

June 24, 2019

Warner Institute Overview

Warner Institute has been a Registered Training Organisation since 2005. Our commitment to delivering high quality training is embodied in our 'Reason for being' which is to "empower employees to enjoy going to work and perform better; to develop and support employees to succeed."

Our difference to other training providers is the inclusion of unique Whole Person Learning model that helps ensure what is learnt in each and every learning session is productively transitioned to back within the workplace as new behaviour – we call it learning that sticks!

Survey Methodology

We reproduced both the Learner Survey and Employer Survey into individual web-based surveys utilising the online capability of [surveymonkey.com](https://www.surveymonkey.com)

The respective surveys were then emailed to each learner who completed their nationally accredited learning program during calendar year 2018 and their nominated employer.

Data was collected so as to ensure that individual participant's responses could not be matched to their identities and therefore remained undisclosed and anonymous.

Please note that the definition 'Employer' used in this survey relates to the nominated training decision maker for that student's participation in the program and therefore can encompass; employer, HR personnel, manager, supervisor and/or other training decision maker.

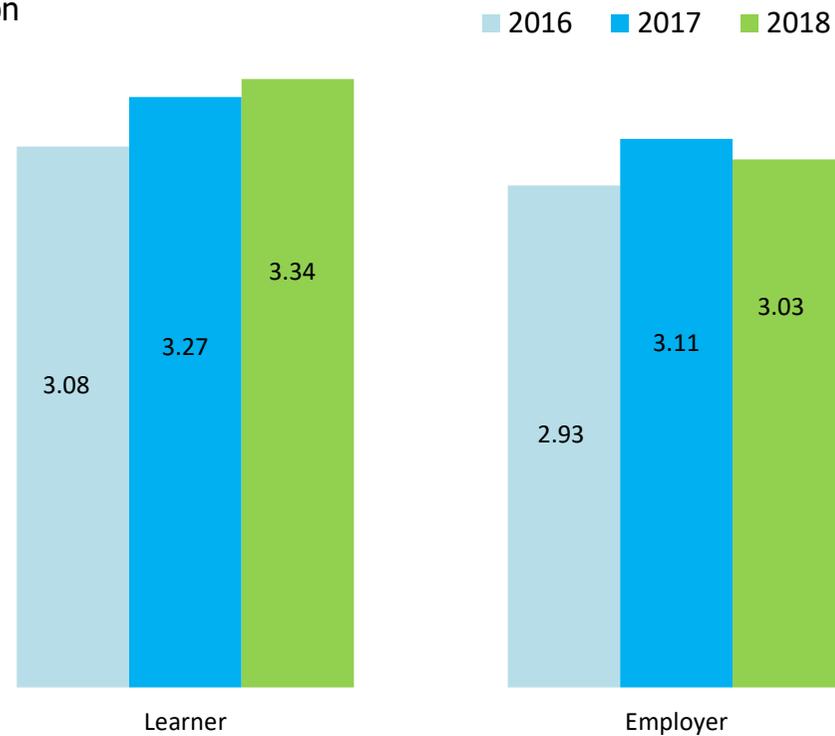
Survey Results: Overview

Overall, and on every individual measure, the weighted average to each question was higher than in the previous year for BOTH the Learner Survey and the Employer Survey.

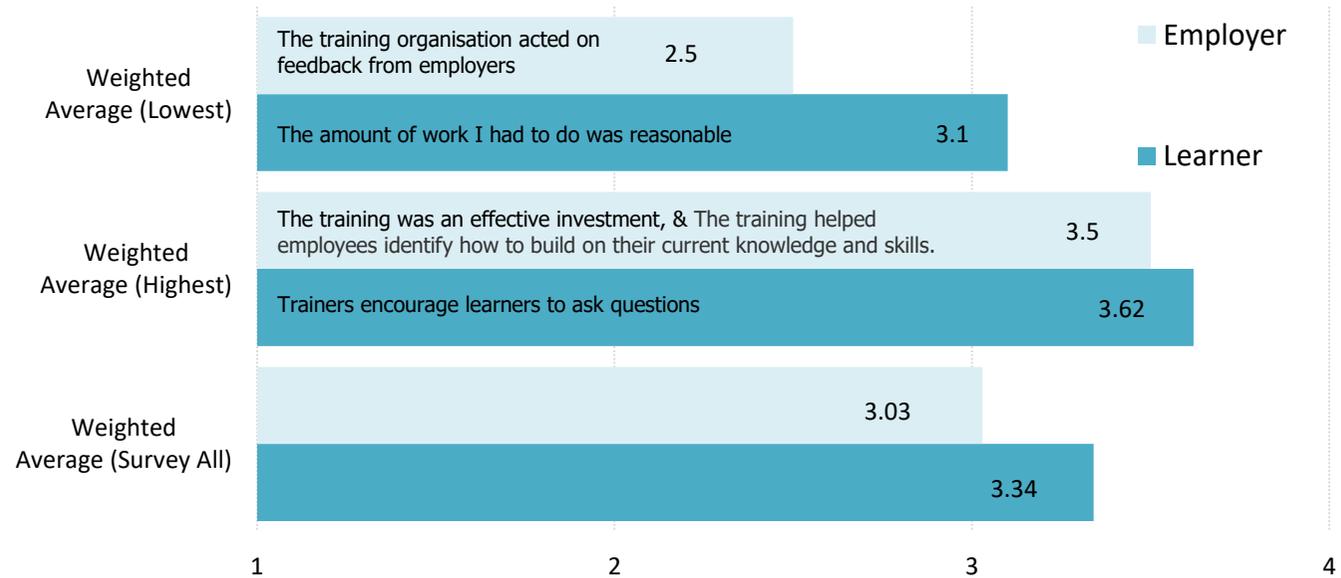
In the Learner Survey, the responses to every question returned a weighted average of above 3.10.

In the Employer (Manager) Survey, the responses to every question returned a weighted average of above 2.5.

Overall Survey Weighted Average: Year on Year Comparison



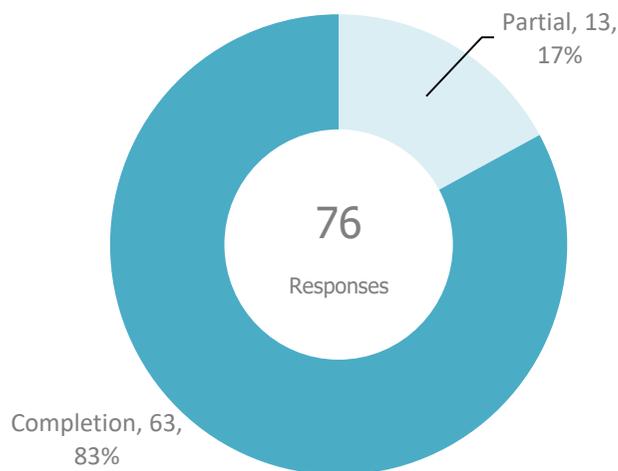
Summary of Survey Results



	Learner Survey	Employer Survey
Weighted Average Rating for overall survey (all Q's combined)	3.34	3.03
HIGHEST Weighted Average for an individual question (Q. no.)	3.62	3.50
LOWEST Weighted Average for an individual question (Q. no.)	3.10	2.50
Rating SPREAD between highest & lowest individual question	0.52	1.0

Rating Key: Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4.

Learner Response



Summary of Response Rates: Learner Survey

	Invited	Responded to Survey	Completed Survey	Completed Response Rate %
Total Number of Responses	192	76	63	32.8

This 32.8% response rate from learners who completed the survey is higher than that of the previous year (29.9%).

Key areas that scored highly with Learners

Weighted Average	Question
3.62	Trainers encouraged learners to ask questions.
3.55	Trainers had an excellent knowledge of the subject content.
3.49	I approached trainers if I needed help.
3.46	I identified ways to build on my current skills and knowledge.
3.45	Trainers made the subject as interesting as possible.
3.45	Trainers made it clear right from the start what they expected from me.
3.44	Training organisation staff respected my background and needs.
3.43	The training focused on relevant skills.
3.42	Trainers explained things clearly.
3.40	The training was flexible enough to meet my needs.
3.39	I would recommend the training organisation to others.
3.38	I developed the skills expected from this training.
3.38	I received useful feedback on my assessments.
3.37	I developed the knowledge expected from this training.
3.37	Overall, I'm satisfied with the training.
3.37	I would recommend this training to others.
3.36	The training prepared me well for work.

Of the 69 responses to the question 'What were the best aspects of the training', 24 x responses (34.8%) specifically included positive mention of the trainers as the 'best aspect' – some examples have been included verbatim below;

'Angela Marks-Boulton's dedication was outstanding.'

'My trainer Donna Reiss'

'Dean Bros theory and Court day Parking Peter Sheldon Pound workshop.'

'Trainer was amazing, very helpful and understanding.'

'The Trainer conducted the course in a professional manner. Her instructions were clear and understanding. If someone had a problem understanding a certain task or words, she would go over the matter or scenario until everyone had a clear understanding.'

'Rosie our trainer was fantastic - she was incredibly supportive and held the classes full attention and kept our interest in the topics. I think it helped also that students were all of a mature age and mindset and all very much wanted to be there for the same reason'

'The trainer was the best she explained everything in language I could understand and she would show how to do things.'

'the small class size. great group of people. fantastic teacher.'

'Our trainer was excellent, and committed to very high standards. But also had true life experiences to share to help in our learning.'

'A reliable and understanding tutor. Always willing to help and explain herself again and again.'

Key areas to be reviewed as potential for continuous improvement

The quantitative results did not highlight any areas for improvements - scores were all over 3.0.

As such, we have taken the lowest score question and reviewed the responses to the question 'What aspects of the training were most in need of improvement', these were diverse but there were two areas where there was evidence that improvement is required.

These were:

- the lowest score of 3.1 - The amount of work I had to do was reasonable (Question 4), and
- via 'aspects for improvement' - Placement workbook and the volume of the workbook

The amount of work I had to do was reasonable (Question 4)
Score of 3.1, 12.3% disagreed and 6.8% strongly disagreed

Placement workbook and the volume of the workbook

"Definitely the placement work that needs to be done"

"The worksheets are very unclear some of the question does not meet the reality practise in placement country and city is not the same"

Summary of Continuous Improvement: Learner Data

The following have been identified from the Learner Data as areas for continuous improvement and have begun to be implemented

1. The amount of work I had to do was reasonable (Question 4)

Our Program has been designed in line with the AQF Volume of Learning compliance framework for Training & Assessment undertaken by Registered Training organisations.

Improvement:

More structure has been placed into the delivery day with session plans being more rigorous to ensure no "running short of time" and the perception that goes with this.

We encourage our Program Managers (Trainer & Assessor) to positively discuss the volume of work required relating it back to it being part of their learning journey so that they can be better at what they do/gain a job in their area (depending what is relevant).

The next step in this, is a Professional Development session as part of our Program Manager (Trainers & assessors) Professional Day around "positive language in the class room". This is important as "perception" through comments relating to shortage of time is a major contributor to the perception of "too much" content.

We have an ongoing review of training and assessment materials as part of continuous improvement process and in addition, we have substantially increased the resources in this area to further improve the presentation and structure of our training and assessment materials for clarity and relevance.

Placement workbook and the volume of the workbook

Another area that came up a few times in the 'aspects for improvement' was to do with the placement workbook and the volume of the workbook.

Improvement:

The Placement book is in line with the AQF Volume of Learning compliance framework for Training & Assessment undertaken by Registered Training organisations. We identified through our internal feedback process that the participants felt that the placement book was voluminous and sometimes needed better explanation, as such we have already actioned improvement through the following.

Warner Institute:

- i. has split the workbook into 3 books that are undertaken over the period of the program, and
- ii. requires the workbook to be held by our Program Manager as they are the one that needs to undertake the assessment.
In the past they were often passed to the Participant who often thought (because of what they had seen in their workplace) that they had to complete it with their supervisor; this was *never* the case with Warner Institute.

Employer Response



Summary of Response Rates: Employer Survey

	Invited	Responded to Survey	Completed Survey	Completed Response Rate %
Total Number of Responses	46*	4	4	8.7

This 8.7% response rate from employers who completed the survey is lower than that of the previous year (14.7%).

Quality Indicators Report 2018 [2017 Data]

Reporting Of Learner Engagement & Employer Satisfaction

Key areas that scored highly with Employers

Weighted Average	Question
3.50	The training was an effective investment.
3.50	The training helped employees identify how to build on their current knowledge and skills.
3.25	Trainers were able to relate material to the workplace.
3.25	Assessment was at an appropriate standard.
3.25	The training reflected current practice.
3.25	The training was effectively integrated into our organisation.
3.25	The training has helped our employees work with people.
3.25	Training resources and equipment were in good condition.
3.25	The training organisation clearly explained what was expected from employers.

Summary of Continuous Improvement: Process

Performance data is formally collected by electronically surveying participants in all training programs at mid-program point.

In addition, data is collected for some qualifications upon the conclusion of the training program.

All participants are invited to give informal feedback at the end of each full day training session.

All Program Managers are invited to give written feedback at the conclusion of each full day training session.

A formal complaint handling and response process exists.

All continuous improvement matters are saved as they arise in a dedicated place on the company server. They are then addressed and subsequently monitored monthly at management meetings.

Additional qualitative data is collected from;

- Participants and employers at the graduation ceremonies at end of program. These graduations are attended by participants and/or their employers and family/friends.
- Employers through conversations and transactions conducted by our Partnership team. This data is collected and addressed at each weekly Operations meeting.
- Our Program Managers (Trainers & Assessors) after every session by our Education Manager.

Summary of Continuous Improvement: Learner Data

The following have been identified from the Learner Data as areas for continuous improvement and have begun to be implemented;

1. A preference for clearer and more concise assessments

Warner Institute is engaging in a process of reviewing its assessment tasks with improvements being made in terms of:

- question clarity,
- where repetitive data is required:
 - for various units, the questions will not appear to be repetitive,
 - various settings, an explanation will be added that demonstrates the need to be repetitive in this instance.

2. Some frustrations with administrative processes and support

Warner Institute has continued to add additional employees to its program support and education support areas and in May 2018 undertook a restructure of these areas to better define roles, processes and streamline tasks to improve its level of support to participants and program managers.

It has also implemented better feedback processes from Program Managers to ensure that any venue challenges are addressed immediately.

Summary of Continuous Improvement: Employer Data

The following have been identified as areas for continuous improvement and have begun to be implemented;

The small sample size of employer respondent data, and the disparate themes commented upon when asked for improvements means that it is difficult to draw any meaningful improvements from either the quantitative or qualitative data.

Warner Institute continues to actively consult and engage with industry and these communications consistently inform quality improvements in our programs.

As an example, many employers from within the Aged Care sector communicated a need for their employees to have greater knowledge and skills to plan and implement leisure and health activities within their residences so Warner Institute successfully added CHC53415 Diploma of Leisure and Health to its Scope of Registration.

Explanatory Note

These indicators are based on responses from 76 students and 4 employers.

This student sample represents;

- The total number of participants who completed a program in 2018 = 225
76 respondents/225 total completed participants = 33.7%
- The total number of employers of the participants who completed a program in 2018 = 83
4 respondents/83 total employers of completed participants = 4.8%

The students and employers surveyed for these indicators were selected by this organisation in accordance with national guidelines.

Declaration

I confirm that Warner Group Pty Ltd Trading as Warner Institute (RTO NO. 21622)

- has collected, analysed and retained Quality Indicator data;
- has acted on data for the continuous improvement of training and assessment and client services;
and
- has retained Quality Indicator data as evidence of compliance.

Name of Managing Director: Jania Warner



Jania Warner,
Managing Director
Warner Group Pty Ltd
June 24, 2019