



# FORM

## Quality Indicator annual summary report 2018

### Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
22172	Melbourne City Institute of Education

#### Section 1 Survey response rates 2018

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	380	240	63.1%
Employer satisfaction	40	13	32.5%

#### Trends of response statistics:

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

**2018 Report** - The total response rate of 63.1% from the distribution of Learner Engagement surveys issued in 2018 is a reduction in participation on the last two years. In 2017 the response rate was 69%, 2016 (69%), 2015 (68%) and 2014 (56.5%). The scheduling of survey issuance for international students has been simplified to align with term dates and remain timetabled for domestic students.

The 2018 Learner Engagement Overall Satisfaction result 83.6% is slightly up on the result for 2017 (82%), and marginally down from 2016's best result (84.5%) and 2015 (83.7%). We attribute this result in part, to a proportionately higher international student base.

Host employers have participated in providing feedback to the 2018 distribution of the AQTF survey. The 2018 employer Overall Satisfaction rate shows a significant increase of 9% (to 94%) on 2017's score of 84%. MCIE has more staff at more levels communicating more frequently with employer organisations. This result is consistent with the anecdotal evidence our managers and assessors receive and report after assessment and consultation visits. Employers continue to express appreciation of MCIE student preparedness for work, their use of initiative and appropriate work attitudes.



## Section 2 Survey information feedback

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

Overall the survey results for 2018 align with the 2017 results, with minor variations. Average variations show positive or negative shifts of between -1.3 and 3.1% at the extreme end. The 2018 Learner Engagement Overall Satisfaction score of 83.6% is marginally up on last year (1.6%). The score for Learning Stimulation bounced back with an increase of 3.1% on 2017's result validating the move in 2017 to provide trainers with greater access than ever before to a range of delivery tools, and opportunities for trainer professional development.

Each of the indicators lagging below 80%, Clear Expectations (79.4%), Learning Stimulation (78.1%), Training Relevance (79.8%) and Training Resources (78.8%) form the basis of MCIE's improvement focus for 2019/2020.

The increase in Employer Satisfaction recognises improvements in program development, MCIE's focus on preparing students for work and placement, the excellent contribution of our Work-placement Coordinators and of our trainers. MCIE believes the high level of Employer Satisfaction in the quality of our trainers (93.2%) is consistent with our student first focus and our approach to program quality review and student support programs.

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

Employer Satisfaction levels again reflect well. The results show a consistently high level of satisfaction with increases in all quality indicators, the highest of which is for Overall Satisfaction up by 9%, followed by Trainer Quality, up by 8.8% on 2017's satisfaction levels. These results are pleasing and demonstrates that MCIE's strategy to increase trainer communication with our employers, in conjunction with continuous improvement initiatives, is impacting satisfaction rates positively.

In 2018 we continued to review and improve MCIE's training and assessment strategies; pre-assessment preparation and the proactive support of students. Approaches implemented in 2017 to augment student support and their job readiness skills are continuing to have a positive impact on employer satisfaction levels.

The results from Learner Engagement data shows that there remains room for improvement. MCIE's focus on the quality indicator areas sitting under 80% satisfaction will continue to inform our continuous improvement initiatives in 2019/2020. Our goal is always to provide quality learning and assessment to our students and we anticipate that the improvements made to processes in 2019 will reflect well and increase the satisfaction levels of our students and employers in 2019 and beyond.



## Section 3 Improvement actions

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

MCIE focuses on providing quality training and support for our students as they move through their learning journeys with us. To this end, and to assist MCIE to identify gaps in our training and assessment processes, and in trainer quality and learner engagement, we have introduced regular surveys of key aspects of the Trainer Assessor's role. In 2019 this survey will be linked to the VET Practitioner Capability Framework, and we expect this shift will improve trainer assessor capability and work practices, which in turn will support improved learner engagement.

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

MCIE continues to strive for improved learner engagement. While we recognise that satisfaction levels at MCIE are high, we aim to engage all learners, and satisfy employers. We will continue to survey students and employers to monitor the effectiveness of our actions. In addition, and understanding the impact of all areas of service on satisfaction levels, we continue to monitor other key performance indicators specifically:

1. student progress - monitoring processes
2. effective assessment - pre-delivery validation of assessment tools and ongoing assessment validation judgements
3. completion rates - improved student completion rates
4. student feedback - surveying students for feedback on each aspect of their learning journey
5. employer and staff feedback - surveying employer and staff for their feedback
6. internal audit - processes