

EMAIL RESPONSE: To: vet.qi@edumail.vic.gov.au
Subject: Quality Indicators

**SUBJECT: REPORTING OF LEARNER ENGAGEMENT AND EMPLOYER SATISFACTION
QUALITY INDICATORS**

FROM: 22475 Ringwood Secondary College (RTTF Ringwood Trade Training)

TELEPHONE contact name and number: Joe Pollock, 0398457561 **DATE:** 29 June 2015

Summary of Survey Responses

Learner and Employer Responses	Learners	Employers
Total number of responses distributed	115	45
Total number of surveys received	97	9
Response rate (per cent)	84	20

Summary of Continuous Improvement

Please indicate the main ways that learner engagement data has been used for continuous improvement.

Ringwood Secondary College/RTTF's learner survey data has been used for continuous improvement by providing feedback on four broad domains and ten summary scales.

The learner survey is designed to provide information against the AQTF Learner Engagement Quality Indicator.

The learner questionnaire was administered as an on-line survey that included students from each of RTTF's three industry training departments - Automotive, Engineering Fabrication Trade and Information Communication Technology.

Continuous Improvement Strategy: The on-line survey needs to be expanded so that all student learners are included in the survey and their responses are able to contribute to the depth and breadth of the feedback provided. Our survey data analysis will in future allow for the identification of separate data sets for each of our three industry cohorts, and also for the identification of separate data for learners at different Certificate levels. This will provide more detailed data and inform more targeted improvement strategies.

About Your Training Section

The survey questions relate to the domains (and scales) of:

1. Training Quality (Trainer Quality, Overall Satisfaction, Effective Assessment, Clear Expectations and Learning Stimulation),
2. Work Readiness (Training Relevance, Competency Development),
3. Training Conditions (Training Resources and Effective Support) and
4. Learner Engagement (Active Learning).

The learner engagement survey data shows that of the learners included in the survey, 96% agreed or strongly agreed with the survey statements.

The percentage of agree or strongly agree for each of the four survey domains, below, is:

- Training Quality - 97% agree or strongly agree,
- Work Readiness - 96% agree or strongly agree,
- Training Conditions - 97% agree or strongly agree, and
- Learner Engagement - 92% agree or strongly agree.

In the domain of Training Quality, the scale indicators showed the following:

- Trainer Quality was the highest agree/strongly agree of all indicators, at 99%. 100% of respondents said that trainers had an excellent knowledge of the subject content.
- Overall Satisfaction was rated at 96% agree/strongly agree, with 97% saying that they would recommend the training and the organisation to others.
- Effective Assessment was at 95% agree/strongly agree but 6% disagreed with the statement that 'I received useful feedback on my assessments' and 8% disagreed with the statement that 'assessments were based on realistic activities'.
- Clear Expectations were at 97% agree/strongly agree; 98% agreed that 'trainers made it clear right from the start what they expected of me'.
- Learning Stimulation was at 96% agree/strongly agree; 95% agreed that 'I was given enough material to keep up my interest'.

Continuous Improvement Strategy: RTTF will continue to focus on high quality training by ensuring that trainers have appropriate Vocational Education and Training qualifications and industry knowledge and experience, with a focus on currency. Assessment methods in all three training departments will be reviewed to ensure that they meet VRQA (Victorian Registration and Qualifications Authority) and AQTF (Australian Quality Training Framework) standards. Formal and informal feedback on assessment expectations and performance, from trainers to learners will be reviewed to improve communication between trainers and learners.

In the domain of Work Readiness the scale indicators showed:

- Training Relevance was at 96% agree/strongly agree with 6% disagreeing with the statement that 'The training prepared me well for work', and '6% disagreed with the statement 'The training had a good mix of theory and practice'.
- Competency Development showed that 96% agree/strongly agree with 99% saying that 'I developed the skills expected from this training'. 9% disagreed that 'I learned to work with people', and 7% disagreed that 'I learned to plan and manage my work'.

Continuous Improvement Strategy: The organisation, RTTF Departments and individual trainers will endeavour to relate the achievement of units of competency in training package and courses to the skills and competencies that are required by industry and employers. This also requires trainers to communicate the value of learning through a mixture of theory and practice. The organisation and trainers need current knowledge of workplaces in order to deliver training that produces 'workplace-ready' graduates.

In the domain of Training Conditions the scale indicators showed that:

- Training Resources were rated at 97% agree/strongly agree with 99% saying that 'The training used up to date equipment, materials and facilities'.
- Effective Support was rated at 97% agree/strongly agree with 3% disagreeing with the statement that 'The training organisation had a range of services to support learners'.

Continuous Improvement Strategy: RTTF generally has up to date equipment, materials and facilities however the challenge in a fiscally tight environment is to be able to maintain equipment and to establish an effective capital replacement program that will allow RTTF to be up to date and high-tech in the future. This strategy will focus on targeted budgeting in the short and longer term and on generating increased revenue to meet maintenance and capital replacement objectives. A second strategy will be to improve the range of services that are available to support learners and to improve learner access to those services.

In the domain of Learner Engagement the scale indicator of

- Active learning showed that 92% agree/strongly agree with the statements. 99% of learners agreed that 'I approached trainers if I needed help', and 95% said that 'I pushed myself to understand things I found confusing'. 9% disagreed with the statement that 'I set high standards for myself in this training'. 18% disagreed with the statement that 'I looked for my own resources to help me learn'.

Continuous Improvement Strategy: RTTF will improve learner engagement by the development of quality training materials and delivery of blended learning programs that provide students with opportunities to learn independently as well as in more formal teacher instruction settings. In regard to the survey question 'I looked for my own resources to help me learn', RTTF does try to provide a range of quality resources for learners but we recognise also that if learners use resources additional

to those that we provide, the learning outcomes for learners should be improved.

Other Survey Sections:

The Best Aspects of Training:

The majority of learners said that one of the best aspects of training was 'practical, hands-on work'. Examples provided were: 'welding', 'working on cars', 'being in the workshop', 'using machinery and equipment'. Others commented on 'using all of the different machinery in the workshop', and 'equipment is of a high standard'.

Some learners said that the best aspect was 'being taught useful skills and gaining knowledge that I need to enter the automotive industry and do tasks correctly while at work'; others said that 'I like learning new things for the future'. 'Working as a team', 'helping each other and sharing information', 'problem-solving', and 'flexible working style' including 'working with Solidworks' were common themes.

Students also commented on 'good teachers', 'staff are helpful and friendly', 'teacher gives great explanations' and 'getting help from the teachers'.

Continuous Improvement Strategy: Many of our trade and IT learners prefer to learn by practical activities, especially in the workshop, rather than classroom-based theory. Our current strategy is to develop and deliver practically based training rather than theory, where appropriate and possible. Our improvement strategy is to communicate more effectively the idea that theory is important and valuable in terms of improving learner's underpinning knowledge; practical work will improve skills performance. A mixture of training delivery modes is to be encouraged.

The Aspects of Training Most in Need of Improvement:

Consistent with the best aspects, above, many students want 'more prac work and less theory'. One learner said 'I can remember nearly all the prac work I've done but hardly any of the theory'.

Learners dislike 'having to wait for a teacher', the 'teacher being stretched too thin within a classroom'.

Some students asked for 'more government funding for repairs to tools and equipment and for materials', as well as 'more modern cars not from say 1980'.

Continuous Improvement Strategy: Smaller classes and more training resources, e.g. vehicles for students to work on are priorities but trainers will also work on improving the way in which they manage the learning of larger student groups.

Type of Qualifications

Certificate III - 46%;
Certificate II - 41%;
Certificate IV 6% and
Diploma 2%

Continuous Improvement Strategy: RTTF will continue to provide students with courses and qualifications that have a pathway to further study, training and employment. At RTTF students can commence industry pathways at school level as VET in Schools students then continue their training as SBATs (School-based Trainees) and post-school in Apprentices and Traineeships, with the training delivered by RTTF. We aim to add Certificate IV level Automotive and Engineering Fabrication Trade qualifications to our scope of delivery so that our students can extend their training and qualifications.

Broad Field of Training

Engineering and related technologies (including Automotive): 61%
Other: 22%
Information Technology: 14%

Continuous Improvement Strategy: RTTF will investigate new courses and qualifications that can add to the depth, breadth and quality of our offerings as a Registered Training Organisation. These may be in Automotive, Engineering and IT, or in other related industries.

Apprenticeship/traineeship

Yes, undertaking an apprenticeship or traineeship: 51%
No, not undertaking an apprenticeship or traineeship: 49%

Continuous Improvement Strategy: RTTF aims to be able to deliver training to a broader range of learners.

Female or Male

Female: 2%

Male: 98%

Continuous Improvement Strategy: RTTF currently encourages girls to participate in VET in Schools, Apprenticeships and Traineeships and other post school training. Clearly the recruitment strategies are not effective. RTTF must find new ways to engage the interest of girls in the two trades based programs and in IT programs, as well as to look for other training programs that will engage the interest of learners who are girls.

Age Groups

Under 15: 1%

15 - 19: 73%

20 - 24: 21%

25 - 34: 5%

Continuous Improvement Strategy: RTTF will investigate strategies that will broaden the focus of training from the 15 to 19 Age-group to older groups.

Aboriginal or Torres Strait Origin

No: 98%; Aboriginal: 1%; Torres Strait Islander: 1%

Speak a Language Other Than English at Home

Yes: 20%; No: 80%

Continuous Improvement Strategy: RTTF will review our LL&N (Language, Literacy and Numeracy) policy, processes and support strategies to ensure that all students are able to achieve successful learning and training outcomes.

Consider yourself to have a Disability, Impairment or Long Term Condition

Yes: 11%; No: 89%

Continuous Improvement Strategy: RTTF will review the policy, processes and support strategies that will improve learning outcomes for all students.

Postcode of Residence

Postcodes, in order of student residence:

11 - 3136 Croydon; 8 - 3140 Lilydale; 7 - 3178 Rowville; 6 - 3155 Boronia; 3156 Ferntree Gully; 3152 Wantirna; 5 - 3134 Ringwood (Nth); 3153 Bayswater; 3138 Mooroolbark; 4 - 3139 Seville Woori Yallock; 3 - 3133 Vermont; 3134 Ringwood East; 3116 Chirnside Park; 2 - 3770 Coldstream; 3799 Warburton; 3797 Yarra Junction; 3777 Healesville; 1 - 3765 Montrose; 3160 Belgrave; 3786 Ferny Creek; 3796 Mount Evelyn; 3105 Bulleen; 3783 Gembrook; 3137 Kilsyth; 3791 Kallista; 3795 Silvan; 3124 Camberwell; 3122 Hawthorn; 3000 Melbourne; 3777 Eumemmerring

The majority of the postcodes represent areas to the east and south east of Bedford Road, Ringwood. These postcodes are located in the Local Government Areas of Maroondah, Knox and Yarra Ranges. There are only 4 students to the west of Ringwood, in Boroondara, Manningham and Melbourne LGA's.

Continuous Improvement Strategy: To ensure continued viability as a Registered Training Organisation RTTF needs to grow student/learner numbers; to do this RTTF will develop strategies to recruit more students from the catchment area to the immediate west of Ringwood, including the schools that are located within the Inner Melbourne VET Cluster.

Please indicate the main ways that employer satisfaction data has been used for continuous improvement.

The employer survey is designed to be conducted by Registered Training Organisations to collect data from employers of learners participating in nationally recognised training. The survey questionnaire should provide information in relation to the AQTF Employer Satisfaction Quality Indicator.

The survey questions relate to three domains and seven scales. These are:

1. Training Quality (Trainer Quality, Overall Satisfaction, Effective Assessment),
2. Work Readiness (Training Relevance, Competency Development),
3. Training Conditions (Training Resources and Effective Support).

Employer satisfaction data for 2014 was gained from a very small sample of nine employers.

Continuous Improvement Strategy: RTTF will review the system used to invite employers to participate in the employer satisfaction survey. Letters were sent to employers and employers were encouraged to complete the survey. Follow up visits and telephone calls were also made. RTTF will communicate with employers especially face to face and seek their advice about how to gain a higher percentage of responses.

The employer satisfaction survey indicated strong agreement with all of the survey statements.

For the Training Quality domain, each of the three scales was rated at agree/strongly agree - for trainer Quality, Overall Satisfaction and Effective Assessment.

Continuous Improvement Strategy: RTTF's employer communication strategy is to develop an open and positive relationship with employers. This includes regular workplace visits and constructive feedback on apprentice's attendance and performance. RTTF seeks to work cooperatively with employers and apprentices in order to satisfy Training Plan objectives.

For the Work Readiness domain, the scales of Training Relevance and Competency Development were generally rated as agree/strongly agree apart from one employer who disagreed with the statement 'The training reflected current practice', and 'the training was effectively integrated into our organisation'. One employer also disagreed with the statement that 'Our employees gained the knowledge they needed from this training'.

Continuous Improvement Strategy: Whilst we carry out workplace visits and communicate regularly with our employers, we want to further improve our communication and engagement with employers and industry.

For the Training Conditions domain, the statements relating to the scales of Training Resources and Effective Support were all agreed/strongly agreed.

Continuous Improvement Strategy: RTTF will engage more effectively with employers and industry and improve our understanding of employer and apprentice perspectives as well as industry views. RTTF's staff are actively involved in state-wide industry forums and associations such as the Victorian Automotive Forum and the Victorian Engineering Senate.

'What were the best aspects of the training?'

Employer responses included:

'good communications between the trainer and employer',

'great teachers, helpful and caring'

'staff have a great working relationship with the apprentices; the apprentices enjoy going to training'

'good facility'.

Continuous Improvement Strategy: RTTF will continue to offer flexibility in the way in which it offers automotive, engineering and IT training to employers. RTTF offers day release training for apprentices and also two blocks of training for automotive apprentices. This provides a range of options for employers, especially those employers who have more than one apprentice.

'What aspects of the training were most in need of improvement?'

Only one employer responded to this section: 'costs'.

Continuous Improvement Strategy: RTTF reviews annually fees and costs policy in order to make training accessible to apprentices and trainees. However if RTTF is to be a viable and growing Registered Training Organisation we need to set fees at levels that enable us to effectively budget now and into the future.

If you have not reported on both learner engagement and employer satisfaction data, please provide a reason.

Declaration

I confirm that Ringwood Secondary College (RTTF):

- has collected, analysed and retained quality indicator data;
- has acted on data for the continuous improvement of training and assessment and client services; and
- has retained Quality Indicator data as evidence of compliance.

Name of Principal Executive Officer (PEO) Michael Phillips

Signature of PEODate:...../...../