

FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
3935	Master Builders Association of Victoria

Section 1 Survey response rates

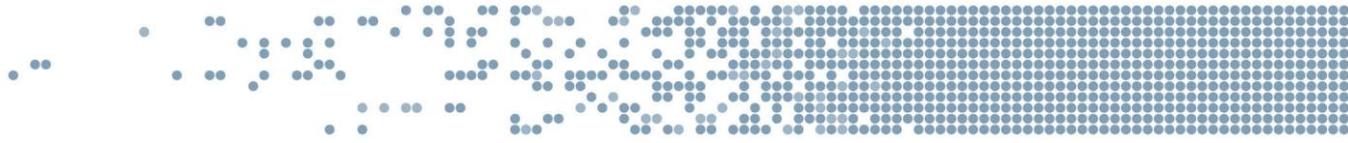
	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	1172	862	73.55%
Employer satisfaction	27	14	51.85%

Trends of response statistics:

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

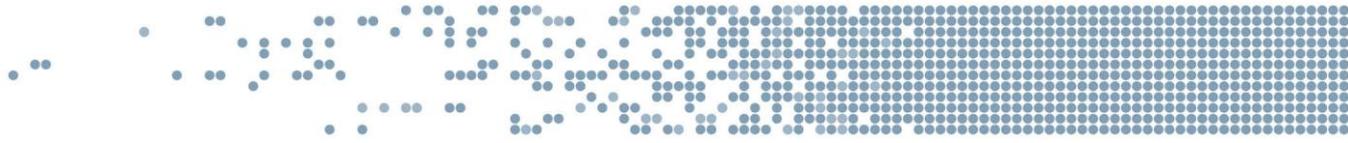
Our highest response rate was for Construction Induction Training with 90%. Originally this was CPCCOHS1001A Work safely in the construction industry, then in November 2017 this changed to CPCCWHS1001 Prepare to work safely in the construction industry, as the original unit was superseded. This 90% response rate was based on 801 Learner Questionnaires being issued and 722 received. This is a small decrease from 2016 surveys when we had a 91% response rate for the same course. The high response rate for this course is probably due to delivery of the subject being in a classroom with laptops, as well as being a one-day face-to-face class.

Our lowest response rate was for CPC50308 Diploma of Building and Construction (Building) with 23% respondents (5 responses from 22 surveys issued). Our second lowest response rate was for CPC40110 Certificate IV in Building and Construction (Building) with 27%. Our surveys are usually conducted in class and it seems that our low response rate for this subject is trainers forgetting to issue the survey forms for students to complete. As we also do surveys per subject, sometimes a trainer may do a survey for the subject but fail to do the separate survey for the entire course. Although we email students a survey if a trainer notifies us that they did not complete surveys in class, this results in a much lower response rate.



Our learner engagement response rate has dropped slightly compared with 2016, but is still higher than other previous years. In 2013 our response rate was 42.30%, in 2014 our response rate was 66.67%, in 2015 our response rate was 69.24% and in 2016 was 77.70%. This is a drop of 5.34% from 2016 to 2017. Although we still are pleased with our response rates, we rolled out new materials across a number of courses in 2017 and believe that this led to trainers forgetting the final stage of a course while they deliver new content.

As a rule, we send out a reminder to trainers to issue surveys to all students on the last day of training, and trainers recognise the value in the feedback provided. We also ensure that if students do not have access to computers on the day of training, they are offered hard copy surveys to complete.



Section 2 Survey information feedback

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

An expected result of our survey feedback was that the majority of our students are male (75.13%), which is not surprising as construction is a male-dominated industry. However, this figure is down on last year (78.03%) and the year before (84.07%), which could suggest women are becoming more prevalent within the industry. Our Construction Induction Training course has the highest prevalence of women, with 28.25% of respondents identifying as female. This is slightly down on 2015 survey results with 31.31% of respondents identifying as female. We have also started to receive feedback that our students would like to see more diversity in people used in the content of our courses, specifically around gender and race.

Another expected result was that students enjoyed the in-class interaction with their peers in the construction industry, sharing experiences and stories.

Overall, there was a response of 3.59 out of 4 for the question 'Trainers had an excellent knowledge of the subject content'. This was unsurprising as feedback is generally positive about the industry knowledge our trainers have and their use of real life examples in classes. There was also a response of 3.52 out of 4 for 'Trainers explained things clearly', which ties in with our trainers having good industry knowledge and being able to relate that to the classroom for our students.

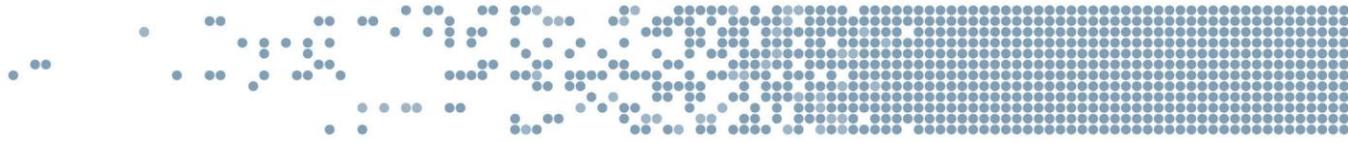
An unexpected finding was that 'I looked for my own resources to help me learn' was the question we received the lowest mark on, with 2.84 out of 4. However, this could be attributed to the fact that Construction Induction Training (which has our highest response rate) is a one-day course that does not leave much time for self-directed research. The feedback that we received around workload shows that our students can struggle with balancing work, life and study, as they are often at a point in their lives where they are going for Builder Registration, or trying to further their career in other ways.

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

Master Builders is delivering high quality training programmes that are continuing to satisfy our target market's expectations. When looking at overall responses the feedback shows that our students are satisfied, with the weighted average being Agree or Strongly Agree for all but one question ('I looked for my own resources to help me learn' - see above). The experience that our trainers have gained in the construction industry ensures that we are delivering high quality and relevant content to our students. Their knowledge of both the industry and our target market helps to ensure that they engage students with the subject matter.

Although there is a considerable amount of work that students need to do to complete qualifications, they feel positively about the learning and administrative support Master Builders offers. Our students are very busy with their work life and family life, so we do all that we can to make the transition into study as seamless as possible. Our BSB30715 Certificate III in Work Health and Safety was delivered as a 'flipped classroom' with study outside of the classroom, to ensure that classroom time could be spent on putting that theory into context - some students found this to be a difficult learning style. We are reviewing this to work out how we can assist students to ensure they get the most out of this delivery style, or if perhaps we need to change our delivery style for this qualification.

Following feedback on the content and delivery of our courses through surveys and discussions with both students and trainers, we have undertaken a complete review of our CPC50210 Diploma of Building and Construction



(Building) and CPC50308 Diploma of Building and Construction (Management).

We also received mixed feedback about the length of our courses - some saying these were too long, some saying these were not long enough. Although we discuss the length of our courses and the workload for these with students before they begin classes, this is something we will need to continue to emphasise.

An area that we can improve is the need to consider the diversity of people used in case study and videos, to better reflect a cross-section of Australia.

Section 3 Improvement actions

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

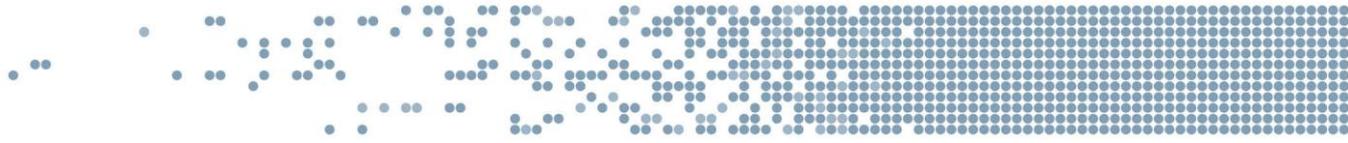
Master Builders has implemented a process whereby students are contacted once every 3-6 weeks by our Learning and Enrolment team, to check in and see how their course is going. This is an opportunity for students to discuss any concerns they have with course materials, delivery or assessments. If they have any questions about their assessments, they can be referred to our Learning Support team for general questions or a Trainer for specific industry-related questions. This regular contact has the trickledown effect of ensuring that we are reviewing all students' progress regularly – again giving us the opportunity to refer the student to Learning Support if we see that they are falling behind in their assessment submissions or not attending classes.

Trainers contact students three weeks after the last class for a subject or qualification, giving the student the opportunity to ask any questions they have about their assessment before submission. This has the dual effect of supporting our students and giving trainers a better picture of how students are progressing with their course. This also allows trainers to identify if the student needs additional assistance before submitting their assessment.

There was feedback around the order of subjects for our CPC40110 Certificate IV in Building and Construction (Building) and the heavy workload for submitting assessments. We have changed the teaching order of subjects so that students are not overwhelmed early on in the course, extended the due dates for assessment submissions and scheduled a study break after each subject. We have also introduced scheduled Assessment Workshops throughout the course to give students time to work on their assessments in a structured environment with access to a trainer. We now schedule these Assessment Workshops and increased study breaks across all qualifications. We also make a point of reviewing assessment submission dates each semester, to see if the majority of students are keeping up with the assessment schedule. We are looking into having freeform Assessment Workshops on Saturdays, where students can come into Master Builders to work on their assessments, away from work and family obligations.

Our CPC50210 Diploma of Building and Construction (Building) has the longest course duration, being over two years. For this reason, we have extended our usual tutorial process of 1x free face-to-face tutorial with a trainer, to 4x free face-to-face tutorials with a trainer. Although not all students will opt in to this tutorial, the complexity of the content and duration of the course means that we want to ensure there is support available for the students.

In 2017 we began implementation of a Learning Management System - currently, 5 out of our 6 qualifications are on the new system, with the final qualification to be available for assessment submission by the end of 2018. This



allows students the flexibility to study online, interact with trainers and upload their assessments for marking. Students also prefer the option of typing up their assessment, instead of having to handwrite their answers. This has also meant a quicker turnaround time for the marking of assessments, which is an issue students highlighted in their survey feedback.

The phrase "interactive" was mentioned in a number of our survey responses - students are looking for a more interactive classroom environment rather than delivery being completely through a lecture-style experience. We are looking at ways to incorporate more role plays into our course materials, as well as ensure that all of our qualifications have a session at our Building Leadership Simulation Centre (BLSC). The BLSC allows students to immediately have the opportunity to apply, practice and refine new skills. They are then expertly coached through an individual feedback and critical reflection process by our skilled observers.

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

Survey responses are collated and analysed on a monthly basis by the Reporting and Logistics Manager. These results are discussed with the Head of Training, Programs Manager, Compliance Coordinator and Logistics Team Leader to provide an insight into the number and type of responses being received. These results are then conveyed to Senior Executives by the Head of Training in both face to face meetings and Board report submissions. Trainers are provided with feedback each month on the courses that they have taught. Constructive or negative feedback that is specifically related to an identified trainer results in the trainer having a discussion with the Head of Training and Logistics Team Leader.

Any feedback relating to course material is fed back to the Programs Team and actioned immediately where possible, otherwise it is placed on the Continuous Improvement Register for follow up and amendment.

All feedback requiring changes to training and delivery, assessment methodology and/or administrative processes is noted in the Continuous Improvement Register, actioned for follow up and checked to ensure the follow up actions occur. The Continuous Improvement Register is monitored by our Compliance Coordinator.

The Head of Training also regularly conducts industry consultation with employers in the industry to see how we can improve our training courses.