



FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
21946	Milson College T/A gOworkskills.com

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	191	150	79%
Employer satisfaction	0	0	

Trends of response statistics:

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

We have no Employer Questionnaires (EQ) for 2018

With regards to Learner responses, we had a total of 325 active students over the course of the 2018 year:

*34 students who commenced in 2016 completed in 2018

*5 students who commenced in 2016 and completed in 2018 filled in their surveys at the end of 2017 (the end of supervised training) - this data was entered in the 2017 QI Annual Summary Report.

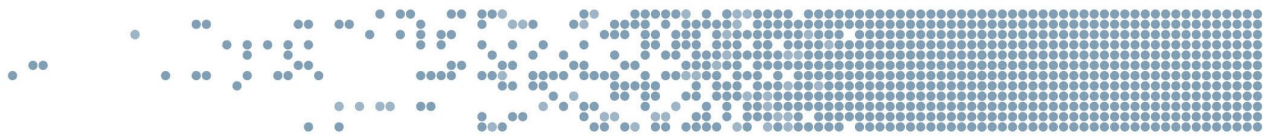
*138 students who commenced in 2017 completed in 2018

*6 students who commenced in 2017 are not due to complete until 2019 (extensions granted)

*19 students who commenced in 2018 completed in 2018

*101 students who commenced in 2018 are not due to complete until 2019

* 22 of our 2018 enrolments withdrew from their course at some point during 2018.



This means that we had a possible return of 191 surveys for completed students for 2018, of which we received 150 responses - a robust return of 79%.

Our Certificate I courses have entry requirements that require evidence of permanent cognitive impairment / intellectual disability. As in our 2017 survey response, we have found that the majority of our Certificate I cohort cannot navigate the current AQTF 2007 Learner Questionnaire (LQ). Our current questionnaire that is targeted at students at ACSF PreLevel 1 and Level 1, gives us more useful information and insight for our courses.

As a result of this we have our Learner engagement surveys broken into two groups:

1. Using our customised Foundation Skills Survey:

Certificate I response rate was 133 responses out of a possible 167 - or 80% (a decrease of 11% on 2017).

We returned the following data from our customised survey:

Did you enjoy the training?	99% Yes
Did you learn what you wanted to in the training?	95% Yes

Why did you do the training in the first place?

to help with my job	22%
to improve my quality of life	24%
to think about my future	30%
to learn about doing some more study	21%

How hard do you think the course was?

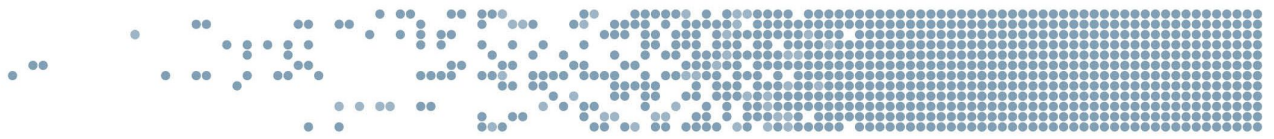
Way too easy	6%
Pretty Easy	50%
Pretty hard	29%
Very hard	12%

How would you rate the speed of the training?

Too fast	8%
Just right	88%
Too slow	4%

Did your teacher do the following things in class?

Involve you in discussions, activities or talks	98% Yes
Give you feedback on how you were doing	97% Yes
Support you in class	98% Yes
Give you extra help if you needed it	95% Yes



Was the training material easy to understand?	92% Yes
Was the class tablet you used in good condition?	94% Yes
Would you recommend this training to your friends?	89% Yes
Are you planning on doing some more study now that you have finished this training?	71% Yes

2. Using the AQTF Learner Questionnaire

Students completing our Diploma / Certificate IV courses had a response rate of 17 out of a possible 24 responses or 75% - which was an increase of 8% from the previous year.

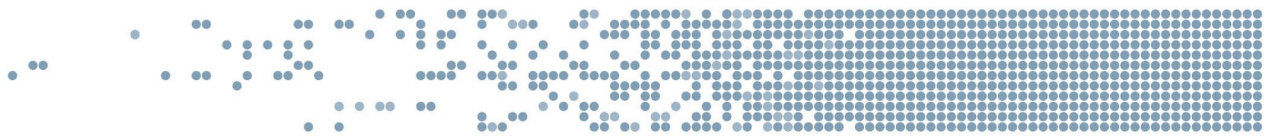
Surveys are handed directly to students on their last day of face-to-face delivery. Those who wish to take them home are given a return addressed envelope. We have found handing surveys directly to students and having them complete them on the last day of class is the best way to receive a completed survey for statistical purposes.

Using the 2007 LQ we had the following statistics:

All	Avg score 82.0
Trainer Quality	Avg score 85.8
Effective Assessment	Avg score 81.4
Clear Expectations	Avg score 81.7
Learning Stimulation	Avg score 79.1
Training Relevance	Avg score 85.6
Competency Development	Avg score 80.0
Training Resources	Avg score 85.0
Effective Support	Avg score 84.3
Active Learning	Avg score 76.5
Overall Satisfaction	Avg score 82.4

The average variation for these scales was +/- 14.0

Our overall satisfaction rating of 82.4 has improved +7.0 from our 2017 rating of 75.4



Section 2 Survey information feedback

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

Certificate I survey feedback comments indicated a general satisfaction with the course. We were surprised and happy to see that 71% of these students indicated that they wanted to continue further study. This is an outcome of our Certificate I courses and is pleasing to see that this cohort has re-engaged with training and is looking for further opportunities to build basic LLN skills or improve their opportunity for gaining work.

As we have also introduced interim surveys for all courses in order to track engagement during our programs, we were not really expecting anything unexpected. Our small class sizes (no larger than 8-14 students) means we receive almost immediate feedback from either the students or teachers as a particular program of study progresses through the year. And the interim survey results have allowed us to fix issues identified in a particular program as they occur (see Improvement Actions).

We have graduation celebrations for our Certificate I students which involve family, friends and (where relevant) co-workers. Verbal feedback given during these celebrations reinforces the success of our programs for those enrolled.

A constant theme amongst Certificate IV and above students is that there is too much work to do. This is not the first year that we have received this feedback and we are constantly looking at reducing repetition and cross mapping or clustering units to try to reduce this.

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

We are generally very happy with our feedback and see it as an indication that we are delivering quality programs for our students.

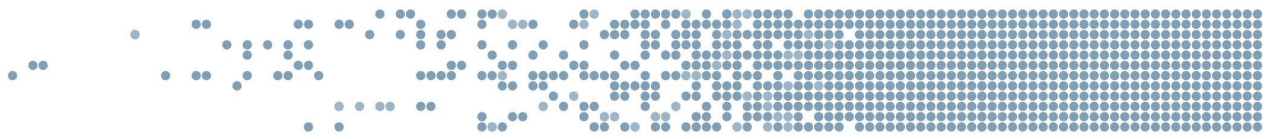
We are very happy with the feedback we receive from our Certificate I students (and verbally from their support network). It indicates that our programs have been successful in their main aim of helping learners with permanent intellectual disabilities develop the skills needed to find employment, engage with their local community or investigate further study. We have also received feedback from managers/supervisors of noted improvements in general behaviour, communication and work practices.

We are a small RTO with very regular contact with our students and we feel this creates a familial bond with most of them and they feel comfortable approaching staff when they have an issue – which reduces the chance of unexpected feedback at the end of a course.

Section 3 Improvement actions

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

Certificate I feedback



Our interim survey feedback for Certificate I courses indicated that some students wanted a more 'hands on' approach to some of their learning activities or more variation in the tasks they were performing. Our Certificate I learning resources were updated mid 2018 with more interactive activities and learning tasks added to the coursework.

We are constantly on the lookout for extra tools/resources for our teachers and have an ever-expanding 'kit' of interactive resources that this cohort uses for learning. We have received both written and verbal feedback from our teachers that these changes have been received positively and enabled increased learning by our students.

Certificate IV and above feedback:

The majority of our students in this cohort are working full time (that is why they attend night classes with us), and they can be time-poor. That is why it is so important to ensure that they are not repeating knowledge/performance criteria over and over for each unit they are studying. Late 2018 we changed the supplier of our learning resources for these courses and set about removing as much repetition as possible. We have cross mapped and clustered units to ensure there is very little repetition across these courses and are constantly working with our teachers to identify further opportunities to reduce work requirements where mapping allows us. This is important as students that feel overwhelmed by the amount of work that they have to do can, occasionally, give up on their studies and withdraw. Our aim is to prevent this from happening and to assist our students achieve their initial goal of successfully completing the course they enrolled in.

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

We continue to issue surveys for all completing students and this data is entered when received. We also send all interim feedback back to our teachers so they can identify issues that might need correction or plan lessons according to the feedback given (for example, a lesson going too quickly through a certain topic).

Proactively monitoring classes and regularly checking our feedback responses and discussing them with our trainers helps us monitor our training delivery and see if our actions have improved our course delivery.

When we have a student express dissatisfaction with any part of their learning experience with us, we try to address the point as it arises, rather than waiting for end of course survey responses. We find this way that our students have a quick resolution and are happy to continue their studies.