

# 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	22,051	1,492	6.8%
Employer satisfaction	3,382	197	5.8%

#### 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 1,492 students. This sample represents 6.8 per cent of this organisation's training delivery in the 2021 calendar year. Students were surveyed for these indicators and were selected by this organisation in accordance with national guidelines.

A lower number of students participated in our annual learner survey, largely due to the difficulties of surveying students studying remotely. While overall student population remained comparable, 2021 had a lower overall response rate (6.8%) when compared to 2020 (11.3%). This year we had a lower open rate on our Institute-wide communications and a corresponding lower click rate on the survey link.

Bendigo Kangan Institute's overall student satisfaction decreased 2.7 points to 71.1. Overall student satisfaction for Metro dropped 2.2 points (to 71.7) and Regional dropped 4.9 points (to 68.9). Bendigo Kangan Institute experienced



negative growth across all ten quality indicators with decreases of between -1.5 points and -2.8 points despite growth across all quality indicators the previous year. Compared to 2019, five of the quality indicators were higher, one was the same, and four experienced small decreases in satisfaction between 0.2 – 1.4 points.

Compared to 2020, 'All Scales' decreased 2.3 points to 74.4 but remained slightly higher than 2019 at 71.8. 'Active Learning' decreased by 2.8 points to 74.3, 'Effective Support' decreased by 2.3 points to 73.7, 'Effective Assessment' decreased by 2.2 points to 72.3 and 'Clear Expectations' decreased by 2.3 points to 71.2.

Although 'Trainer Quality' satisfaction decreased by 1.5 points to 76.3, this was the smallest decrease across all the Quality Indicators and remains 2.2 points above the 2019 result and is the Institute's highest performing metric.

The 'Training Resources' Quality Indicator which has consistently ranked as our lowest, scoring between 67.7 and 69.9 across the last 4 years, decreased by 2.1 points to 70.8 in 2021.

'Learning Stimulation' (down 2.4 points to 70.3) and 'Competency Development' (down 2.6 points to 71.7) both experienced negative growth. 'Training Relevance' was the lowest-rated Quality Indicator in 2021. With an average score of 69.1, this was a 2.2 point decrease on 2020 (71.3) and 1.4 points below 2019 (70.5).

#### Employer

These indicators are based on a survey of 197 employers. This sample represents 5.8 per cent of this organisation's training delivery in the 2021 calendar year. Employers were surveyed for these indicators and were selected by this organisation in accordance with national guidelines.

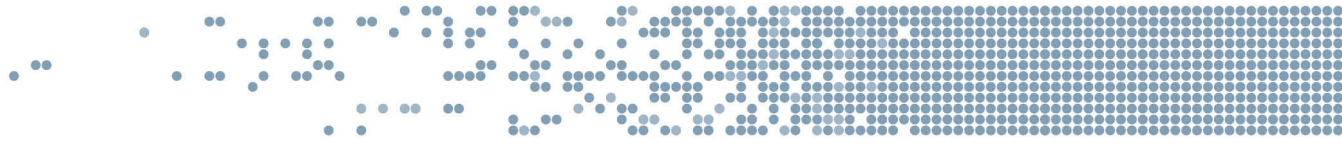
In 2021, the employer population decreased slightly (34 fewer employers than in 2020) and a larger number of employers participated in the annual survey. This led to a significant increase in the response rate, from 3.8% (130) in 2020 to 5.8% (197) in 2021.

Overall employer satisfaction decreased 5 points to 65.0. Bendigo Kangan Institute experienced negative growth across all seven quality indicators, with recorded decreases of between -1.6 points and -5 points.

'All Scales' decreased 3.2 points to 65.5 in 2021. 'Training Quality' achieved the highest satisfaction of all Quality Indicators at 67.8 but still decreased 4.1 points compared to 2020 (71.9). 'Training Resources' decreased 1.6 points to 66.3 in 2021.

'Effective Assessment' experienced a decrease on 2020 (68.9), down 1.7 points to 67.2 in 2021. 'Training Relevance' decreased down 2.7 points to 65.5.

There were two Quality Indicators that ranked as equal lowest rated metric: 'Competency Development' and 'Effective Support'. 'Competency Development' decreased 3.4 points compared to 2020 to 63.4. Within this metric, all questions experienced negative growth compared to 2020.



'Effective Support', decreased by 3.6 points to 63.4 and all questions within this metric experienced a decline in satisfaction on the previous year. Employers were most concerned about whether the organisation acted on feedback which was down 4.0 points to 61.4 and if the organisation was flexible enough down 4.8 points to 64.9.



## Section 2 Survey information feedback

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

#### Student

Unsurprisingly, our students' learning experience has been impacted by the pandemic and COVID-19 disruptions. Although in 2020 students understood the reason for the sudden shift to remote learning, expectations have increased. Unfortunately in 2021, metrics decreased by between 1.5 points – 2.8 points compared to the previous year. The quality indicators with the largest decrease related to 'Active Learning', 'Competency Development' and 'Overall Satisfaction'. Survey comments highlight how much students are missing the classroom experience and the interaction with their peers and trainers – a key driver of a positive student experience.

The 'Overall Satisfaction' quality indicator and the three questions that make up this metric on overall student satisfaction decreased, down 2.8 points to 71.1. Within this metric, individual questions decreased between 2.6 points – 3.1 points.

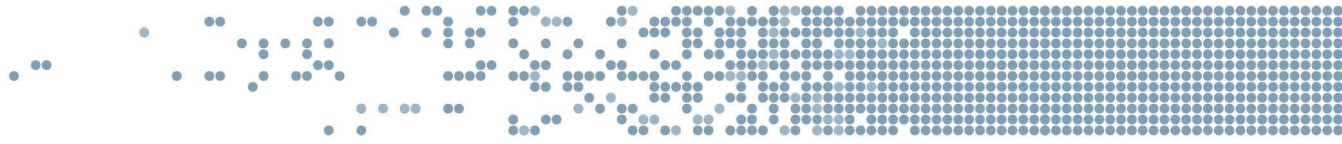
The 'Competency Development' metric decreased, after several years of growth, to 71.7 in 2021. The questions within this metric asks students to consider the skills or knowledge they are learning and the work/study habits they have developed to facilitate and manage their work. Within this metric, individual questions decreased between 2.1 points – 2.9 points which points to an area of improvement for the Institute.

The 'Active Learning' questions relates to self-assessment of learners' own commitment to study. It contains three of the six top rated criteria of the survey but also had the largest decrease in satisfaction dropping 2.8 points to 74.3. Within this quality indicator, we had questions at either end of the spectrum: LQ34 "I looked for my own resources to help me learn" was the lowest rating criteria down, 4 points to 68.1 while LQ35 "I approached trainers if I needed help" was the highest rated at 77.6.

'Trainer Quality' satisfaction decreased by 1.4 points to 76.3. Within this group was LQ3: "Trainers had an excellent knowledge of the subject content" which a high score of 79.8. Although this was a decrease of 1.1 points compared to 2020, it was 1.9 points higher than 2019. Trainer Quality is a key driver of positive student experience and outcomes and is therefore an area of focus for continuous improvement.

Communication has appeared as a key feedback theme over the last few years and is another opportunity for improvement. This is noted in the survey comments and across several questions within the 'Clear Expectations' metric which decreased by 2.4 points to 71.2. LQ12 "It was always easy to know the standard expected" decreased by 2.4 points to 68.8. Similarly, in the 'Effective Assessment' metric LQ8 "I received useful feedback on my assessment" decreased by 2.4 points to 71.9.

Given that Victorians were in their sixth lockdown at the time of the survey, it is somewhat unsurprising that 'Training Relevance' (69.1) contained our lowest rated question: LQ20 "The training had a good mix of theory and practice" which decreased by 2.2 points compared to 2020. Reversing a trend of slow year on year growth, the result for this question indicates that, although necessary, the shift to remote learning during the pandemic limited our ability to



deliver hands-on, practical training. If we drill down, significantly more respondents selected disagree or strongly disagree (21.5%) when answering LQ20 than the other two questions within this metric LQ18 (10.5%) and LQ19 (15.9%).

The 'Training Resources' metric relates to the availability, suitability and condition of equipment, facilities, and materials. Uplift over recent years can be attributed to significant campus revitalisation projects across our campuses. In 2021, this metric did decrease, but did not lose all the ground gained in 2020 (3.1 points) with a drop of 2.1 points to 70.8. This is still a gain of 3.1 points compared to the low of 67.7 in 2016 and we look forward to welcoming students back to campus to enjoy the facilities and places we continue to invest in and improve.

Within the 'Effective Support' quality indicator metric, students are asked to consider support services, flexibility of training, and respect shown by staff. LQ29 "Training organisation staff respected my background and needs" achieved 76.9 and has improved steadily from 72.0 in 2016.

#### Employer

Communication and the actioning of feedback and complaints from employers has been the area of most concern for multiple years. The quality indicator metric that contains these questions 'Effective Support' remains one of Bendigo Kangan Institute's priorities.

The lowest rated metrics in the Learner Questionnaire in 2021 were 'Effective Support' (63.4) and 'Competency Development' (63.4). Of the ten lowest rated criteria obtained in the employer survey, four were from within 'Competency Development' and another four were from within 'Effective Support'. Two of the three lowest rated questions EQ7 and EQ23 were also in this metric. EQ7: "The training organisation developed customised programs" was the second lowest rated question within the survey at 61.2 and decreased by 2.5 points compared to 2020. EQ23 "The training organisation acted on feedback from employers" followed, decreasing by 4.0 points to 61.4.

Employer advocacy is an area of attention. EQ14 "We would recommend the training to others" has decreased by 10.9 points between 2017 and 2021, while EQ12 "Overall, we are satisfied with the training" at 65.1 is down 10 points compared to 2017.

The 'Training Relevance' metric decreased by 2.7 points to 65.5 and 'Training Resources' decreased by 1.6 points to 66.3. These scales focus on Return on Investment through staff development and equipment, facilities, and resources. Employers expressed concerns about the effectiveness of the investment 64.3 (-3.1 points), whether the training prepared their employees well for work 63.6 (-5.1 points) and whether the trainer was effectively integrated into their organisation 64.6 (-3.9 points). Employers are seeking a more direct connection between the skills being taught and their specific application in the workplace environment.

Within 'Competency Development', the rating for EQ29 "The training prepared our employees for the demands of work" was, at 60.8, significantly lower than other questions that related to the skills and knowledge gained from the training. EQ10 "Our employees gained the skills they needed from this training" was down 4.6 points to 63.4 compared to 2020. EQ28: "Our employees gained the knowledge they needed from this training" was down 4.2 points to 63.8, a decline of 10.6 points since 2017. These results mirror comparable results in the student survey





around the skills and knowledge acquired and how these skills would be implemented in the workplace.

'Teacher Quality' decreased by 4.1 points to 67.8 compared to 2021. Within this metric, EQ19 "Trainers were effective in their teaching" decreased by 4.8 points, returning to 2016 levels (65.5). As with the student survey, this is a priority area for improvement.

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

#### Student

In 2021 all quality indicator metrics dropped back partially or completely to 2019 ratings. The level of satisfaction with the trainer, while declining 1.5 points on the previous year, is still 2.3 points higher than 2019. Underlying issues associated with the vocational relevance, training resources, learning stimulation and communication are still key areas of improvement as well as potential opportunities to enhance our performance.

Some of the largest shift in satisfaction related to the delivery of content and how those skills and knowledge would be applied. Students expressed a belief that the content was not necessarily at the right level for them (-2.7 points), that they did not understand the standards expected of them (-2.5 points), and that they did not develop the skills (-2.7 points) and knowledge (-2.6 points) they expected. We note that our return to on-campus delivery should help us to better meet student expectations around their VET training and provide the best environment to encourage success.

There is an interesting duality where students admit to not pushing themselves to understand (-3.4 points) or searching for their own resources to help them learn (-4.0 points), while also stating that the teachers had an impressive knowledge of the subject (-1.1 points to 79.8) and encouraged them to ask questions (-1.0 point to 78.0).

The classroom environment and the opportunity to work in a supportive practical environment is an important part of engaging the student with their training. It is evident from comments made across many years, that interactions with experienced trainers and fellow classmates are valuable to students. 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.

Survey comments highlight the impact that extended periods of remote learning have had on opportunities for peer-to-peer interaction as well as students' ability to implement theoretical skills without the support of practical instruction. Feedback suggests frustration about limited face-to-face time with teachers in the classroom. In 2021, many the lowest rating criteria related to practical skills, understanding expectations, and other work-ready skills. Students were concerned with how prepared they were for the workplace and their ability to work with other people, and the mix of theory and practical training.

For several years, communication has emerged as a key student feedback theme. Although communication about the delivery of course content and feedback on assessments is important, there is also evidence that communication about the standards expected is a priority. For example, LQ12 "It was always easy to know the standards expected" was the third lowest rated question within the learner survey and decreased by 2.4 points to 68.8. This result was lower than the other two criteria within the 'Clear Expectations' metric; LQ13 "I usually had



clear idea of what was expected of me” (71.4) and LQ14 “The teacher clearly explained what was expected” (73.6). Students have indicated that during remote learning, teachers need to prioritise how they communicate their expectations while also providing additional support and feedback about progress.

One of our key challenges is around facilities and equipment. Each year, students continue to express the belief that the facilities and equipment, at some locations and for some courses, needs improvement. In 2021, the metric ‘Training Resources’ decreased 2.2 points to 70.8, however there has been small year on year gains of between 0.5 points and 1.0 point since 2016 (67.7). We continue to develop our places through significant campus transformation projects, although we also note that at the time of the survey, Victoria was in its sixth lockdown and students were studying remotely and therefore not on-site to make use of physical training resources.

#### Employer

Bendigo Kangan Institute experienced a decline across all seven quality indicators. ‘All Scales’ decreased 3.2 points to 65.5 in 2021. ‘Training Quality’ achieved the highest satisfaction of all quality indicators at 67.8, but still decreased 4.1 points on 2020 (71.9). While Overall employer satisfaction dropped 5 points to 65.0.

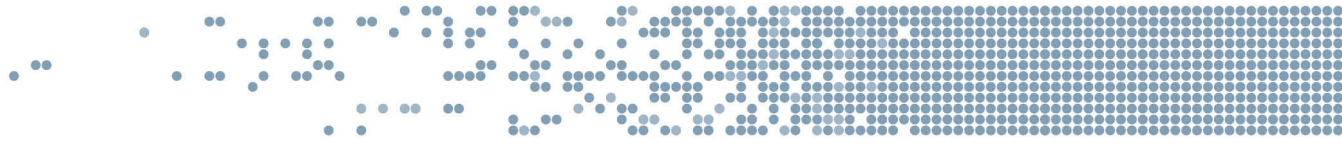
Employers were more satisfied with the ‘Training Quality’ metric than any other and believe that trainers have good knowledge and experience in the industry they are still concerned about how effective the trainer is in their teaching (66.5) and how well trainers were able to relate material to the workplace (66.8).

Respondents indicate that Bendigo Kangan Institute needs to improve communication with employers; the exception to this is in 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 metrics, the questions relating to our responsiveness to employer feedback (61.4), the development of customised programs (61.2) and whether the training helped prepare employees for the demands of work (60.8) were lower than other criteria. Employers question whether the training contributed to preparing their employees to manage the demands of work, enhanced their ability to work with other people, as well as the student’s capacity to adapt and build on their skills and knowledge. Overall, these were some of the lowest rated questions within the survey.

The metric ‘Effective Support’ decreased 3.6 points to 63.4 and contained a question with the one of the largest decreases on 2017 (-9.7 points): EQ23 “The training organisation acted on feedback from employers” (61.4). It also contained the second lowest rated question of all the criteria: EQ7 “The training organisation developed customised programs” (61.2). The ‘Effective Support’ results indicate that improved communication with and better support for our employers would lead to an uplift in satisfaction.

Employer results indicate that we need to work on industry’s return on their investment in their employees (apprentices/trainees). EQ21 “Trainers were able to relate material to the workplace” was down 4.9 points to 66.8 and year-on-year declines make this a priority. Similarly, EQ11 “The training was effectively integrated into our



organisation” was down 3.9 points to 64.6.

### Section 3 Improvement actions

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

Quality 2022 is an extensive program of work initiated by the Institute to ensure re-registration and embed self-assurance through continuous improvement. The program will benefit the student experience and enhance the Institute’s connection with industry and is therefore expected to lead to an uplift across the Quality Indicator metrics, especially “Training Quality”.

The Quality 2022 program was designed to implement:

- A long-term strategic content management solution
- Self-assurance plan and uplift
- A culture of quality, integrity, and compliance across the business
- Quality Uplift of Training and Assessment Strategies (TAS) and Assessment Tools

The Digital Learning Approach addresses the need to improve the Bendigo Kangan Institute digital learning experience. Although the learner survey does not specifically ask students about digital learning, we know that (because of the timing of the survey during lockdown) students were mostly reflecting on remote learning. Although most courses will resume face-to-face training, blended learning will remain in some form. The Digital Learning Approach will develop a standardised approach to how learning and assessment are facilitated and conducted in an online environment and ensure a high-quality experience for staff and students.

Although not directly related to training delivery, the Student Journey Transformation Program (SJTP), which includes a transition to a new Student Management System, will significantly improve our students’ experience through improved communication. The new system and processes will deliver capability and user experience improvements across the end-to-end student lifecycle and will replace several legacy systems will create a single student record (source of truth). The benefits to the student experience include:

- A personalised portal experience.
- Online self-service enrolment.
- Real-time, easy to find, and reliable course progress, results, and support information.

Significant investment in and progress on our campus transformation programs is expected to improve Quality Indicator results related to “Training Resources”. We are modernising our places to ensure fit-for-purpose buildings and facilities designed to optimise the student experience.

These improvements include:

- A new Trades and Skills Centre at Broadmeadows campus.
- Relocation of Moonee Ponds’ health delivery to the new Essendon Health Hub with updated health simulation spaces and equipment.





- A new veterinary clinic at Broadmeadows campus.
- Progress towards the \$60 million Broadmeadows Campus Revitalisation Project.

Other smaller projects and improvement actions (currently under way and recently completed) include:

- The Customer Experience Blueprint which defines the desired experience for all Bendigo TAFE and Kangan Institute customers (students and industry). Led by a team of external workplace psychologists with experience in human-centred design, the consultants have consulted extensively to ensure the student voice (needs, expectations, perceptions) shape the Blueprint and guide all staff to deliver the kind of experience our customers want.
- A new Educator Passport program (Demonstrate Effective Feedback) to support teachers to communicate expectations and feedback to students.
- An outreach phone campaign commenced in lockdown (targeting placement students) and expanded post-lockdown (aiming to connect with all students) to promote Bendigo Kangan Institute support services and collect feedback about students' early experiences.
- Updated critical Policies and Procedures to make sure BKI employs only qualified Trainers and Assessors.
- Amplifying the student voice through a new Student Voice Forum and implementation of a closed-loop Net Promoter Score (NPS) survey for prospective, current, and completed students and industry, which will allow us to respond directly to student feedback and make improvements to customer experience.

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

BKI monitors and controls the effectiveness of preventive and corrective actions through:

- Policies and procedures
- Steering Committees and other internal governance structures
- Annual Internal Audits
- Process reviews
- Checklists
- Performance reviews
- Satisfaction surveys
- Staff satisfaction surveys
- Learner's 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 the audit and feedback are analysed and opportunities for improvement are discussed by the Senior



Leadership Team (SLT). The SLT communicates required actions to all staff as required.