

# 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	20,717	1,484	7.2%
Employer satisfaction	3,731	250	6.7%

#### 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 1,484 students. This sample represents 7.2 per cent of this organisation's training delivery in the 2022 calendar year. The students surveyed for these indicators were selected by this organisation in accordance with national guidelines.

Overall student population at Bendigo Kangan Institute decreased in 2022. While our student participation is well down on pre-covid numbers, a similar number of students participated in our annual learner survey when compared to 2021. Therefore 2022 had a slightly higher overall response rate (7.2%) when compared to 2021 (6.8%).

Bendigo Kangan Institute's overall student satisfaction increased 1.2 points to 72.3. Overall student satisfaction for Metro increased 0.8 points (to 72.5) and Regional gained three points (to 71.9). Bendigo Kangan Institute



remained stable or experienced growth across all ten quality indicators with growth between 0.0 points and 1.6 points despite negative growth across all quality indicators the previous year. Compared to 2021, six of the quality indicators gained more ground with increases in satisfaction between 0.7 – 1.6 points, one remained the same, and three experienced small increases in satisfaction of 0.1 points.

Compared to 2021, 'All Scales' decreased 1.6 points to 72.8 but remained slightly higher than 2019 (71.8). 'Active Learning' and 'Effective Support' remained stable on 74.4 and 73.7 respectively, 'Effective Assessment' increased by 0.8 points to 73.0 and 'Clear Expectations' increased by 1.4 points to 72.6.

Although 'Trainer Quality' satisfaction remained stable only increasing 0.1 points to 76.4, it remains 2.3 points above the 2019 result and is the Institute's highest performing metric in 2022.

The 'Training Resources' Quality Indicator which has consistently ranked as our lowest since the merger of Kangan Institute and Bendigo TAFE remained stable increased by 0.1 points to 70.9 in 2022. This Quality Indicator metric had been slowly increasing since the low of 67.7 in 2016, with an abnormal high in 2020 (73.0) then back to one point higher than the pre-covid score of 69.9 in 2019.

'Learning Stimulation' (up 0.8 points to 71.1) and 'Competency Development' (up 1.5 points to 73.2) both experienced growth. 'Training Relevance' was the lowest-rated Quality Indicator in 2022. With an average score of 70.7, this was a 1.6 point increase on 2021 (69.1) in line with the 2019 result of 70.5.

## Employer

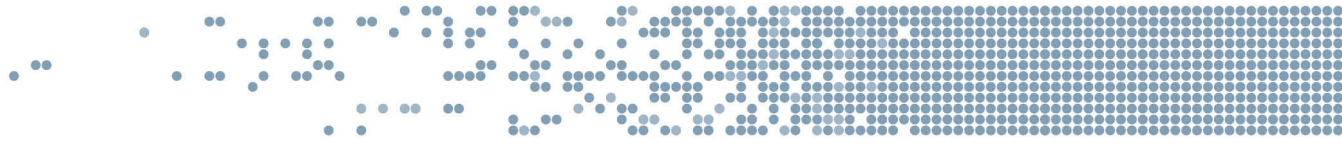
These indicators are based on a survey of 250 employers. This sample represents 6.7 per cent of this organisation's training delivery in the 2022 calendar year. The employers surveyed for these indicators were selected by this organisation in accordance with national guidelines.

In 2022, the employer population increased (349 more employers than in 2021) and a larger number of employers participated in the annual survey. This meant a significant increase in the response rate, from 5.8% (197) in 2021 to 6.7% (250) in 2022.

Overall employer satisfaction decreased 1.2 points to 66.2. Bendigo Kangan Institute experienced negative growth across four of the seven quality indicators, with recorded decreases of between -0.1 points and -1.2 points.

'All Scales' remained stable on 65.5 in 2022. 'Training Quality' achieved the highest satisfaction of all Quality Indicators at 68.7 an increase of 0.9 points compared to 2021 (67.8). 'Training Resources' increased 0.4 points to 66.7 in 2022.

'Effective Assessment' experienced a decrease on 2021 (67.2), down 1.2 points to 66.0 in 2022. 'Training Relevance' decreased 0.3 points to 65.2.



'Competency Development' and 'Effective Support' were again the two lowest rated metrics in the Employer Quality Indicators survey. 'Competency Development' remained stable with 2021 decreasing 0.1 points to 63.3.

'Effective Support', decreased by one point on 2021 to 62.4. Within this metric, all questions experienced negative growth compared to 2021. Employers were most concerned about whether the organisation developed customised programs down 2.4 to 58.8 and if we acted on feedback down 0.5 points to 60.9.



## Section 2 Survey information feedback

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

#### Student

Unsurprisingly, the continuing pandemic and COVID-19 disruptions have impacted our students' learning experience. In 2021 expectations around remote learning increased and metrics decreased between 1.5 points – 2.8 points compared to the previous year. In 2022 student satisfaction with our performance increased across all ten quality indicators suggesting increasing face-to-face delivery and improvements in remote delivery have been achieved on the previous year.

The quality indicators with the largest increases related to 'Training Relevance,' 'Competency Development' and 'Clear Expectations.' Supporting student comments around building new skills and knowledge relevant to their industry taught by trainers who are approachable and engaged.

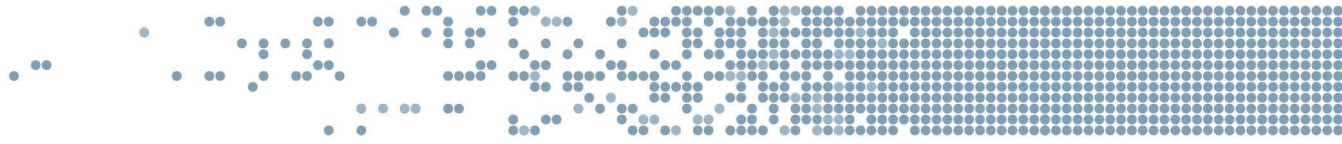
The 'Overall Satisfaction' quality indicator and the three questions that make up this metric on overall student satisfaction increased, up 1.2 points to 72.3. Within this metric, individual questions increased between 0.4 points – 1.5 points.

With an increase of 1.6 points on 2021 'Training Relevance' (70.7) has gained back most of the ground lost in 2021 (-2.2). Prior to the pandemic this metric had experienced slow year on year growth. Although seen as necessary in 2020 when covid practices limited our ability to deliver hands-on practical training, the permanent shift to remote learning was not as popular with students in 2021. In 2022 with the increase of face-to-face teaching, students have provided higher rating within this metric and others around skills development. The question with the largest points increase on 2021, 3.4 points was in 'Training Relevance' LQ20 "The training had a good mix of theory and practice". The question still has room for improvement as it remains our second lowest rated question on 69.0.

Communication of expectations and progress has been a key feedback theme over the last few years and although we have made strides to improve is still an opportunity for improvement. Progress has been noted in the survey comments and across several questions within the 'Clear Expectations' metric which increased by 1.4 points to 72.6. within this metric LQ12 "It was always easy to know the standard expected" increased by 1.8 points to 70.6.

Similarly, in the 'Effective Assessment' metric LQ8 "I received useful feedback on my assessment" increased by 1.5 points to 73.4. But there is still room for improvement LQ9 "Assessments were based on realistic activities", down 0.2 points to 71.4.

The 'Competency Development' metric increased, continuing several years of growth, to 73.2 in 2022. 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 increased between 1.2 points – 2 points.



Within the 'Learning Stimulation' quality indicator metric, students are asked to if they were given enough material to keep up their interest, if the training was at the right level of difficulty and if the amount of work they had to do was reasonable. Although all three questions increased on 2021, they remain some of the lowest rated questions each year. LQ17 "The training was at the right level of difficulty for me" was the third lowest rated question in the survey and achieved 69.8 up 0.5 points on 2021 but has only increased 0.6 points since 2016.

'Trainer Quality' satisfaction increased slightly by 0.1 point to 76.4. Within this group was LQ3: "Trainers had an excellent knowledge of the subject content" which had a high score of 79.0 and remains our highest rated question in the survey. Although it should be note this was a decrease of 0.8 points compared to 2021, it was 1.6 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.

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. While this metric experienced a small 0.1-point increase to 70.9, 2021 - 2022, since 2016, it has increased 3.2 points from a low of 67.7. 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.

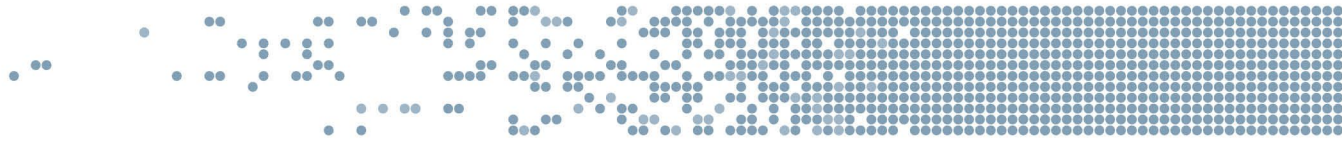
The 'Active Learning' questions relates to self-assessment of learners' own commitment to study. It contains three of the six top rated criteria of the survey and had the largest decrease in satisfaction 2.8 points in 2021, in 2022 the overall criteria increased 0.1 points to 74.4. 'Active Learning' 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, 0.1 points to 68.0 while LQ35 "I approached trainers if I needed help" was the third highest rated at 77.9, a 0.3 increase on 2021.

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 77.2 and has improved steadily from 72.0 in 2016. Within the same quality indicator one question, LQ31 "The training organisation had a range of services to support learners" 70.6, decreased slightly 0.9 points on 2021. This question has been experienced incremental change since 2016 (69.2), while 2021 and 2022 do not reflect this the overall trend is upwards.

#### 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 2022 were 'Effective Support' (62.4) and 'Competency Development' (63.3). Of the ten lowest rated criteria obtained in the employer survey, four were from within 'Competency Development' and five 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



lowest rated question within the survey at 58.8 and decreased by 2.4 points compared to 2021. EQ23 “The training organisation acted on feedback from employers” followed, decreasing by 0.5 points to 60.9.

Employer advocacy is an area of attention. If we look at the ‘Overall Satisfaction’ metric, it is up 1.2 points to 66.2 on 2021. Within this metric EQ14 “We would recommend the training to others” increased on 2021, up two points to 67.0 however if we consider the period between 2017 and 2022, this question has decreased 8.9 points across this time period. While EQ12 “Overall, we are satisfied with the training” at 66.0 is up on 2021 (65.1) it is down 9.1 points compared to 2017.

While overall ‘Trainer Quality’ satisfaction increase 0.9 points to 68.7 on 2021, this metric is down 8.7 points on the high of 77.3 in 2017. Within this metric, EQ19 “Trainers were effective in their teaching” increased by 1.3 points, returning to 2019 levels (67.5). The other two questions ask employers to rate how effective trainers are at relating the material to the workplace and if they had good knowledge and experience of the industry. As with the student survey, this is a priority area for improvement, although the questions rated higher than in 2021, they were still several points lower than pre-covid levels (2019) and eight or nine points lower than the highs of 2017.

Although the ‘Effective Assessment’ metric was not the lowest ranked of the seven Quality Indicators it had the largest decrease in satisfaction on 2021, down 1.2 points. Employer are asked to consider the way employees were assessed, the standard of those assessments and if existing skills were recognised. Over the period of 2017 – 2022, this metric has slipped 9.2 points from 75.2 to 66.0, within this metric EQ16 ‘The way employees were assessed was a fair test of their skills and knowledge’ dropped 2.0 points to 64.5, while questions around the standard of assessments and RPL both dropped 1.3 points.

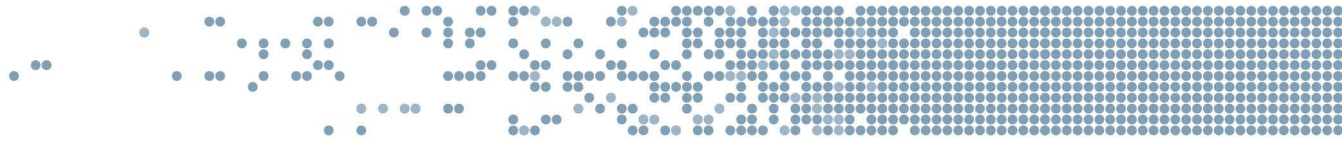
The ‘Training Relevance’ metric decreased by 0.3 points to 65.2 and ‘Training Resources’ increased by 0.4 points to 66.7. These scales focus on Return on Investment through staff development and equipment, facilities, and resources. Employers expressed concerns about whether the training prepared their employees well for work 62.7 (-0.9 points) and whether the training focused on relevant skills 66.4 (-1.3 points) and if the training resources were appropriate for the learners needs 65.1 (-1.2 points). Employers are seeking a more direct connection between the skills taught and their specific application in the workplace environment.

Overall ‘Competency Development’ remained stable with 2021 decreasing 0.1 points. Within this metric there was one question EQ29 “The training prepared our employees for the demands of work” at 60.9, that rated three to four points 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 up 0.5 points to 63.9 compared to 2021. While EQ26: “The training helped employees identify how to build on their current knowledge and skills” was down 1.1 points to 65.0, a decline of 9.4 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.

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

#### **Student**

In 2022 all quality indicator metrics were higher than the previous year, ratings had reverted to pre-pandemic (2019) levels. The level of satisfaction with the trainer, while declining 0.8 points on the previous year, is still 1.6



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.

If we consider those questions with the lowest ratings, many related to practical skills, understanding expectations, and other work-ready skills. Students were concerned with how prepared they were for the workplace and the mix of theory and practical training. Students expressed a belief that the content was not necessarily at the right level for them (69.8), that they did not understand the standards expected of them (70.6), and a reduced belief that the training prepared them well for work (69.8). We note that not all delivery has returned to on-campus delivery and this impacts on students' ability to implement theoretical skills without the support of practical instruction. Going forward we need to better meet student expectations around their VET training and provide the best environment to encourage success.

One of our key challenges is around facilities and equipment. Each year, students express the belief that the facilities and equipment, need improvement at some locations and for some courses. In 2022, the metric 'Training Resources' increased 0.1 points to 70.9, although only a minor change from 2021 it continues the small year on year gains of between since 2016 (67.7). We continue to develop our places through significant campus transformation projects and our desire is to continue to make gains against this metric.

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, how much students value the classroom experience and the interaction with their peers and experienced trainers. 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. We look forward to continuing to welcome students back to campus to enjoy the facilities and places we continue to invest in and improve.

For many years, communication has appeared as a key student feedback theme. Provision of information about the delivery of course content, standards expected, and feedback given on assessments rated highly with students in 2022. But our past performance did not always match these expectations. Progress has been made and satisfaction with the range of questions about assessments and trainer expectations increased in 2022, but there is still much room for improvement with many of these questions raising from a lower level. Our challenge will be to retain and build on the recent improvements. Trainers need to prioritise how they communicate their expectations while also providing additional support and feedback about progress.

#### Employer

Bendigo Kangan Institute experienced a decline across four of the seven quality indicators. 'All Scales' remained stable on 65.5. 'Training Quality' achieved the highest satisfaction of all quality indicators at 68.7, increasing 0.9 points on 2021 (67.8). While Overall employer satisfaction gained 1.2 points to 66.2.

Employers were most satisfied with the 'Training Quality' metric, this metric contained the three highest rated question within the survey. Employers believe that trainers have good knowledge and experience in the industry



(70.2) while they were more concerned about how effective the trainer is in their teaching (67.8) and how well trainers were able to relate material to the workplace (68.2).

Employers have reservations about our responsiveness to employers' needs, 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. These metrics relating to our responsiveness to employer feedback (60.9), the development of customised programs (58.8) and whether the training helped prepare employees for the demands of work (60.9) overall, were the lowest rated questions within the survey.

The metric 'Effective Support' decreased one point to 62.4 and contained a question with the one of the largest decreases on 2017 (-11.0 points): EQ3 "The training organisation was flexible enough to meet our needs" (63.5). It also contained the two lowest rated questions of the survey: EQ7 "The training organisation developed customised programs" (58.8) and EQ23 "The training organisation acted on feedback from employers" (60.9). These results indicate a need to better support our employers and to work with employers to become more responsive to their needs.

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.

The above metrics coupled with results that point to a historic issue with employer perception of return on investment (64.9), EQ20 "The training was an effective investment" which dropped of 9.6 points since 2017 and a decline in the 'Overall Satisfaction' metric (-8.7 points) over the same period is of concern. We recognise that employers with lower satisfied relating to the training provision and a higher dissatisfaction with our partnership to provide industry current training to their employers are more likely to look elsewhere for their training needs.

### Section 3 Improvement actions

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

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

As the provided analysis above demonstrates, we have several areas of improvement. As the overall Employer satisfaction decreases, BKI will look at how to address Employers' concerns in relation to:





- Feedback and compliance
- Training relevance
- Effecting Support & Competency Development
- Trainer's teaching effectiveness and ability to relate their teaching to the workplace.

The Quality 2022 program addressed:

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

Bendigo Kangan Institute continues to work on the improvement of:

- Digital Learning Approach
- Identify and rectify any gaps in our new student management system JR+
- Facilities
- Learning resources

The Digital Learning Approach addresses improving 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 mostly reflected on remote learning.

As mostly all courses resumed face-to-face training, blended learning became a 'normal' way of learning. 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.

It is our expectation that a new Student Management System JR+ will significantly improve our students' experience through improved communication. The new system and processes deliver capability and user experience improvements across the end-to-end student lifecycle and replaced several legacy systems and created 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.

BKI continue a significant investment in our campus transformation programs and 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.

In 2022 we completed the following:

- the relocation of Moonee Ponds' health delivery to the new Essendon Health Hub with updated health simulation spaces and equipment.
- A new Educator Passport program (Demonstrate Effective Feedback) to support teachers in communicating expectations and feedback to students.



- Updated critical Policies and Procedures to ensure BKI employs only qualified Trainers and Assessors.

These improvements include:

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

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

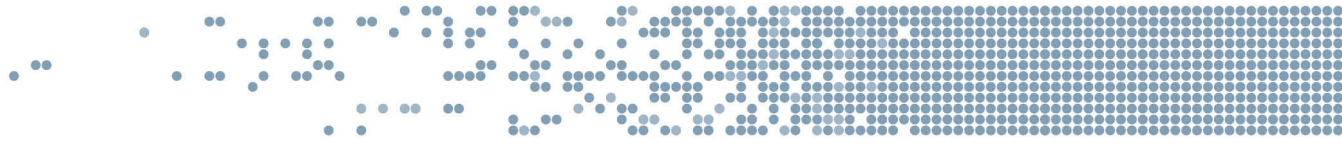
- The Customer Experience Blueprint which defines the desired experience for all Bendigo TAFE and Kangan Institute customers (students and industry). Led by a team of external workplace psychologists with experience in human-centred design, the consultants have consulted extensively to ensure the student voice (needs, expectations, perceptions) shapes the Blueprint and guides all staff to deliver the kind of experience our customers want.
- 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. This continues in response to our survey results and self-assurance activity.
- Amplifying the student voice through a new Student Voice Forum and successfully implementing a closed-loop Net Promoter Score (NPS) survey for prospective, current, and completed students and industry allows us to respond directly to student feedback and improve customer experience.

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

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

- Self-Assurance Approach
- 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 results.



In 2022 we administered several pulse surveys to our student population. We aim to provide the Institute with timely student evaluation and feedback mechanisms on our resourcing, teaching, and communication. This has now evolved to capture an Institute-wide Net Promoter Score at all moments that matter during the student journey, which includes Employers and seeks to improve employer engagement and satisfaction through improved communication and follow up

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.