



# 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	951	730	76.7
Employer satisfaction	17	1	5.88

#### 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 86.12%. This response rate was based on 728 Learner Questionnaires being issued and 627 received. This is an increase from 2018 surveys when we had a 77.46% 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 CPC40110 Certificate IV in Building and Construction (Building) with 5% respondents which is lower than the last year. Our second lowest response rate was for CPC50210 Diploma of Building and Construction (Building). Our surveys are usually conducted in class and it seems that our low response rate for these courses 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 increased compared to that in 2018, which was 63.19%. This is a rise of



13.51% from 2018 to 2019. Although we are still pleased with our response rates, there was a significant amount of movement in our administration staff in 2019 and we believe that this led to inconsistency in following the survey process of issuing and regularly following up with the trainers. This has since been rectified.

Our process is to 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.

Our work processes are that the Employer Satisfaction Survey is sent to employers following the delivery of company-specific courses. This process is managed by our Onsite Coordinator. We have had a very poor response rate for the Employer Satisfaction Survey in 2019. An administration error has led to a lack of clarity as to which surveys were sent out following a company-specific course. We have recorded our Survey Issued figure as 17, as this is the number of times the survey should have been sent out. Although we follow up with employers over phone/email after accredited training, the survey form may have not been sent out as often as it should have been.



## 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 (more than 30% fall into the age category 25-34 years old and that majority of our students are male (63.75%), which is not surprising as construction is a male-dominated industry. However, this figure is considerably down on last year (73.18%) and the year before (75.13%), which suggests that women are becoming more prevalent within the industry. This trend was also evident from the increase in the percentage of female students on a monthly basis throughout 2019, which was an unexpected but encouraging finding.

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 99% of respondents that either 'Agree' Or 'Strongly Agree' with the statement 'Trainers had an excellent knowledge of the subject content' (65% Strongly Agree, 33% Agree). This was unsurprising as feedback is generally positive about the industry knowledge our trainers have and their use of real life examples in classes. Also, 97% of respondents either 'Agree' or 'Strongly Agree' with the statement '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.

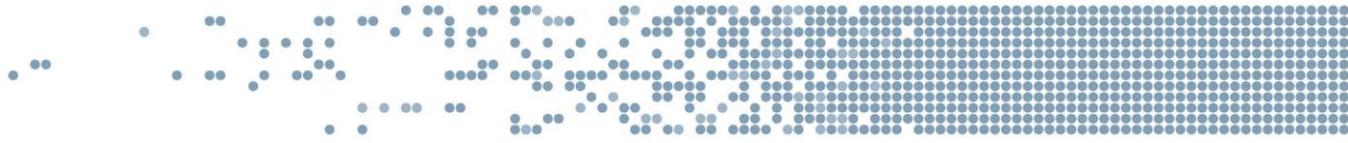
An unexpected finding was that 13% of respondents either 'Disagree' or 'Strongly Disagree' with the statement 'I learned to work with people' and 12% of respondents either 'Disagree' or 'Strongly Disagree' with the statement 'I learned to plan and manage my work'. Although this was surprising, it can probably be attributed to Construction Induction Training being the course with the highest response rate - this is a one day course that leaves less opportunity for students to work with others or plan study for the day.

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 - approximately 98% of respondents 'Agree' or 'Strongly Agree' with the statement 'Overall I am satisfied with the training'. When looking at overall responses the feedback shows that our students are satisfied, with the vast majority of respondents selecting 'Agree' or 'Strongly Agree' for all statements. 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 Victoria 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.

Following feedback on the content and delivery of our courses through surveys and discussions with both students and trainers, we have undertaken a review of our Construction Induction Training (CIT) course - this has included updating old videos/adding new videos - preferably with more women so to represent rising number of women in the construction industry, reordering the content in the learner book to align with the presentation slides, rewriting questions in the assessment booklet for more clarification.

With the new BSB training package released in August 2019, our team of Instructional Designers have considered all the important feedback collected for the courses of superseded BSB package from learners and trainers collected in the writing of the materials for the new qualifications.

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 in their Pre-Training Reviews and again at Inductions, 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.

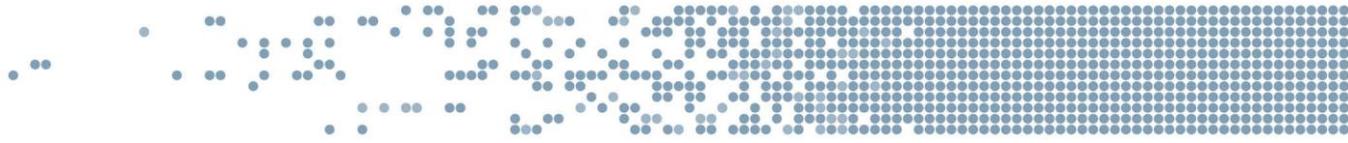
### Section 3 Improvement actions

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

Master Builders Victoria has implemented a process whereby students are contacted once every 3-6 weeks by our Student Liaison Administrator, 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 been absent from classes or know they will be absent from classes, the Student Liaison Administrator can reschedule these sessions. 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 content in our CIT booklets. That has been updated to reflect the order in which it is delivered in class. Also new videos are being incorporated as part of our training materials to reflect



modern day industry trends.

The structure of our WHS qualifications post new BSB package release in August last year has been updated and clustered delivery has been introduced. This enables our students to enrol in individual clusters rather than the full qualification in case their personal circumstances do not allow them to commit to the full qualifications.

Our LMS (Learning Management System) upgrade is being launched in July 2020. This will mean better learner experience as all our accredited courses have their assessment submission via the LMS.

There was some feedback around the trainer interaction with students and delivery of material - as well as individual feedback going to all trainers (including one on one meetings with management where appropriate), we also schedule 2-3 Trainer Professional Development days a year. These days are to update trainers on changes to the industry and the organisation, but recently we have also tried to highlight topics such as working with different personalities and constructive assessment feedback comments.

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 include 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. Our new WHS course structure have a SIM component incorporated in it as compared to previous structure with no simulation.

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

Survey responses are collated and analysed on a monthly basis by the Reporting Administrator. These results are discussed with the Executive Manager - Master Builders Training Institute, Training Operations Manager, Programs Team Leader, 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 Executive Leadership Team by the Executive Manager - Master Builders Training Institute, 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 Executive Manager - Master Builders Training Institute or Senior Manager - Master Builders Training Institute.

Any feedback relating to course material is fed back to the Programs Team and actioned immediately where possible, and is also placed on the Continuous Improvement Register for reporting and monitoring.

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.

Members of the Master Builders Training Institute Management Team also regularly conduct industry consultation with employers in the industry to see how we can improve our training courses.