



FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
22034	Pass Global Pty Ltd. t/a Altec College

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	250	165	66
Employer satisfaction	0	0	0

Trends of response statistics:

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

The response rate was spread across all the student cohorts in the enrolment courses of the RTO.

Certificate III and IV students made up 18% and 1% of respondents respectively.

Meanwhile, 13% of respondents were Diploma students.

Advanced Diploma Level students were the largest representative response group, more than half or 60% of respondents.

This is in contrast to the trend in 2018 where Diploma students made up almost half of the respondents at 40%, followed by Diploma students.

Among these respondents,

Leadership and Management course students collectively made 85% of the respondents.

Hospitality students provided a combined response of nearly 8% and the rest spread across other fields.

Similar to prior years, student aged between "25 to 34" actively participate in our survey, accounting for the majority of participants at 75% out of all age groups.



This is followed by 15% of respondents from the "35-44" age group.

The remainder of the respondents fall into either the "15-19" or "20-24" age group.

The trend for gender of respondents is in contrast to last year's, where there were 69% of female respondents and 31% of male respondents.

For 2019, the number of female respondents stood at 40%, while male respondents are represented by 60%, which is an increase of 29%.



Section 2 Survey information feedback

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

The findings were consistent with RTO's expectations in terms of quality and last years' data. Students are greatly satisfied with the quality of training, learning resources, skills and knowledge of trainers and assessors, student support and overall learning experience.

93% students were satisfied with with the quality of training, learning, and learning materials/resources provided;

98% students were satisfied with the course information provided prior to enrolment

98% students were satisfied that they understood the expected course outcomes

98% of the students were satisfied with the course meeting their learning needs

94% students were satisfied with the quality of college's facilities, equipment, and resources

98% students were satisfied with the pace of learning

97% student were satisfied with the trainer's preparation and presentation skills

96% students were satisfied with the support services provided by the college

Overall satisfaction with the training

80% Agreed, 18% Strongly Agreed, 0% Disagree while 2% Strongly Disagree in 2019.

In comparison to 2018, more students have chosen Agreed or Strongly Agreed compared to the other two (2) options, show significant effort of the RTO in improving our quality of training.

There were no unexpected findings, other than the areas of improvement identified through feedback:

- Submission of assessment can be digitalised
- Enhancement of student engagement strategies in the learning sessions
- Enhancement of practice tasks and demonstrations outside of the classroom

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

Feedback received from the survey feedback clearly indicates that the RTO is performing exceptionally well in many areas in terms of meeting the needs of the students. This includes:

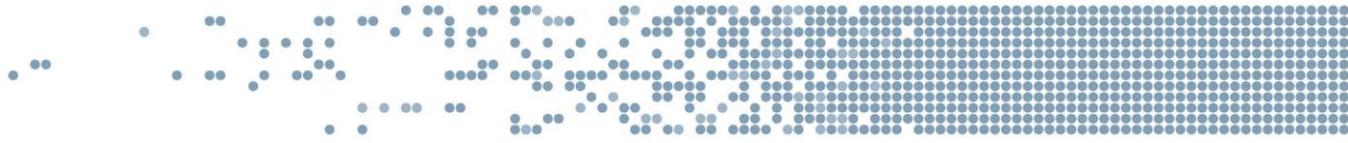
- Course information at enquiry stage
- Communication on expected outcomes
- Structure and outcome of learning
- Quality of trainers

There has also been improvement on the quality of training, quality of facilities, equipment and resources, learning materials and student support services.

Overall, student satisfaction has been consistently high at 98% this year.

The survey data will further be used for continuous improvement across all areas of operations.

The RTO shall continue to encourage and engage trainers and assessors in professional development activities.



Section 3 Improvement actions

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

The RTO is committed to continually exceeding its own expectations and will focus on further streamlining practices and behaviour in relation to the key phases of the student experience during marketing and recruitment, enrolment, support and progression, training and assessment and completion based on the learner engagement data received. The following continuous improvement activities have been undertaken during the review period:

Pre Enrolment

As a response to student feedback, Learner Needs Analysis prior to enrolment has been helpful for candidates and the RTO. As part of continuous improvement, the RTO has refined and updated this form a few times throughout the year to enhance student engagement prior to enrolment and help students make an informed decision. The effectiveness has been monitored and as a result, a tighter pre enrolment process can be observed.

RPL

The feedback received showed that around 76% of students mentioned that they did not receive recognition of prior learning. However, in another question, 95% agreed that their previous knowledge and skills were recognised. To mitigate this issue, all applications with previous studies in the VET industry were referred to the Academic Department to assess and confirm. The outcome is then advised to students at pre-enrolment stage, where applicable.

Student Engagement

Student engagement activities have been carried out with an objective to provide students with an excellent learning experience along with cultural recognition, acknowledgement and support. This includes educational excursions, barbeques and cultural days. The RTO has also been increasing student engagement through social media by sharing learning resources and student experiences. Student activities such as Harmony Day were also carried out to connect and engage with students from diverse backgrounds.

To recognise the hardwork and effort of students in completing their courses and to celebrate their accomplishments, the RTO held a graduation ceremony for students across its campuses. This event was the highlight of 2019 and was very successful as it attracted high participation from students.

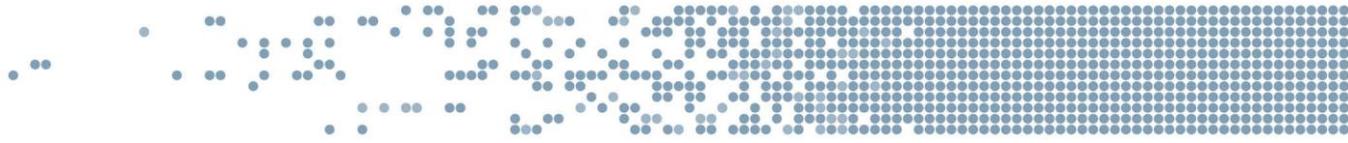
Professional Development

The RTO conducted an upgrade program to meet the new requirements for Certificate IV in Training and Assessment on campus for all trainers which was facilitated by Monash Training and Professional Development.

Throughout the year, the RTO has also supported a number of support staff in obtaining the Certificate IV in Training and Assessment Certification to enable staff to upskill themselves.

The RTO has also conducted routine in-house Professional Development programs to assist staff in meeting their professional development requirement.

External Professional Development has also been actively encouraged where information on programs and



workshops that are highly beneficial to staff have been routinely communicated throughout 2019.

To keep staff informed about the latest changes to VET regulations, regulatory compliance requirements as well as to maintain industry currency, the RTO has provided complimentary membership to all staff to the Independent Tertiary Education Council Australia (ITECA).

Validation

The RTO undertook several validation activities across different faculties in 2019 to receive ongoing feedback about the quality of training and assessment tools. This will help ensure that the assessment tools and activities are able to meet the current industry requirements, resulting in students graduating with the required skills to work in the industry.

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

The RTO has established an internal review process to ensure compliance with regulatory requirements and to monitor effectiveness of continuous improvement activities. Feedback from stakeholders is collected and analysed to identify areas of improvement on a regular basis. Monthly Senior Management Meetings are held to discuss the outcomes of monitoring and feedback and to discuss suggestions for continuous improvement.

The organisation will focus on ensuring quality of management practices in key phases of student experience that include marketing and recruitment, enrolment, support and progress, training and assessment and completion.