

FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
4016	Peninsula Training and Employment Program Inc.

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	246	155	63
Employer satisfaction	7	28	25

Trends of response statistics:

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

Student Responses

The survey for students covers 4 major areas, being:

- Training Quality (98% responded agree or strongly agree);
- Work Readiness (97% responded agree or strongly agree);
- Training Conditions (97% responded agree or strongly agree); and
- Learner Engagement (88% responded agree or strongly agree)

Response rates from School Based Trainees continued to be high, with over 90% of participants completing and submitting the survey.

Participants undertaking Certificate IV in Transport & Logistics had a 100% return rate.

Programs where the response rate is high is due to the briefing given to students to ensure their responses are honest, and that feedback received is used to inform changes to program delivery. In addition, feedback from 2015 indicated that students found the survey questions confusing. In most instances, in 2016, survey questions were



discussed, so that students understood the questions. There was no influence exerted over students to affect their responses. This method improved the return rate by 7% on last year.

Employer Responses

The survey for employers covers 3 major areas, being:

- Training Quality (100% responded agree or strongly agree);
- Work Readiness (87% responded agree or strongly agree); and
- Training Conditions (100% responded agree or strongly agree).

Response rates (%) by employers decreased in 2016, however the actual number of surveys returned increased on 2015. The survey for 2016 was sent to a higher number of employers, but many responded that they felt they could not respond as they had only recently engaged our organisation to deliver their apprenticeship training.



Section 2 Survey information feedback

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

Unexpected

12% of students undertaking training responded that they did not push themselves during their training course. 2% of students felt that they did not have previous skills and knowledge recognised, even though this is an area that is discussed in depth during the enrolment process and pre-training review. Whilst 2% is a low number, there were 11 respondents in this area.

In Certificate IV in Transport and Logistics, students felt that there was not enough time dedicated to actual hands on driving time. When followed up and discussed with the trainer, the time allocation seemed sufficient due to the number of hours behind the wheel of the vehicle and the 1 on 1 tuition time.

Expected

There has been a great deal of focus on volume of learning and student engagement, and this is demonstrated through the solid performance results with 98% of students overall responding that we provided quality training.

Student feedback showed that they were happy overall with trainer experience and knowledge, the learning environment, delivery methods, assessment and opportunities for practical application and support provided.

This data also matches the feedback received during focus groups which are conducted periodically throughout the year of all training programs.

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

Overall, the results of the surveys from both employers and students is very encouraging.

2016 had seen a shift in business, with a greater number of students enrolling in apprenticeships and traineeships in the horticultural sector, such as Parks and Gardens and Landscape Construction. The feedback received in this area from both employers and apprentices is very encouraging and positive.

In the areas of Training Quality, Work Readiness and Training Conditions, over 50% of students strongly agreed that they were happy with their training program.

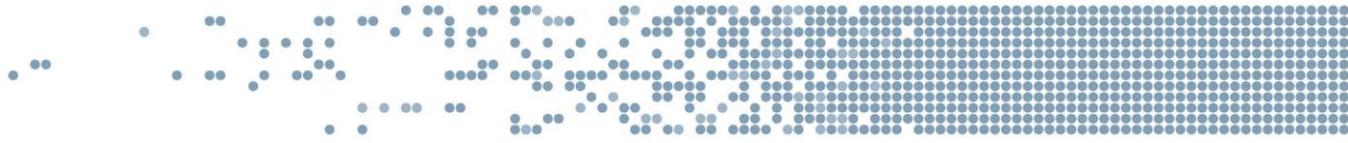
For SBATs, they would like to see a greater diverse range of significant projects developed that broaden their skills and knowledge.

For learner engagement, improvements have been made on previous years, but room for improvement still exists.

Section 3 Improvement actions

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

In the lead up to the 2017 SBAT program, additional work was undertaken with schools and workplaces to ensure



that the SBATs could do a broader range of activities. In instances where this was not possible within school grounds, projects externally from the school have been sourced eg. Elisabeth Murdoch College working with Langwarrin Community House in setting up a community garden.

To address Learner Engagement, further emphasis has been placed on ensuring that learners understand our expectations at enrolment, that they fully participate in all aspects of their learning, including searching for their own additional information, and not just what is handed to them during classes, setting standards for themselves around study, and to ask questions when they don't understand.

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

We will continue with the practice of conducting focus groups with students and administering a mid-course evaluation. This information can be used to track satisfaction, and feedback provided to the Learning and Development Manager, RTO Manager and Trainers, to make changes as appropriate.

Feedback and actions identified are discussed at a Management level, tabled and documented in meeting minutes.