

# 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	900	585	65
Employer satisfaction	19	14	73.7

#### 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 65% for learners and 73.7% for employers. Of the total respondents, 48.2% are male, 50.3% are female while 1.5% are unspecified. Majority of the respondents are from the age group between 25 and 34 with 1% respondents from the age group between 55 and 64.

Similarly, 78.6% of the respondents are international students, while 19.8% are domestic students. 4% students reported to have disability, impairment or a long-term condition. The students participating the survey represent Hospitality (Operations and Commercial Cookery streams), Business, Information Technology and EAL Access. Hospitality stream has the highest response rate whereas EAL Access has the lowest response rate.

The Employer Survey was conducted with the employers of students who undertook Traineeship or Apprenticeship in their workplaces. The courses undertaken by the students are subsidised under the Victorian Training Guarantee (VTG) Program.

In comparison to the response rate of 68.4% in 2014, student response rate for 2015 has slightly decreased by 3.4%. The change in the response rate can be attributed to the fact that the survey was rolled out to an increased number of students.



In regards to the employers satisfaction survey, it has gone up to 73.7% in 2015 as compared to 50% in 2014, which is the result of an increase in the number of surveys rolled out as well as the response for the same. The survey was administered online through the institute's student management system as well as hard copy format.



## 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, student engagement and services. The responses ranged from strongly disagree (1.0) to strongly agree (4.0) with the collated mean response of 3.2 to 3.5. Most responses are in the range of 3.0 or 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 64% of the learners responded that trainers made the teaching as interesting as possible. Trainers are found to have encouraged learners to ask questions and they were easily approachable and accessible. Similarly, 32% of the respondents strongly agreed that they are satisfied overall with the training and that they would recommend RGIT to others, while 62% simply agreed to the same. Similarly, 64% students agreed that the amount of work they had to do was reasonable, maintaining the appropriateness and effectiveness of assessments. Likewise, 63% students agreed that they learned to plan and manage their work, as a result of their training.

Regarding the training relevance, 64% 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 60% 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 high quality of teaching by the trainers and the teaching method used, open approach and easy access to trainers as well as well-managed facilities as positive aspects of RGIT. Other clustered responses include extra effort by the trainers to explain theoretical concepts and practical aspects like implementing plans and strategies as well as time management skills.

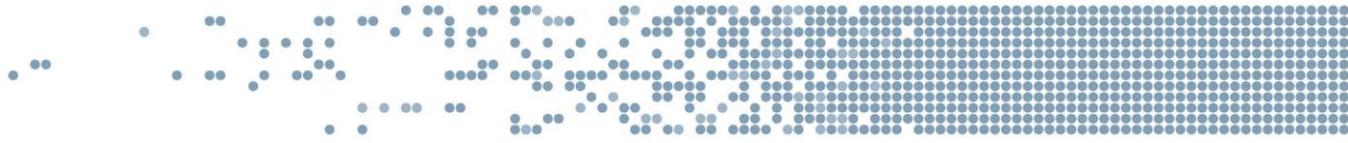
The delta areas requiring improvement are mostly pertinent to training resources and facilities. Few respondents opined that facilities and materials had scope for improvement and resources were required to be more up to date and readily available. There was also felt a need for additional learning materials. A few respondents of hospitality cohort suggested improvements in the practical aspects of kitchen classes.

#### 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 3.3. Almost all responses are either 3.0 or 4.0 implying that the employers agreed with the survey questionnaire querying different attributes. 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 learner survey feedback reveals that approximately 94% of the respondents have strongly agreed or agreed with most of the statements. This is a clear indication that the learners have expressed a high level of satisfaction



with the learning activities undertaken at RGIT Australia.

The survey feedback also clearly depicts that RGIT has qualified trainers and assessors with relevant skills and knowledge to teach and assess units of competency and associated qualifications, which includes classroom-based activities as well as practical delivery approaches. Students are satisfied with the quality of assessments and feedback provided to them in regards to their learning process. The survey also showed that students are happy and clear about the expectations of standards that the trainers have from them. Students feel that the training focuses on relevant theoretical knowledge and practical skills which gives them a good foundation and helps them prepare well for work. Some students opined that the kitchen and IT facilities need to be updated.

The organisation takes the satisfaction of its stakeholders seriously and is focused on continuous improvement in order to enhance student experience and increase student satisfaction. The organisation has 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 the institute is 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?

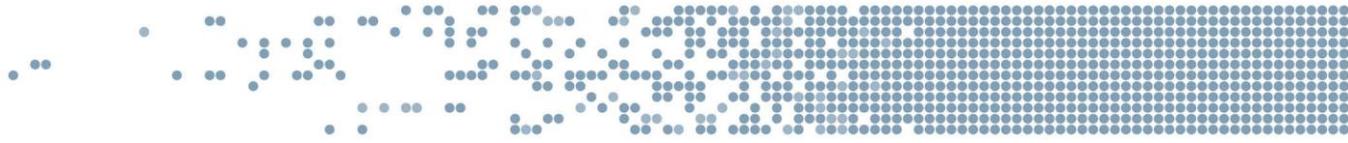
RGIT plans to implement the following preventive and corrective measures as a response to the feedback received.

1. RGIT is continually updating its learning management system with the objective of enhancing learning experience and increasing learning outcomes, by providing pre learning materials through the system.
2. RGIT has partnered with DIDASKO and ASPIRE (learning resource platforms) with the intent of making the learning experience consistent and giving the students a cutting edge advantage in terms of learning materials to the hospitality and business students respectively.
3. RGIT has also hired additional kitchen facilities in South Melbourne Kitchen in response to students' concern about space, size and facilities for commercial cookery training and accommodate increasing number of students.
3. RGIT has a dedicated academic team to review, lead and provide oversight on aspects like training and assessment for students from all cohorts. The team includes but is not limited to VET coordinator, Learning and Development Manager, Coordinators for Hospitality, IT and Business along with lead trainers to assist the coordinators.
4. RGIT continually consults with the stalwarts of the industry to ensure that the training being provided is contemporary and inline with the current industry requirements.
5. RGIT has added a new dedicated Mac lab for students at its Victoria house campus to increase student's access to resources.

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

The following are the steps that RGIT has prepared as the plan of action for effective monitoring of the preventive and corrective actions mentioned above.

1. RGIT will develop a consolidated plan of action with predefined KPI's to ensure that the measures adopted have



maximum impact. The Quality Assurance Manager will monitor and be responsible for development and implementation of all activities in this regard.

2. RGIT also rolls out a Term end feedback from students on a quarterly basis 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 monthly 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.