

**EMAIL RESPONSE:** To: [vet.qi@edumail.vic.gov.au](mailto:vet.qi@edumail.vic.gov.au)  
**Subject:** Quality Indicators

**SUBJECT:** REPORTING OF LEARNER ENGAGEMENT AND EMPLOYER SATISFACTION QUALITY INDICATORS

**FROM:** 21098 - NECA EDUCATION AND CAREERS LTD

**TELEPHONE:** ANGELA ABREU (03 9381 1922) **DATE:** 28/06/2018

## Summary of Survey Responses

| Learner and Employer Responses        | Learners | Employers |
|---------------------------------------|----------|-----------|
| Total number of responses distributed | 288      | 315       |
| Total number of surveys received      | 288      | 144       |
| Response rate (per cent)              | 100%     | 46%       |

## Summary of Continuous Improvement

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

**The inclusion of more practical application and assessments:** Feedback from trade apprentices on the need to move away from 'theory' based assessments to 'practical' is common. All units currently include practical assessments where students apply what they have learnt in real life scenarios. As this feedback has come up again the trade school has invested in practical equipment that can be used to apply the knowledge learnt in classes. This investments has included but not limited to; The purchasing of 12 computerised testing boards, the development of a new communications practical room and the implementation of higher quality PLC, grid connect and battery storage practical assessments.

**Teacher Consistency:** There has been a focused effort on ensuring students are provided with the same teacher for the duration of their unit of competency. Classes and teachers are timetabled 6 months in advance in an effort to ensure that students are provided with consistency and continuity throughout the unit for competency. Teacher guides and session plans have also been developed to ensure content is being delivered consistently should there be a situation where a substitute teacher is used.

**Regular Marking:** Assessments have been updated to enable progressive marking. This approach provides both teachers and students with real time progress and provides insight into where the student may need further support or guidance. It also ensures that the assessments is paced throughout the delivery of each unit of competency and that students are provided with an opportunity to practice the skill prior to them being assessed.

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

Overall there has been great improvement in comparison to 2016. Our NPS is 39 which is an increase of 30 points and majority of the feedback was positive, which is a major shift from 2016.

Key findings from the employer satisfaction data were used to implement the following improvements.

**Feedback to employers on the apprentice's behaviour:** Through their feedback employers commented on the lack of insight into student behaviours during their time at school including but not limited to punctuality, class involvement and overall attitudes. This resulted in the implementation of semester based employer reporting where the employer is provided employee specific personalised feedback from the staff that have trained the employees. This feedback focuses on how the student is handling the content and workload, punctuality at trade school and behaviours in the classroom as well as overall reporting on unit outcomes and progress against the training plan.

**Feedback to employers on unit outcomes:** Employers have requested through the feedback to be notified 'real time' when their apprentice has been marked Not Yet Competent. This information was previously provided real time to apprentices and to employers through the scheduled employer reporting and engagement. As an outcome of this feedback employers will be notified at the same time the apprentices is of the Not Yet Competent result and rectification required. This will be done via email.

**Education to employers about what apprentices are taught in school:** Employer requested greater clarity of what the content is within each unit of competency being delivered to the students. This has seen the implementation of a communication strategy where employers are incidentally educated on the units being delivered and overall updates on the trade school and industry. This includes information in an employer handbook and video that is provided to the employer at the commencement of the apprenticeship, the development of a trade school blog which is maintained monthly with content and regular email communications that includes industry and trade content.

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

### Declaration

I confirm that (RTO Name):

- has collected, analysed and retained quality indicator data;
- has acted on data for the continuous improvement of training and assessment and client services; and
- has retained Quality Indicator data as evidence of compliance.

**Name of Principal Executive Officer (PEO)** PHILIP GREEN

**Signature of PEO**  **Date:** 28/06/2018