FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
3077	Bendigo Kangan Institute

Section 1   Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	16,438	2,402	14.6%
Employer satisfaction	3,416	130	3.8%

Trends of response statistics:

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

Student

These indicators are based on a survey of 2,402 students. This sample represents 11.3 per cent of this organisation's training delivery in the 2020 calendar year. Students were surveyed for these indicators and were selected by this organisation in accordance with national guidelines'.

A significantly lower number of students participated in our annual learner survey due to the difficulties of surveying students studying remotely, while overall student population remained relatively stable on 2019. 2020 therefore had a lower overall response rate (11.3%) when compared to 2019 (22%).

Overall student satisfaction has increased 3pts to 73.9. Bendigo Kangan Institute experienced positive growth across all ten of the quality indicators with recorded increases of between 0.8pts - 3.8pts. 'All Scales' increased 2.6pts on 2019 (71.8) to 74.4. Bendigo Kangan Institute experienced significant improvements across 'Active

Learning up 2.6pts to 77.1, 'Effective Support' up 3.4pts to 76.0, 'Effective Assessment' up 2.8pts to 74.5 and 'Clear Expectations' up 2.4pts to 73.6.

'Trainer Quality' satisfaction increased 3.8pts to 77.9, the largest increase across all of the quality indicators. Although this quality indicator was the highest performing, this result was expected as each year this metric obtains the highest rating. What wasn't predictable was the significant increase in the 'Training Resources' quality indicator which rose 3.1pts to 73.0, this metric has consistently rated as our lowest, rating between 67.7 and 69.9 since the merger 4 years ago.

While 'Learning Stimulation (up 2.2pts to 72.8) and Competency Development (up 1.8pts to 74.3) both experienced growth in satisfaction at a lower level than some of the other quality indicator metrics. 'Training Relevance' was the lowest rating quality indicator in 2020 with an average score of 71.3, this was a 0.8pts increase on 2019 (70.5).

It is worth noting the overall student satisfaction for Metro 73.9 and Regional 73.7 in 2020, both have increased on 2019, 70.1 and 72.6 respectively, with Metro campuses coming into line with the Regional campuses with an overall satisfaction increase of 3.8pts on the previous year.

Employer

These indicators are based on a survey of 130 employers. This sample represents 3.8 per cent of this organisation's training delivery in the 2020 calendar year. Employers were surveyed for these indicators and were selected by this organisation in accordance with national guidelines'.

The employer population has increased somewhat (439 more employers than in 2019) and a slightly larger number of employers (130) participated in the annual survey in 2020, leading to a small increase (0.1%) in the response rate, 3.8% when compared to 2019 (111) 3.7%.

Overall employer satisfaction improved 2.5pts to 70.0. Bendigo Kangan Institute experienced positive growth across five of the seven quality indicators.

'All Scales' increased 1.1pts from 67.6 in 2019 to 68.7 in 2020. 'Training Quality' achieved the highest satisfaction of all quality indicators at 71.9 an increase of 1.3pts on 2019 (70.6). 'Training Resources' increased 1.7pts to 67.9 in 2020.

'Effective Assessment' again experienced a small decrease on 2019 (69.6), down 0.7pts to 68.9 in 2020, thus leading to a 6.3pts decline between 2017 and 2020. 'Training Relevance' also decreased slightly to 68.2, down 0.3pts on 2019 (68.5). Between 2017 and 2020 'Training Relevance' fell 6.4pts, it should be noted that four of the six questions within this metric experienced negative growth in 2020.

The overall lowest rated metric 'Competency Development ' increased marginally on 2019 with a 0.3pt increase in 2020 to 66.8. Within this metric, two questions experienced negative growth with employers questioning whether the training helped their employees build on their current skills and to work with other people, with -1.2pts and -

1.6pts decreases respectively on 2019.

While no longer the lowest rated metric in 2020 'Effective Support', improved from 64.6 to 67.0 an increase of 2.4pts on 2019. It should be noted that although it is no longer the lowest rated of the quality indicators it is a very close second after 'Competency Development' with only a 0.2pts difference.

Section 2   Survey information feedback

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

Student

It is remarkable, that in a year of such disruption the 'Overall Satisfaction' quality indicator and the three questions that make up this metric on overall student satisfaction could increase so significantly up 3.0pts to 73.9, within this metric individual questions increase between 2.5pts – 3.6pts.

We have known for many years that having a great teacher and a positive relationship with other students' influences student opinion and positive outcomes, it is therefore gratifying that in such a trying year satisfaction rose so significantly and it will be our challenge to retain this increase. 'Trainer Quality' satisfaction increased 3.8pts to 77.9, as expected the performance of the teacher/trainer is still the key driver of overall satisfaction with Bendigo Kangan Institute as measured by the Quality Indicator metrics. This metric also contained the only question to achieve an average score over 80, "LQ3: Trainers had an excellent knowledge of the subject content." (80.9) an increase of 3.5pts on 2019.

It is thought-provoking that several questions within this same metric 'Trainer Quality' were some of the lowest rating in 2019 achieved the two highest increases of any of the quality indicator questions in 2020. "LQ1: Trainers encouraged learners to ask questions." achieved the largest improvement 4.3pts on 2019 (74.7) to 79.0 and LQ4: "Trainers explained things clearly." was also up significantly 3.9pts to 75.8. It will be interesting to see if the changes made to delivery to facilitate remote learning have improved satisfaction and provide lessons to be learned for in-class delivery.

Communication has been an opportunity for improvement for the institute for many years, with feedback and students' knowledge of expectation being raised year after year, it was therefore unexpected that in 2020, several quality indicators metrics containing questions relating to this theme would improve significantly. Within the 'Clear Expectations' metric an increase of 2.4pts to 73.6, this growth was supported by strong growth in LQ14: "Trainers made it clear right from the start what they expected from me.", which rose 3.8pts to 76.1. Similarly, LQ8: "I received useful feedback on my assessment." (up 3.6pts to 74.3) from the 'Effective Assessment' metric. One of our challenges will be to sustain this improvement with classroom delivery.

'Active Learning' increased 2.6pts to 77.1 on 2019 but has demonstrated small increases since 2014. Within this metric there was significant average variation (11.1) possibly this can be attributed in part to the Corrections students who form 10% of the total students surveyed but due to restrictions on internet access are unable to search for their own resources. LQ34: "I looked for my own resources to help me learn." was the lowest rating criteria at 72.1. Corrections students were twice as likely to disagree/strongly disagree to LQ34 than the whole of institute.

Our lowest rating quality indicator 'Training Relevance' (71.3) also contained out lowest rated criteria LQ20: "The training had a good mix of theory and practice." The criteria had been slowly creeping up increasing from 68.3 in 2016 to 69.0 in 2018, it experienced a small decrease (0.3pts) in 2019 and dropped 0.9pts to 67.8 in 2020. Within this metric there was significant average variation (13.4) and if we drill down significantly more respondents selected

disagree or strongly disagree (19.7%) when answering LQ20 than the other two questions within this metric LQ18 (8.1%) and LQ19 (13.7%). This reduction in satisfaction was expected and confirmed data generated in other 2020 student surveys that students were missing the practical component of their training due to the remote learning restrictions.

The 'Training Resources' quality indicator metric has been experiencing a steady upturn in satisfaction over the last few years. Although these questions that relate to the availability, suitability and condition of equipment, facilities and materials are still of significant issue with many of our students and generally rate at the lower end of the 70's range, The improvements attributable to the campus revitalisation projects; underway since 2017; are being recognised. To achieve a 3.1pts increase to 73.0 across this quality indicator in a year where students were mainly reliant on online resources or innovative ways of getting materials, tools and other supplies out to students demonstrated the effort teaching areas made to support students. The challenge will be to maintain those gains of 5.3pts since 2016 when students are back on campus and utilising onsite equipment and facilities.

Within the 'Effective Support' quality indicator metric, students are asked to consider support services, flexibility of training and respect shown by staff. LQ 29: "Training organisation staff respected my background and needs." increased 3.7pts to 79.2 in 2020, across the last 5 years the criteria has demonstrated the strongest growth, increased 7.2pts from 72.0 in 2016.

The 'Competency Development' quality indicator metric has demonstrated steady growth since 2016 rising 2.8pts to 74.3 in 2020. The questions within this metric asks students to consider the skills or knowledge they are learning and the work/study habits they have developed to facilitate and manage their work. All 5 questions have experienced steady year on growth with 2020 being no exception.

Employer

Communication and the actioning of feedback and complaints from employers has been the area of most concern for a number of years. The quality indicator metric that contains these questions 'Effective Support' remains one of Bendigo Kangan Institute's lowest rated on 67.0. Although experiencing an increase of 2.4pts on 2019, it is still down 5.4pts since a high of 72.4 in 2017. 'Effective Support' was the second overall lowest rated metric (67.0) in the Learner Questionnaire and it followed closely on from 'Competency Development' on 66.8.

Of the ten lowest rated criteria obtained in this survey, four were from within 'Effective Support'. Two of the three worst rated questions EQ7 and EQ23 were also in this metric. EQ7: "The training organisation developed customised programs." was the worst rated question within the survey but did experience an increase of 4.4pts on 2019. Following closely behind is EQ23: "The training organisation acted on feedback from employers." which while increasing 4.4pts to 65.4, demonstrated an overall decline of 5.8pts since 2017. Although not the lowest criteria on 67.7 with an increase of 2.8pts on 2019, EQ30: "The training organisation clearly explained what was expected from employers." has decreased significantly 5.9pts between 2020 and 2017.

Within 'Competency Development' the rating for EQ29: "The training prepared our employees for the demands of work." (66.3) was significantly lower than other questions that related to the skills and knowledge gained from the training. EQ24: "The training has helped our employees work with other people." 64.6 down 1.6pts on 2019, one of

the largest decrease on the previous year and overall this criteria was down 7.1pts since 2017.

Employers highlighted issues with the mix of theory and practical skills, vocational relevance and the ROI of the training. EQ6: "The training reflected current practice." 67.4 down 1.0pts on 2019, down 7.0pts since 2017. EQ22: "The training had a good mix of theory and practice." down 0.5pts to 67.9. Although 2020 was a difficult year for both students and training providers when it came to teaching practical skills, it should be noted that this criteria has been steadily declining from a high of 75.3 in 2017.   Similarly EQ20: "The training was an effective investment." although up 0.3pts on 2019 to 67.4 demonstrated an overall steady decline of 7pts since 2017.

'Teacher Quality experienced an increase of 1.3pts on 2019 to 71.9, Within this metric "EQ19: "Trainers were effective in their teaching.", experienced a sharp dip of (3.7pts) in 2019 but increased 3.9pts to 71.3 in 2020. This criteria has returned to its 2018 level but it is far from the 2017 high of 76.2, an overall drop 4.9pts indicating employers still question the effectiveness of our teachers to pass on relevant skills and knowledge.

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

Student

In 2020 there was a shift in areas of satisfaction, with all quality indicator metrics increasing on 2019. Some of the largest increases in satisfaction related to the trainer, support provided by the training organisation and assessment. While underlying issues associated with the vocational relevance, training resources, learning stimulation and communication are still key areas of improvement they are also potential opportunities to enhance our performance.

The classroom atmosphere is an important part of engaging the student with the training. It is evident from comments made in previous years' that exposure to other individuals including experienced trainers and the opportunity to work in a supportive practical environment is highly valued by many individuals. This is especially true of trade areas where students have continually stressed their need for more time in workshops and less time spent on theory. This year, comments from across all areas have highlighted how remote learning restrictions have impacted on their ability to interact with others; their capacity to implement theoretical skills without the support of practical lessons; and it is clear that students are itching to get back into the classroom.

For a number of years' communication has been the central concern that students' have with the Institute, with a universal desire for additional feedback expressed across all areas. In 2020, most of the metrics measuring satisfaction around communication of expectations, communications around the delivery of course content and feedback have improved significantly on 2019, students have clearly indicated that in a time of remote learning; teachers have prioritised communication of their expectations and provided additional support and feedback about performance issues.

That is not to say there is not work to be done, LQ12: "It was always easy to know the standards expected." was the second lowest rated question within the Learner Questionnaire on 71.2 and was well below the other two criteria within the 'Clear Expectations' quality indicator, LQ13: "I usually had clear idea of what was expected of me" (73.5) and LQ14, the teacher clearly explained what was expected (76.1). Leading to the premise that although students are aware of what is required of them the standard of work necessary is still in question.

One of our largest challenges is around facilities and equipment, year on year students continue to express the belief that the facilities and equipment, at some locations and for some courses need improvement. In 2020, the metric 'Training Resources' increased significantly up 3.4pts to 76.0 on 2019. This metric has been consistently the lowest rated quality indicator each year even taking into account the small year on year, a gain of 2.2pts between 2016 and 2019. In 2020 it was the 3rd lowest rated metric, leading us to deduce that students who have for the most part have not been utilising our facilities and equipment have given us a slightly more generous mark on these questions as they are currently outweighed by other concerns.

Employer

Bendigo Kangan Institute experienced positive growth across five of the seven quality indicators. 'All Scales' increased 1.1pts to 68.7 in 2020. 'Training Quality' achieved the highest satisfaction of all quality indicators at 71.9 an increase of 1.3pts on 2019 (70.6). 'Training Resources' increased 1.7pts to 67.9 while Overall employer satisfaction improved 2.5pts to 70.0.

While is can be said that overall employers were reasonably satisfied with the 'Training Quality' metric, they are concerned about how effective the trainer is in their teaching (67.5pts) with this criteria rating 4.5pts lower than the others within this metric.

Respondents largely consider that Bendigo Kangan Institute needs to improvement our communication with employers, the exception to this is in those areas where the trainer has a high degree of workplace contact. The 'Effective Support' and 'Competency Development' metrics are consistently the lowest rating areas within the employer survey. These scales focus on communication with employers, program customisation as well as the skills gained and how those skills are applied in the workplace.

Within these QI metrics, the questions relating to our responsiveness to employer feedback (65.4), the development of customised programs (63.7) and whether the training helped prepare employees for the demands of work (66.3) were questioned by employers and were considerably lower than other criteria. Scores clearly point towards an issue with employee's work readiness and soft skills, questions relating to working with other people, preparedness to handle the demands of work and the student's ability to adapt and build on their skills and knowledge were some of the worse rated within the survey.

The metric 'Effective Support' increased 2.4pts to 67.0, within this metric there was significant average variation (4.7), it contained the 3 questions with the largest increases on 2019, it also contained the lowest rated question of all the criteria, EQ7 "The training organisation developed customised programs.", whilst the lowest rated this question did experience a slight increase of 0.4pts to 63.7 on 2019. Although a mixed bag when it comes to satisfaction, the criteria within 'Effective Support' still leads us to believe that we could significantly improve communication with and better support employers to develop their employees' skills and by default their business outcomes.

With a small decline (0.3pts) seen for the 'Training Relevance' Quality Indicator metric and a 1.7pts increase for the 'Training Resources' metric, 68.2 and 67.9 respectively, these scales focus on ROI through staff development and

equipment, facilities and resources. Employers expressed concerns about the effectiveness of the investment 67.4 (+0.2pts), whether the training reflected current practice 67.4 (-1.0pts), and if the training prepared their employees well for work 68.7 (+0.9pts). As in previous years' employers are seeking a more direct connection between the skills being taught and their (specific) application in the work place environment (i.e. competency development in work situations).

Section 3   Improvement actions

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

Major Improvement actions currently being undertaken include:

Bendigo Kangan institute is working on uplifting its performance in the quality and compliance of its service delivery. The Quality 2022 Program is aligned to and informed by:
 - BKI Strategy 2020-2025
 - North Star
 - The Education Plan
 - The Technology Plan
 - BKI People and Culture Plan

The Quality 2022 program is a suite of seven projects to address the quality and compliance challenges that BKI needs to meet.
 - Project 1 – Understand current content management approaches & develop an interim solution
 - Project 2 – Specify and select a long term strategic content management solution
 - Project 3 – Self-assurance plan and uplift
 - Project 4 – AG&Q Business Services Model
 - Project 5 – Improve culture of quality, integrity and compliance across the business
 - Project 6 – Recording Teacher Professional Development
 - Project 7 – Quality Uplift of Training and Assessment Strategies (TAS) and Assessment Tools.

The Student Journey Transformation Program (SJTP) includes improvements and transition to the
 - new Student Management System and
 - digital student admissions through online entry,
 - access and managing a student from application to enrolment by using digital Student Record system (dSR), and
 - easier use of apprentice information through Automotive Student Management System (ASMS).

Other improvement actions currently being undertaken include:
 - A stakeholder communication plan to ensure students and employers are kept informed.

- Student online newsletters, launch of a 24/7 wellbeing app for students and progression points within the learning management platform and more regular updates to employers.
- Developed Student Success Plan - This plan articulates how the student experience underpins delivery of VET training and skills, what the future student support structures will look like for students at BKI. This plan also outlines a 12-month implementation approach with priority initiatives.
- Implemented Education Plan which articulates the Education Quality Framework. The Education Quality Framework purpose is to affirm the commitment the Bendigo Kangan Institute has to the ongoing process of quality improvement to ensure quality outcomes in training and assessment, client services and management systems.
- Developed and implemented the centralised Trainer and Assessor Register, which allows more visibility of Trainers and Assessors competencies in addition to the Educator Passport and an annual professional learning program.
- Transferred learning resources for many courses to online learning applications.
- Updated Recruitment Policy and Procedure to make sure BKI employs only qualified Trainers and Assessors.
- A review of how BKI captures the student voice through student forums and surveys.

> Deploy a mid-point surveys to improve timely student evaluation and feedback mechanisms.

> Develop and deploy a closed-loop Net Promotor Score (NPS) survey for prospective, current, and completed students

> This brief survey will provide the Institute with a timely internal advocacy measure.

> The closed-loop model will allow us to respond directly to student feedback and make improvements to experience.

> Improve evaluation of students to help facilitate better feedback outcomes for students ongoing

> Develop/improve upon online resources, both in terms of content and accessibility

> Continue to build on 'Built-in Quality' process to underpin continuous improvement

> Implement a framework to improve communication between Employers and Bendigo Kangan Institute

> Improve connection with industry to ensure training is relevant and meeting the needs of industry.

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

Bendigo Kangan Institute monitors and control the effectiveness of preventive and corrective actions through:
- Policies and procedures
- Annual Internal Audits
- Process reviews
- Checklists
- Performance reviews
- Satisfaction surveys
- Staff satisfaction surveys
- Learners feedback
- Staff feedback
- Complaints, compliments and feedback process

We would seek to see an improvement in scores against employer communication and learner resources in next year's result.

In 2021 we have administered several pulse surveys to our student population. The aim is to provide the Institute with timely student evaluation and feedback mechanisms on our resourcing, teaching and communication. This will now evolve to capture an Institute-wide Net Promoter Score at all moments that matter during the student journey.

The results of audit and feedback are analysed and opportunities for improvement are discussed by the Senior Leadership Team. The SLT communicates their decisions to all staff as required.