Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

<table>
<thead>
<tr>
<th>RTO No.</th>
<th>RTO legal name</th>
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<tbody>
<tr>
<td>45352</td>
<td>International College of Tasmania Pty Ltd</td>
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</tbody>
</table>

Section 1  Survey response rates

<table>
<thead>
<tr>
<th>Surveys issued (SI)</th>
<th>Surveys received (SR)</th>
<th>% response rates = SR *100 / SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner engagement</td>
<td>125</td>
<td>89</td>
</tr>
<tr>
<td>Employer satisfaction</td>
<td>0</td>
<td>0</td>
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Trends of response statistics:

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

During 2018, learner questionnaires were provided to learners across all TasCollege enrolments. Learners completing surveys were predominantly from Diploma of Leadership & Management qualification due to higher number of enrolments in this course. The learner response percentage was slightly lower than expected as this is the first training year for the RTO, we aim to encourage more of our students to provide us the feedback form this year onwards. The surveys were sent out to each and every learner enrolled at TasCollege in 2018. This result can be attributed to the introduction of a process whereby the Academic Manager scheduled the collection of feedback, not only via written survey, but also during face-to-face feedback sessions where cohorts of learners were able to provide their comments, suggestions and ideas regarding their training experience, along with their written feedback. Of the survey respondents, 22% of respondents were female and 88% male. This is due to the variance in the population enrolments at TasCollege accordingly. There were no respondents identified with having a disability, however majority of the learners were identified that they speak a language other than English. Learners completing Diploma of Leadership qualifications constitute 70% of TasCollege learner cohort.

It was identified that majority of the learners did not have a current link to an employer and since the RTO does not
have any qualifications on scope with work-based training components, employer survey for the year 2018 was not administered.
Section 2 Survey information feedback

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

The survey results were in line with expectations in most areas. Most pleasing were strong responses to questions pertaining to the quality of training at TasCollege. Our training facilities and trainers have been highly regarded by learners, with the questions regarding the trainers making the ‘subject as interesting as possible’ and having ‘excellent knowledge of the subject content’ gathering a satisfaction rate of 85%. Training and assessment methods have received a positive response and have been considered robust, also learners have been provided with comprehensive information regarding expectations relating to participation and homework, resulting in a great rating for this indicator, with a 90% satisfaction rate. Being a newly registered organisation the main focus is on offering suitable and appropriate training. TasCollege plans to achieve the same, via the delivery of comprehensive information prior to enrolment. This has resulted in 91% of learners indicating their satisfaction in the training being 'at the right level of difficulty'. TasCollege has a strong commitment to providing support to learners and this is exemplified through the results in related survey questions, with 98% of respondents indicating that they are encouraged to ask questions and approach trainers in an environment. Environments, where interaction is promoted, are offered both formally and informally with support sessions scheduled on regular training days and on additional days to ensure availability for all learners. TasCollege will focus on ensuring all learners are enrolled in the most suitable and appropriate training. This verifies that the diligent processes implemented through the comprehensive Pre-Training Review, where LLN levels, suitability and capability are assessed, are providing learners with appropriate guidance into the most suitable course. Majority of the learners at TasCollege enrol to upskill and gain employability/ Leadership & Management skills, therefore, TasCollege aims to provide the most suitable training taking into consideration each learners requirements.

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

The survey results verify that TasCollege is successfully providing a quality training experience for all learners. Verbal feedback indicates that many learners are attracted to TasCollege due to the RTO's reputation, links with industry and the support provided to learners. Satisfaction with the training received measured at 93%, while 92% of learners would recommend the training organisation to others. The results gathered by this survey, along with the verbal feedback collected during learner feedback sessions, provide the basis for continuous improvement activities. TasCollege is highly responsive to this feedback and makes relevant changes to improve performance across all indicator areas. TasCollege will also concentrate heavily on sourcing and supporting professional development opportunities for all staff to ensure currency of knowledge and skills and emersion into new delivery and assessment techniques for engaging learners. To achieve the same, TasCollege has already registered as a member with VELG, ITECA and CIC Academy.

Section 3 Improvement actions

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

TasCollege is committed to continuous improvement. Feedback and data are gathered via numerous mechanisms,
including the AQTF Learner Questionnaire, Unit Evaluation Surveys, Orientation surveys to name a few. The learner questionnaire provides the opportunity for learners to provide commentary regarding areas of training that they believe require improvement. These written comments are highly valued and, along with suggestions collected during learner feedback sessions form the basis for alterations. In response to this feedback, the following are some examples of actions that have been implemented:

1. One to one session with the assigned trainer at the time of orientation. This session also focuses upon the expectations in the course and allows learners to create a plan for their own success by understanding the learning and assessment requirements of the course.

2. Investment in infrastructure to allow learners to experience a simulated learning environment. TasCollege has a continued focus on updating resources to provide all learners with current industry standards of operation. This is supported by offering learners opportunities to experience frequent Q&A sessions at industry engagement events.

### How will/do you monitor the effectiveness of these actions?

All feedback is analysed by the Academic Manager and reported to the CEO at TasCollege to ensure recommendations for improvement are discussed and actioned. TasCollege has implemented a robust CI policy and the CI committee convenes quarterly to address and action agenda items pertaining to the improvement of training processes and materials.

TasCollege also uses the student management system extensively that allows all team members the opportunity to lodge requests for alterations and improvements. These requests are regularly prioritised and actioned by members of the Quality Assurance Team.