FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
22088	Oakhill Education Group Australia Pty Ltd

Section 1   Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	1765	1021	57.84
Employer satisfaction	20	11	40.7

Trends of response statistics:

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

The overall response rate is 57.84% for learners and 40.7% for employers. Of the total respondents, 46% are male, 54% are female. Majority of the respondents (61%) are from the age group between 25 and 34 while 19% of the respondents belong to the age group between 20 and 24 and 11% respondents from the age group between 35 and 44.

As per the student cohort, 95% of the respondents are international students, while 5% are domestic students. The students participating the survey studied Hospitality (Commercial Cookery, Patisserie and Hospitality streams), Business and Management, Information Technology, Early Childhood Education and Care, Community Services, General English and EAL Access. Hospitality stream has the highest response rate (50.24%), followed by the Business & Management stream (38.2%) whereas community services the lowest response rate.

The Employer Survey was conducted with the employers of the students who undertook Traineeship or Apprenticeship in their workplaces. The courses undertaken by the students were funded under the Skills First Program.

In comparison to the response rate of 66.3% in 2016, student response rate for 2017 was decreased by 8.5%. The

decrease in response rate may be attributed to the bigger size of learner engagement in comparison to that of 2016 which skewed the total response weightage. In regards to the employers' satisfaction survey, it significantly decreased by 30% in 2017 as compared to 71.17% in 2016, which can be attributed to a decrease in the number of employers compared to past years and thus less number of respondents.

The survey was administered online through the institute's student management system (RTO Manager) as well as through the distribution of printed version of survey forms in person.

Section 2   Survey information feedback

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

Individual learner responses have been categorised in accordance with different attributes of training and assessment quality, training resources, trainer quality, training relevance, learner expectation, learning stimulation, support to students and their engagement, competency development and overall satisfaction. The responses ranged from strongly disagree (1.0) to strongly agree (4.0) with the collated mean response of 3.2 to 3.4. Most responses are in the range between 3.0 and 4.0, which indicates that learners either agreed (3.0) or strongly agreed (4.0) with the statements as queried to the respondents.

Most of the learners expressed satisfaction with the specified attributes such as training resources, trainer quality, training relevance, learner expectation, learning stimulation, effective support, assessments, learning support, environment, competency development and overall satisfaction.

Learners are satisfied with the approach adopted by the trainers, where 53% of the respondents agreed that the RGIT trainers are competent and effective in training and assessment while 39% of them strongly agreed to the statement, which means that more than 90% respondents were satisfied with the RGIT trainers and their quality of teaching/training and assessment. Trainers are found to have encouraged learners to ask questions and they were easily approachable and accessible. Similarly, 35% of the respondents strongly agreed that they are satisfied overall with the training and that they would recommend RGIT to others, while 56% agreed to the same. The overall satisfaction levels increased by at least 3% on both attributes from that of 2016. Similarly, 88% students agreed that the amount of work they had to do was reasonable, maintaining the appropriateness and effectiveness of assessments. Likewise, 95% respondents agreed that they learned to plan and manage their work, as a result of their training.

Regarding the training relevance, 91% of the respondents agreed that the training focused on relevant skills and the training had good mix of theory and practice. In terms of active learning, majority of the respondents sought help from trainers, if and when required about 90% of the students reported that they also opted for external resources to aid their learning.

Students provided their feedback through open-ended questions as well. They are instrumental in bringing about the positive changes through indicating the areas requiring improvement. The positive feedback included training quality, student care, competent trainers and quality training and assessment methods. Respondents were of the opinion that the trainers and staff are friendly, helpful and approachable and that they can easily access the trainers. Many of them thought RGIT maintained adequate and quality facilities for training. Convenient location is another positive comment made by a few respondents. Some respondents who undertook hospitality training mentioned kitchen experience as the best aspect of the training. Other clustered responses include flexible learning opportunities, excursions, good balance between theory and practice. Several respondents opined positively about the online learning resources such as eBooks.

Some respondents indicated for the rooms for improvement. They indicated the need of simpliying and reducing the number of assessments. Some others mentioned briefly about better provisioning of training resources and facilities such as the need of enough tools, equipment and ingredients for practical classes. Some of them opined for the need of more practical classes. A few respondents mentioned about the need of upgrading the IT and WIFI services.

Employer Feedback:
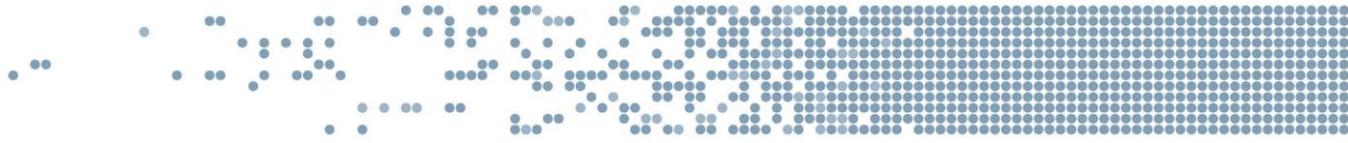
In regards to the employer feedback for various attributes of training and assessment and workplace arrangements that were assessed, the responses primarily ranged from 2.0 to 4.0 with a mean response of 3.3. Almost all responses are either 3.0 or 4.0 which means that the employers are satisfied with RGIT's training and assessment process, resources including trainers and assessors. According to the survey result, all of them expressed satisfaction with the level of knowledge and skills displayed by institute's students and agreed that they would recommend the training organisation to others.

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

The survey feedback from students characterises that around 90% of the respondents have shown their strong or general agreement to most of the survey queries. This clearly indicates that the respondents were satisfied with the training and learning activities at RGIT Australia.

The survey outcome of the survey shows that RGIT has qualified trainers and assessors with relevant skills and knowledge to teach and assess units of competency and associated qualifications for both classroom and workplace training practices. Students are satisfied with the quality of training and assessment and feedback provided to them in regards to their learning process. Students have also expressed the relevance of their training in both knowledge and skills with the combination of theory and practical demonstrations to prepare them for work. Some students have recommended for better provisioning of tools, equipment and ingredients in the training kitchen. To respond to this feedback, RGIT has re-organised the kitchen facilities to cater the student needs. So far IT and WIFI systems are concerned, we have upgraded IT labs and facilities in all campuses now.

RGIT receives feedback from its stakeholders, in particular - the students, seriously and focuses on continuous improvement in order to enhance student experience and increase student satisfaction. As usual, RGIT has integrated suggestions and reccomendations from AQTF, employer and Student Satisfaction Surveys provided by the students. A best combination of collating feedback and comments will continue in future for its continous improvement.

Based on students' feedback RGIT has contextualised a wide range of assessment tools and associated documents. The students who seek and are in need of learning support have been given appropriate support to the extent needed.

The physical facilities and resources are continually upgraded to match student expectations and we are constantly raising its standards proactively in order to maximise satisfaction levels.

Section 3   Improvement actions

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

RGIT has implemented the following preventive and corrective measures as a response to the feedback received.

1. RGIT has continued to invest on training facilities with the latest available tools and equipment as per the training package requirements. The training kitchens now have sufficient equipment and tools and have a system in place to ensure the ingredients are well organised and enough for all students for the classes. For this, RGIT has provisioned WBT Coordinator for both work-based training and kitchen maintainance in terms of space, size and facilities.
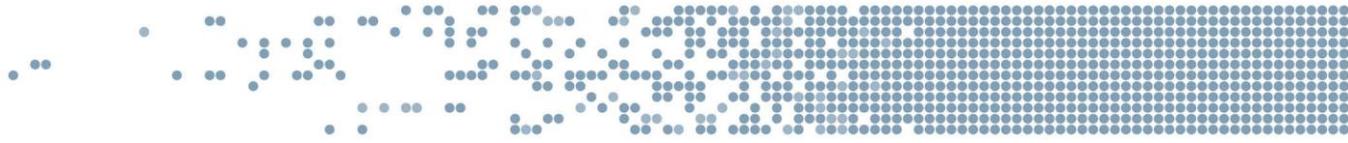
Similarly, RGIT has simulated work environment and facilities for childcare and IT classes. Computer labs are well equipped with required hardware and software tools and devices.

 2. As part of supporting a highest level of learning environment, RGIT has added and upgraded IT facilities including computer labs. All students can access their learning resources and work on assignments from anywhere in the campuses including the library and recreation rooms.

3. RGIT has employed skilled and qualified staff to enhance the quality training and education system with the student-centred approach. Quality Assurance Manager has been given a key role of maintaining resources to offer quality academic and compliance services to all departments.

4. There is a designated student welfare officer in each campus to listen to the students' concern. In addition, the Student Welfare Committee oversees all concerns and issues pertaining to the students' welfare in general.

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

RGIT adopts following steps to monitoring the preventive and corrective actions:

1. The Quality Assurance Manager and Operations Manager along with all Departmental Heads are responsible to review, monitor and implement the activities .

2. RGIT has continued Student Satisfaction Survey at the end of each Term end to receive feedback from students along with the AQTF survey. All feedback are reviewed by the Survey Committee and key interventiona are actioned through daily operations.

3. The progress towards the plans are reviewed and discussed in management meetings where Quality Assurance Manager highlights the outcome and further needs. The actions undertaken are monitored and logged into the Continuous Improvement Register by all concerned Department Managers.