

# Monitor, Evaluate and Continuously Improve

TAFE SA's evolving systems and practices for improving training outcomes and performance against the Standards for RTOs 2015.

[tafesa.edu.au](http://tafesa.edu.au)

RTO: 41026 | CRICOS: 00092B | IHE: PRV14002

TAFE SA acknowledges the traditional owners of the land on which we meet today and pays respect to their Elders past, present and future and extends that respect to all Aboriginal language groups gathered here today.



## **Presentation Today**

1. TAFE SA's Quality Framework (with Self Assurance as a component) prior to the emergence of ASQA's draft Self Assurance Model (Penny)
2. Systematising Industry Engagement to Inform Student Engagement; Evolution of the Training Product; and Lecturer Capability & Professional Development (Penny)
3. Data Governance and Reporting Systems and Practices for Systematic Monitoring, Evaluation and Continuous Improvement (Mark)
4. SATELLITE (called 'Self Assurance' by us prior to the draft ASQA Self Assurance Model) (Mark)
5. Further Work and Recommendations for other RTOs (Penny and Mark)

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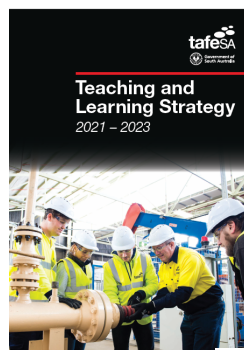
TAFE SA's model prior to the emergence of ASQA's draft self assurance model

# TAFE SA Quality and Educator Capability Frameworks

## and relevant strategies and plans



## TAFE SA 2021



**Quality Assurance:** Audits and Quality Education System (QES)

**Course Review:** RETAIN; REMOVE; or REDESIGN

**Educational Product Development:** Based on Strategic, Workforce Need, Quality and Financial Measures

**Self-Assurance (SATELLITE)**

The Domains are:



Assessment



Industry and Community



Digital Technologies



Teaching



Quality



Teamwork and Collaboration



Leadership



Ethics



Cultural Competence



Innovation



Evidence based Practice and Research

# TAFE SA Quality and Educator Capability Frameworks

TAFE SA 2021

Emerging TAFE SA 2022

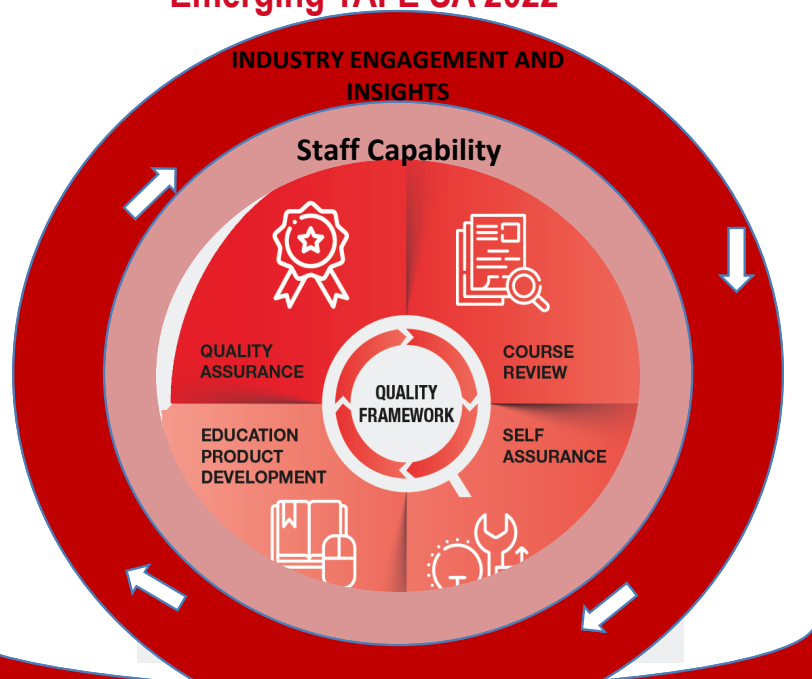


**GOVERNANCE:** TAFE SA Act; Ministerial Charter  
TAFE SA BOARD: Academic Quality Committee, Audit and Risk Committee; HEAB. Executive Committee; Academic Governance Committee; Project Governance Committees for BOLDER Future.  
**REPORTS, MEASURES AND ACTIONS:** Scope; Student Achievement; Partnerships and Pathways; People; Compliance; Teaching and Learning; Voice (Student and Employer Feedback).  
**POLICIES AND PROCEDURES** Mapped to Standards  
**RISK IDENTIFICATION AND ASSESSMENT PROCESSES**  
**STRATEGIES, PLANS AND IMPROVEMENT PROJECTS**



# TAFE SA Quality and Educator Capability Frameworks

Emerging TAFE SA 2022



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**STRATEGIES, PLANS AND IMPROVEMENT PROJECTS**

ASQA draft co-designed self assurance model



# 2

## Systematising Industry Engagement to Inform Training Product and Lecturer Capability and Development

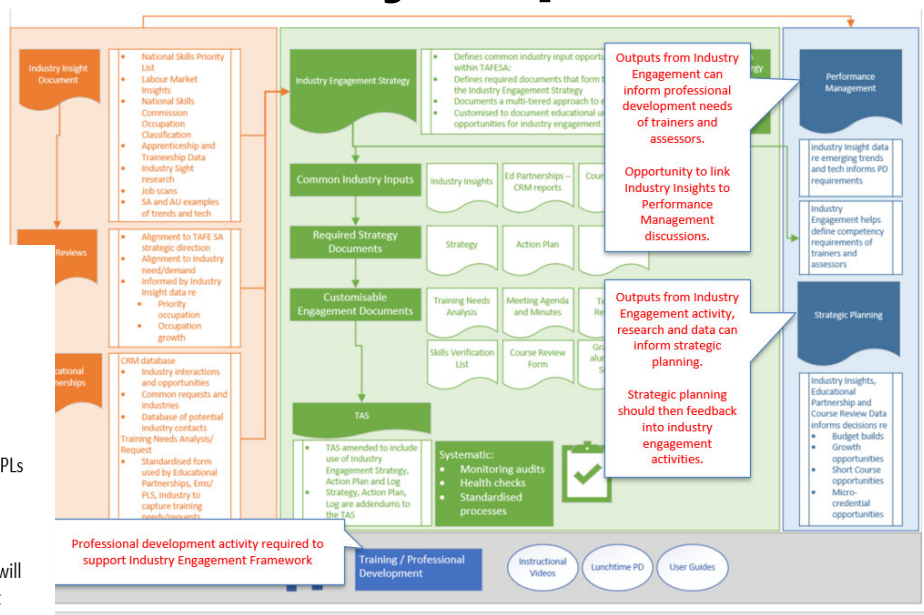


## INDUSTRY ENGAGEMENT FRAMEWORK, TOOLS and PROGRAM-SPECIFIC INSIGHTS

[illegible]

Will be piloted at Term 2 Satellite workshops for participants and provided to EMs/PLs for internal use.

In future, access will be via an Intranet page for EMs, PLs, Quality Insights, T&L Specialists.

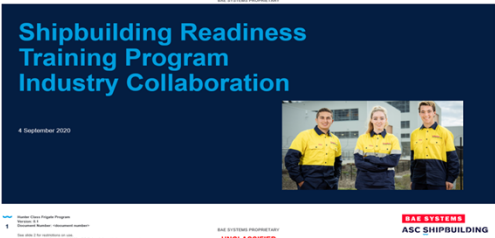
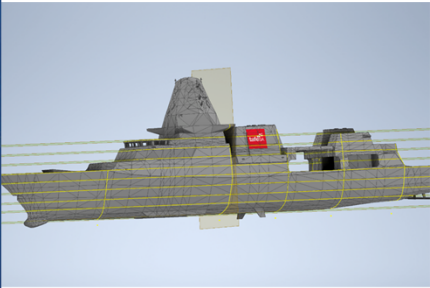


### Alignment to ASQA self assurance :

Industry engagement and validation beyond compliance  
Outcomes of engagement shared for maximum benefit of students, educators, people and culture, educational partnerships and the currency and vibrancy of the training product.

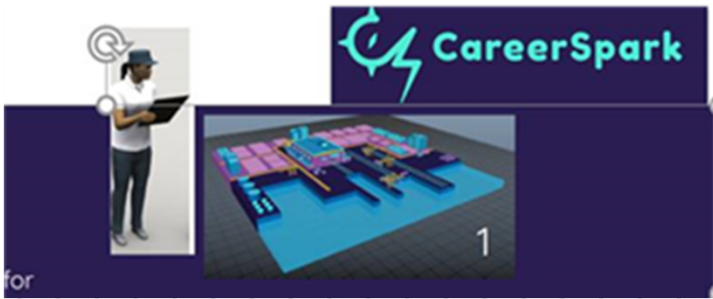
# Monitor, Evaluate and Continuously Improve

New jobs and skills insights through strategic industry partnerships



Nanotechnology and Nanofabrication Technicians

Consultation Paper on Essential Knowledge and Skills



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Alignment to ASQA self assurance: Mechanisms to ensure continued relevance of training to industry and community. Matching prospective students to appropriate training.



# 3

## Data Governance and Reporting Systems and Practices for Systematic Monitoring and Evaluation

# Monitor, Evaluate and Continuously Improve

## Academic Activity and Analysis Reports

**VET and HE SCOPE** Including VET Accredited Courses; HE Courses; SA Training Profile; Short Courses; Training Package Transition.

**VET and HE COMPLIANCE** Quality Audits, Course Reviews, Parchment Issuance, USIs, New Product Development.

**STUDENTS** Completions; Pass Rates; Cohort Pass rates for Apprentices; Metro v Regional; Gender; ATSI; AQF level

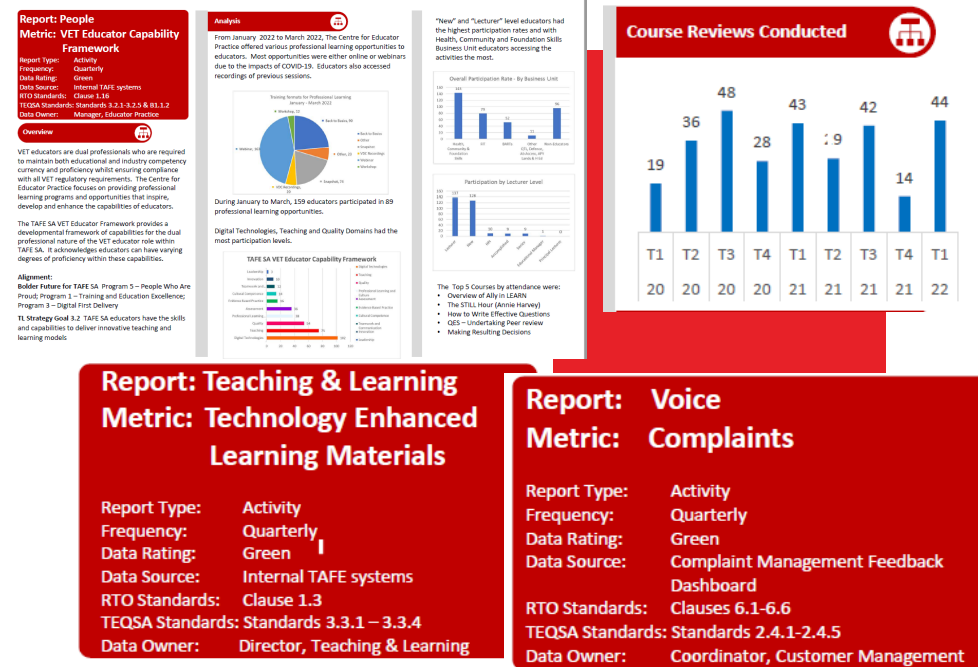
**PARTNERSHIPS and PATHWAYS** Agreements and pathways with Schools, Higher Education and Industry

**PEOPLE** VET Practitioner Capability Framework; SATELLITE Self Assurance; HE Scholarly Activity

**TEACHING AND LEARNING** Digital toolkit and digital delivery; New Product Development; Micro-credentials

**VOICE (FEEDBACK)** Survey data and analysis from Learner Engagement; HE Student Experience; Employer Satisfaction; Student Outcomes; TAFE SA's Student Voice Group; New Students; Complaints and *Learner Analytics*

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## Alignment to ASQA self assurance :

Reports are currently mapped to Standards for RTOs and TEQSA standards and will be remapped to new Standards. Specific Reports align to foundational and multiple elements of the proposed self assurance model.

# Monitor, Evaluate and Continuously Improve

## Academic and Quality Metrics Full Packs

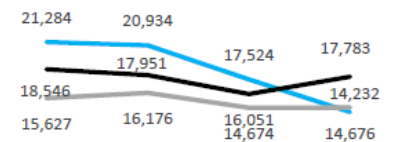
Reports go to:

- TAFE SA Executive Committee
- TAFE SA Academic Governance Committee
- TAFE SA Academic Quality Committee (Board Committee) and Board if referred.
- Selected reports as required to Higher Education Academic Board
- Selected reports for Business Unit/ Faculty Directors to utilise with program staff
- Selected reports for Business Areas responsible for improvements and taking action.

**Report: Students**  
**Metric: Pass Rates by Business Unit**

Report Type: Analysis  
Frequency: Annual  
Data Rating: Green  
Data Source: Internal TAFE Systems  
RTO Standards: Clause 1.8  
Data Owner: Director, RTO Quality & Compliance

Headcount for Business Unit



2018 2019 2020 2021

BUSINESS & ARTS

UoC Pass rates by Location



UoC Pass rates by Location



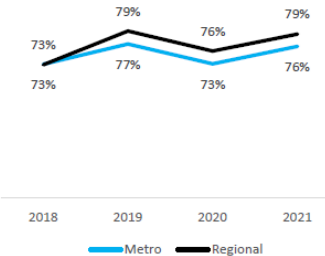
UoC Pass rates by Indigenous Status



UoC Pass rates by Gender



UoC Pass rates by International status



2018 2019 2020 2021

Metro Regional

### Alignment to ASQA self assurance :

Leadership and governance that addresses quality outcomes. Specific Reports align to foundational and multiple elements of self assurance model.

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# 4 SATELLITE (self assurance prior to ASQA self assurance model)



# Monitor, Evaluate and Continuously Improve

## SATELLITE

Health, Community & Foundation Skills <b>tafesa</b> <small>Government of South Australia</small>		
<b>Nursing</b>		
Activity Code/s: DN Dubravka Molloy Education Manager		
<b>WORKGROUP OVERVIEW</b>		
Summary of Training Packages: HLT Health, DHC Community Services		
Summary of Qualifications: Diploma of Nursing		
Size of Workgroup: 8 campuses, 30.5 FTE lecturers, approx. 5 FTE of HPI > 70% Part-time, >95% female, < 10% male, All RN qualified by ANPRA		
<b>SATELLITE Qualification/s</b>		
HLT54115) Diploma of Nursing	Student Headcount (2021)	Student Headcount (2022)
	1,030	710
<b>REGISTERED TRAINING HOURS 2021</b>		
<b>792,575</b>		
<b>STUDENT COHORTS</b>		
APPRENTICES/TRAINEES 2021	ABORIGINAL & TORRES STRAIT ISLANDER 2021	METRO AND REGIONAL BASED STUDENTS 2021
<b>7</b>	<b>34</b>	<b>697 Metro, 623 Non-Metro</b>

Health, Community & Foundation Skills <b>tafesa</b> <small>Government of South Australia</small>		
<b>Nursing</b>		
Activity Code/s: DN Dubravka Molloy Education Manager		
<b>SATELLITE ACTIVITY</b>		
SATELLITE WORKSHOP DATE: Tuesday 29 June, 2021		
SATELLITE QUALIFICATION/S: (HLT54115) Diploma of Nursing		
NUMBER OF ATTENDEES: 1 EM, 1 PL, 30 lecturers, 2 administration staff		
<b>STUDENT OUTCOMES</b>		
Improve student outcomes by maintaining Training Plans to monitor student progress and identify students at risk.		
<b>COURSE DESIGN AND/OR NEW PRODUCT DEVELOPMENT</b>		
The nursing team will determine new delivery modes relevant to their local campus site and student cohorts to increase student engagement and successful outcomes. This will be implemented in semester 1, 2023 with the commencement of the new qualification: HLT54121 Diploma of Nursing.		
<b>INDUSTRY ENGAGEMENT</b>		
Improve industry connections by increasing contract/permanent lecturer contact with industry through regular site visits (at least once per semester). Invite industry involvement on Course Advisory Panel including university, aged care, primary and acute health care sectors.		
<b>STAFF CAPABILITY</b>		
Recruitment of staff with a minimum of Registered Nurse qualification and TAE40116 for all lecturing positions. Nursing lecturers will complete Continuing Professional Development (CPD) in their professional area to maintain industry currency. Enhance staff's digital delivery skills		



## SATELLITE

**Alignment to ASQA self assurance :** Program SMART Goals for Continuous Improvement of Student Outcomes, Course Design, and Delivery, Industry Insights and Engagement, and Staff Capability.

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# 5 Further Work and Recommendations to other RTOs

# Monitor, Evaluate and Continuously Improve

## Future Focus of TAFE SA

- Strengthen organisation-wide approaches to stakeholder feedback and how we use it.
- Implementation of our new approach to industry engagement.
- Technology Enhanced Learning and Student Engagement Projects
- Real-time data eg Learner Analytics
- Strengthening continuous improvement mechanisms at all levels and governance, reporting and improvements on key metrics at education program level. SATELLITE is key TAFE SA process.
- Remap/redesign TAFE SA self assurance model once final ASQA model is known.

## Recommendations

- Per ASQA choose self-assurance activities that best suit your organisation.
- Start with what you are already doing that aligns.
- Don't over-complicate.
- Collaboration opportunities through TDA and benchmarking activities direct.

