

FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
5553	Karingal St Laurence Limited

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = $SR * 100 / SI$
Learner engagement	4100	496	12.1%
Employer satisfaction	15	15	100%

Trends of response statistics:

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

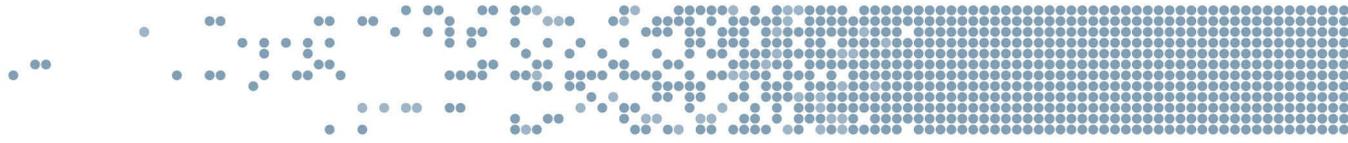
The survey results for 2021 were largely consistent with the year prior, with majority of feedback received indicating learner satisfaction.

The overall satisfaction rate across all survey questions was 93%, which sits at a similar level to the overall satisfaction rate in 2020.

genU Training continues to serve the upskilling requirements of a diverse range of cohorts, with several learners seeking a career change to a more secure industry on the back of the global pandemic. This is evidenced by almost half (47%) of survey respondents sitting in the 35-54 age bracket.

As a branch of a leading Community Services organisation, genU, the RTO is heavily focussed on providing equal training opportunities to people with disability. This characteristic is widely recognised, with one in five survey respondents identifying as having a disability, impairment or long-term condition.

During 2021, genU Training committed to broadening its circulation of surveys in order to procure additional feedback from learners undertaking accredited short courses and skill sets. This meant that, despite a lower

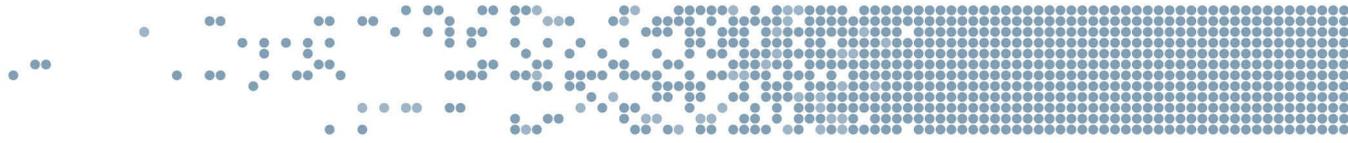


percentage response rate to the annual AQTF Learner Questionnaire compared to previous years, the survey responses received provided a more accurate representation of feedback across the board.

The quality of the survey responses received was also significantly higher, with more learners opting to provide verbatim commentary. This may be attributed to the global pandemic, given that many learners required extra support to shift into entirely different industries. As a result, a number of learners welcomed the opportunity to provide an insight into how the training impacted and changed their lives.

genU Training continues to collect the opinions of learners via regular feedback sessions, which are conducted with as many cohorts as possible. In 2021, digital surveys were also provided to learners throughout the duration of their course, offering further opportunities for learners to voice their feedback.

The satisfaction of genU Training learners is paramount, which is reflected in the number and variety of supports provided by the RTO.



Section 2 Survey information feedback

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

The survey results for 2021 showed a positive trend, with the majority of questions rating 90% and above. Given the significant endorsement of trainers in the previous year's AQTF Learner Questionnaire, it is not surprising that this was once again a highlight amongst the data provided by survey respondents. With the effects of COVID-19 disruptions continuing to pose challenges to traditional study formats, learners relied heavily upon the RTO's highly skilled trainers for guidance and support, primarily in a virtual context. The response to 'I approached trainers if I needed help' drew agreement from 97% of survey respondents, demonstrating the transparency of relationships between trainers and their cohorts. Furthermore, the response to 'trainers encouraged learners to ask questions' reached 98%. At the core of this encouraging trend is trainers' abilities to utilise Zoom classrooms in place of what would have historically been face-to-face learning environments. Through breakout rooms, interactive quizzes and guest speakers, trainers have become adept in hosting successful online lessons, promoting collaboration and knowledge sharing. Additional indicators, including responses to 'trainers had an excellent knowledge of the subject content' and 'trainers made it clear right from the start what they expected from me', both at 96%, illustrate the value that positive trainer-learner relationships played in facilitating successful outcomes for the RTO's learners during 2021.

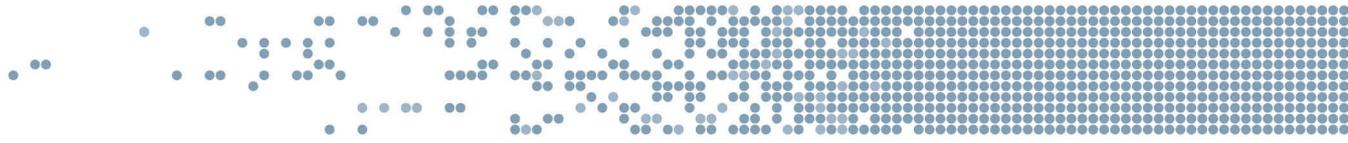
The introduction of personalised learner checkpoints in 2021 created further opportunities for the RTO to offer support to learners. The inception of this practice meant that qualification learners were contacted by a dedicated support trainer soon after commencing their course, providing an additional forum for the learner to assess their course progress and unpack any areas of uncertainty. To complement this process, support trainers hosted regular support sessions, which were made available to learners outside of regular class hours. Offered in both group and one-on-one settings, these support sessions covered topics such as navigating the LMS, preparing for placement, goal setting and time management skills. The response to these engagements is exemplified by a satisfaction rate of 90% for 'the training organisation had a range of services to support learners'. In particular, one learner stated, "the support and advice I received in my course training was very professional".

Careful analysis of the results of the AQTF Learner Questionnaire suggested that most learners preferred the blended model of study as opposed to traditional face-to-face learning – a trend which is somewhat surprising. One learner noted that learning was "more flexible and accessible" in an online classroom compared to a traditional one, while another learner commented, "it was more convenient for me to be at home during the classes. I liked how interactive they were". With blended learning the preference for most, the RTO will continue to offer this delivery mode, along with progressing its work towards establishing additional innovative study modes in response to learner needs.

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

91% of the survey respondents agreed that they would 'recommend the training to others', which indicates the RTO's solid performance overall. Year on year, the consistency in learner feedback within the AQTF Learner Questionnaire confirms that genU Training continually provides quality training experiences to all learners across all products.

During 2021, genU Training maintained its steadfast commitment to providing a variety of study resources based on individual learner needs. This was made possible by ensuring that the learning materials provided were designed with the relative cohorts at the forefront which, in turn, drove high levels of engagement and interaction



with genU Training's quality educational resources. This is best demonstrated by 89% of survey respondents indicating that they agreed or strongly agreed to 'the training was at the right level of difficulty for me'. The growth of genU Training's Customer Enquiry team, allowing prospective learners to easily engage in initial expert consultation, undoubtedly also contributed to this positive response rate by ensuring that learners enrolled in courses based on their academic capabilities and employment aspirations. These frontline conversations complemented other previously established primary screening interventions, including the Language, Literacy and Numeracy (LLN) evaluation and Pre-Training Review (PTR).

2021 also saw the expansion of genU Training's suite of offerings, focusing on more targeted training products that allowed learners to undertake study based on their individual needs. The RTO introduced several new training products, including skill sets, microcredentials and units of competency, with the landmark addition of its first-ever tailored and customisable Certificate IV in Community Services qualification for those working in the Employment Services industry. genU Training's investment in its end-to-end builds of quality training products enables it to continue to provide unrivalled learning experiences in all forms.

Overall, the positive feedback across all categories builds on the trends set by previous years and represents genU Training's commitment to learner satisfaction. With no significant fluctuations in demographic data, the RTO continues to put training in reach of vulnerable learners and remains focused on building inclusive communities through empowerment and education.

Section 3 Improvement actions

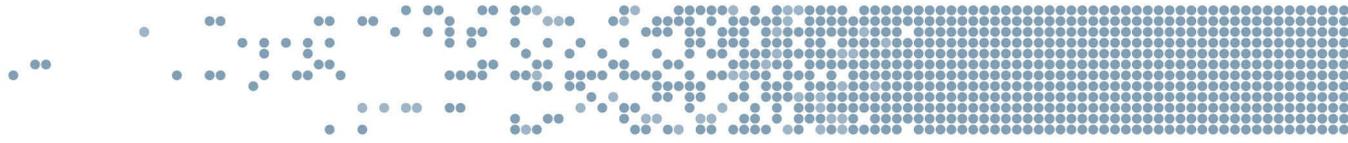
What preventive or corrective actions have you implemented in response to the feedback?

The annual AQTF Learner Questionnaire provides a valuable opportunity for genU Training to review learner satisfaction and explore corresponding areas for improvement.

A major change worth noting, implemented in early 2021, was the launch of the new genU Training website. The website ensures comprehensive and transparent information which is easily accessible for prospective learners. The success of this website is highlighted by a 93% response rate in 'I developed the knowledge I expected from this training', indicating that course information provided on the website creates realistic expectations for prospective learners. The new website also offers visitors an up-to-date and accurate picture of all upcoming courses, made possible via direct integration with VETtrak. This allows prospective learners to engage in a seamless experience when applying for courses of interests, with one survey respondent noting that the process was "fast and easy".

Alongside this, 2021 also saw the introduction of the genU Training Online mobile app, offering yet another platform through which learners can access course materials and receive real-time support. The establishment of the mobile app was well received, with a strong uptake across all cohorts. 93% of survey respondents indicated that 'training resources were available when I needed them', while 'the training was flexible enough to meet my needs' achieved 94%, both figures a testament to the app's rollout.

In November 2021, genU Training introduced Salesforce, the world's most trusted customer relationship management (CRM) platform. Salesforce provided a seamless entry point into the RTO, creating a smoother and more informed experience for prospective learners. The CRM also offers advanced data collection and reporting methods, allowing the RTO to identify trends and better serve market needs.



With the launch of a tailored qualification built to meet market needs, the RTO could facilitate full immersion into industry during training. The introduction of a variety of learning materials, including podcasts and videos, also made learning more interactive, engaging and accessible.

During the next 12 months, the RTO hopes to:

1. Upgrade the LMS experience, which will foster greater learner engagement and facilitate richer learning experiences.
2. Further streamline the application process to create a more efficient entry into the course of choice.
3. Introduce VR learning in classrooms, allowing learners to develop real-world skills via virtual simulations.

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

All collected feedback is analysed by the Insights and Industry Partnerships Manager and reported to the genU Training Management team. The Stakeholder Experience team collaborates with the Quality Assurance team to ensure all recommendations for improvement are analysed and actions planned and implemented. In conjunction with this process, there is also an organisation wide portal that allows all team members to lodge continuous improvement requests for alterations and improvements. All requests are triaged by the Insights and Industry Partnerships Manager and either actioned or presented to the genU Training Continuous Improvement Committee for consideration. genU Training values representation from all functional areas, with the Change Champions Committee leading this representation. This group makes decisions around operational changes and meets as sub-committees that have change-focused conversations and spend time providing in-depth functional area feedback, leading to more efficient processes.

The effectiveness of changes made is monitored via the face-to-face feedback sessions with learner cohorts where specific feedback is sought to determine if the alteration has achieved the desired outcome. In conjunction, the data collected from the digital checkpoints throughout courses provides key insights into learner experiences and the effectiveness of improvements. This feedback, coupled with feedback sought from trainers and other stakeholders, creates a true cycle of continuous improvement, in which layers of improvements are achieved for all course areas over time.