

Quality Indicators

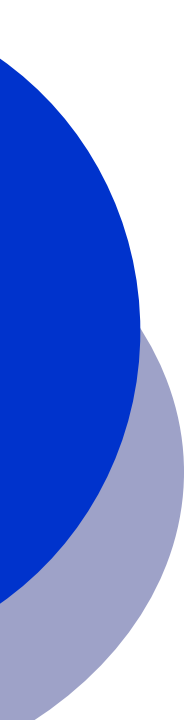
Making them a useful business tool





Quality Indicators – what are they?

- Learner engagement
- Employer engagement
- Competency completions (unit & qualification)

- 
-
- RTOs are required to report annually on all three Quality Indicators. All data relates to the previous calendar year.
 - Data must be submitted by 30 June each year.



Are they important?

- RTOs should be aware that failure to submit quality indicator data, or the submission of incomplete data, may affect an RTO's risk rating and impact on an RTO's registration

Learner Questionnaire



IMPORTANT INSTRUCTIONS

Please tell us about your training. Your feedback plays an important role in developing the quality of your education. In this questionnaire, the term 'training' refers to learning experiences with your training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form. Complete using a black or blue pen. Print neatly in CAPITAL letters. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box with an 'X'. Example: or

ABOUT YOUR TRAINING

	Strongly disagree	Disagree	Agree	Strongly agree
I developed the skills expected from this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identified ways to build on my current knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training focused on relevant skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed the knowledge expected from this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training prepared me well for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set high standards for myself in this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training had a good mix of theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I looked for my own resources to help me learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I am satisfied with the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the training organisation to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training organisation staff respected my background and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I pushed myself to understand things I found confusing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers had an excellent knowledge of the subject content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received useful feedback on my assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way I was assessed was a fair test of my skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to work with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training was at the right level of difficulty for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of work I had to do was reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments were based on realistic activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was always easy to know the standards expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training facilities and materials were in good condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually had a clear idea of what was expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers explained things clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training organisation had a range of services to support learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to plan and manage my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training used up-to-date equipment, facilities and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I approached trainers if I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers made the subject as interesting as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the training to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training organisation gave appropriate recognition of existing knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training resources were available when I needed them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given enough material to keep up my interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training was flexible enough to meet my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers encouraged learners to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers made it clear right from the start what they expected from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Employer engagement

- Under the new National Standards, with an emphasis on industry engagement, this should be your focus.
- Are you tracking your students post completion? Why?

FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
<input type="text"/>	<input type="text"/>

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = $SR * 100 / SI$
Learner engagement	<input type="text"/>	<input type="text"/>	<input type="text"/>
Employer satisfaction	<input type="text"/>	<input type="text"/>	<input type="text"/>

Trends of response statistics:

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

Section 2 Survey information feedback

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

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

Section 3 Improvement actions

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

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

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

SUBJECT: REPORTING OF LEARNER ENGAGEMENT AND EMPLOYER SATISFACTION
QUALITY INDICATORS

FROM: (insert RTO number and name)

TELEPHONE contact name and number:

DATE:

Summary of Survey Responses

Learner and Employer Responses	Learners	Employers
Total number of responses distributed		
Total number of surveys received		
Response rate (per cent)		

Summary of Continuous Improvement

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

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

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



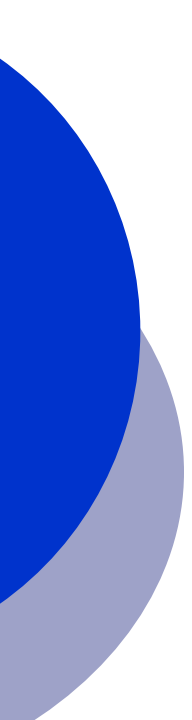
Snapshot v's long term view

- Both surveys are for 1 year
- Does your website have multiple year reports on view?
- Are you looking at results from 2010 to now?



Sample size

- In general, the target population list should be similar in relevant ways to the list prepared for your competency enrolment and completions data. You may like to document differences between these two lists to help you interpret your survey results.



RTOs may meet this requirement by collecting data from learners in two different ways:

- conducting a census of all learners in the target population
- collecting data from a sample of the learner population.



Ideally RTOs should:

1. define the target population
2. prepare a list of all learners in the target population
3. obtain feedback from at least 50 per cent of the learners in the target population



Standard research methodology

The RTO follows the following two step approach towards achieving this goal:

- distribution of the survey to the target population as determined, and
- at least one follow up to non-respondents.

Poor quality data = poor analysis



Competency completions

- Each RTO will be individually contacted by ASQA to inform RTOs of their obligations in regards to CCOS. In general, AVETMISS delivery activity data that has been reported to the NCVET National Collection will not be required to be resubmitted through CCOS.

Qualification report

Victoria

Warning: This database is not for production

100% | 1 | Close

Qualifications Reported for Competency Completion Rate Reporting - Detail

Year: 2014

Default organisation

This report shows Qualifications which have been reported in your Competency Completion Rate Reporting and includes the Clients' names and their individual data.

Qual Code	Qualification Title	Enrolled	Completed
Victoria			
CHC30212	Certificate III in Aged Care	6	0
CHC30312	Certificate III in Home and Community Care	8	0
CPCCOHS100	construction induction	3	0
State Totals:		17	0
Grand Totals:		17	0

See Next Page for an Explanation of Search Logic

Unit report

Warning: This database is not for production

100% | Close

Units Reported for Competency Completion Rate Reporting - Detail Year: 2014

Default organisation

This report shows Units which have been reported in your Competency Completion Rate Reporting and includes the Clients' names and their individual data.

Unit Code	Unit Title	Enrolled	Completed
Victoria			
CHCAC317A	Support older people to maintain their independence	8	6
CHCAC318B	Work effectively with older people	10	3
CHCAC319A	Provide support to people living with dementia	10	4
CHCICS301B	Provide support to meet personal care needs	10	10
CPCCOHS1001A	Work safely in the construction industry	3	2
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	2	1
HLTAP301B	Recognise healthy body systems in a health care context	10	9
State Totals:		53	35
Grand Totals:		53	35

See Next Page for an Explanation of Search Logic

User: vettrak | Data: 127.0.0.1:C:\VETtrak\Data\VETtrak.gdb | Expiry: 7/05/2020 | Mode: Normal



What does it tell us

- Do most students withdraw at the same point in the course?
- Is the withdrawal rate higher at some locations, or with some trainers?
- Does our PTR catch enough information?

Completion rates – are they important?

Report created on 19 May 2015

Enrolments reported in 2014

Course Completion Monitoring Report by Qualification/Course Level

Level Code	Qualification/Course Level	Enrolments	Completion Rate	State Average	Difference	Expected Completion Rate	Expected State Average	Difference
521	Certificate II	94	40 %	33 %	7 %	100 %	41 %	59 %
514	Certificate III	208	60 %	40 %	19 %	60 %	50 %	10 %
511	Certificate IV	149	83 %	41 %	42 %	84 %	54 %	30 %
421	Diploma	10	0 %	47 %	-47 %	0 %	57 %	-57 %

Course Completion Monitoring Report by Qualification/Course

Course Code	Qualification/Course Name	Enrolments	Completion Rate	State Average	Difference	Expected Completion Rate	Expected State Average	Difference
-------------	---------------------------	------------	-----------------	---------------	------------	--------------------------	------------------------	------------



Value of the data

- Compliance team “ticking another box”
- All the information of your business within your student management system – do you use its power effectively to undertake business intelligence