## Quality Indicator annual summary report

### Learner engagement and employer satisfaction surveys

<table>
<thead>
<tr>
<th>RTO No.</th>
<th>RTO legal name</th>
</tr>
</thead>
<tbody>
<tr>
<td>22073</td>
<td>ANGAD AUSTRALIAN INSTITUTE OF TECHNOLOGY PTY LTD</td>
</tr>
</tbody>
</table>

### Section 1  Survey response rates

<table>
<thead>
<tr>
<th></th>
<th>Surveys issued (SI)</th>
<th>Surveys received (SR)</th>
<th>% response rates = SR *100 / SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner engagement</td>
<td>415</td>
<td>398</td>
<td>95.9%</td>
</tr>
<tr>
<td>Employer satisfaction</td>
<td>20</td>
<td>16</td>
<td>80%</td>
</tr>
</tbody>
</table>

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

**High Response Rates**

**Student Cohort:**

Students of Certificate III in EAL (Further Study), Diploma of Marketing and Advanced Diploma of Marketing. (Total responses received were 297)

- Response from Females: 158
- Response from Males: 139
- Between Age 20-24: 158 responses
- Between Age 25-34: 112 responses
- Between Age 35-44: 16 responses
- Between Age 45-54: 7 responses
- Did not mention Age: 4
Employer Cohort:
Work managers of students who completed Diploma of Marketing, Diploma of Management and Advanced Diploma of Marketing (Total responses received were 9)

Low Response Rates

Student Cohort:
Students of Certificate IV in EAL (Further Study), Certificate IV in Business, Certificate IV in Human Resources, Certificate IV in Marketing, Diploma of Human Resources Management, Diploma of Management and Advanced Diploma of Management (Total Responses received were 101)

- Response from Females: 64
- Response from Males: 37
- Between Age 20-24: 48 responses
- Between Age 25-34: 43 responses
- Between Age 35-44: 8 responses
- Did not mention Age: 2

Employer Cohort:
Work managers of students who completed Certificate IV in Business, Certificate IV in Human Resources and Advanced Diploma of Management (Total responses received were 7)

Response rates as compared with previous years:
Learner engagement response rate:
2015 - 95.9% (Current)
2014 - 95.8%
2013 - 95.3%
2012 - 96.7%

Employer satisfaction response rate:
2015 - 80% (Current)
2014 - 80%
2013 - 75%
2012 - 83.3%
Section 2  Survey information feedback

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

Expected Findings:
Expected positive feedback on training facilities, training and assessment resources, quality of training, student support services and knowledge of trainers.

Actual findings on best aspects of training (all responses received were good)
“Excellent trainers and student support services"
“Facilities and training materials are excellent"
“Very supportive administrative and student support services staff"
“Excellent Trainers who have very good subject knowledge"

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

Survey feedback clearly reflected that the organisation is performing very well in terms of quality of training, training and assessment resources, student support services and ensuring that trainers and assessors have relevant vocational skills and knowledge. The organisation is committed to continually exceed its own expectations in the coming years.

Section 3  Improvement actions

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

Learner’s engagement data has been extremely useful for the purpose of continuous improvement. The data received from learners has been reviewed and every effort has been made to implement suggestions for improvements. Following continuous improvement activities have been undertaken during the review period:

Library:
Over 100 learner resources (Books) have been added to ANGAD’s resource library to enhance knowledge of students and staff. Topics include but are not limited to Australian Art and Culture, reading and writing straightforwarded texts, Blackwell, A. Naber, T., (2006) Open Forum Academic Listening and Speaking 2. Oxford University Press, Thaine, C., (2012) Cambridge Academic English, an integrated skills course, Redman, S., (2011) English Vocabulary in use Pre Intermediate and Intermediate 3rd. ed. Cambridge University Press, EAP Intermediate. Cambridge University Press. Additional resources in the field of Human Resources Management, Leadership, Marketing, Business and Governance has also been added to the resource library.

There are over 65 DVDs in addition to an online video library with multimedia resources that are also available to all the learners.
Student Services:
Student welfare activities are conducted by staff all through the year with focus on student engagement in social activities and cultural bonding.
Increased student preparedness through student information sessions and through notices/posters on latest government policies, job openings and on how to prepare for job interviews.
New posters highlighting roles and responsibilities of nominated ‘Student Support Officers’ for non-academic support, English language support and numeracy support have been created and displayed in the campus.

Staffing:
More members have been added to the student support services team. Also hired two trainers and assessors and two marketing personnel to ensure quality services to international students.

In-house Professional Development programs are conducted to keep staff informed about latest changes to VET regulations and regulatory compliance requirements.

How will/do you monitor the effectiveness of these actions?
To monitor the effectiveness of the above continuous improvement activities undertaken, Angad Australian Institute of Technology has a well laid out quality management system to conduct internal audits as scheduled on its CI plan for current year (2016). Angad Australian Institute of Technology will continue to collect feedback from all stakeholders (students, staff and employers) on training and assessment practices, Industry engagement, student support services and staff welfare policies and procedures.