Monitoring – What are the benefits?
Your learner and employer survey results are very powerful when you compare how they change over time. Monitoring your results over time allows you to:
• identify areas that need improvement
• identify areas where performance seems to be getting weaker
• set improvement targets
• target areas where your trainers and assessors may need professional development
• monitor whether improvements you introduce are making a difference
• help you tell your positive quality improvement story to your learners, to employers and to relevant authorities.

Your story
Let’s look at these percentage agreement scores from one of the Learner Questionnaire (LQ) scales – the Effective Assessment Scale – as an example. Assume these are the outcomes over five years for one area of your RTO’s operations.

<table>
<thead>
<tr>
<th>Scale</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Assessment</td>
<td>67</td>
<td>69</td>
<td>78</td>
<td>77</td>
<td>83</td>
</tr>
</tbody>
</table>

Your results in 2009 and 2010 are much lower than for 2011–2013. Only you can explain what happened to bring about the marked improvement. The story might be something like this.

Towards the end of 2009 you got your first learner survey results. The outcome on the Effective Assessment Scale surprised and disappointed you. You thought your RTO’s assessment practices were good. You decided that in 2010 you’d spend time on the job with your learners and with their supervisors to gather their views. You discussed assessment practices with your trainers and observed assessment as it happened, off and on the job. By mid-2010 – with input from trainers, assessors, supervisors and learners – you discovered two areas needed improvement. First, the practical link between off the job training and on the job assessment needed strengthening. Second, learners were getting good feedback from your well-designed checklists that monitored progress on elements of competency. But they got the checklists three or even four weeks later, when they next came for off the job training. There was too much time between feedback and assessment. Learners wanted feedback within a few days, while the off the job training was fresh in their minds.

You planned the changes and introduced them towards the end of 2010. Your 2010 Effective Assessment Scale results didn’t change much, probably because the changes started just six weeks before the annual survey. Too late to influence learners’ views. And, of course, there were some teething problems.

You checked with learners, trainers and supervisors during 2011 and you were confident the changes were making a difference. The 2011 employer survey results proved you right. The 2012 and 2013 results were further evidence. The additional changes you made early in 2013 seemed to lift performance again. You’re waiting on the 2014 results to see if the improvement holds.

About this guide
This Continuous Improvement Guide forms part of the AQTF 2007 Quality Indicators Resources Package. This package contains information and materials for Registered Training Organisations (RTOs) to use to collect, analyse and act on data about their training and assessment.

The Australian Quality Training Framework 2007 (AQTF 2007) Quality Indicators are part of the AQTF 2007 Essential Standards for Registration for training organisations that wish to deliver nationally recognised vocational qualifications and competencies. Three Quality Indicators have been endorsed by the National Quality Council (NQC): Learner Engagement, Employer Satisfaction and Competency Completion. These are designed to help RTOs conduct evidence-based and outcomes-focused continuous quality improvement, and assist Registering Bodies assess the risk of an RTO’s operations.

Visit www.training.com.au for further information on AQTF 2007 or the Quality Indicators Resources Package.