



# FORM

## Quality Indicator annual summary report

### Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
122208	Job Training Institute Pty Ltd

#### Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	2375	2375	100
Employer satisfaction	20	18	90

#### Trends of response statistics:

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

In 2017, we received the following responses: 36.7% from Certificate III courses, 22.7% from Certificate IV courses and 38.3% from Diploma courses. However, in 2018, we received 34.2% responses from Certificate III courses, 24.3% responses from cert IV courses and 38.6% responses from Diploma courses. In both 2017 and 2018 the number of Diploma courses respondents are higher than the number of Certificate III or Certificate IV respondents.

In 2018, 85.9% students were female and 14.1% students were male, whereas in 2017 we had 84.7% female students and 14.3% male students. From these trends it can be seen that the courses offered by JTI pertaining to community and health have a larger interest from female clients than male clients.

In 2017, 12% of the students were from the age group of 20-24, 37% of the students were from the age group of 25-34, 30.9% were from the ages of 35-44, 11.7% were from the ages of 45-54 and 4% were 65 years old and over. In 2018, 11.8% of the students were from the age group of 20-24, 37.6% of the students were from the age group of 25-34, 31.4% of the students were from the ages of 35-44, 11.9% were from the ages 45-54, 4% were from the ages of 55-64 years and 0.43% were aged 65 and over.



In both years majority of the students were between the ages of 25 to 44 years old which accounts for approximately 69% of our total students.

In 2017 we had only 1 student from Aboriginal and Torres Strait Islander communities, whereas in 2018 , 4 students were enrolled from Aboriginal and the Torres Strait Islander community. Though the increased numbers are not very significant still we can see some improvements. We are continuing to advertise for scholarships among the Aboriginal and Torres Strait Islander students to encourage them to study.

There was an increase of 643 respondents in the year 2018 when compared to 2017. In 2017 we received 1732 responses whereas in 2018 we received 2375 responses.

In 2017, we had 83.4% of the students who spoke another language other than English. In 2018 we had 84.2% of the students spoke another language other than English . To support these students we offer one on one support time for the students and we run free weekly English classes.

In 2017,10.2% of the respondents were international students whereas in 2018, 11.9% of respondents were international students. We are still focusing on increasing the number of international students. We will continue to invest in marketing to international students and offer student support services ensure that the students receive proper guidance and support such as counselling and free English classes. We provide free Job Ready Program for international students which enable students work in the disability sectors. The Job Ready Program has assisted our students get work quicker in the disability sector, thus enabling them settle down to life in Melbourne.

In 2018, 2.6% of the respondents were people living with a disability. JTI ensures support is available for students with disability to assist them to complete their course successfully.

Quality Indicator (QI)	2017	2018	Increase in QI	Decrease in QI
Trainer quality	82.9%	83.2%	0.3%	
Effective Assessment	80.5%	81.2%	0.7%	
Clear expectations	79.1%	79.9%	0.8%	
Learning stimulation	76.7%	77.2%	0.5%	
Training relevance	81.3%	82.1%	0.8%	
Competency level	81.4%	81.9%	0.7%	
Training resources	77.7%	78.3%	0.6%	
Effective support	80.2%	81.3%	1.1%	
Active learning	79.2%	80.3%	1.1%	
Overall	80.7%	81.8%	1.1%	

The overall satisfaction of all indicators has increased in the year 2018 compared to the year 2017. But we still have areas that require improvements, such as giving clear expectations to students, improving learning simulations and having additional training resources. In order to deliver clearer expectations to students, we have been discussing this issue during our trainers meetings. We have been adding more guidelines in orientation powerpoints and encouraging trainers to remind students on a regular basis regarding assessment requirements and submission dates. To improve learning simulations and introduce additional resources, we are constantly purchasing extra books for our resource centre and have added computers in the computer lab and in classrooms. We also have purchased laptops that students can borrow at reception and use during school hours. We have also added student breakout area by moving the sales office staff to a new site, hence giving students some extra space during break times. The laboratory has been updated with some beds and some extra equipment. During assessment validation sessions, we have been adding extra simulations /roleplays in assessments which have been helping our students have a better



understanding of the subject matter.



## Section 2 Survey information feedback

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

It was expected to see a positive increase in results based on the actions we have taken as per last years' findings. We have always expected to see comments such as:

1. Trainer was always available to answer any confusion about the topic
2. The trainer was really great and always explained all the concepts in a way which could be easily understood
3. Trainer gave us time for group discussions
4. Every part of the training was beneficial to us
5. Fully satisfied with training provider and trainer
6. Trainer is very flexible
7. Thoroughly enjoyed the training part
7. Clinical labs, available equipment, course content and literature are relevant to topic.

Unexpected findings that came from the students were:

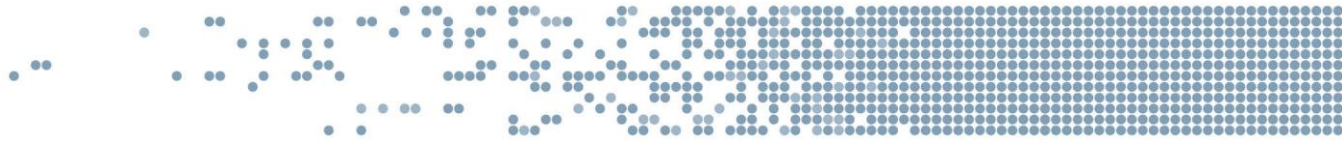
1. Suggestion for bigger lunch area in Dandenong campus
2. Students are expecting more manual handling experiences before placement and more preparation before workplacement
3. Sometimes not finding a good placement
4. Additional text books to be made available
5. Requests for more use of technology

We have analysed all the individual comments and prepared an action plan accordingly. We have already worked on some action items such as; the lunch area/break out area has been increased. We have ordered some text books for the three campuses. We purchased laptops for library and encourage students to borrow the laptops for their study when they are in campus. We have added some manual handling equipment and we run the manual handling classes on a regular basis to prepare students for work placements. We also organise Job Ready Classes where all students can join. Job ready classes cover areas such as; medication, manual handling, first aid, communication skills, dealing with challenging behaviours among other areas. These classes are offered for free to our students to enable them get to work quicker. We have appointed another staff in the workplacement department with the expectation that we will be able to get more industry partners, who are necessary for work placements.

Overall the majority of students were satisfied across all areas, but we believe that there is always rooms for improvement and we are committed to work on those areas so our students will get quality training.

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

The feed back results indicate that JTI values it's students, employees and staff. JTI tries to maintain and improve the quality of our teaching and the experience for all our students. JTI aims to provide high quality, industry specific and job-ready training to its students so they are competent as per industry requirements.



JTI received 83.2% overall rating in Trainer quality and this indicates that JTI continuously maintains the quality of trainers. All the trainers are experienced and qualified in their respective fields. They maintain their industry currency on a regular basis. Retention of trainers has helped JTI improve the quality of training and delivery.

In Effective assessment, JTI received an overall rating of 81.2%. JTI ensures all of our assessments meet the requirements of the training package and are relevant to industry standards. This is done through validation and moderation throughout the year.

Under clear expectations, JTI received an overall rating 79.9%. JTI regularly analyse the feedback from students, and these are discussed during trainers' and managers' meetings and actions are implemented.

In Learning stimulation, JTI received an overall rating of 77.2%. JTI purchased additional resources and these have been made available to the student to use during the simulation and training sessions.

Under training relevance, JTI received all overall rating of 82.1%. We are committed to providing relevant and quality training to students as per training package requirements and industry standards.

Under competency level, JTI received an overall rating of 81.9%. We ensure that our students receive relevant training to achieve competency in their chosen courses. Each course is assessed using different methods of assessment, which include questioning, case studies, simulations, projects and work placements.

Under training resources, JTI received an overall rating of 78.3%. We continue to provide relevant, current and additional training resources to improve on our quality.

Under effective support, JTI received an overall rating of 81.3%. JTI has designated student support officers at each campus ensuring that students are well supported through-out their learning journey. Apart from student support officers, JTI's admin staff, trainers and other staff members are always there for students. JTI's qualified counsellor is available for students on an appointment basis.

Under active learning, JTI received an overall rating of 80.3%. Our trainers ensure that each student is actively involved and engaged during classes or simulation excersises. While teaching, trainers always consider each students level of understanding.

### Section 3 Improvement actions

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

We continue to monitor and analyse ongoing feedback from students, staffs and employees to ensure we meet high standards of quality training and student support.

JTI has trainer's meetings and management meetings where we discuss issues raised by students, staff and other stakeholders and corrective actions are taken.

JTI has invested in designated student support officers who help to monitor students' welfare.

JTI has purchased additional resources such as textbooks, simulation equipment, additional computers/laptops for students' use and students are encouraged to use available meeting/classrooms for additional study.

JTI provide free weekly English support classes to all students to improve their language and academic writing skills.

JTI provide free job ready classes for our students.

JTI provide leads for jobs to students in the Individual support and Disability service sectors.



JTI organises an event called Employer's Day, where students have the opportunity to consult and network with industry and learn more about the Australian work environment. This event also allows JTI to gather feedback from both students and employers for continuous improvement.

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

JTI will continue to monitor the effectiveness of these improvements by conducting regular department meetings, meetings with academic staff, stakeholder meetings, student feedback sessions and employer/workplacement feedback sessions. We also organise Employer's Day and Industry lunch sessions to gather feedback for improvements and address any areas which may need attention.