



Document Name	Quality Policy
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GEM College of International Business: Quality Policy

GEM College of International Business ("GEM College") is committed to continuous improvement in all that we do. Quality processes are dealt with in all aspects of our work from initial planning, development of policies and processes, implementation of systems and in their ongoing implementation and operation

GEM College is ultimately responsible for ensuring quality training and assessment with the organization under its scope of registration.

Where there are third party arrangements where training and/or assessment is delivered on its behalf, GEM College retains the ultimate responsibility for quality. GEM College subcontracts or licences the delivery of services to a third party and the third party further subcontracts the delivery of those services, the responsibility does not shift from GEM College. All obligations and responsibilities of each party are set down in either a Licence Agreement or a Professional Services Agreement.

GEM College ensures quality through the accomplishment of our Mission

"to assist individuals and corporations towards achieving their highest potential, and to help make the world a safer place to work"

To achieve our Mission we must deliver relevant, up-to-date training, which benefits both employers and employees.

The management and staff of GEM® Australia recognise that to enable the GEM Educational System to maintain a reputation as providing high quality, relevant, up-to-date educational resources which make a difference in the workplace, we must continually evaluate and upgrade our educational resources, course content and delivery methodologies.

Ongoing review and assessment ensures that quality continues to improve by using the current policies and practices adopted by the industries that we serve. Only this way will you, the client, see learning with the GEM Educational System as an investment and not a cost."

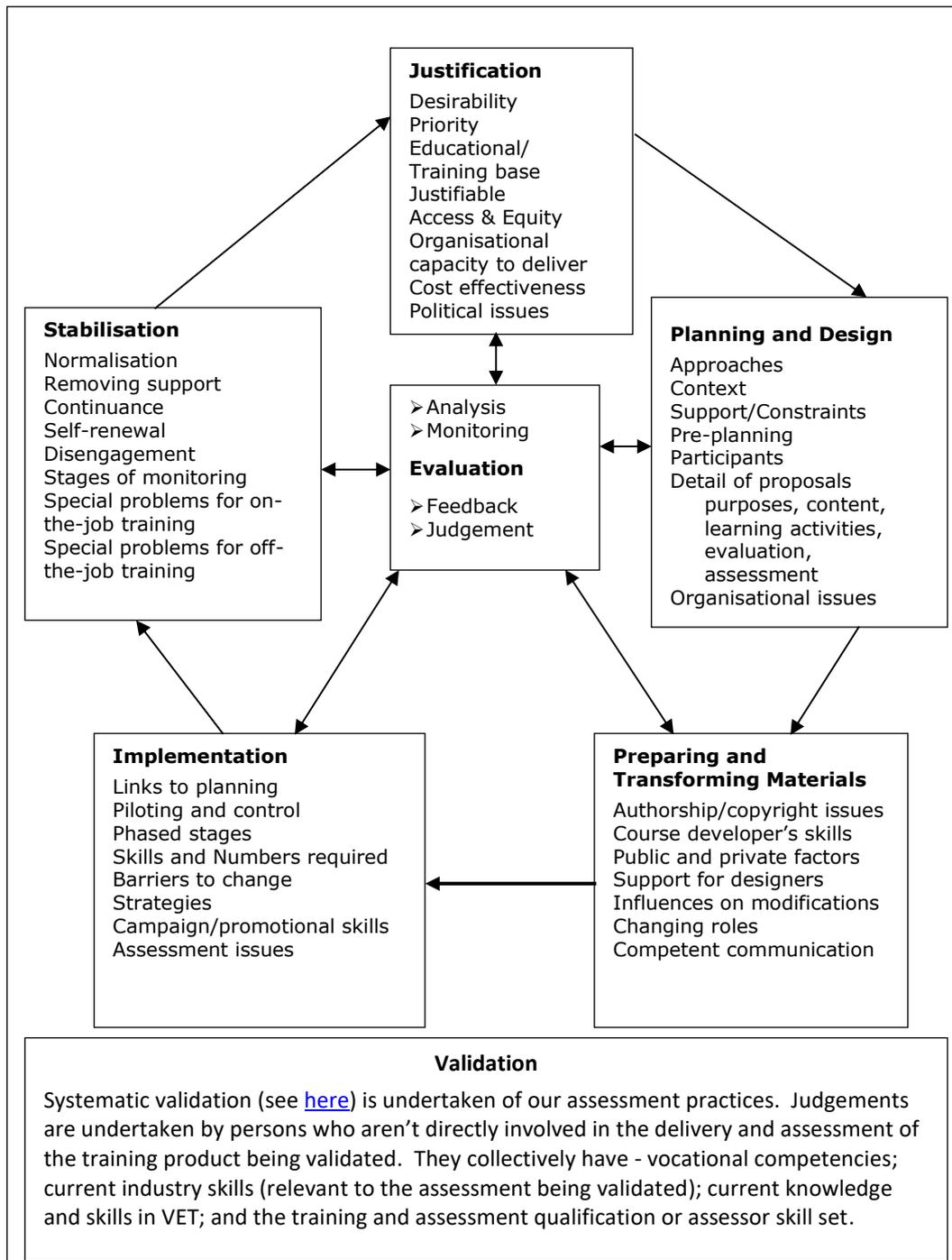
A range of stakeholders are involved in our quality model.

The following model illustrates the GEM College approach to quality.

A handwritten signature in cursive script, appearing to read 'Luceille Outhred'.

Luceille Outhred
Corporate Leader

GEM College of International Business
Quality in Training and Development Quality Model



The model shows five key areas of activity as components of the total process of developing and delivering training programs for workplace training, and assessing Learners. The sixth area of activity, evaluation, continuously pervades all other activities, and is not something which is done 'at the end'.

GEM Australia implements its plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration: when assessment validation will occur; which training products will be the focus of the validation; who will lead and participate in validation activities and how the outcomes of these activities will be documented and acted upon.

Industry experts may be involved in validation to ensure there is the combination of expertise set out in above

The following stakeholders are involved in evaluation of the GEM Australia's service delivery.

- Industry/professional/trade associations
- Trainers/teachers and assessors
- Team leaders/front line managers/supervisors
- Training and assessment co-ordinators
- Participants/employees/private learners
- Technical experts – JIT management, OHSW/WHS
- Government regulatory bodies: WorkCover
- Union/employee representatives
- Consultative committees
- Relevant industry advisory bodies
- Funding bodies
- ASQA and State/Territory Training/Recognition Authorities

Styles of Evaluation

A range of styles may be used in evaluation of our policies, processes, procedures, systems and our people.

◆ **Inductive** —————→ **Deductive**

(ie. From assumptions inferred from evidence gained along the continuum to objective conclusions based on impartial evidence)

◆ **Constructive** —————→ **Enumerative**

(ie. Evaluation based on the practical along the continuum to evidence based on numeric or empirical evidence)

◆ **Generative** —————→ **Verificative**

(ie. Evaluation based on assumed or "felt" evidence, i.e. there may be unspoken cultural barriers against males, or migrants receiving particular types of training, as opposed to evidence that can be verified by statistical evidence eg no males have received management training and no non-English speaking background people have received management training in the past 12 months)

◆ **Objective** —————→ **Subjective**

(ie. Detached impartial observations or evidence as opposed to biased or skewed evaluations – and these "biased" evaluations may be quite appropriate in organisations where affirmative action is a cultural commitment)