential error of the estimates.
- Use only the benefits of short-term programs in the analysis.
- Fully load all costs of the program when calculating ROI.
- Include intangible benefits as measures that are purposely not converted to monetary values.
- Communicate the results of the analysis to all key stakeholders.

This process captures a balanced set of data. It is systematic and user-friendly and brings business evaluation to major programs. The process is supported by a tremendous amount of research with practical usage and application.

Reference:

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MP-IMS-POL-008 Continuous Improvement Policy
MP-IMS-POL-022 Quality Management Policy
MP-IMS-POL-023 Quality Training and Assessment Policy
MP-IMS-PRO-004 Continuous Improvement Procedure
MP-IMS-PRO-009 Internal Audit Procedure
MP-IMS-PRO-013 Non-conformance Procedure
MP-IMS-PRO-016 Quality Training and Assessment Procedure
8.5 Improvement

8.5.1 Continual Improvement

Regular reviews and audits of the Quality Management System will ensure that any corrective or preventive actions will be implemented to strengthen the level of quality and produce a more effective and efficient system for MGTD Pirii to conduct a high level of service and delivery of products to customers.

8.5.2 Corrective Action

Corrective actions are reactive – something has gone wrong and these are the actions taken to deal with the problem. Non-conformances are resolved through corrective actions.

This will include immediate corrective actions taken after the non-conformance has been identified to ease the problem whether it is dealing with a customer or a situation. These initial actions are important as they will set the tone for any following actions.

Corrective actions will also include the longer term actions taken to make sure the problem will not occur again. The end result of corrective actions means that the problem has been eliminated and steps have been taken to make sure it will not happen again. The process for corrective actions is set in the procedure and all staff needs to follow this process to ensure that non-conformance issues are resolved.

The problem might be identified in processes, materials, suppliers, the product, the service, the workplace, or the management system itself.

The following sources of information are used in identifying non-conformities:

- conducting workplace inspections
- testing, inspecting, and monitoring of plant and equipment
- consulting with staff
- customer feedback
- audits
- hazard reporting
- dealing with any non-conforming product
- investigating complaints
- reviewing system failures
- reviewing regulatory requirements

Major non-conformities are addressed by Management by following the process as stated in the Corrective Action Flowchart.

- Reviewing the non-conformance report and any other information connected to the issue.
- Forming a team for taking corrective action. The team generally consists of all persons directly involved with identifying the non-conformity.
- If necessary collecting more information/facts about the problem.
8.5.3 Preventive Action

A preventive action is a change implemented to address a weakness in a management system that is not yet responsible for causing non-conformance in a product, service or process. This can generally result from suggestions from customers or participants in the process but preventive action is a proactive process to identify opportunities for improvement rather than a simple reaction to identified problems or complaints.

Apart from the review of the operational procedures, the preventive action might involve analysis of data, including trend and risk analyses and proficiency-testing results.

The focus for preventive actions is to avoid creating non-conformances, but also commonly includes improvements in efficiency. Preventive actions can address technical requirements related to the product or service supplied or to the internal management system.

When opportunities to improve are identified or if preventive action is required, staff will follow the requirements in the Preventive Action procedure so that action plans are developed, implemented and monitored to reduce the likelihood of nonconformities and to take advantage of the opportunities for improvement. Additionally, a thorough preventive action process will include the application of controls to ensure that the preventive actions are effective.

Any situation noted by a management representative or staff that preventive action is required then a Preventive Action Report form should be completed giving reasons for the possible non-conformity, weakness or the suggestion of improvement. Appropriate action is then taken to assess how likely it is to happen and whether the costs associated with reducing the risk are worth it.
Through the following management review processes preventive actions may be used in:

- Process / Performance monitoring
- Analysis of data and customer feedback for trends
- Process analysis
- Look for trends in the root causes of corrective actions
- Risk assessment, FMEA (Failure Mode Effects Analysis) – i.e. what could go wrong and what would happen if it did)
- Employee suggestions for improvement
- Contingency planning, Disaster recovery planning
- Production planning
- Monitoring changes in legislation, regulations
- Reviewing changes in the marketplace
- Assessing new technology
- Internal / External Quality Audit Findings
- Employee Observations

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MP-IMS-POL-008 Continuous Improvement Policy
MP-IMS-POL-022 Quality Management Policy
MP-IMS-POL-023 Quality Training and Assessment
MP-IMS-PRO-004 Continuous Improvement Procedure
MP-IMS-PRO-005 Corrective Action Procedure
MP-IMS-PRO-016 Quality Training and Assessment Procedure
Appendix I

Corrective Action

1. Incident
   Non-conformity
   Error
   Discrepancy

2. Brought to the attention of
   Designated Person
   E.g. CEO / Director
   Manager or Management
   Representative

3. Fact Gathering
   E.g. Is it significant?
   One-off or continuing?
   Can it happen again but
   more extreme?

4. Take immediate Action
   E.g. Removing hazard,
   Notifying claim/Student

5. Corrective Actions need to
   address the Root Cause
   E.g. Look at the different
   factors that may have
   been involved

6. Develop a Corrective Action
   Plan
   E.g. Determine the effect
   on the trainer and/or
   Assessor, task, student
   or company
   Actions may include:
   • Eliminating or substitution
   • Policy and Procedure changes
   • Additional training
     requirements
   • Risk Assessment to be
     completed
   • Or other actions as required

7. Implement Corrective Actions
   Monitor and Review to
   ensure actions have been
   effective

8. Close Out