



FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
21622	Warner Group Pty Ltd T/A Warner Institute

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = $SR * 100 / SI$
Learner engagement	263	164	62%
Employer satisfaction	82	9	11%

Trends of response statistics:

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

NOTE: All survey participants and their employers (managers & supervisors) were located in Victoria during 2020 and were impacted by the extended lockdowns and restrictions imposed in response to the COVID-19 outbreaks. The bulk of participants and employers are engaged in the aged care, home & community & disability support sectors which were significantly and adversely affected.

The trend for learners participation with the 2020 survey declined from the previous year (2020 = 62% / 2019=75%). This was not unexpected as we transitioned to surveys being conducted online with invitations to respond sent by email. We consider this response rate a strong result given the dislocation of the extended lockdown periods and restrictions imposed in Victoria during 2020 in response to the COVID-19 outbreaks. This result reflects participants overwhelming positive experience and engagement with their training. The sample size is sufficient to be robust enough to provide reliable and usable insights.

Engaging employers who are predominantly managers/supervisors within the aged care sector, to undertake an online survey has always been challenging. This was further exacerbated as employers and managers/supervisors



contended with the challenges and operational requirements of defending against COVID-19 infection and the other restrictions imposed by the extended lockdowns. Our Partnership Team (Business Development Team) regularly communicated with them along with our Program Managers (Trainers & assessors). Informally some have told us that our ongoing communication leads them to feel that they are 'already providing feedback', making it less necessary in their minds to complete the feedback survey. Any reticence to engage with the survey was further magnified for much of 2020 when the restrictions imposed intensified their operating pressures.

Additionally, our anecdotal feedback indicates that they are generally very positive about their employees training experience. The participation rate, not unexpectedly, was slightly lower than the previous year (2020 = 11% / 2019 = 13%). Because of the such small engagement rate in both absolute and proportional terms, their responses are so disparate as not be reliable to be useful in drawing any intelligent conclusions.



Section 2 Survey information feedback

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

Expected Findings

In line with previous years, the participant experience is overwhelmingly positive with the results for each measure in the high range (Highest = 3.6, Lowest = 3.2) with ALL but one measure above their respective 5 year weighted average.

These consistently high satisfaction scores from learners are further evidenced by 43.5% of learners specifically named the support and/or level of expertise of their Program Manager (Trainer & Assessor) as 'the BEST aspect of their training'. This was an increase from 32% in the previous year and very pleasing result given the impacts of the lockdowns and restrictions imposed.

A further 26.5% of learners specifically answered with a further positive response or 'None', N/A' or other similar descriptor when answering the question 'What aspects of the training were MOST IN NEED OF IMPROVEMENT?'

The move to Interactive Live Virtual Classes caused some concern for some face to face participants.

Some participants were quite understandably concerned about the transition from their face-to-face-learning to interactive live virtual classes (real-time remote) in order that they could continue their learning programs; this was of course as a result of the lockdowns imposed in response to the COVID-19 outbreaks, However the majority of these also acknowledged that this was unavoidable and worked through the technical aspects that they were faced with, with the assistance of our Help Desk (set up for this purpose) and their Program Managers (Trainers & Assessors).

Communication has continued to be an issue for some and this was further exacerbated by the COVID impacts.

Communicating changes more clearly was raised by learners. These concerns were expected as a result of the lockdowns raising our participant's anxiety levels and self-management issues including not always checking emails or other updated advices.

Unexpected Findings

The high level of Paper usage

Some learners have raised their discomfort with the high level of paper usage by Warner Institute.

Disability Content

A not significant number participants (learners) had expressed that they found the content not sufficiently fulfilling their expectations in the areas of disability.

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

Pleasingly, and as in previous years, the learner experience remains a consistently positive one with scores the weighted average result for learners for every measure ALL in the high range (Highest = 3.6, Lowest = 3.2).

Overall satisfaction held steady year on year (2020=3.4 / 2019=3.4) which we consider a highly positive result given



additional changes and challenges faced by learners as a result of the lockdowns.

ALL measures, excepting one, were ABOVE their respective 5 year weighted average. The one 'outlier' was EQUAL to the 5 year weighted average.

This evidence of positive performance is also consistent with the results of previously published Victorian Department of Education & Training's annual RTO Performance Reports and the results from both structured and anecdotal feedback that we consistently receive.

Section 3 Improvement actions

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

The move to Interactive Live Virtual Classes

Warner Institute instigated a number of measures to support our Participants and in turn our Program Managers (Trainers & Assessors), to enable them to better support Participants as well with regard to managing Interactive Live Virtual Classes.

Participant Support

- Participants were supported to transition from face-to-face learning to undertaking their learning programs via Interactive Live Virtual Classroom Learning via Microsoft Teams.
- Participants were supported with a Help Desk for one-on-one technical support and assistance.
- A Microsoft Teams User Guide was published and emailed to them; and this was also provided in hard copy.
- This User Guide was also uploaded to the Participant Centre webpage of warnerinstitute.com.au website
- As part of this shift to virtual learning we also provided a location with internet access for several regional participants based in an area where they were unable to gain internet access from their homes.

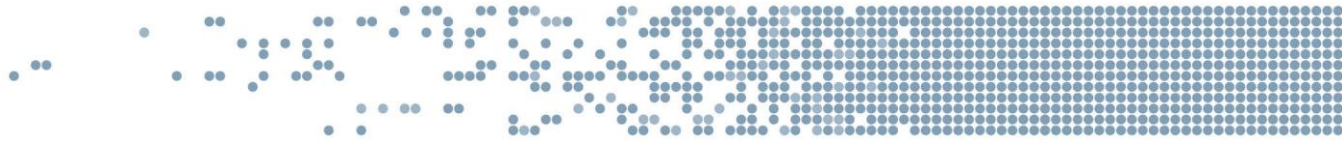
Program Manager (Trainer & Assessor Support

- Program Managers immediately transitioned from delivering learning face-to-face. to via Interactive Live Virtual Classroom Learning via Microsoft Teams.
- Program Managers were supported with a help desk for one-on-one technical support and assistance.
- Education Manager supported them with additional helps & tips to ensure delivery was engaging and interactive.
- Our Program Session Plans were modified for Interactive Live Virtual Classroom Learning delivery.
- A User Guide was published and emailed to them.
- This User Guide was also uploaded to the footer of our warnerinstitute.com.au website for easy access.

A Help Desk was introduced to support Program Managers worked through the technical aspects that they were faced with, with the assistance of our Help Desk (set up for this purpose) and their Program Managers.

Communication

We commenced sending SMS advice to participants advising them that there is an email for them. This process



has been maintained and feedback indicates it is appreciated by our participants.

The continued promotion of the Participant (Student) Portal as a clear 'point-of-truth' for learners to access in regards to communications, scheduling and their progression throughout their learning program (course); new participants are adopting the use of the Portal well, those participants that have been converted to the portal during their program, still tend to rely on hard copy information; this can result in confusion.

The high level of Paper usage

This is always on our conscience however our main cohort does not always have access to computers and is tentative in their use of computers for completing assessments; hence materials are provided in hard copy. During 2020 we sent an SMS and email to all participants to seek those who would prefer their documentation on soft copy; the response was very low.

Our online Learning Management System (LMS) is currently in the process of being on-boarded which will further support the streamlining of the learning process and provide electronic resources for those that wish to take them up.

Disability Content

Minor changes were made to case studies. In addition, a further Disability Specialist has been hired to review the materials and to teach programs. Disability Professional Development sessions are also planned for the latter part of 2021 for our Program Managers to ensure that they have the latest knowledge and skills.

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

We will monitor the effectiveness of the above actions through gathering specific feedback, and through our ongoing systematic evaluation and analysis of continuous improvements including:

- Feedback from our participants and our clients
- Feedback from our Program Managers & Industry experts
- Feedback from our Partnership and Program Support teams
- Ongoing pre-validation and validation of learning & assessment
- Ongoing internal audit