



# FORM

## Quality Indicator annual summary report

### Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
	Warner Group Pty Ltd T/A Warner Institute

#### Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	193	145	75%
Employer satisfaction	46	6	13%

#### Trends of response statistics:

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

The trend for learners participation in the 2019 survey is up on the previous year and remains strong and reflects their overwhelming positive experience and engagement with their training. The sample size is robust enough to provide reliable and usable insights.

Engaging employers, principally managers/supervisors within the aged care sector, to undertake an electronic survey is a challenge. Their strong relationships with our Partnership Team (BD Team) who are regularly communicating with them and also to our Program Managers(Trainers & assessors) when they are undertaking workplace observations on site, make it less necessary in their minds to complete the electronic feedback survey, particularly when they are time poor. Our ad-hoc feedback does however indicate they are generally very positive about their employees training experience. The participation rate whilst slightly higher than the previous year is such a small sample, and their responses so disparate, as to not be reliable in its results.



## Section 2 Survey information feedback

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

#### Expected Findings

In line with previous years, the participant experience is overwhelmingly positive with the results for each measure in the high range (Highest = 3.4, Lowest = 3.2) and with ALL measures above their respective 5 year weighted average.

These consistently high satisfaction scores from learners are further reflected in that 32% of learners specifically named the support and/or level of expertise of their Program Manager (Trainer & Assessor) as 'the BEST aspect of their training'.

A further 35% of learners specifically answered 'nothing', 'none' or similar descriptor when answering the question 'What aspects of the training were MOST IN NEED OF IMPROVEMENT?'

Some participants in affected programs quite understandably complained about the change in their Program Managers (Trainers & Assessors) during their learning program. Unfortunately, these changes were unavoidable as the Program Managers needed to be replaced for personal reasons (illness) and another for quality reasons (picked up as part of our quality assurance).

Communicating changes has been raised by learners; this was expected, and our communication processes have changed as a result.

Feedback from a few participants (learners) had expressed that they found some wording in some assessment questions to be unclear. Whilst the results for each of the measures asking about assessment were all high, we continue to review our assessments and questions as part of our on-going validation process.

Feedback during the year from participants (learners) and Program Managers (Trainers & Assessors) provided expected feedback regarding dissatisfaction with a few training venues, which had already been changed. In addition, new processes for screening venues have also been implemented.

#### Unexpected findings

Surprisingly, a small number of learners (>5%) concentrated in a few programs expressed dislike at undertaking 'TakeAways'. This is a tool designed to help transition learning into the workplace by asking each participant to take-away a key learning and associated action specific to them after each session and apply it back in their work role. Whilst these Take-Aways are not in any way onerous in terms of time required to document, we believe that there needs to be clearer communication with the participants regarding the nature of their TakeAways; they should be an improvement as part of what they are currently doing in their workplace.

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

Pleasingly, and as in previous years, the learner experience remains a consistently positive one and with the overall satisfaction trend improving year on year (2020=3.4 vs. 2019=3.3)

The weighted average result for every measure was in the high range (Highest = 3.4, Lowest = 3.2).

ALL measures were above their respective 5 year weighted average.

This evidence of positive performance is also consistent with the results of our Victorian Department of Education & Training's annual RTO Performance Report and the results from other structured feedback that we consistently



independently conduct.

Employer feedback scores were disparate as a result of the low response rate and were in the medium to high range (Highest 3.3, Lowest 2.8). Anecdotal employer feedback remains positive and supportive however unfortunately the low engagement with the survey in this instance doesn't provide the documented reinforcement of these relationships and their favourable views of our performance as a quality training provider to their employees.

### Section 3 Improvement actions

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

Venues:

A review of our processes for screening training venues supplemented with the appointment of a new dedicated Procurement Officer in late 2019 has been implemented to help ensure that all venues better meet learner needs. Additional processes that seek regular feedback from the Program Managers regarding venues has also been instigated.

Communication:

The introduction of a Student Portal in early 2020, providing participants with up-to-date information including their timetable, the status of their submitted assessment work and their progression through their learning program has been accepted positively. Standardised communication templates in Program Support (Student Admin) are being introduced to provide greater and consistent clarity to participants (learners) and other methods of communication relevant to the participants have been implemented.

Assessment Clarity:

Our Pre-Validation and Validation process and additions to our team have seen the reinforcement of our already robust validation process. Our plan includes validation of materials and assessment beyond the minimum requirements set by ASQA.

Take-Aways

We strongly believe in the validity of incorporating this tool into our delivery in it's ability to help transition the knowledge and skills being learnt in each session back into the participant's role in the workplace in a personally relevant way. Our Program Managers are undergoing professional development in using TakeAways as an important reinforcement and session recapping tool for their programs.

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

We will monitor the effectiveness of the above actions through gathering specific feedback, and through our ongoing systematic evaluation and analysis of continuous improvements including:

- Feedback from our participants and our clients
- Feedback from our Program Managers & Industry experts
- Feedback from our Partnership and Program Support teams
- Ongoing pre-validation and validation of learning & assessment
- Ongoing internal audit