



# FORM

## Quality Indicator annual summary report

### Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
22088	Gurkhas Institute of Technology Pty. Ltd.

#### Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	1500	994	66.3
Employer satisfaction	45	32	71.1

#### 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 66.3% for learners and 71.1% for employers. Of the total respondents, 46.7% are male, 53% are female while 0.3% are unspecified. Majority of the respondents are from the age group between 25 and 34 with 3.5% respondents from the age group 55 or above.

Similarly, 77.3% of the respondents are international students, while 20.4% are domestic students. The students participating the survey represent Hospitality (Commercial Cookery, Patisserie and Hospitality streams), Business, Information Technology, Early Childhood Education and Care and EAL Access. Hospitality stream has the highest response rate whereas Early Childhood Education and Care has 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 are funded under the Skills First Program.

In comparison to the response rate of 65% in 2015, student response rate for 2016 has slightly increased by 1.3%. The positive change in the response rate can be attributed to the fact that the survey was rolled out to an increased number of students via the Student Management System (RTO Manager) as well as the hard copy survey form



distribution to students at the end of their training.

In regards to the employers satisfaction survey, it has slightly decreased by 2.6% in 2016 as compared to 73.7% in 2015, which can be attributed to an increase in the number of surveys rolled out to the employers.

The survey was administered online through the institute's student management system (RTO Manager) as well as 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, support to students and their engagement. The responses ranged from strongly disagree (1.0) to strongly agree (4.0) with the collated mean response of 3.1 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, assessments, training relevance, learning support, environment, stimulation and competency development. Learners are satisfied with the approach adopted by the trainers, where 56% of the respondents agreed that the RGIT trainers are competent and effective in training and assessment while 37% 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, 33% of the respondents strongly agreed that they are satisfied overall with the training and that they would recommend RGIT to others, while 58% agreed to the same. 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.

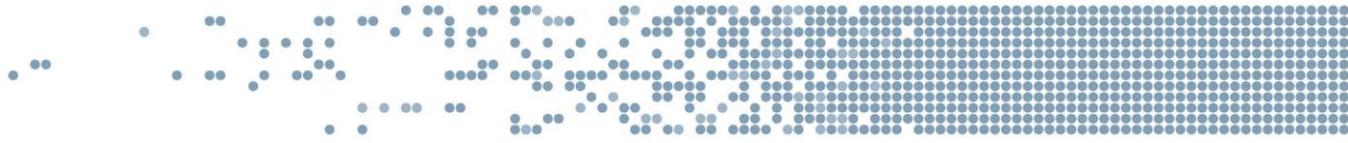
Regarding the training relevance, 91% of the respondents agreed that the training focused on relevant skills and the training had good mix of theory and practice. In terms of active learning, majority of the respondents sought help from trainers, if and when required while more than 88% of the students reported that they also opted for external resources to aid their learning.

In the open-ended question, respondents highlighted positive attributes as well as delta areas requiring improvement. The positive feedback included training quality, competent trainers and quality training and assessment methods. Respondents are 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 has well-managed 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. Some respondents hailed the use of Google Classroom as well as ebooks as learning resources.

Some respondents indicated that there are rooms for improvement at RGIT. They 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 and on field training. A few respondents mentioned about the need of upgrading the IT and WIFI services. A respondent stressed upon the provision to implement the feedback students have given. A personal interview with students was suggested to identify reasonable adjustments to be made.

#### 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 1.0 to 4.0 with a mean response of 3.2. 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 demonstrates 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 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. Through the survey, they 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 opined of better provisioning of tools, equipment and ingredients in the training kitchen. As a response 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 all feedback from its stakeholders, in particular - the students, seriously and focuses on continuous improvement in order to enhance student experience and increase student satisfaction. We have integrated suggestions and recommendations from past surveys and feedbacks provided by the students, this continues to be an area of focus at present as well as in the future.

The facilities 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**

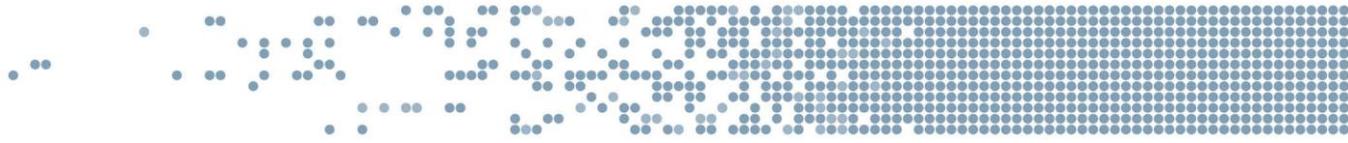
### **What preventive or corrective actions have you implemented in response to the feedback?**

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

1. The RGIT training facilities are well equipped 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 appointed a designated kitchen manager to look after the afore-mentioned provisions.

Moreover, RGIT has also hired additional kitchen facilities in South Melbourne in response to students' concern about space, size and facilities for commercial cookery practical classes as well as to accommodate the increasing number of students.

2. RGIT has added and upgraded IT facilities including computer labs. All RGIT classrooms are equipped with digital appliances that run through state-of-art operating systems and high speed Internet facilities. WIFI is freely available in all campuses.



3. RGIT has recently restructured the organisation with the 'core' and 'support' team to enhance the quality training and education system with the student-centred approach, where the academic team has been defined as 'core' to review, lead and provide oversight on aspects like training and assessment for students from all cohorts.

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

The following are the steps that RGIT has actioned for effective monitoring of the preventive and corrective actions mentioned above.

1. The Quality Assurance Manager is responsible to review, monitor and implement all activities in this regard.
2. RGIT also rolls out a Term end feedback from students and in tandem with the AQTF survey, all feedbacks are assessed and a plan of action is formulated to integrate it into the day to day operations.
3. The progress of the action plans are reviewed and discussed in management meetings where Quality Assurance Manager briefs the outcome of the actions. The actions undertaken proactively and reactively are monitored and logged into the Continuous Improvement Log.