

	Document Name	Quality Management Policy Statement
	Document No.	FM-09
	Reviewed by	Systems Manager on 02/08/2025
	Authorised by	CEO on 05/08/2025
	Comment	It is the responsibility of the recipient to identify/control superseded documents

INTRODUCTION

Purpose

GEM College is committed to delivering quality vocational education and training services that meet the needs of students, the requirements of relevant training products and applicable regulatory, legislative and contractual obligations.

This policy establishes the principles governing GEM College's quality-management system. It explains how quality is supported through accountable leadership, effective systems, risk-based monitoring, evidence-informed evaluation and continuous improvement.

Scope

This policy applies to:

- All nationally recognised training and assessment delivered by or on behalf of GEM College;
- Student recruitment, information, enrolment, support, training, assessment, certification and related services;
- Governing persons, employees and contractors;
- Third parties delivering services on behalf of GEM College;
- All training products within GEM College's scope of registration or otherwise permitted under applicable regulatory arrangements; and
- The facilities, resources, equipment, technology and systems used to deliver or support GEM College's services.

Regulatory framework

This policy supports GEM College's compliance with:

- The National Vocational Education and Training Regulator Act 2011;
- The National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025;
- The National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025;
- The Credential Policy;
- The Australian Qualifications Framework;
- Applicable training-product requirements; and
- Other relevant legislative, regulatory, funding and contractual requirements.

The detailed requirements governing particular activities are addressed in the applicable GEM College policies, processes, strategies, tools and records.

DISCUSSION

Quality is achieved through coordinated systems and consistent practices rather than through isolated reviews or individual documents. GEM College integrates quality considerations into planning, decision-making, service delivery, monitoring and improvement.

1. Quality-management principles

GEM College's quality-management system is based on the following principles:

- Student outcomes and experience are central to quality;
- Training and assessment must remain consistent with the relevant training product;
- Decisions must be informed by reliable and relevant evidence;
- Responsibilities and authority must be clearly defined;
- Controls must be proportionate to identified risks;
- Problems should be identified and addressed promptly;
- Changes must be authorised, implemented and monitored; and
- Quality improvement is an ongoing organisational responsibility.

Quality assurance must be integrated into routine operations and must not be limited to preparation for audit or regulatory review.

2. Leadership and accountability

Governing persons are accountable for ensuring that GEM College operates with integrity and maintains effective systems for delivering quality services.

Governing persons must receive sufficient, reliable and timely information to:

- Understand GEM College's performance and compliance;
- Make informed decisions;
- Oversee material risks;
- Monitor financial viability and organisational capacity;
- Evaluate the effectiveness of quality controls; and
- Confirm that significant deficiencies are addressed.

Management must promote a culture in which staff and third parties understand their responsibilities, raise concerns without improper disadvantage and participate in corrective action and improvement.

Delegating or contracting an activity does not transfer GEM College's regulatory accountability.

3. Inclusive and culturally safe environments

GEM College will design, deliver and review its services with appropriate regard for the characteristics, needs and experiences of its student cohorts.

Students must have access to:

- Clear, accurate and current information;
- Advice about the suitability of the proposed training product;
- Training and assessment appropriate to the training product and mode of delivery;
- Appropriate training and wellbeing support information;
- Reasonable adjustment where applicable;
- Safe, inclusive and culturally safe learning environments;
- Timely responses to enquiries;
- Fair complaint and appeal arrangements; and
- Accurate certification and records.

Student-centred quality does not require GEM College to remove essential training-product, assessment, safety or licensing requirements. Support and adjustment must enable participation

4. Access and student selection

Training must be structured, paced and delivered in a manner that enables students to attain the skills and knowledge required by the relevant training product.

Training and assessment strategies must take account of:

- Training-product requirements;
- Student cohort characteristics and needs;
- Modes and locations of delivery;
- Available facilities, resources and equipment;
- Relevant industry, employer and community advice;
- Trainer and assessor capability; and
- Identified risks to training outcomes.

Assessment must be conducted through a coordinated assessment system using fit-for-purpose tools and practices. Assessment decisions must be consistent with the relevant training product, the Principles of Assessment and the Rules of Evidence.

Assessment tools must be reviewed before use. Assessment practices and judgements must be validated in accordance with the applicable requirements and GEM College's approved validation arrangements.

Training and assessment requirements are governed in detail by the applicable Training and Assessment Strategy, Assessment Policy and Assessment Process.

5. Industry relevance

GEM College will seek meaningful advice and feedback from relevant industry, employer and community representatives.

Engagement must be sufficient to inform:

- The industry relevance of training;
- Current industry practices;
- Training and assessment strategies;
- Facilities, resources and equipment;
- Trainer and assessor industry currency; and
- Necessary changes to training and assessment practices.

The persons consulted, advice received, decisions made and resulting actions must be appropriately documented.

Industry advice informs GEM College's decisions but does not replace training-product, regulatory or educational requirements.

6. Workforce capability

GEM College will maintain a workforce appropriate to the nature and scale of the services it provides.

Persons delivering training or assessment must meet the credential, competency, currency and professional-development requirements applicable to their roles.

GEM College will:

- Define workforce roles and responsibilities;
- Verify required credentials and competencies;
- Monitor vocational and industry currency;
- Provide or facilitate relevant professional development;
- Authorise persons only for duties they are qualified and competent to perform;
- Provide appropriate direction and oversight where permitted; and
- Address identified capability or performance concerns.

Experts, contractors and other persons involved in training or assessment must be engaged, authorised and overseen in accordance with applicable requirements.

7. Facilities resources equipment and systems

Facilities, resources and equipment used for each training product must be fit for purpose, safe, accessible and sufficient.

GEM College must identify what is required before delivery and monitor continuing availability and suitability.

Relevant quality controls apply to:

- Physical facilities and training environments;
- Learning and assessment resources;
- Equipment and consumable materials;
- Digital platforms and information systems;
- Simulated environments;
- Work placements and community-based learning; and
- Facilities, resources and equipment provided by third parties.

Technology and administrative systems must support accurate, secure and timely management of student information, assessment outcomes, certification, communications and regulatory reporting.

Identified deficiencies must be assessed and addressed before they compromise student safety, participation or training outcomes.

8. Third-party services

Before entering or renewing a third-party arrangement, GEM College must consider:

- The services to be delivered;
- The third party's capability and capacity;
- Applicable regulatory and contractual requirements;
- Risks to students and training quality;
- Monitoring and reporting arrangements;
- Access to relevant records and information;
- Responsibilities for complaints, incidents and corrective action; and
- Arrangements for ending or transitioning the service.

Third-party responsibilities must be documented and understood.

GEM College will monitor third-party performance using methods proportionate to the nature and risk of the services provided. Monitoring may include reports, meetings, record reviews, observation, feedback, audits and performance data.

Where a third party does not meet an applicable requirement, GEM College must take appropriate corrective action. This may include increased monitoring, directions, restrictions, suspension or termination of the arrangement.

9. Risk-based monitoring

GEM College will use a risk-based approach to determine the nature, frequency and depth of its monitoring activities.

Monitoring priorities may be informed by:

- Risks to student safety, wellbeing or training outcomes;
- New or changed training products;
- New delivery modes, locations or student cohorts;
- Changes to legislation, regulation or contractual requirements;
- Third-party arrangements;
- Complaints, appeals and student feedback;
- Assessment or validation outcomes;
- Staff performance or capability concerns;
- Incidents, non-compliance or control failures;
- Data trends or unexpected outcomes; and
- Previous monitoring or audit findings.

Higher-risk activities must receive greater oversight. Monitoring must be sufficiently regular to identify issues before they become systemic or cause avoidable harm.

10. Feedback and performance information

GEM College will collect and consider relevant information about the quality and effectiveness of its services.

Information may include:

- Student participation, progression, completion and withdrawal information;
- Assessment and validation outcomes;
- Student, staff, industry and employer feedback;
- Complaints and appeals;
- Trainer, assessor and workforce information;
- Third-party performance;
- Internal and external audit findings;
- Incidents and risk information;
- Regulatory and funding-authority information;
- Certification and reporting accuracy; and
- Resource and system performance.

Information must be collected, stored, analysed and reported lawfully and accurately.

Performance information must be considered in context. A single measure must not be treated as conclusive where other relevant information is required to understand performance or determine appropriate action.

12. Monitoring and continuous improvement

GEM College will monitor the effectiveness of its equal opportunity and inclusion arrangements using information that may include:

- Student participation, progression and completion information;
- Requests for support or reasonable adjustment;
- Complaints, appeals and feedback;
- Student and staff surveys;
- Audit and review findings;
- Information from trainers, assessors, industry and third parties;
- Identified barriers or recurring issues; and
- Changes to legal, regulatory or community expectations.

Information must be collected, used and reported lawfully and in a manner that protects privacy. Monitoring must not involve unnecessary collection or categorisation of sensitive information.

Where monitoring identifies an unreasonable barrier, systemic disadvantage, culturally unsafe practice or ineffective control, GEM College will determine and implement appropriate corrective or improvement action.

SUMMARY

GEM College is committed to fair treatment, equal opportunity and inclusive working and learning environments. Equity requires consistent and lawful decision-making while recognising that individuals may require different forms of assistance or adjustment to participate on an equal basis.

In particular:

- Unlawful discrimination, harassment and victimisation are prohibited;
- Decisions must be based on relevant and lawful considerations;
- Learning environments must be safe, inclusive and culturally safe for First Nations people;
- Entry requirements must be applied fairly without preventing reasonable adjustment or lawful support;
- Students must have appropriate opportunities to disclose individual needs;
- Reasonable adjustments must support access without compromising competency, assessment integrity or safety;
- Student support must be identified and made available within GEM College's role and capacity;
- Training and assessment must be fair, accessible and consistent with the relevant training product;
- Information must be accurate, current and reasonably accessible;
- Complaints and appeals must be available without victimisation;
- Staff, contractors, students and managers have responsibilities under this policy; and
- Monitoring must inform corrective action and continuous improvement.



Chief Executive Officer - Monique McCloskey