

June 28, 2018

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

The respective surveys were then emailed to each learner and their employer participating in our programs during calendar year 2017.

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.

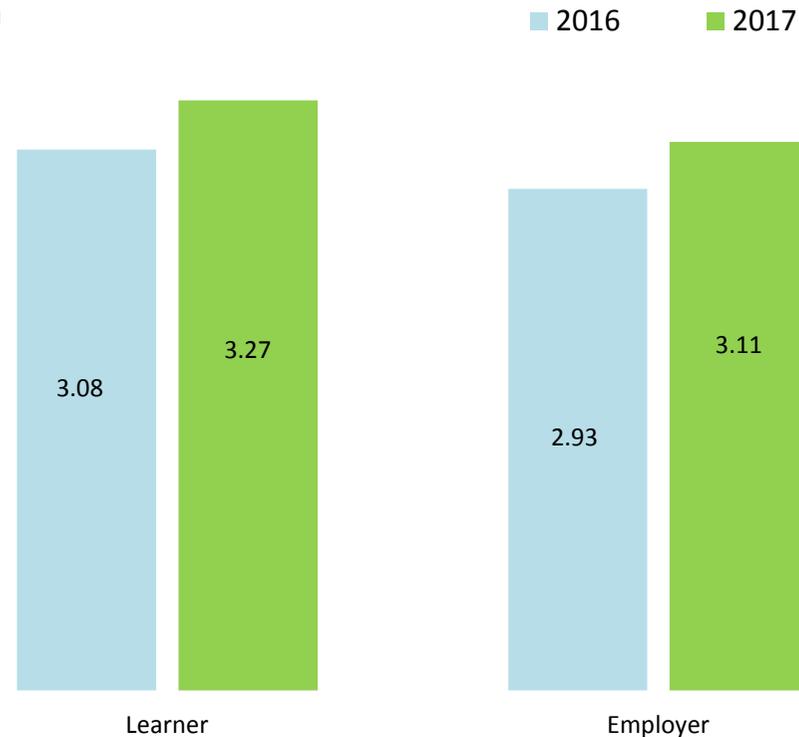
Survey Results: Overview

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.

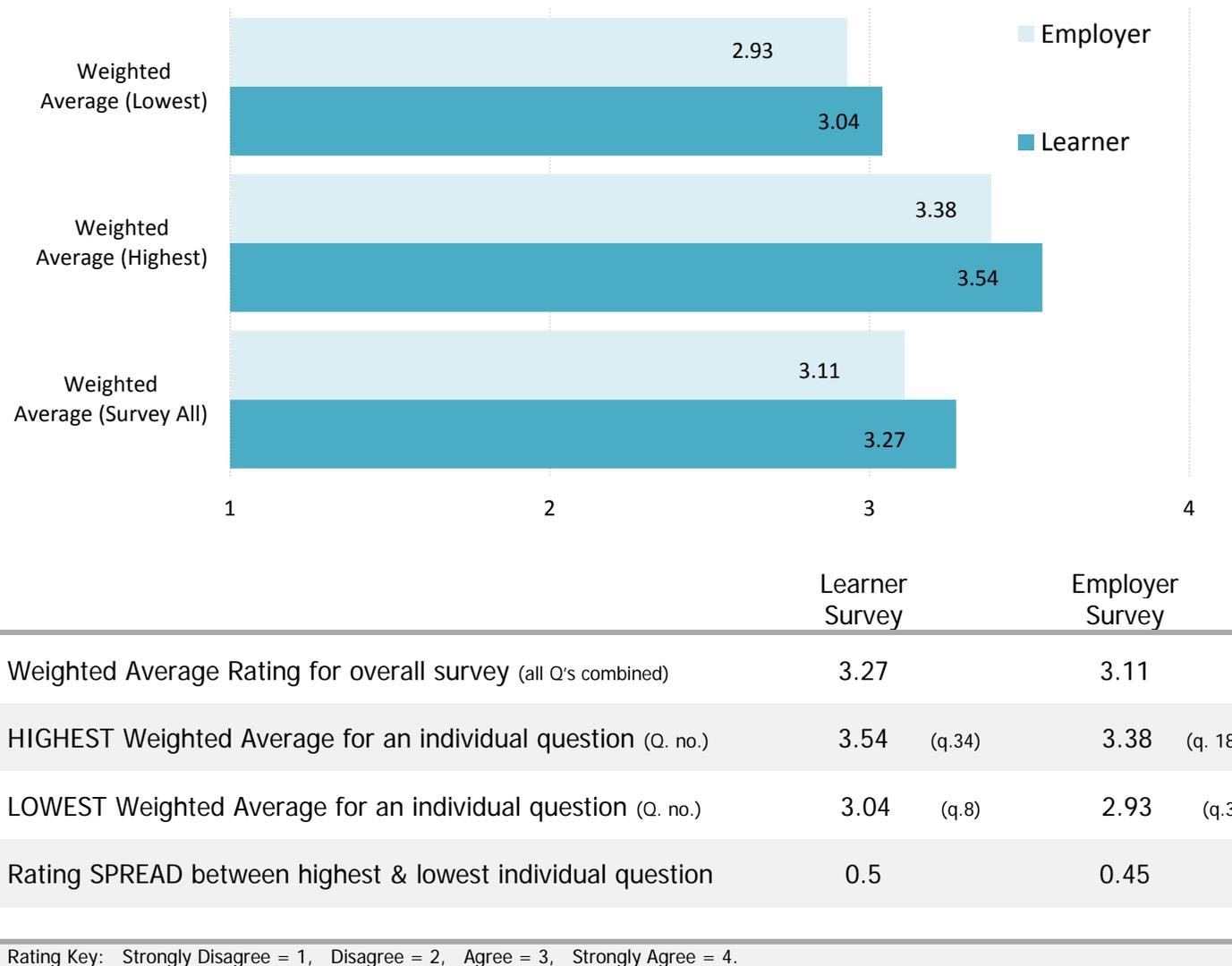
In the Learner Survey, the responses to every question returned a weighted average of above 3.0 in BOTH the Learner Survey and the Employer Survey.

In the Employer (Manager) Survey, the responses to every question but one (2.93) returned a weighted average of above 3.0, with improvements in 2017.

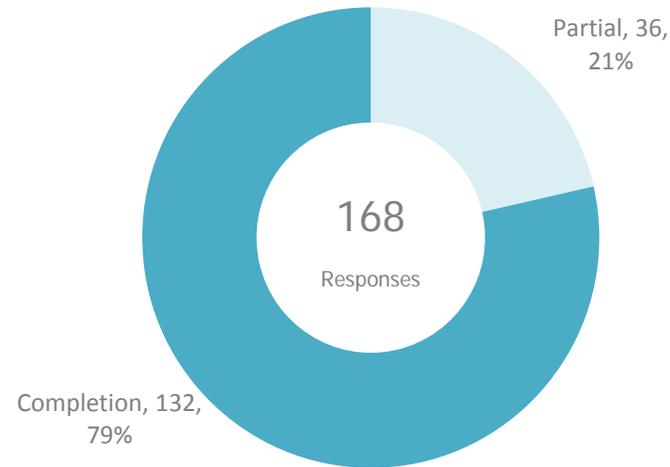
Overall Survey Weighted Average: Year on Year Comparison



Summary of Survey Results



Learner Response



Summary of Response Rates: Learner Survey

| | Invited | Responded to Survey | Completed Survey | Completed Response Rate % |
|---------------------------|---------|---------------------|------------------|---------------------------|
| Total Number of Responses | 441 | 168 | 132 | 29.9 |

This 29.9% response rate from learners who completed the survey is higher than that of the previous year (20.7%).

Key areas that scored highly with Learners

| Weighted Average | Question | Q No: |
|------------------|---|-------|
| 3.54 | Trainers encouraged learners to ask questions. | 34 |
| 3.53 | I approached trainers if I needed help. | 27 |
| 3.48 | Trainers made the subject as interesting as possible. | 28 |
| 3.45 | Trainers had an excellent knowledge of the subject content. | 13 |
| 3.41 | Training organisation staff respected my background and needs. | 11 |
| 3.41 | Trainers explained things clearly. | 23 |
| 3.36 | I set high standards for myself in this training. | 6 |
| 3.36 | Trainers made it clear right from the start what they expected from me. | 35 |
| 3.33 | I received useful feedback on my assessments. | 14 |
| 3.33 | I would recommend the training to others. | 29 |
| 3.31 | The way I was assessed was a fair test of my skills and knowledge. | 15 |
| 3.31 | The training was flexible enough to meet my needs. | 33 |

Of the 143 responses to the question 'What were the best aspects of the training', 47 x responses (32.9%) specifically included positive mention of the trainers as the 'best aspect' – some examples have been included verbatim below;

'Liz had excellent subject knowledge as did the Dean brothers. I enjoyed learning from them all.'

'The teacher was very good. We have learned a lot of things from her relating to working the health care sector.'

'Ange is a great teacher and helped with everything for when I did placement.'

'Rosie our trainer was brilliant !! The class size was good. Certainly opens one's eyes more to the challenges faced by those with disabilities with regards to everyday tasks - particularly using public transport.'

'The trainer made the class interesting, was very helpful and explained everything very well.'

'Very knowledgeable trainer-helpful and resourceful'

'The learning environment. The trainer was very friendly and expert in the field. She was willing to help in everything that's possible to make our learning outcome the best it can be.'

'Angela our trainer was perfect for the tasks at hand she was greatly spoken and can relate to us all and it helped greatly to assist us when we needed help.'

'The teacher's knowledge of aged car and disability'

'Ange my trainer was very helpful and would always go the extra mile for students'

'The trainer, and practical learning in class and placement.'

'Jane Ellen also set a very high standard which is certainly needed in this field, this standard helped build confidence in ourselves. Especially doing placement.'

'The classroom environment was great but the best aspect of my training is The trainer for aged and disability cert 4 Angela was amazing , she makes learning fun and I felt the approach she uses helps me learn better and retain information . She is also very knowledgeable on the subjects she teaches '.

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 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;

1. a preference for clearer and more concise assessments, and
2. some frustrations with administrative processes and support.

The following comments support the areas outlined above:

1. A preference for clearer and more concise assessments.

'Handout of slides - some of the printed words were ridiculously small, especially as these were needed to be referred to complete assessments.'

'The assignment questions needs rewriting and reread what is written, as a lot of the questions were repetitive and was very hard to understand what was expected.'

'More tables needed in training room in Clayton. Sometimes I was confused with the questions in assessments and it was a bit repetitive and sometimes did my head in as too in depth with certain topics.'

'The questioning in assignments doubled up I thought'

'I found some of the way some of the assessment questions were worded was not always clear'

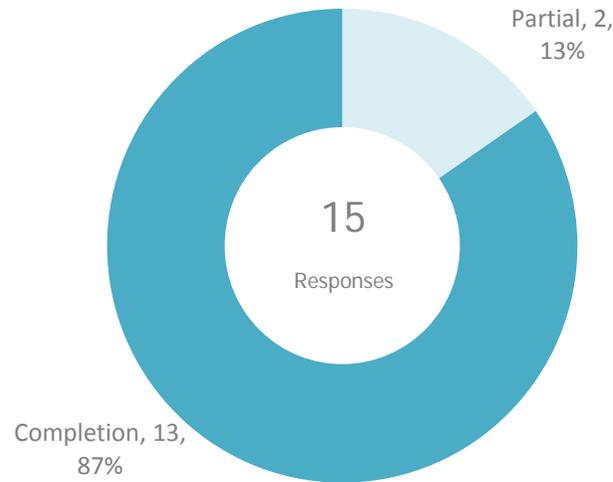
2. Some frustrations with administrative processes and support.

'The facility was freezing cold'

'Initial location of class inappropriate but later relocated to much better facility'

'If dates change for classes make it very clear. More streamlined paperwork.. the assessments were clear, but the amount of other paperwork to meet RTO requirements was frustrating. A lot of time spent getting it done.'

Employer Response



Summary of Response Rates: Employer Survey

| | Invited | Responded to Survey | Completed Survey | Completed Response Rate % |
|---------------------------|---------|---------------------|------------------|---------------------------|
| Total Number of Responses | 88* | 15 | 13 | 14.7 |

This 14.7% response rate from learners who completed the survey is only marginally higher than that of the previous year (13.7%).

Quality Indicators Report 2018 [2017 Data]

Reporting Of Learner Engagement & Employer Satisfaction

Key areas that scored highly with Employers

| Weighted Average | Question | Q No: |
|------------------|--|-------|
| 3.38 | The training helped employees identify how to build on their current knowledge and skills. | 18 |
| 3.31 | The training has helped our employees work with people. | 17 |
| 3.23 | Assessment was at an appropriate standard. | 8 |
| 3.23 | The training reflected current practice. | 14 |
| 3.23 | Our employees gained the skills they needed from this training. | 16 |
| 3.23 | The training prepared our employees for the demands of work. | 20 |
| 3.15 | The training was effectively integrated into our organisation. | 15 |
| 3.15 | Our employees gained the knowledge they needed from this training. | 19 |
| 3.15 | The training organisation acted on feedback from employers. | 24 |
| 3.15 | The training organisation was flexible enough to meet our needs. | 27 |
| 3.15 | The training organisation provided good support for workplace training and assessment. | 29 |
| 3.15 | The training organisation clearly explained what was expected from employers. | 30 |
| 3.13 | Trainers had good knowledge and experience of the industry. | 2 |

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 added 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 (6 of the 13 respondents commented that they were either 'nothing' or 'unsure') 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 also be qualified in administering medications to their clients so the nationally accredited unit, HLTHPS006 Assist clients with medications was added as an elective to our CHS43015 Certificate IV in Ageing Support Program.

Explanatory Note

These indicators are based on responses from 144 students and 15 employers.

This sample represents 29.9% per cent of this organisation's training delivery in the 2017 calendar year.

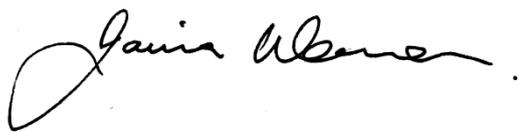
The students and employers surveyed for these indicators were selected by this organisation in accordance with national guidelines.

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 28, 2018