

'How to' Guide - Learner Engagement and Employer Satisfaction Quality Indicators

Background

Under the Australian Quality Training Framework (AQTF), registered training organisations (RTOs) are required to collect, use and report data on three Quality Indicators:

- Learner Engagement
- Employer Satisfaction
- Competency Completion.

All RTOs are required to provide an annual summary report to the Training Accreditation Council (TAC) by 30 June each year that contains data against these three Quality Indicators.

The data submitted will always be for the previous calendar year, e.g. the data submitted by 30 June 2010 will relate to training activity that occurred between 1 January 2009 and 31 December 2009.

Purpose of this guide

This guide relates to the Learner Engagement and Employer Satisfaction Indicators only and has been written to assist RTOs in administering the mandated questionnaires and providing reports on this data to TAC.

This guide covers two scenarios:

- RTOs wanting to administer the surveys in a paper format (i.e. by post, face to face or by phone)
- RTOs wanting to administer the surveys online.

What data needs to be collected/reported?

Data to be collected for the Learner Engagement and Employer Satisfaction Indicators are:

- Feedback from learners gained from the learner questionnaire; and
- Feedback from the employers of your learners gained from the employer questionnaire.

RTOs are required to submit an annual summary report to TAC that contains the results of the learner and employer questionnaires. The Survey Management, Analysis and Reporting Tool (SMART) software produces the 'registering body report' that TAC requires. Appendix 3 contains an example of a registering body report.

Data provided to TAC does not include individual questionnaires or student names, only summary results from the questionnaires administered by an RTO within the data collection period.

What software underpins the Learner Engagement and Employer Satisfaction Indicators?

There are two software systems underpinning these indicators; both were developed by the Australian Council for Educational Research (ACER) and are free to download and use:

1. Survey Management, Analysis and Reporting Tool (SMART)

RTOs enter or import learner and employer questionnaire responses into this software to generate the annual summary report required by the registering body.

Note: It is not mandatory for RTOs to use the SMART software to report their data, however the registering body report submitted to TAC must look identical to the report the SMART software would create. An example of this report is in Appendix 3.

2. Online Survey System (OSS)

This software is designed for use by RTOs wanting to administer the questionnaires in an online format. The software produces web links that can be emailed to the learner or employer enabling them to complete the questionnaire online. The responses are then stored by the OSS ready for importing into the SMART software by the RTO.

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SECTION 1. How Quality Indicator data will be assessed by TAC

The annual submission of Quality Indicator data will be assessed by TAC and each RTO will be allocated either a 'high', 'marginal' or 'poor' performance level. Together with existing audit and complaint history on record, this data will be used to review the overall risk rating for each RTO.

To achieve a 'high' level of performance:

- Quality Indicator reports must be complete; *and*
- Quality Indicator reports must be submitted on time; *and*
- The overall satisfaction score for the Learner Engagement and Employer Satisfaction Indicators are 65 or above.

To achieve a 'marginal' level of performance:

- Quality Indicator reports are incomplete; *or*
- The overall satisfaction score for both the Learner Engagement and Employer Satisfaction Indicators are between 31 and 64.

To achieve a 'poor' level of performance:

- Either of the overall satisfaction scores for the Learner Engagement and Employer Satisfaction Indicators are 30 or below *or*
- No data has been provided or the data was not provided by the 30 June deadline.

The survey scores referred to above are located on the registering body report generated using the SMART software.

SECTION 2. How do I access the questionnaires and the SMART software?

The **Learner Questionnaire** can be downloaded for free from ACER's website:

http://www.acer.edu.au/documents/AQTF_LearnerQuestionnaireLQ_005.pdf

An example of this survey (that includes the response codes) is included in Appendix 1 of this guide.

The **Employer Questionnaire** can be downloaded for free from ACER's website:

http://www.acer.edu.au/documents/AQTF_EmployerQuestionnaireEQ_004.pdf

An example of this survey (that includes the response codes) is included in Appendix 2 of this guide.

The **SMART software** is available for free download from ACER's website:

<http://www.acer.edu.au/aqtf/smart.html>

ACER has developed a '*Survey Management, Analysis and Reporting Tool Guide*' which can also be downloaded from <http://www.acer.edu.au/aqtf/smart.html>. RTOs may wish to refer to this guide for assistance in installing the SMART software.

SECTION 3. What is mandatory and what can be changed in the questionnaires

The following can be changed:

- The questions on the second page of the learner questionnaire (the employer questionnaire only has one page) are *optional*; an RTO can decide whether it will request respondents to complete these questions. An RTO can remove these questions altogether if appropriate.
- An RTO can remove the AQTF2007 logo and add their own or leave the AQTF2007 logo and add their own.
- Additional questions can be included on the questionnaires if an RTO wants to collect feedback on areas of their services not addressed by the mandatory questions.

- The questionnaires can be administered at the same time as other questionnaires the RTO chooses to implement (if an RTO feels more questions are needed to inform its continuous improvement).

The following cannot be changed:

- The questions on the first page of both questionnaires must be used as they are written; they cannot be reworded, omitted or otherwise changed.
- The scales used (i.e. Strongly Agree, Agree, Disagree and Strongly Disagree) cannot be changed.

SECTION 4. Guidance for RTOs that provide assessment only (RPL) services

As a majority of RTOs are registered to provide delivery and assessment services, the Learner Questionnaire and Employer Questionnaire were developed with this in mind. RTOs that provide and are registered for assessment only services need only ask the questions from the 'effective assessment' scale of the questionnaires, which include the following questions:

Learner Questionnaire: LQ8, LQ9, LQ10, LQ11

Employer Questionnaire: EQ18, EQ16, EQ15, EQ4

Refer to Appendix 1 & 2 for a copy of the questionnaires with question labels.

SECTION 5. When to use the employer questionnaire

Employers may directly purchase training for their employees, employ graduates from an RTO or may supervise students in the workplace. Although some RTOs provide training to employees of many organisations, others may have training relationships with just a few employers or none at all.

RTOs that cannot link the services they deliver to any employer are not required to use the Employer Questionnaire. RTOs that do not administer the Employer Questionnaire will need to provide justification for not doing so when submitting data for the other indicators.

This explanation can be provided as part of the registering body report by inserting text in the 'Survey contexts and use' field referenced in Section 9 of this guide OR in the email the registering body report is attached to.

SECTION 6. Guidance on how many learners/employers need to be surveyed

The question: 'What is the minimum number I need to survey?' is often asked. Guidance on this is included in this section, however, RTOs should note that limiting the administration of the questionnaires to the minimum possible number may not provide sufficient or reliable feedback that would best benefit the RTO's continuous improvement processes. Each RTO should determine a survey method that will best inform the continuous improvement of its operations.

RTOs will need to decide if they want to:

1. Conduct a census of all learners and employers (i.e. survey everyone)
2. Collect data from a sample of learners and employers.

Conducting a census

When conducting a census, an RTO should aim to get responses from **at least 50% of those surveyed**.

Surveying a sample

When collecting data from of a sample of learners and employers, an RTO will first need to decide who it will survey and then split the learners and employers into groups. Groups could be determined by campus location, industry, qualification level, faculty, field of education etc., or any combination of these.

Feedback should be collected from **at least 50 people in each group**. If the group has fewer than 50 people, feedback should be collected from **all people within the group**.

Choosing Groups

It is up to the RTO to group their learners in a way that provides the most useful insight into learner engagement and employer satisfaction. Some examples are provided below.

Example 1 – Grouping learners by qualification

An RTO with several qualifications on scope from the beauty training package with more than 100 students in each qualification may choose to 'group' learners by qualification. Therefore, this RTO should aim to get responses from at least 50 students from each qualification.

Example 2 – Grouping learners by industry area

An RTO with several qualifications on scope from the beauty training package with fewer than 50 students in each qualification may choose to group learners by industry area (e.g. beauty industry) and try to get responses from 50 students across the beauty industry area they deliver in.

Example 3 – Surveying some classes of students that complete a course

An RTO running a first aid course more than 100 times a year with 10 students in each course (1000 students altogether) could choose to administer the survey to all students (and their employers) from 10 of the first aid courses (100 students altogether).

The *Learner Survey Guide* and a *Employer Survey Guide* provides further guidance to assist RTOs to administer the surveys in ways that are likely to deliver valid and reliable results:

<http://www.acer.edu.au/aqtf/>

SECTION 7. Step by step guide: RTOs administering the learner or employer questionnaires in a paper format

Administering the questionnaires manually can either be done in-house by RTOs or, alternatively, RTOs can engage a service provider to mail out the questionnaires/collate data etc.

The instructions below are for RTOs that will be administering the questionnaires in-house:

1. Identify the learners and employers to be surveyed. Guidance on how many learner/employers to survey is contained in Section 6.
2. Distribute the questionnaires to the learners and/or employers. Some suggested methods of doing so include:
 - posting out the questionnaires;
 - handing out the questionnaires in class or during visits to learners at their workplaces; or
 - phoning the learner/employer and completing the questionnaire by hand as the responses are provided.

ACER has developed a template cover letter for RTOs choosing to post out the questionnaires. Use of this letter/wording is not mandatory.

Learner Survey Letter:

http://www.acer.edu.au/documents/AQTF_LearnerSurvey-SampleCoverLetter.doc

Employer Survey Letter:

http://www.acer.edu.au/documents/AQTF_EmployerSurveySampleCoverLetter_001.doc

- Once questionnaires are completed and received by the RTO, the responses will need to be coded ready for entry into the SMART software. A copy of each questionnaire showing the response codes is included in Appendix 1 & 2.

There is no code for non-responses to items and the cell that data would have been entered into the SMART software for that question is simply left blank.

For example, the coding for the first five questions is as follows:

ABOUT YOUR TRAINING		Strongly disagree	Disagree	Agree	Strongly agree
I developed the skills expected from this training.	LQ21	1	2	3	4
I identified ways to build on my current knowledge and skills.	LQ23	1	2	3	4
The training focused on relevant skills.	LQ18	1	2	3	4
I developed the knowledge expected from this training.	LQ24	1	2	3	4
The training prepared me well for work.	LQ19	1	2	3	4

Using these codes, a completed questionnaire would be coded as follows:

ABOUT YOUR TRAINING		Strongly disagree	Disagree	Agree	Strongly agree
I developed the skills expected from this training.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identified ways to build on my current knowledge and skills.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training focused on relevant skills.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed the knowledge expected from this training.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training prepared me well for work.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Response code = 2 (points to Disagree column)

No response = no code (points to empty cells)

Response code = 4 (points to Strongly agree column)

- Once the questionnaires are coded, open the SMART software. For more information on how to download the SMART software, refer to Section 2.
- If you have not done so already, enter details about your RTO on the opening screen and press *Save*. An example of this screen is included below.

SMART

Manage surveys | Learner survey | Employer survey

RTO information | Quality indicator resources | Administration feedback | Produce reports | About SMART

Provide details on your RTO

Name: Department of Education and Training

Street address: Level 3 Education House
30 mary Street

City/suburb/town: BRISBANE

State: QLD

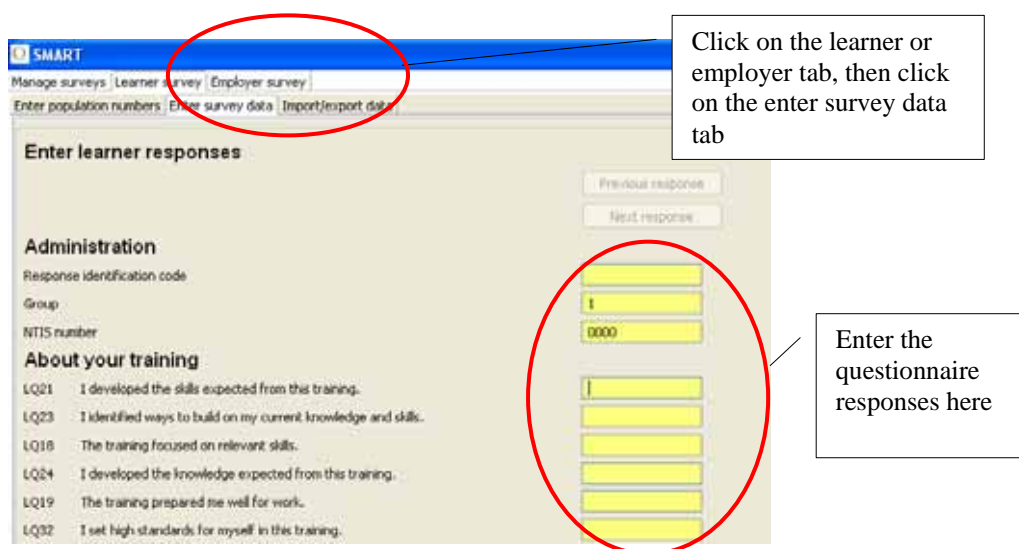
Postcode: 4000

NTIS number: 0000

Save

Enter details then click save

- Click on either the 'Learner survey' tab or the 'Employer survey' tab depending on what type of data you will be entering
- Click on the 'Enter survey data' tab. An example of the learner responses screen is shown below.



- One questionnaire at a time, enter the responses into the SMART software by entering the code for the response.
For example, if a student answered "strongly agree" for the first question (LQ21), the code for this is 4. The number 4 is typed in the field adjacent to that question.
 Save the data by clicking the 'Save' button located at the bottom of the 'Enter survey data' tab **OR** click the 'New Response' button at the bottom of the 'Enter survey data' tab. This will save the data you have entered and load a new screen where you can enter data from the next questionnaire.
- Once all the questionnaire responses have been entered, generate the registering body report by following the steps listed in Section 9 of this guide. Email the report to tacqi@des.wa.gov.au by 30 June each year. You will receive a confirmation email when your submission is received.

SECTION 8. Step by step guide: RTOs administering the learner or employer questionnaires online

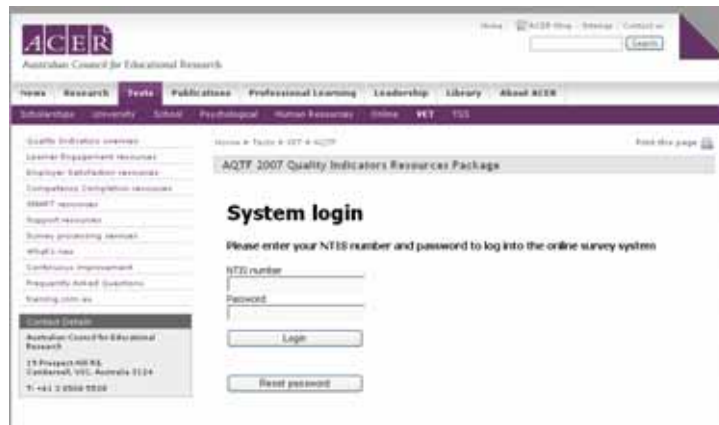
Please note the steps provided below are a summary of the process. Detailed instructions for using the Online Survey System (OSS) can be downloaded here:

http://www.acer.edu.au/documents/AQTF_OnlineSurveySystemGuide2_001.pdf

Note: The OSS prompts the learner to answer all questions in the learner questionnaire, not just those listed on page 1 of the learner questionnaire. As only page 1 of the learner survey is mandatory, those RTOs choosing not to administer page 2 of the learner surveys are not fully catered for in the OSS.

The OSS allows respondents to submit the questionnaire even if all items have not been responded to. So, as a 'work around', RTOs might alert students to the fact they only need to fill out the first page online and then 'submit' the questionnaire without responding to the questions on page 2 and 3 of the questionnaire.

1. Identify the learners and employers to be surveyed. Guidance on how many learner/employers to survey is contained in Section 6 of this guide.
2. Log onto the Online Survey System (OSS). The OSS is accessed via the internet at: www.acer.edu.au/aqtf/oss.html



To login your NTIS number is the same as your RTO number. If you do not have a password, click the "reset password" button and enter your RTO number together with the email address listed on www.ntis.gov.au for your RTO's 'Day2Day contact' (this is your nominated NTIS contact person). A new password will automatically be sent to this email address.

If the email address listed under 'Day2Day contact' for your RTO on www.ntis.gov.au is *incorrect*, notify TAC using an RTO4 Change of RTO Details form, available at: http://www.tac.wa.gov.au/ToolBox_ApplicationForms.html

3. Obtain links from the OSS ready for emailing out to learners and/or employers. Options for using links are:
 - **Send the same link to every student/employer** (if you choose this option you should use the "learner group 1" link and the "employer group 1" link only from the OSS)
 - **Send one link per group** (i.e. each member of the same group gets the same link, but each group has their own link). Links for up to 10 groups are listed on the first page of the OSS after you log on.
 - **Send a unique link to each and every learner/employer**. To do this, under the 'link for single respondents' heading, choose the survey you wish to download links for (i.e. learner or employer). Then enter the number of links required and click the 'download links' button.

An example of the OSS screen where you can access links from is included below.

The screenshot shows the ACER website interface for the AQTf 2007 Quality Indicators Resources Package. The main navigation bar includes 'News', 'Research', 'Tests', 'Publications', 'Professional Learning', 'Leadership', 'Library', and 'About ACER'. The left sidebar contains a 'Quality Indicators overview' menu with links to 'Learner Engagement resources', 'Employer Satisfaction resources', 'Competency Completion resources', 'SMART resources', 'Support resources', 'Survey processing services', 'What's new', 'Continuous improvement', 'Frequently asked Questions', and 'training.com.au'. The main content area is titled 'AQTf 2007 Quality Indicators Resources Package' and includes a 'Password management' button and a 'Survey administration' section with an 'Activity log' button. Below this is a table titled 'Links for multiple respondents' with two columns: 'Survey' and 'RTO link'. The table lists links for Learner Groups 1-10 and Employer Groups 1-10. Below the table are sections for 'Links for single respondents' and 'Download responses'. The 'Links for single respondents' section has a 'Select survey' dropdown set to 'Learner', a 'Number of links (max 1000)' input field, and a 'Download links' button. The 'Download responses' section has a 'Select survey' dropdown set to 'Learner', and buttons for 'Download new responses', 'Download all responses', 'Download link table', and 'Logout'. The footer of the page shows the date '04/30/2009 11:56:30'.

If using the same link for groups or the same link for all learners/employers, use the links provided here

If using a unique link for each learner/employer, get your links here

Once learners and employers have completed the questionnaires, you can download the responses here, ready for importing into the SMART software

- Paste the links into an email. "Mail merge" is an option here to reduce time taken to email learners/employers. Template emails have been provided by ACER. If you wish to use these, the wording is optional:

Learner survey sample email:

http://www.acer.edu.au/documents/AQTf_LearnerSurvey-SampleEmail.doc

Employer survey sample email:

http://www.acer.edu.au/documents/AQTF_EmployerSurveySampleEmail_001.doc

5. Once the learner/employer completes the questionnaire online, the responses are stored by the OSS. To collect questionnaire responses, log onto the OSS. You can either choose to download all responses or just new responses (since the last download). When your selection is made, a .txt file will be generated. This file should be saved.

An example of the OSS screen from which responses can be downloaded was included on the previous page.

6. Import your questionnaire data (from the .txt file generate in step 5) into the SMART software:
 - a. Log onto the SMART software. If you have not already done so, enter details about your RTO on the opening screen and press 'save'. An example of this screen is below.

SMART

Manage surveys | Learner survey | Employer survey

RTO information | Quality indicator resources | Administration feedback | Produce reports | About SMART

Provide details on your RTO

Name: Department of Education and Training

Street address: Level 3 Education House
30 mary Street

City/suburb/town: BRISBANE

State: QLD

Postcode: 4000

NTIS number: 0000

Save

Enter details then click save

- b. Click on the 'Learner survey' or 'Employer survey' tab (depending on what data you wish to import)
 - c. Click on the 'import/export data' tab:

SMART

Manage surveys | Learner survey | Employer survey

Enter population numbers | Enter survey data | Import/export data

Manage learner survey data

Export data file template

Import survey data

Export survey data

Purge learner data

Click on the learner or employer tab, then click on the import/export data tab

Click to import data

- d. Click on the 'Import survey data' button. A dialogue box will appear:

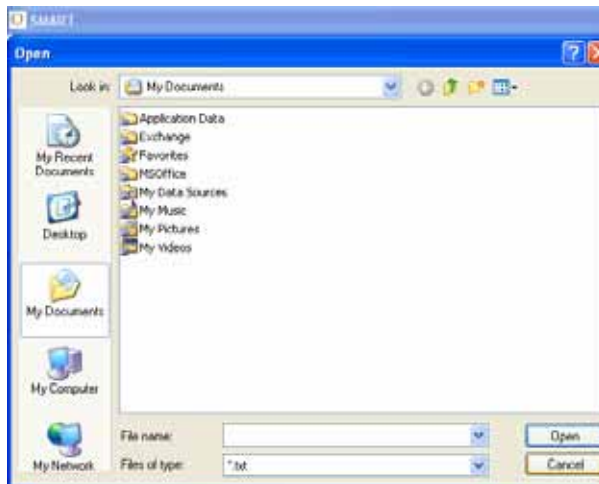
Do you want to overwrite?

Any existing responses will be deleted if you click Yes. Click No to append data, or Cancel to close this window.

Yes No Cancel

Click 'Yes' to overwrite existing responses in SMART. Otherwise click 'No' and your data will be added to the existing responses in SMART.

The 'Open' window will now be displayed. Navigate to the .txt file you wish to import into the SMART software, then click 'open'.



If the import is successful, an 'Import successful window' is displayed.

Otherwise a 'Data import error' window will be displayed indicating which rows of the data import need to be corrected. You may wish to view the .txt file in a Microsoft Excel document so that you can better locate the row that needs amending. To do this:

- i) With Microsoft Excel open, from the file menu, click 'Open'
- ii) Change the 'Files of type' to 'All Files'
- iii) Locate the txt. file that you have tried to import into the SMART software and click 'Open'
- iv) The 'Text Import Wizard' will appear, accept the default settings by clicking 'next' and 'finish'.

The questionnaire data should now display in a format that allows you to find and correct the 'errors' the SMART software has identified. Once corrected, save the document and import the data into the SMART software again.

After correcting the errors, if you still receive the data import error, page 19 of the SMART guide may assist, http://www.acer.edu.au/documents/AQTF_SMART-Guide_001.pdf. Alternatively contact ACER (contact details provided in Section 9).

7. Once the responses are imported, generate the registering body report by following the steps listed in Section 9 of this guide. Email the report to tacqi@des.wa.gov.au by 30 June each year. You will receive a confirmation email when your submission is received.

SECTION 9. How to generate the registering body report using the SMART software

To generate the registering body report from the SMART software:

1. Open the SMART software
2. Ensure all questionnaire data has been entered or imported into the SMART software following the steps listed in Section 7 or 8 of this guide.
3. Enter the total number of students/employers you asked to complete the questionnaire (known as the population number) by:
 - a. Clicking on the 'Learner survey' tab.
 - b. In the 'Enter population numbers' tab enter the total number of students you asked to complete the questionnaire.

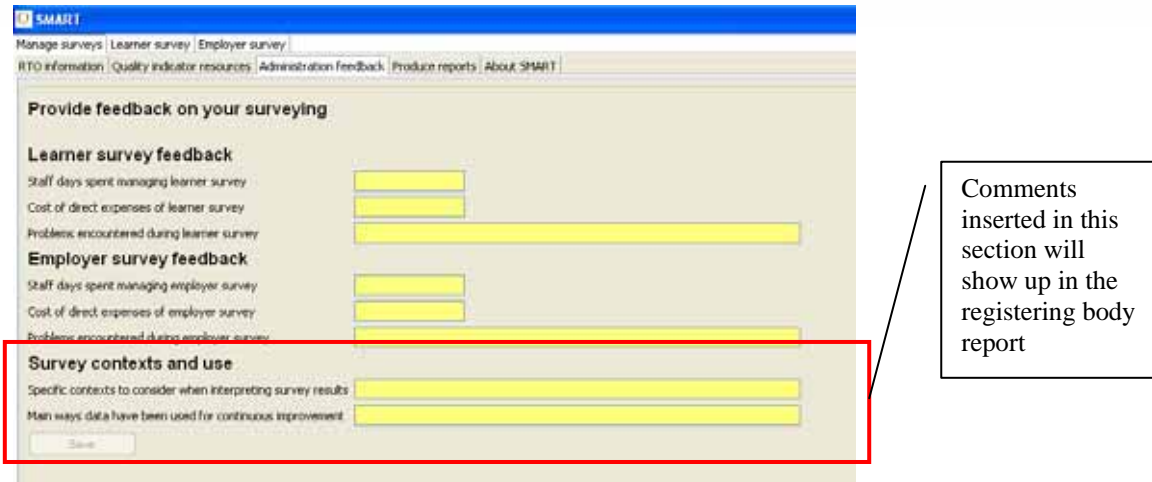
For example: If you handed out the learner survey to 2000 students the 'population number' is 2000, regardless of how many responses you received..

You may break the population number into sub-totals by field of education and qualification level if you wish or put a total number in the "total" field in **both** the 'field of education' and 'qualification level'. An example of this screen is included below:

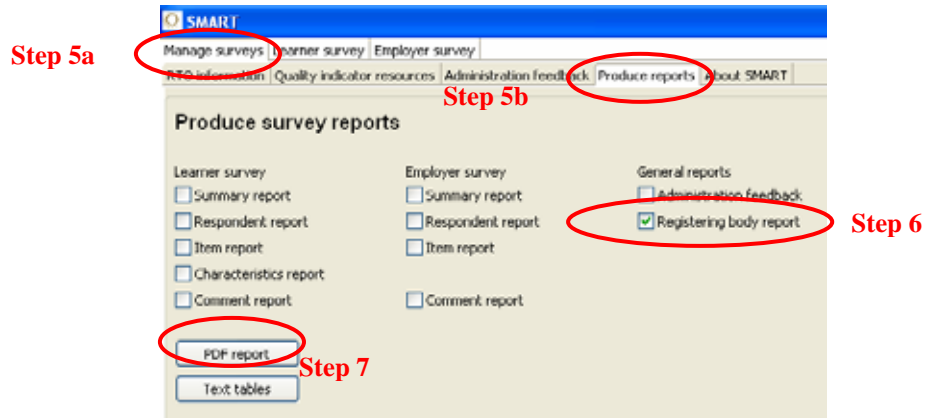
Population information	
Field of education	
Natural and Physical Sciences	<input type="text"/>
Information Technology	<input type="text"/>
Engineering and Related Technologies	<input type="text"/>
Architecture and Building	<input type="text"/>
Agriculture, Environmental and Related Studies	<input type="text"/>
Health	<input type="text"/>
Education	<input type="text"/>
Management and Commerce	<input type="text"/>
Society and Culture	<input type="text"/>
Creative Arts	<input type="text"/>
Food, Hospitality and Personal Services	<input type="text"/>
Other	<input type="text"/>
Total	<input type="text"/>

- c. Press 'save'
 - d. If your RTO used the Employer Questionnaire as well, repeat steps a. b. and c. for the employer questionnaire by clicking on the 'Employer survey' tab.
4. If you wish to provide context for the data in the registering body report (that TAC will be able to see) insert this into the 'Administration feedback' tab, located under the 'Manage surveys' tab.

Enter text in the 'Surveys contexts and use' section. Filling in the other fields on this page is optional and the responses from these fields will *not* show up in the registering body report. An example of this screen is included below:



5. In the SMART software, click on the 'Manage surveys' tab, then the 'Produce reports' tab.
6. Select the 'Registering body report' as shown in the diagram below.
7. Click the 'PDF report' button. The report will be generated and you should save this report ready to be emailed to TAC. An example of the registering body report is included in Appendix 3 of this guide.



8. Email the report to tacqi@des.wa.gov.au by 30 June each year. You will receive a confirmation email when your submission is received.

SECTION 10. Definitions relevant to the Learner Engagement and Employer Satisfaction Indicators

ACER

Australian Council for Educational Research

TAC

Training Accreditation Council

Employer

The supervisor of the learner that has an interest in the training you have provided the learner

Learner

A student or learner engaged in a program of study (this could be anything from one unit of competency/module to several qualifications).

OSS

Online Survey System

SMART

Survey Management, Analysis and Reporting Tool

SECTION 11. Who to contact for more information

Contact:	Australian Council for Educational Research (ACER) – designers of the Survey Management, Analysis and Reporting Tool (SMART) and the Online Survey System (OSS) software
Phone number:	(03) 8508 5538
Email:	AQTF2007@acer.edu.au
Contact for:	Software problems with the SMART or OSS software, error messages, importing data from the OSS into the SMART software.

Contact:	Registration Services (TAC)
Phone number:	(08) 9441 1910
Email:	tac@des.wa.gov.au
Contact for:	Registering body requirements, how to submit reports to registering body, general queries about the Learner Engagement or Employer Satisfaction Indicators <i>NB: The SMART and OSS software systems were created and are managed by ACER. Therefore, technical queries relating to this software should be directed to ACER.</i>

Appendix 1 – Learner questionnaire with response codes

Learner Questionnaire



IMPORTANT INSTRUCTIONS

Please tell us about your training. Your feedback plays an important role in developing the quality of your education. In this questionnaire, the term 'training' refers to learning experiences with your training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form. Complete using a black or blue pen. Print neatly in CAPITAL letters. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box with an 'X'.

Example: or

ABOUT YOUR TRAINING

		Strongly disagree	Disagree	Agree	Strongly agree
I developed the skills expected from this training.	LQ21	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I identified ways to build on my current knowledge and skills.	LQ23	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training focused on relevant skills.	LQ18	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I developed the knowledge expected from this training.	LQ24	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training prepared me well for work.	LQ19	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I set high standards for myself in this training.	LQ32	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training had a good mix of theory and practice.	LQ20	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I looked for my own resources to help me learn.	LQ34	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Overall, I am satisfied with the training.	LQ5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I would recommend the training organisation to others.	LQ7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Training organisation staff respected my background and needs.	LQ29	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I pushed myself to understand things I found confusing.	LQ33	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Trainers had an excellent knowledge of the subject content.	LQ3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I received useful feedback on my assessments.	LQ8	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The way I was assessed was a fair test of my skills and knowledge.	LQ10	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I learned to work with people.	LQ22	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training was at the right level of difficulty for me.	LQ17	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The amount of work I had to do was reasonable.	LQ16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Assessments were based on realistic activities.	LQ9	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
It was always easy to know the standards expected.	LQ12	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Training facilities and materials were in good condition.	LQ28	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I usually had a clear idea of what was expected of me.	LQ13	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Trainers explained things clearly.	LQ4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training organisation had a range of services to support learners.	LQ31	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I learned to plan and manage my work.	LQ25	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training used up-to-date equipment, facilities and materials.	LQ27	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I approached trainers if I needed help.	LQ35	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Trainers made the subject as interesting as possible.	LQ2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I would recommend the training to others.	LQ6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training organisation gave appropriate recognition of existing knowledge and skills.	LQ11	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Training resources were available when I needed them.	LQ26	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
I was given enough material to keep up my interest.	LQ15	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
The training was flexible enough to meet my needs.	LQ30	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Trainers encouraged learners to ask questions.	LQ1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Trainers made it clear right from the start what they expected from me.	LQ14	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Appendix 1 – Learner questionnaire with response codes

What were the BEST ASPECTS of the training?

OPEN TEXT RESPONSE

bestaspects

What aspects of the training were MOST IN NEED OF IMPROVEMENT?

OPEN TEXT RESPONSE

needsimprovement

YOUR TRAINING DETAILS

What TYPE OF QUALIFICATION are you currently enrolled in? Select one only.

Certificate I	<input type="checkbox"/>	1
Certificate II	<input type="checkbox"/>	2
Certificate III	<input type="checkbox"/>	3
Certificate IV	<input type="checkbox"/>	4
Certificate level unknown	<input type="checkbox"/>	5
Diploma	<input type="checkbox"/>	6
Advanced diploma	<input type="checkbox"/>	7
Associate degree	<input type="checkbox"/>	8
Degree	<input type="checkbox"/>	9
Short course or statement of attainment	<input type="checkbox"/>	10
VET graduate certificate or graduate diploma	<input type="checkbox"/>	11
Other qualification or training	<input type="checkbox"/>	12
Do not know	<input type="checkbox"/>	13

quallevel

What is the BROAD FIELD of your current training? Select one only.

Natural and physical sciences	<input type="checkbox"/>	1
Information technology	<input type="checkbox"/>	2
Engineering and related technologies	<input type="checkbox"/>	3
Architecture and building	<input type="checkbox"/>	4
Agriculture, environmental and related studies	<input type="checkbox"/>	5
Health	<input type="checkbox"/>	6
Education	<input type="checkbox"/>	7
Management and commerce	<input type="checkbox"/>	8
Society and culture	<input type="checkbox"/>	9
Creative arts	<input type="checkbox"/>	10
Food, hospitality and personal services	<input type="checkbox"/>	11
Other	<input type="checkbox"/>	12

trainingbfoe

What is the FULL TITLE of your current qualification or training?

OPEN TEXT RESPONSE

qualificationtitle

In what MONTH AND YEAR did you start your current training?
For example, write 'March 2007' as '03/2007'.

/

startmonth startyear

Are you undertaking an APPRENTICESHIP OR TRAINEESHIP? Yes No

trainingtype

Did you get any RECOGNITION OF PRIOR LEARNING towards your training such as subject exemptions, course credits or advanced standing? Yes No

rpl

ABOUT YOU

Are you FEMALE OR MALE? Female Male

sex

What is YOUR AGE in years?

Under 15	<input type="checkbox"/>	1
15 to 19	<input type="checkbox"/>	2
20 to 24	<input type="checkbox"/>	3
25 to 34	<input type="checkbox"/>	4
35 to 44	<input type="checkbox"/>	5
45 to 54	<input type="checkbox"/>	6
55 to 64	<input type="checkbox"/>	7
65 or over	<input type="checkbox"/>	8

age

Are you of ABORIGINAL OR TORRES STRAIT ISLANDER origin?

No	<input type="checkbox"/>	1
Yes, Aboriginal	<input type="checkbox"/>	2
Yes, Torres Strait Islander	<input type="checkbox"/>	3
Yes, both Aboriginal and Torres Strait Islander	<input type="checkbox"/>	4

atsi

Do you speak a LANGUAGE OTHER THAN ENGLISH at home? Yes No

lote

Are you a PERMANENT RESIDENT OR CITIZEN of Australia? Yes No

prcitizen

Do you consider yourself to have a DISABILITY, IMPAIRMENT, OR LONG-TERM CONDITION? Yes No

disability


What is the POSTCODE of your main place of residence?

postcode

Thank you for sharing your views.

Appendix 2 – Employer questionnaire with response codes

Employer Questionnaire



IMPORTANT INSTRUCTIONS

Please tell us about the training provided by the organisation that sent you this questionnaire. Your feedback will play an important role in developing the quality of training at this organisation. In this questionnaire, the term 'training' refers to learning experiences provided by the training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form. Complete using a black or blue pen. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box.

Example: or

ABOUT YOUR EMPLOYEES' TRAINING

		Strongly disagree	Disagree	Agree	Strongly agree
Trainers were effective in their teaching.	EQ19	1	2	3	4
Trainers had good knowledge and experience of the industry.	EQ17	1	2	3	4
Trainers were able to relate material to the workplace.	EQ21	1	2	3	4
Overall, we are satisfied with the training.	EQ12	1	2	3	4
We would recommend the training to others.	EQ14	1	2	3	4
Assessments were based on realistic activities.	EQ18	1	2	3	4
The training organisation gave appropriate recognition of existing knowledge and skills.	EQ15	1	2	3	4
Assessment was at an appropriate standard.	EQ4	1	2	3	4
The training focused on relevant skills.	EQ9	1	2	3	4
The training prepared employees well for work.	EQ27	1	2	3	4
The training had a good mix of theory and practice.	EQ22	1	2	3	4
We would recommend the training organisation to others.	EQ13	1	2	3	4
The training was an effective investment.	EQ20	1	2	3	4
The training reflected current practice.	EQ6	1	2	3	4
The training was effectively integrated into our organisation.	EQ11	1	2	3	4
Our employees gained the skills they needed from this training.	EQ10	1	2	3	4
The training has helped our employees work with people.	EQ24	1	2	3	4
The training helped employees identify how to build on their current knowledge and skills.	EQ25	1	2	3	4
Our employees gained the knowledge they needed from this training.	EQ26	1	2	3	4
The training prepared our employees for the demands of work.	EQ29	1	2	3	4
The training used up-to-date equipment, facilities and materials.	EQ1	1	2	3	4
The training resources were appropriate for learner needs.	EQ5	1	2	3	4
Training resources and equipment were in good condition.	EQ25	1	2	3	4
The training organisation acted on feedback from employers.	EQ23	1	2	3	4
The training organisation developed customised programs.	EQ7	1	2	3	4
The way employees were assessed was a fair test of their skills and knowledge.	EQ16	1	2	3	4
The training organisation was flexible enough to meet our needs.	EQ3	1	2	3	4
The training organisation dealt satisfactorily with any issues or complaints.	EQ2	1	2	3	4
The training organisation provided good support for workplace training and assessment.	EQ8	1	2	3	4
The training organisation clearly explained what was expected from employers.	EQ30	1	2	3	4

What were the BEST ASPECTS of the training? bestaspects

OPEN TEXT RESPONSE

What aspects of the training were MOST IN NEED OF IMPROVEMENT? needsimprovement

OPEN TEXT RESPONSE

Thank you for sharing your views.

Appendix 3 – Example of registering body report (produced by SMART software)

Registering body report

20 Jul 2009

RTO Information

NTIS number	0000
Name	Department of Education and Training
Street Address	Level 3 Education House 30 mary Street
City/town/suburb	BRISBANE
State	QLD
Post code	4000

Learner and employer response

	Learners	Employers
Response count (number)	11	0
Population count (number)	20	
Response rate (per cent)	55.0	

Learner and employer feedback

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
All scales	58.0	28.9		
Trainer Quality	61.1	25.4		
Effective Assessment	51.7	26.6		
Clear Expectations	64.6	28.1		
Learning Stimulation	62.8	29.9		
Training Relevance	57.6	19.0		
Competency Development	50.1	26.2		
Training Resources	58.1	27.6		
Effective Support	63.1	28.4		
Active Learning	62.2	20.2		
Overall Satisfaction	48.9	27.3		

Survey contexts and use

Completion of this section is optional and may be used by the RTO to provide information and an explanation of the data provided.

Information	Explanatory notes
Specific contexts to consider when interpreting survey results	did not administer employee survey as our students do not have employers
Main ways data has been used for continuous improvement	responses used together with other data to improve training and assessment