**Canberra Institute
of Technology**

RTO Code 0101 | CRICOS No. 00001K

Program Review and Improvement Procedure

Contents

1. Associated Policy

This program review and improvement procedure has been developed in conjunction with the Training and Assessment Policy.

This procedure aims to assure the quality of educational outcomes by systematically monitoring and evaluating course performance, and actioning improvements aligned with Canberra Institute of Technology (CIT) strategic intent and the *Standards for Registered Training Organisations (RTOs) 2015*. Refer: **TAS Review and Approval Procedure** and **Academic Quality Procedure.**

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

This procedure applies to all accredited and non-accredited courses delivered and assessed by CIT and staff delivering these courses.

3. Procedure

CIT is committed to delivering quality vocational education and training by regularly and systematically evaluating the performance of each course through Program Review and Improvement (PRI). The PRI:

- evaluates
  - a course's alignment with CIT strategic goals
  - a course's ongoing compliance with the *Standards for Registered Training Organisations (RTOs) 2015*
  - the extent to which a course delivers quality outcomes for students and employers
- considers course delivery and compliance requirements
- contributes to managing risks related to course delivery
- includes collating evidence of outputs and outcomes of activities, systems and processes, and use the data to measure and interpret course performance
- incorporates stakeholder feedback into decision-making
- critically evaluates course performance for quality assurance and self-assessment processes
- focuses on the continuous improvement of training and assessment practices and student outcomes
- addresses issues as they arise.

PRI identifies issues and opportunities and provides evidence for changes and improvements.

3.1 The approach to PRI

The approach is student-centric and based on the Plan-Do-Review-Improve cycle.

- Plan – adopting an evidence-based approach to delivering quality, future focused and relevant training and assessment for students and industry
- Do – scheduling and conducting high quality training and assessment.

- Review – systematically reviewing all aspects of training and assessment with the purpose of identifying issues and opportunities for improvement.
- Improve – for each issue or opportunity identified, developing and monitoring an effective action plan and incorporating new strategies into planning for future delivery.

The PRI process distributes the collection, compilation and analysis of evidence of course performance throughout the year.

Each College will have a PRI plan to systematically collect and analyse data throughout the year.

Each College PRI plan will be unique with the content being negotiated between the Education Design and Delivery Lead and the relevant College Director.

The PRI plan is provided to the Senior Education Leader for feedback.

Evidence collected as part of the PRI process will be used:

- throughout the year to make improvements to course delivery and assessment
- to prepare the PRI evaluation (PRI Report).

The PRI process is dependent on consistently collecting data to compare performance from one period to another, and to identify trends in performance. The PRI process will draw on:

- quality reviews and audit (refer: *Academic Quality Procedure, TAS Review and Approval Procedure, Assessment Procedure*)
- ongoing engagement with Industry, both formal and informal (refer: *Industry Engagement (Training and Assessment Procedure)*)
- regular department team meetings
- course transition plans (refer: *Course Transition Procedure*)
- assessment validation and moderation (refer: *Assessment Validation Procedure*)
- analysis of feedback from stakeholders (Student Experience Survey, Employer Satisfaction Survey), students, CIT staff, unit/subject evaluations, CITSA student forums) (refer: *Academic Quality Procedure*)
- analysis of complaints (refer: *Student and Community Members Complaint Policy*)
- analysis of graduate outcomes
- grade entry, completion rates and attrition (refer: *Student Progression Procedure*) and attrition points
- a quality process to ensure maintenance of Trainer Skills Matrices.

Evidence collected will provide insights and inform:

- College and team-based discussions on course performance
- submission of PRI evaluation
- course planning
- the CIT Continuous Improvement Plan (CIP)
- TAS review (for existing courses)
- consideration for new course development.

3.2 CIT Continuous Improvement Plan

The CIT CIP is the tool to record continuous improvement actions. The CIT CIP is maintained by Educational Services. Teaching departments, through team meetings, record issues requiring improvement and the associated actions. Continuous improvement actions are considered at each team meeting.

Teaching Departments will report the progress of continuous improvement activities to their Directors and the Director of Education Services at least twice per year. CIT will provide digital tools, workflow processes and training to complete the CIT CIP.

3.3 Responsibilities

All CIT staff share responsibility for self-assuring and continuously improving the quality of training and assessment. For staff directly involved in the provision of training and assessment, there are shared responsibilities for ensuring:
- delivery and assessment practices are responsive to student needs
- students and employers perceive delivery and assessment practices provide value
- compliance with external standards and regulations.

For staff in CIT support areas, there are responsibilities to ensure that the services (student well-being support, foundation skills, student services support), provided directly or indirectly to students in the delivery areas, respond to students' needs.

All staff have a responsibility to bring any issue or opportunity for improvement identified to the attention of the relevant manager.

3.3.1 The Teaching and Learning Quality Committee (TLQC)

The TLQC is responsible for:
- reviewing and monitoring actions from the consolidated PRI evaluation reports
- reviewing and endorsing amendments to TAS's resulting from the PRI process (Refer: *TAS Review and Approval Procedure*)
- reviewing and monitoring actions from the College Directors PRI reports and CIPs

3.3.2 Education Design and Delivery Lead

The Education Design and Delivery Lead (EDDL) is responsible for:
- ensuring the high-risk items:
  - are reported and tabled at Executive Management Committee (EMC) meeting have an action plan to reduce the risk level

3.3.3 Senior Education Leader

The Senior Education Leader is responsible for:
- collecting and compiling PRI inputs for Education Services team meetings
- analysing PRI inputs and identifying data trends
- reporting data findings to colleges and EDDL
- identifying findings representing a high risk to CIT and report directly to the EDDL

- maintaining an academic risk priority table for all courses
- publishing PRI templates to ensure a continuous and systematic approach to all CIT data collection and review
- gathering evidence from the PRI reports and CIPs to inform strategic planning and quality assurance
- maintaining a calendar of PRI activities and consolidating college PRI plans into the calendar
- monitoring completions of all PRI and CIP activities
- compiling course PRI data and distributing to college directors and teaching departments

3.3.4   Director Education Services

The Director Education Services is responsible for:
- developing, managing and monitoring a central continuous improvement register for PRI
- reporting PRI outcomes at the institute level
- organising Education Services meetings to include a standard agenda to monitor, collect and analyse quality assurance data

3.3.5   College Directors

The College Director is responsible for:
- reviewing, approving, and analysing the department based PRI reports and activities
- individual college-based director's reports
- providing directors' reports to the TLQC
- noting changes to TAS documents, and making recommendations for continuing or additional or discontinuing courses

3.3.6   Heads of Departments

The Heads of Departments is responsible for:
- planning PRI activities
- preparing a PRI workplan for the academic year
- managing PRI activities over the academic year for the courses they are responsible for, including;
  o scheduling and conducting team PRI meetings
  o adding targeted PRI topics to department meetings, for example continuous improvement
  o collecting key data to inform the PRI
  o using the PRI and CIP templates to record all the teaching area's continuous improvement activities, including issues, actions and outcomes
  o recording, reviewing and monitoring continuous improvement actions
  o completing department based PRI reports in a timely manner

3.4   PRI and CIP activities

Step	Action	Responsibility
1	**PRI workplan and team meetings**	Head of Department

Step	Action	Responsibility
	Prepare a workplan for Program Review and Improvement activities for the academic year by the end of October each year, including: • scheduling of department team meetings and targeted discussion of: o staff currency and competency and Trainer Skills Matrices o assessment validation and moderation o TAS review o trends relating to student progression o students at risk of non-completions o actioning of items in the Continuous Improvement Plan • key data collection activities • compliance activities • key reporting events. • include agenda item for continuous improvement actions for each team meeting for review *Note: PRI will capture data from Education Services and other internal CIT stakeholders. Preparation of a workplan of PRI activities should occur in consultation with Education Services and other internal CIT stakeholders and be cognisant of when they plan activities of those stakeholders that will provide data for PRI. For example, TAS review occurs at a time to ensure it is inclusive of data from validation activities.*	
2	**Education Services team meetings** Develop a central continuous improvement register for PRI outcomes for reporting and monitoring at the institute level. Organise a calendar of Education Services team meetings adopting a standard agenda template to: • systematically collect and analyse quality assurance data from within CIT data sources • monitor quality assurance activities.	Director Education Services
	Collect and compile PRI inputs in preparation for each Education Services team meeting. These inputs constitute indicators of educational inputs, activities, outputs and outcomes, and will be specified in PRI guidelines. Discuss and analyse PRI inputs during each meeting of the Education Services team. Identify trend data. Provide data and analysis to Colleges at the beginning of the PRI cycle.	Senior Education Leader

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Step	Action	Responsibility
	Analyse and interpret the data and report findings to the College Directors, Education Director Design and Delivery Lead.	
3	**Continuous Improvement Plan** Publish a Continuous Improvement Plan template that enables a systematic approach to reviewing and improving internal processes and the quality of training and assessment. Link quality assurance and improvement activities under the CIP to the PRI inputs and specified in guidelines published under this procedure. Education Services will gather evidence from the CIP and PRI to inform strategic planning and quality assurance.	Senior Education Leader
4	Use the CIP template to record the teaching area's continuous improvement actions.	Head of Department
5	Ensure issues and opportunities for improvement identified through the PRI activities and other self-assurance activities are recorded in the CIP, including actions, outcomes, timeframes and responsible staff. Review and monitor completions of actions. *Note: information stored in the CIP must align to CIT Privacy policy and related privacy legislation.*	Head of Department

3.5   PRI assurance activities

Step	Action	Responsibility
1	Maintain CIT's Academic Risk Priority Table for all courses.	Senior Education Leader
2	Consolidate the individual College PRI plans into a CIT calendar of PRI assurance activities. Ensure resources for these PRI activities with input from relevant areas. Monitor completion of the activities identified in the calendar of PRI assurance activities.	Senior Education Leader
3	Compile relevant course level data for the PRI. Distribute data to departments and Colleges according to the published schedule.	Senior Education Leader

Step	Action	Responsibility
4	Report high risk items to the Education Design and Delivery Lead	Senior Education Leader

3.6 PRI evaluation, reporting and review

A PRI – Director's report is prepared at the end of each semester.

Step	Action	Responsibility
1	Review and approve departmental PRI reports Collate these reports and analyse the data into the PRI Director's report. This may include: • quality reviews • program performance assessments • TAS Reviews • transition plans • evidence of industry engagement • assessment validation reports • student/industry feedback • currency of TSMs • CIP report. Complete PRI Director report	College Directors
2	Report PRI Director report outcomes to the Teaching and Learning Quality Committee (TLQC) - Academic Council including recommendations to: • change/update TAS • add courses • continue courses • discontinue courses	College Director
4	Ensure that high-risk items on the CIP are tabled at meetings of the Executive Management Committee (EMC) for potential inclusion on the CIT Risk Register.	Education Design and Delivery Lead
5a	Review PRI evaluation reports, monitor and evaluate improvement actions via the Actions Register. Review and endorse any amendments to courses' Training and Assessment Strategies (TAS) that result from the PRI process. Refer: **TAS Review and Approval Procedure**	Teaching and Learning Quality Committee - Academic Council

Step	Action	Responsibility
5b	Review College Directors' PRI evaluation reports and monitor actions via the CIP.	Education Design and Delivery Lead Academic Council

4. Documentation

4.1 Legislation/regulation

- *Standards for Registered Training Organisations 2015*
- *Canberra Institute Territory Act 1987*

- *The Memorandum of Understanding – Subsidised Training (the MOU) with Skills Canberra*

- *The NSW Smart and Skilled Guidelines and Policies*

4.2 Policies and procedures

- *Academic Quality Procedure*
- *Training and Assessment Strategy (TAS) Review and Approval Procedure*
- *Assessment Procedure*
- *Course Transition Procedure*
- *Assessment Validation Procedure*
- *Student and Community Members Complaint Policy*
- *Student Progression Procedure*

4.3 Documents

- Quality Review template
- Department Teams Meeting Agenda template
- Department Teams Meeting Minutes template
- College Director PRI Evaluation Report template
- CIT CIP template
- CIT Compliance Framework

5. Definitions

Terminology used in this policy is consistent with definitions in the CIT Definition of Terms. The following terms are described in the context of this procedure.

Data	Data means information or outcomes that can flow from various monitoring activities such as student surveys, assessment quality reviews, educator feedback, assessment validation.
Self-assessment	Self-assessment is the act or process of analysing and evaluating the RTO's performance against the RTO Standards. It involves gathering

	evidence of the training and assessment outputs and outcomes of their activities, systems and processes and critically evaluating how well you are performing against the Standards. (ASQA)
Self-assurance	Self-assurance refers to how providers manage their operations to ensure a focus on quality, continuous improvement and ongoing compliance with the Standards for Registered Training Organisations (RTOs) 2015 (the Standards). Under a self-assurance model, quality and continuous improvement are shared responsibilities through the different roles of individual providers, sector leaders and the national regulator. It involves providers having systems in place to critically examine their performance against the Standards and training outcomes, on an ongoing basis, to meet obligations and to identify ways to continuously improve outcomes. (https://www.asqa.gov.au/news-events/news/co-designed-working-model-self-assurance)

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