

Continuous Improvement Policy



1. Purpose

Continuous improvement is a fundamental element of VEG Education's commitment to delivering high-quality, industry-relevant training and assessment that drives positive outcomes for learners, employers, and the broader community. This policy supports our systematic approach to monitoring, evaluating, and enhancing all aspects of our services in alignment with the Standards for Registered Training Organisations (SRTOs 2025).

The purpose of this policy is to guide the ongoing review and improvement of our training and assessment systems, processes, governance practices, and learning products to ensure sustained compliance and excellence under the 2025 SRTO framework.

2. Policy Statement

VEG Education is committed to a dynamic, evidence-based continuous improvement cycle that critically examines and enhances the quality, relevance, and effectiveness of training delivery, assessment practices, resources, and organisational governance.

We will:

- Implement a robust quality assurance system incorporating planned self-assurance activities, data collection, and stakeholder feedback.
 - Use quantitative and qualitative data sources to identify risks and opportunities for improvement across all business areas.
 - Prioritise improvement actions based on their impact on learner outcomes, compliance obligations, and stakeholder satisfaction.
 - Integrate continuous improvement activities with strategic planning, risk management, and governance frameworks.
 - Share learning and improvement initiatives transparently with staff, students, industry, and external partners.
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3. Policy Principles

3.1 Systematic and Collaborative Approach

- Continuous improvement at VEG Education is an ongoing, organisation-wide responsibility involving leadership, staff, learners, employers, and industry partners.
- Data informing improvement include learner achievement, assessment validation, feedback from students and employers, audit outcomes, complaints and appeals, staff evaluations, and industry trends.

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- Self-assurance processes regularly review training and assessment outcomes and compliance performance, driving proactive quality enhancements.

3.2 Outcome-Focused and Risk-Informed

- Improvement actions target measurable learning outcomes, student satisfaction, and alignment with industry needs.
- A risk-based lens is applied to prioritise corrections where they most benefit learner success and compliance integrity.

3.3 Transparent Documentation and Communication

- All continuous improvement activities, findings, and actions are documented in a Continuous Improvement Register.
- Regular reports on quality performance and improvement outcomes are provided to leadership and relevant stakeholders.
- Communication ensures all staff and delivery partners are informed and engaged in quality initiatives.

3.4 Integration with Quality Systems

- Continuous improvement feeds into broader quality assurance mechanisms, including internal audits, validation and moderation cycles, policy reviews, and strategic planning.
 - Improvements are applied in a way that aligns consistently with other policies and operational processes.
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4. Responsibilities

- The CEO holds ultimate accountability for effective continuous improvement implementation.
- The General Manager – Education & Training supports and monitors execution ensuring timely action on identified improvements.
- All staff contribute by identifying potential improvements and participating constructively in surveys, reviews, and validation activities.

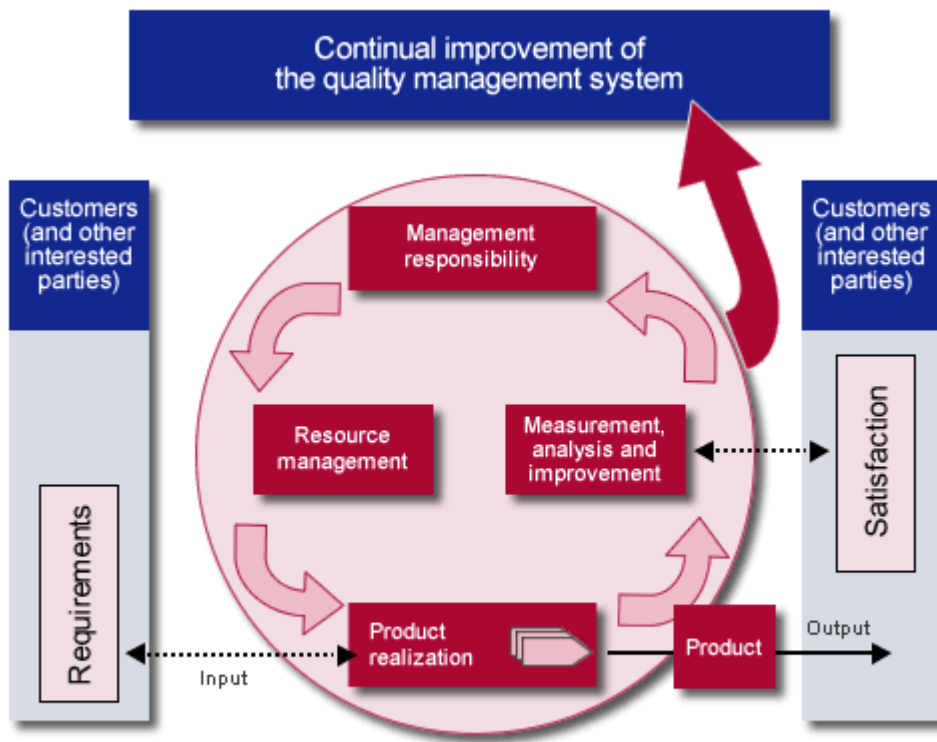


Diagram 1 – Continuous Improvement

5. Monitoring & Continuous Improvement

- Continuous improvement metrics and activities are reviewed at planned intervals, minimum quarterly, with annual comprehensive evaluations.
- Improvement efficacy is monitored through data trends, learner success statistics, feedback analysis, and audit findings.
- The policy and related procedures are reviewed annually or sooner in response to changes in legislation, business needs, or feedback outcomes.