



Australasian Society for HIV Medicine Inc.

Quality and Continuous Improvement

1. Scope

At ASHM our key aim is to provide a high quality service to all our clients and stakeholders, especially members and students. Continuous improvement is built into every level of our operations to ensure we provide a high quality service and we see this as an ongoing process constantly resulting in new ideas and ways of working.

Our continuous improvement systems and processes are designed to meet the Australian Quality Training Framework (AQTF) 2007 Essential Standards for Registration.

2. Quality and continuous improvement at ASHM

Our quality and continuous improvement system is based on the following principles:

- A commitment by all staff to continuous improvement of processes, products, courses and services
- Input and involvement of all stakeholders in identifying and implementing quality improvements
- Systematic use of qualitative and quantitative feedback as the basis for identifying and prioritising improvement opportunities.

3. Continuous improvement procedures

We use a variety of approaches to continuous improvement which are summarised below. Further details of all these processes can be found in relevant policy and procedure documents.

4. Strategic planning

ASHM has a three year strategic planning cycle and each strategic plan is presented to the membership at the AGM. The current Strategic Plan is for 2008 – 2011. The strategic plan identifies areas for achieving results including information, education and training, policy development and advocacy and governance and management of ASHM. The plan includes key performance indicators which are used to measure achievement of objectives. The data collected and analysed against key performance indicators will also feed into ASHM's continuous improvement system.

The Strategic Plan is posted on ASHM's web site and stakeholders are invited to provide feedback. It is actively promoted as a blueprint for our work and provided to partners, funders, job applicants and potential Board and committee members.

5. "Client" (Vocational Student and Sector Stakeholder) satisfaction surveys

In accordance with AQTF 2007 requirements, ASHM will collect data against national quality indicators using agreed instruments including:

- Sector Employer satisfaction – this indicator focuses on employer evaluation of learner competency development and the relevance of learner competency to work and further training, as well as employer evaluation of the overall quality of the training and assessment.
- Vocational Student satisfaction - this indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes, and will include learner perceptions of the quality of their competency development and the support they receive or have received from registered training organisations (RTOs).
- Competency completion rate - this indicator will be derived from information about the number of enrolments and qualifications completed and/or units of competency/modules awarded in the previous calendar year by each RTO.

Note that national quality indicator tools and resources are still unavailable and therefore feedback from students and sector stakeholder feedback will be collected as follows:

- evaluation sheet provided to students after classroom sessions.
- Employer Satisfaction Survey provided to supervisors/managers who have participated in the workplace assessment. This will be sent out two (2) months after the workplace assessment to allow time to observe employees skill development.
- input from the Society's advisory committees and external committees that ASHM representatives participate in.

ASHM will also examine its performance against relevant published comparative and benchmarking data.

6. Unsolicited feedback

Any employee or client of ASHM has the right to provide unsolicited feedback on the services or operations of the institute. Feedback can be emailed at any time to education@ashm.org.au

7. Continuous Improvement Register

Ongoing feedback received will be recorded on a Continuous Improvement Register which is monitored by the Professional Education Division Managers. The register provides for the feedback and any resulting actions to be recorded.

8. Continuous improvement working parties

ASHM has a RTO Planning and Review Committee which will provide input into RTO continuous improvement processes. The role and terms of reference for this Committee is described in a separate procedure. Additional working parties or teams to improve functions that are identified as needing action or improvement will be established as required.

9. Internal and external audits

All aspects of ASHM's operation as a RTO will be reviewed through a rolling internal audit program. This process contributes to ASHM's compliance with AQTF 2007 Standards 1.1, 2.1 and 3.1. An external audit will be conducted by VETAB every five years.

Training and assessment strategies and resources will also be reviewed as part of the internal audit. Training and assessment strategies and resources that need immediate changes following course evaluation will be amended as quickly as possible.

10. Staff performance reviews and professional supervision

All ASHM staff (apart from casual staff) participate in ongoing performance management through participating in fortnightly supervision sessions. These supervision sessions focus on:

- Reviewing and clarifying expectations regarding desired outcomes, standards, and ways of work
- Reporting, discussing and celebrating progress
- Identifying and problem-solving performance problems
- Reviewing staff goals and priorities
- Sourcing and allocating needed resources, including time
- Identifying and removing barriers/obstacles that may hinder progress
- Coaching to develop a particular area of the staff member's job. This may include building new skills, problem-solving, or finding more effective ways of working
- Reaching agreement on action plans
- Giving feedback to your supervisor

Annual Performance Reviews are also conducted and are the formal process by which staff members and their managers or supervisors look back at the staff member's progress through the year at ASHM. Because of the ongoing performance management in supervision arrangement, this is really a formal confirmation of previous conversations or comments and a process of setting outcomes and development for the coming year. Performance Review documents are filed in staff members' personnel files.

11. Management reviews

Management regularly reviews and refines ASHM activities through:

- fortnightly senior management meetings
- Monthly Board meeting
- Education and Resources Advisory Committee meets three times a year.
- Annual planning and budget setting

- Triennial planning i.e. ASHM's Strategic Plan

12. Trainer and Assessor moderation meetings

Professional Development Division Managers will act as the principle trainers and assessors. ASHM will conduct internal moderation meetings for trainers and assessors once a year. The purpose of these meeting will be to evaluate and improve training and assessment processes. The outcomes of these moderation meetings will contribute to internal audit processes.

13. Involvement in Society governance

ASHM provides the opportunity for all stakeholders to have input into the operations of ASHM through involvement in the ASHM Board and relevant committees.

ASHM is a membership based society so members have the opportunity to contribute to the work of ASHM including attending the Annual General Meeting.

14. Complaints and appeals

ASHM has a grievances and appeals process to ensure that student grievances are dealt with fairly, consistently and promptly. ASHM views student grievances as not only providing an insight into student levels of satisfaction but also an opportunity to review and improve its policies and practices.

15. Access and equity

ASHM is committed to adhering to access and equity principles in the implementation of this policy.