



# FORM

## Quality Indicator annual summary report

### Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
21859	Workplace Training Strategies Pty Ltd as Trustee for the Workplace Training Strategies Business Trust

#### Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = $SR * 100 / SI$
Learner engagement	620	519	83.71%
Employer satisfaction	50	41	82%

#### Trends of response statistics:

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

With regards to Annual reporting period 1 Jan 2018 - 31 Dec 2018, we received an 83.71% Learner Engagement Questionnaire (LQ) response rate and an 82% Employer Satisfaction Questionnaire (EQ) response rate. WTS had a total of 957 Active learners, 391 student completions, 358 continuing, 208 cancellations, 339 learners scheduled to complete their program in 2019. The 2017 response rates were LQ - 73.46% and EQ - 80.39%. This means we have had a better response rate and a much effective performance compared to 2017.

#### Characteristics:

- 1) Education: The majority of responses have been from our AQF Level 3 (Certificate III) learners with a very high response rate from 370 learners followed by AQF Level 4 (Certificate IV) with a response rate from 96 learners at a distant second.
- 2) Industry: The majority of the cohort, 413 learners belong to the Hospitality, Food and Personal services industry followed by 31 who belong to Management and Commerce industry.



- 3) Apprenticeships/Traineeships: 239 learners are apprentices or trainees and 177 non apprentices and trainees.
- 4) Learner Sex: 294 are female learners and 201 are male learners,
- 5) Learner Age: 211 learners are aged b/w 15 - 19, 166 are aged b/w 20-24 and 80 are aged b/w 25 - 34 years of age.
- 6) Aboriginal or TS Islander origin: 3 learners were from an Aboriginal background
- 7) Home Language: 337 learners spoke English at home and 170 of them spoke a language other than English.
- 8) Permanent residency or citizenship: 344 of learners were Australian and 157 were not Australian.
- 9) Disability status: 166 learners reported having a disability and 330 reported no disability



## Section 2 Survey information feedback

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

#### 1) Learners:

1a) Best Aspects: Continuing last year's trend, majority of our learners have provided positive feedback. Learners mostly enjoy hands-on learning such as coffee making, customer service and other real work place activities. Our trainers have consistently received positive feedback about their subject knowledge and positive learner engagement approach during their sessions. The opportunity for Face to Face group based learning within a workplace context and environment is of great benefit to the learners. Some learners have indicated they feel empowered, engaged and confident with in the real life job skills and knowledge gained at their workplace. This aligns with WTS's goal of delivering training programs and underpins with our philosophy of what we want our learners and employers to achieve.

1b) Needs improvements: Feedback is centred around the workbook needing improvement and learners report too many questions or too much writing. This is a trend and continues from the feedback last year. We have already redeveloped the business, retail and hospitality assessment workbooks when the training package transitioned to improve upon last year's feedback. WTS is currently finalising in-house assessment material for the streamlined FBP training package which superseded the FDP training package effective Jan 2019. The assessment tools will include more practical hands on` activities and reduce lengthy writing tasks.

#### 2) Employers:

2a) Best Aspects: Majority of the employers have reported satisfaction with the training. They have highlighted effective communication with WTS, training being relevant to the workplace, trainer competencies, role play activities, staff engagement and their employees (learners) able to learn offsite where required are few best aspects.

2b) Needs for Improvement: Feedback is consistent with that of learners' and indicates repetitive content in resource and assessment material.

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

WTS scored a very high average scores of 88% from learners & 89.2% from employers across all scales and individual scales score at:

- 1) Trainer Quality: Learners -91.7% Employers -92.7%
- 2) Effective Assessment: Learners -88.5% Employers -88.8%
- 3) Clear Expectations: Learners - 89.4%
- 4) Learning Stimulation: Learners - 87.3%
- 5) Training Relevance: Learners - 86.2% Employers - 87.4%
- 6) Competency Development: Learners - 87.5% Employers - 87%
- 7) Training Resource: Learners - 88.1% Employers - 87.5%
- 8) Effective Support: Learners - 89.1% Employers - 90.5%
- 9) Active Learning: Learners - 83.1%
- 10) Overall satisfaction: Learners - 89.4% Employers - 93%.



### Section 3 Improvement actions

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

- 1) Conducting regular pre and post assessment validation of our assessment practices. Our aim would also be at making both our learning and assessment practices engaging and effective.
- 2) Automate and launch AQTF learner and employer surveys via Student Management Systems (SMS) aXcelerate. This should strengthen the lines of regular communication and transparency.

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

We have documented policies / procedures and a 5 year forward plan to review our learning and assessment practices. Regular meetings are conducted with priority timelines communicated to responsible staff via PODIO which is a Project Management and Collaboration Software. Periodic Internal Audit are being conducted to assess RTO performance against regulatory and contractual obligations. Lastly, WTS's Continuous Improvement System is in place to monitor and inform required actions and responsibilities set within realistic timelines.