Australian Government

Australian Skills Quality Authority

FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
22528	National Skills Institute Pty Ltd

Section 1   Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	107	81	76%
Employer satisfaction	29	15	52%

Trends of response statistics:

- which student/employer cohorts provided high/low response rates
- how did response rates compare with previous years (if applicable)

Our scope of delivery has been reduced from the previous year to Civil Construction products only. Our mode of delivery was also changed from classroom and workplace to workplace only. Our response rate from workplace students was better when compared to last year since we collected surveys directly from students where possible, rather than rely on them to post or email responses.

We had twenty nine employers that we service and all were issued a survey. Fifteen responded to the survey. Most of our larger employers returned their survey whereas many of the employers with one or two students were less enthusiastic.

Our response rates compared to last year decreased from 85% to 76% for learner engagement. This is because we had better success getting surveys from classroom students compared to those in the workplace. The Employer surveys decreased from 73% to 52%. This decrease is mostly due to the relatively small sample size and an increase in the number of employers with one or two students only.

Section 2   Survey information feedback

What were the expected or unexpected findings from the survey feedback?

The findings of the surveys were once again very positive and in line with those received in past years. There were no adverse ratings or comments in any of the surveys.

What does the survey feedback tell you about your organisation's performance?

Learner Questionnaires:

Feedback from the surveys continues to be very positive in regards to our organisations' performance. Responses were fairly evenly spread between the 'Strongly Agree' category and the 'Agree' category.   There were only a few surveys that contained responses in the 'Disagree' or 'Strongly Disagree' categories and these were all in the the Learner Engagement Domain - "I looked for my own resources to help me learn".

Most students didn't write comments in the 'Best aspects of training' or 'Most in need of improvement' sections. For those that did, the best aspects of the training were gaining practical skills and a qualification. The excellent skill levels of our trainers were also often mentioned.

There were no identifiable issues or relationships where students completed the learner demographics and training characteristics sections of the survey.

Employer Questionnaire:

Feedback from the fifteen surveys received were also very positive with ratings shared between the Strongly Agree and the Agree categories. Written comments reflected the flexibility of training delivery, the quality of our trainers and the improvement in the skill levels of staff participating in the training. The only areas in need of improvement were directed towards some of the unreasonable assessment requirements of the Civil Construction training package.

Overall, survey feedback was very positive. All feedback is shared with staff at out meetings. This ensures that all staff are aware of and can contribute to addressing any issues that are identified.

Section 3   Improvement actions

What preventive or corrective actions have you implemented in response to the feedback?

Corrective actions focus on the Learner Engagement Domain.

The issue that has been outlined above relates to a very small number of students. These students usually find it difficult to self-motivate and are usually the ones that state they prefer the practical aspects of the courses rather than the theory components. Never-the-less, we will continue to implement and focus more strongly on the following:

1.   Discuss the above issues with students at pre course inductions and clarify how they can source their own

resourses so they gain the most benefit from the course.

2.   Discuss issues with trainers at staff meetings and gain their continued commitment to identify and assist students as much as possible.

How will/do you monitor the effectiveness of these actions?
Effectiveness of the above actions will be monitored by the following: - Scrutinise the internal midcourse student surveys (that are conducted in addition to the Quality Indicators surveys that are completed at the end of each course) to identify and address students with these issues. - Discuss and request feedback from trainers at monthly staff meetings regarding their experiences with improvement actions.