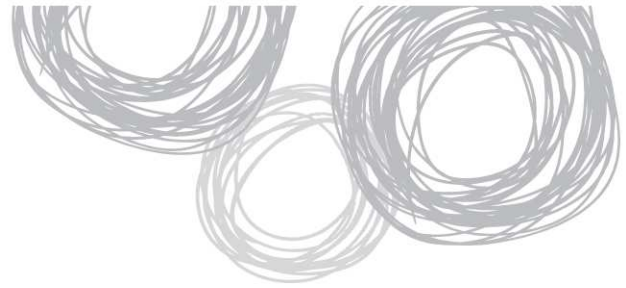


clever • skilled • creative

# 'How to' Guide

## Interpreting Quality Indicator Data

May 2010



## Back to basics

### What are the quality indicators (QIs) and why were they included in the Australian Quality Training Framework (AQTF)?

#### What?:

- Employer satisfaction.
- Learner engagement.
- Competency completion.

#### Why?:

- indicate how well client needs are being met
- support continuous improvement processes
- contribute to the registering body's determination of the RTO's risk rating
- monitor the performance of the RTO over time and identify trends.

#### When?:

- Implementation of QIs was delayed when the current AQTF was implemented on 1 July 2007.
- Requirement to collect, analyse and report on QI data was phased in during 2009 and fully implemented in 2010.
- Data submissions are due on or before 30 June each year (reports on activity for previous calendar year).

### Collection, analysis, use and reporting of data a requirement of registration:

- AQTF *Essential Standards for Registration* - each RTO is required to collect, analyse and act on relevant data for continuous improvement of training and assessment and some of that data is collected against the QIs.
- Under Conditions of Registration, RTOs agree to provide their registering body with accurate and timely data relevant to measures of their performance.
- Data (the 'return') are to be in the agreed format.

### Consequences of late/non submission:

- Non-submission – immediate affect on RTO risk rating. Set to 'high' on 1 July in accordance with the AQTF *National Guideline for Risk Management* leads to greater and more frequent regulatory intervention.
- Late submission – risk rating will have been set to 'high', in accordance with the AQTF *National Guideline for Risk Management*. The best rating that can be achieved following analysis of a late submission is 'medium'.
- Potential to jeopardise ongoing registration – suspension or cancellation for not complying with conditions of registration.

### Exemption categories:

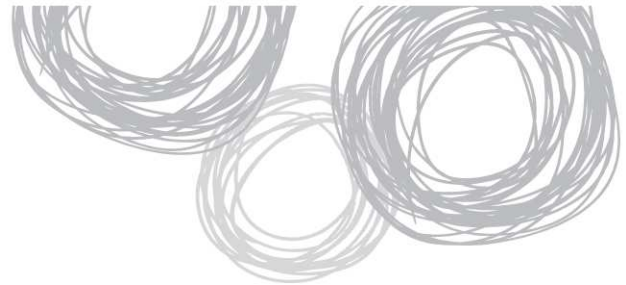
- RTOs that were not registered within reporting period
- RTOs that did not enrol or complete any students (RTO required to submit statutory declaration).

## Resources

### Australian Council for Educational Research (ACER)

#### Resources package:

- two survey instruments – Learner Questionnaire (LQ) and Employer Questionnaire (EQ)
- online survey system



- Survey Management, Analysis and Reporting Tool (SMART) – Learner engagement and Employer satisfaction QIs
- complete set of guides, sample reports and PowerPoint presentations.

Survey processing service:

- management of the survey process and scanning of completed surveys through high speed software that generates files that can be uploaded in the required format.

**National Centre for Vocational Education and Research (NCVER):**

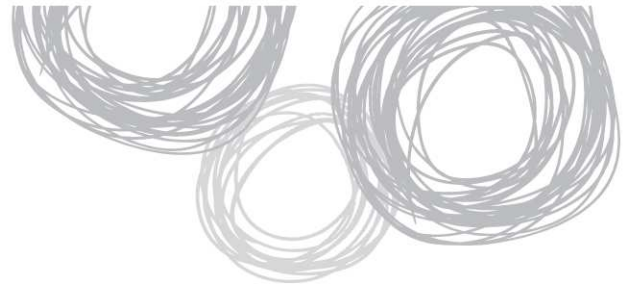
- Competency Completion Online Software (CCOS) – Competency completion QI.

**Department of Education and Training (Registration Services, Training Quality):**

- 'How to' Guides – simple, easy to follow steps to using CCOS and planning and implementing surveys, entering results in the SMART, producing reports, analysing report content and submitting data.
- Frequent registration notices and RTO Mail articles reminding of requirements.
- Phone and email support for general enquiries about submission requirements (software support not provided).

**Questionnaires/survey instruments**

| <b>Learner Questionnaire (LQ):</b>  | <b>Employer Questionnaire (EQ):</b>  |
|---|--|
| <ul style="list-style-type: none"> <li>• 4 broad domains:<br/>Training Quality, Work Readiness, Training Conditions</li> <li>+ Learner Engagement</li> </ul>  | <ul style="list-style-type: none"> <li>• 3 broad domains:</li> </ul>                           |
| <ul style="list-style-type: none"> <li>• 10 summary scales<br/>Trainer Quality, Overall Satisfaction, Effective Assessment, Competency Development, Training Resources, Effective Support</li> <li>+ Clear Expectations, Learning Stimulation, Training Relevance, Active Learning</li> </ul> | <ul style="list-style-type: none"> <li>• 7 summary scales:<br/>+ Training Relevance</li> </ul> |
| <ul style="list-style-type: none"> <li>• 35 questions<br/>(+ optional demographic questions)</li> </ul>   | <ul style="list-style-type: none"> <li>30 questions</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• 4 point response scale ('strongly disagree' to 'strongly agree')</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• Less than 15 minutes to complete</li> </ul>  | <ul style="list-style-type: none"> <li>• Less than 10 minutes to complete</li> </ul>           |
| <ul style="list-style-type: none"> <li>• 15 year old reading level</li> </ul>   |  |



## CCOS reports

Report 1 = Enrolments and completions by qualifications

Report 2 = Enrolments and completions by unit of competency

Report 3 = Enrolments and completions by qualification by state of delivery

Report 4 = Enrolments and completions by unit of competency by state of delivery

### REPORT 1 — TIME 15:17:30 Nov 17 2008

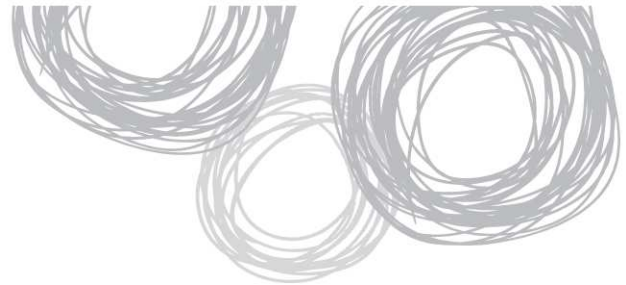


#### NCVER Test Account

#### Enrolments and completions by Qualifications

Year 2007

| Qualification | Qualification Description   | Enrolments | Completions |
|---------------|---|------------|-------------|
| ICA30199      | CERTIFICATE III IN INFORMATION TECHNOLOGY (SOFTWARE APPLICATIONS) | 12         | 9           |
| ICA50299      | DIPLOMA OF INFORMATION TECHNOLOGY (SOFTWARE DEVELOPMENT)          | 67         | 54          |
| ICA50705      | DIPLOMA OF INFORMATION TECHNOLOGY (SOFTWARE DEVELOPMENT)          | 51         | 40          |
| 11894VIC      | DIPLOMA OF FOOD TECHNOLOGY  | 15         | 12          |
| 12161SA       | DIPLOMA OF GARDEN DESIGN  | 50         | 6           |
| 12277SA       | DIPLOMA OF GEOSCIENCE   | 44         | 35          |
| 12359SA       | CERTIFICATE IV IN TRICHOLOGY                                      | 3          | 2           |
| 12401SA       | CERTIFICATE III IN ENGLISH PROFICIENCY (SECOND LANGUAGE)          | 2          | 1           |
| 12567SA       | DIPLOMA OF SPATIAL DATA SYSTEMS                                   | 33         | 25          |
| 13170SA       | CERTIFICATE II IN ENGLISH PROFICIENCY (SECOND LANGUAGE)           | 9          | 7           |
| 13171SA       | CERTIFICATE I IN ENGLISH PROFICIENCY (SECOND LANGUAGE)            | 1          | 1           |
| 13211SA       | CERTIFICATE III IN FURNISHING                                     | 93         | 73          |
| 13222SA       | DIPLOMA OF TCF STUDIES - FASHION DESIGN                           | 2          | 2           |



## Registering body report

Reports results of Learner Questionnaire (LQ) and Employer Questionnaire (EQ)

### Registering body report

17 Nov 2008

#### RTO Information

|                  |                   |
|------------------|-------------------|
| NTIS number      | 123456789         |
| Name             | Joe Bloggs RTO    |
| Street Address   | 999 Goodluck Road |
| City/town/suburb | Happyville        |
| State            | VIC               |
| Post code        | 3999              |

#### Learner and employer response

|                           | Learners | Employers |
|---------------------------|----------|-----------|
| Response count (number)   | 50       | 13        |
| Population count (number) | 60       | 20        |
| Response rate (per cent)  | 83.3     | 65.0      |

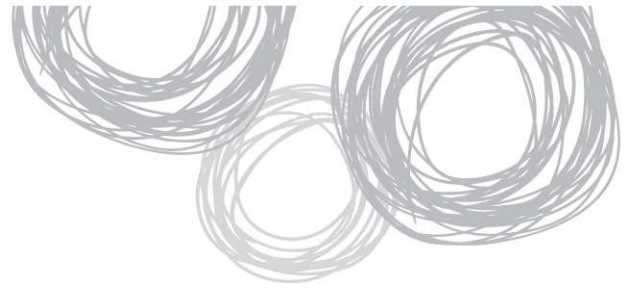
#### Learner and employer feedback

| Scale                         | Learners      |                   | Employers     |                   |
|-------------------------------|---------------|-------------------|---------------|-------------------|
|                               | Average score | Average variation | Average score | Average variation |
| <b>All scales</b>             | 58.0          | 33.3              | 59.8          | 32.7              |
| <b>Trainer Quality</b>        | 53.2          | 15.2              | 54.7          | 12.4              |
| <b>Effective Assessment</b>   | 62.0          | 20.6              | 57.7          | 21.4              |
| <b>Clear Expectations</b>     | 57.6          | 25.3              |               |                   |
| <b>Learning Stimulation</b>   | 67.1          | 18.2              |               |                   |
| <b>Training Relevance</b>     | 60.0          | 26.4              | 59.0          | 16.0              |
| <b>Competency Development</b> | 50.3          | 17.3              | 60.5          | 17.3              |
| <b>Training Resources</b>     | 58.4          | 18.9              | 55.6          | 15.7              |
| <b>Effective Support</b>      | 64.7          | 22.2              | 62.0          | 9.3               |
| <b>Active Learning</b>        | 47.5          | 20.6              |               |                   |
| <b>Overall Satisfaction</b>   | 68.7          | 18.2              | 68.4          | 15.6              |

#### Survey contexts and use

*Completion of this section is optional and may be used by the RTO to provide information and an explanation of the data provided.*

| Information  | Explanatory notes |
|--|-------------------|
| Specific contexts to consider when interpreting survey results |                   |
| Main ways data has been used for continuous improvement        |                   |



## A complete submission

- Registering body report with data from both the LQ & EQ\*  
and
- CCOS reports 1– 4, 1– 2 or 3–4. RTOs must report enrolments and completions for *all* qualifications, courses, units of competency and modules that were on its scope of registration during the relevant reporting period.

\*RTOs that cannot link any of their services to an employer are not required to administer the EQ, but an explanation must be included in their submission justifying why they did not survey employers. Enterprise RTOs are not exempt from providing data against the Employer satisfaction QI.

## Interpreting QI data reports

### SMART reports - Learner engagement & Employer satisfaction QIs:

- LQ and EQ scale scores are reported on a 0 to 100 point metric. Scale scores are calculated by coding the four response categories for each item and averaging the results from within each scale:  
Strongly disagree = 0, Disagree = 33, Agree = 67, Strongly agree = 100
- Score differences can be interpreted in several ways. In general, differences of around 10 scale points may represent 'meaningful educational effort'. Given the scoring of the response categories, a difference of 33 points reflects a switch between response categories.

#### Example: 1. Scales of concern

The 'Trainer Quality' scale relates to statements 1, 2, 3 and 4 of the LQ:

- Trainers encouraged learners to ask questions.
- Trainers made the subject as interesting as possible.
- Trainers had an excellent knowledge of the subject content.
- Trainers explained things clearly.

The Registering body report shows an average learner score of 53.2 for the 'Trainer Quality' scale. This is interpreted to mean that learners generally *disagreed* that:

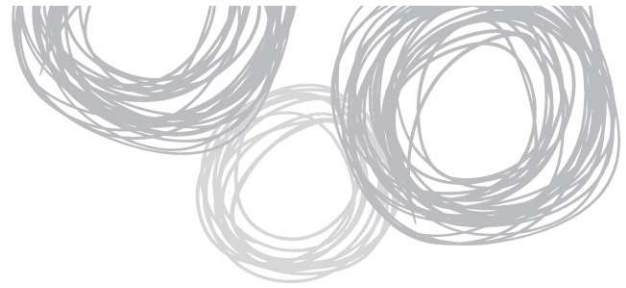
- Trainers encouraged learners to ask questions.
- Trainers made the subject as interesting as possible.
- Trainers had an excellent knowledge of the subject content.
- Trainers explained things clearly.

The SMART software can generate an item report that gives a breakdown of responses for each of these questions as a percentage of the total responses.

This report actually shows that:

- 100% of learners disagreed or strongly disagreed that trainers encouraged learners to ask questions.
- 100% of learners disagreed or agreed that trainers made the subject as interesting as possible.
- 86% of learners agreed or strongly agreed that trainers had an excellent knowledge of the subject content.
- Half the learners disagreed or strongly disagreed that trainers explained things clearly and half agreed or strongly agreed that this was the case.

This will give an idea of where to focus the further investigations, in this example, not around the trainer's knowledge of content, but around how trainers convey this knowledge and interact/engage with the learners.



## LQ response category percentages

| Item  | SD   | D    | A    | SA   | AG   | MI  |
|---|------|------|------|------|------|-----|
| LQ1 Trainers encouraged learners to ask questions.  | 48.0 | 54.0 | 0.0  | 0.0  | 0.0  | 0.0 |
| LQ2 Trainers made the subject as interesting as possible.                                     | 42.0 | 58.0 | 0.0  | 0.0  | 0.0  | 0.0 |
| LQ3 Trainers had an excellent knowledge of the subject content.                               | 6.0  | 8.0  | 46.0 | 40.0 | 86.0 | 0.0 |
| LQ4 Trainers explained things clearly.  | 22.0 | 28.0 | 28.0 | 22.0 | 50.0 | 0.0 |
| LQ5 Overall, I am satisfied with the training.  | 24.0 | 26.0 | 28.0 | 22.0 | 50.0 | 0.0 |
| LQ6 I would recommend the training to others.   | 48.0 | 54.0 | 0.0  | 0.0  | 0.0  | 0.0 |
| LQ7 I would recommend the training organisation to others.                                    | 6.0  | 8.0  | 46.0 | 40.0 | 86.0 | 0.0 |
| LQ8 I received useful feedback on my assessments.   | 24.0 | 26.0 | 28.0 | 22.0 | 50.0 | 0.0 |
| LQ9 Assessments were based on realistic activities.   | 24.0 | 26.0 | 30.0 | 20.0 | 50.0 | 0.0 |
| LQ10 The way I was assessed was a fair test of my skills and knowledge.                       | 6.0  | 8.0  | 46.0 | 40.0 | 86.0 | 0.0 |
| LQ11 The training organisation gave appropriate recognition of existing knowledge and skills. | 44.0 | 56.0 | 0.0  | 0.0  | 0.0  | 0.0 |
| LQ12 It was always easy to know the standards expected.                                       | 20.0 | 30.0 | 30.0 | 20.0 | 50.0 | 0.0 |
| LQ13 I usually had a clear idea of what was expected of me.                                   | 24.0 | 26.0 | 30.0 | 20.0 | 50.0 | 0.0 |
| LQ14 Trainers made it clear right from the start what they expected from me.                  | 44.0 | 56.0 | 0.0  | 0.0  | 0.0  | 0.0 |
| LQ15 I was given enough material to keep up my interest.                                      | 6.0  | 8.0  | 46.0 | 40.0 | 86.0 | 0.0 |
| LQ16 The amount of work I had to do was reasonable.   | 6.0  | 8.0  | 46.0 | 40.0 | 86.0 | 0.0 |
| LQ17 The training was at the right level of difficulty for me.                                | 22.0 | 28.0 | 28.0 | 22.0 | 50.0 | 0.0 |
| LQ18 The training focused on relevant skills.   | 48.0 | 54.0 | 0.0  | 0.0  | 0.0  | 0.0 |
| LQ19 The training prepared me well for work.  | 48.0 | 54.0 | 0.0  | 0.0  | 0.0  | 0.0 |

### Example: 2. Domains of concern

Scales may indicate a particular domain of concern.

For example, the scales 'Training Relevance' and 'Competency Development' fall within the 'Work Readiness' domain. Neither of these scales had particularly good average scores – 'Training Relevance' – 60 – closer to agree than disagree and 'Competency Development' – 50.3 – somewhere between disagree and agree.

This means that the 'Work Readiness' domain may be of particular concern. Eight questions on the LQ fall within this domain. Again, the item report that can provide further clues about which aspect of training relevance and competency development may be a starting point for further enquiry.

### Example: 3. Average variation

For each scale, notice whether any have particularly large or small variations. In general, differences of around 10 scale points may represent a meaningful educational effect and a difference of 33 points reflects a switch between response categories.

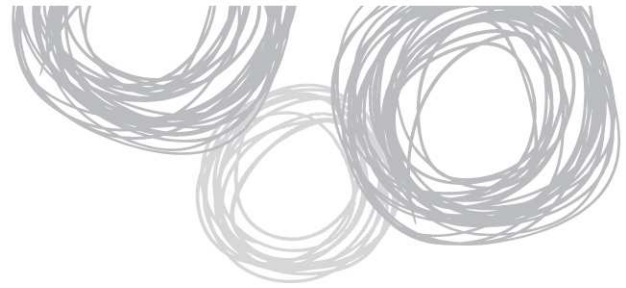
For example, if the 'Trainer Quality' scale had an average score of 53.2 and a variation of 15.2, this means that generally learners were somewhere in between disagree and agree that trainers and teachers were competent and effective, and the range of responses was not too broad.

On the other hand, if the scale had a much larger variation of 26.4, for example, the range of responses was quite large, rather than being tightly grouped.

### Example: 4. Compare results

The report may reflect discrepancies in results between the learner and employer questionnaires.

A learner survey score of 28 for the scale 'Training Relevance', for instance, indicates that the average responses lie between disagree and strongly disagree. An average employer survey score of 59 for the scale means that responses hover between disagree and agree. These results suggest that employers may have seen greater relevance in the training than the learners did.



### Example: 5. Further analysis

Requiring students to complete page two of the LQ allows, through the SMART, the generation of reports that will compare results according to the characteristics identified in page two, for example, type of qualification and broad field of training.

A report can be generated to compare the average score, for example, against the Clear Expectations scale between, for example, the results from the learners who undertook training in the health field with the learners who undertook training in creative arts with the RTO.

While the RTO may have a general idea that creative arts learners are more satisfied with the training they received than those who undertook training in a health field, the report will assist in identifying which aspects of the learners' experience were better.

### **CCOS – Competency completion Quality Indicator**

The competency completion data can be useful in complementing the results of the LQ and EQ to form a more fulsome picture of the quality of training and assessment being provided by an RTO, as perceived by learners and employers. For example, an RTO may have recorded 215 enrolments in a particular short qualification and only 79 completions.

There may be many reasons why this is the case, but if LQ data shows that the majority of learners disagree that the support provided helped them learn, then this may be part of the reason for the low completion numbers. Perhaps learners left without completing the program because they either did not get the support they felt they needed or did not get any support at all.

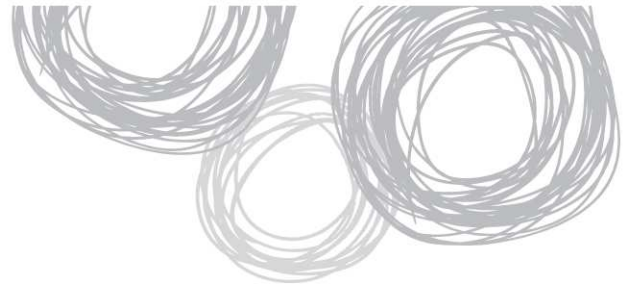
Alternatively, the results of the EQ might indicate that employers strongly disagree that the training is relevant to the work of their employees and this may have led to employers withdrawing their employees from the training.

RTOs may have a fair idea of why some of the results are as they are. RTOs should consider any particular contexts that may have influenced the data, for example, characteristics of a particular learner group or the organisational environment which may have influenced the data:

- A significant cohort of students may have enrolled with the RTO through the Productivity Places Program and commencements were high but completions were low.
- A trainer/assessor may have been known to be underperforming in their role and the RTO knows the quality of learners' feedback will reflect this.
- An employer may have engaged the services of the RTO to deliver occupational health and safety training to employees but the RTO knows most of the learners expressed their opinion that they didn't feel they needed to participate in the training. This may affect the learner responses.

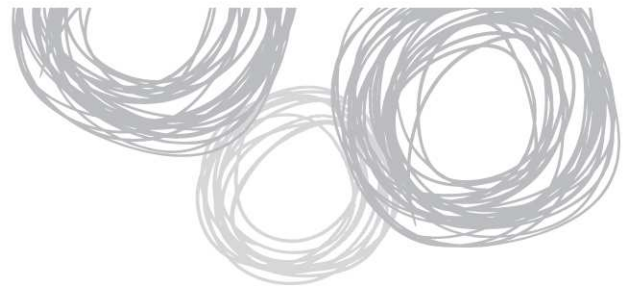
### **Contact details – resources/assistance/support**

- School RTOs: [vet@qsa.qld.edu.au](mailto:vet@qsa.qld.edu.au) or telephone (07) 3864 0381
- ACER AQTF Survey Processing Service: <http://www.acer.edu.au/aqtf/support-services.html>
- 'How to' Guides available on department's website: <http://www.training.qld.gov.au/training-organisations/registration-audit/index.html>
- The quality indicators resource package is available from the ACER website: [www.acer.edu.au/aqtf/](http://www.acer.edu.au/aqtf/)
- Assistance in using the SMART software is available by emailing: [AQTF2007@acer.edu.au](mailto:AQTF2007@acer.edu.au).
- Access to the Competency Completion Online System is available from: <http://rto.ncver.edu.au>.
- Assistance in accessing and using the Competency Completion Online System is available from NCVER: (08) 8230 8468 or by emailing: [aqtf2007@ncver.edu.au](mailto:aqtf2007@ncver.edu.au).
- Various publications and guides are available: [www.training.com.au](http://www.training.com.au)
- Registration Services: (07) 3247 5148 or (07) 3237 1353



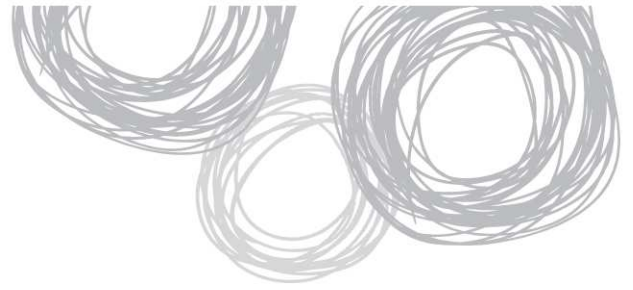
## Learner Questionnaire – Domains and scales

| Domain              | Scale                  | Label | Item   |
|---------------------|------------------------|-------|--|
| Training Quality    | Trainer Quality        | LQ1   | Trainers encouraged learners to ask questions.   |
|                     |                        | LQ2   | Trainers made the subject as interesting as possible.                                    |
|                     |                        | LQ3   | Trainers had an excellent knowledge of the subject content.                              |
|                     |                        | LQ4   | Trainers explained things clearly  |
|                     | Overall Satisfaction   | LQ5   | Overall, I am satisfied with the training.   |
|                     |                        | LQ6   | I would recommend the training to others.  |
|                     |                        | LQ7   | I would recommend the training organisation to others.                                   |
|                     | Effective Assessment   | LQ8   | I received useful feedback on my assessments.  |
|                     |                        | LQ9   | Assessments were based on realistic activities.  |
|                     |                        | LQ10  | The way I was assessed was a fair test of my skills and knowledge.                       |
|                     |                        | LQ11  | The training organisation gave appropriate recognition of existing knowledge and skills. |
|                     | Clear Expectations     | LQ12  | It was always easy to know the standards expected.                                       |
|                     |                        | LQ13  | I usually had a clear idea of what was expected of me.                                   |
|                     |                        | LQ14  | Trainers made it clear right from the start what they expected from me.                  |
|                     | Learning Stimulation   | LQ15  | I was given enough material to keep up my interest.                                      |
|                     |                        | LQ16  | The amount of work I had to do was reasonable.   |
|                     |                        | LQ17  | The training was at the right level of difficulty for me.                                |
| Work Readiness      | Training Relevance     | LQ18  | The training focused on relevant skills.   |
|                     |                        | LQ19  | The training prepared me well for work.  |
|                     |                        | LQ20  | The training had a good mix of theory and practice.                                      |
|                     | Competency Development | LQ21  | I developed the skills expected from this training.                                      |
|                     |                        | LQ22  | I learned to work with people.   |
|                     |                        | LQ23  | I identified ways to build on my current knowledge and skills.                           |
|                     |                        | LQ24  | I developed the knowledge expected from this training.                                   |
|                     |                        | LQ25  | I learned to plan and manage my work.  |
| Training Conditions | Training Resources     | LQ26  | Training resources were available when I needed them.                                    |
|                     |                        | LQ27  | The training used up-to-date equipment, facilities and materials.                        |
|                     |                        | LQ28  | Training facilities and materials were in good condition.                                |
|                     | Effective Support      | LQ29  | Training organisation staff respected my background and needs.                           |
|                     |                        | LQ30  | The training was flexible enough to meet my needs.                                       |
|                     |                        | LQ31  | The training organisation had a range of services to support learners.                   |
| Learner Engagement  | Active Learning        | LQ32  | I set high standards for myself in this training.  |
|                     |                        | LQ33  | I pushed myself to understand things I found confusing.                                  |
|                     |                        | LQ34  | I looked for my own resources to help me learn.  |
|                     |                        | LQ35  | I approached trainers if I needed help.  |



## Employer Questionnaire – Domains and scales

| Domain              | Scale                  | Label | Item   |
|---------------------|------------------------|-------|--|
| Training Quality    | Trainer Quality        | EQ19  | Trainers were effective in their teaching.   |
|                     |                        | EQ17  | Trainers had good knowledge and experience of the industry.                                |
|                     |                        | EQ21  | Trainers were able to relate material to the workplace.                                    |
|                     | Overall Satisfaction   | EQ12  | Overall, we were satisfied with the training.  |
|                     |                        | EQ14  | We would recommend the training to others.   |
|                     |                        | EQ13  | We would recommend the training organisation to others.                                    |
|                     | Effective Assessment   | EQ18  | Assessments were based on realistic activities.  |
|                     |                        | EQ16  | The way employees were assessed was a fair test of their skills and knowledge              |
|                     |                        | EQ15  | The training organisation gave appropriate recognition of existing knowledge and skills    |
|                     |                        | EQ4   | Assessment was at an appropriate standard.   |
| Work Readiness      | Training Relevance     | EQ9   | The training focused on relevant skills.   |
|                     |                        | EQ27  | The training prepared employees well for work.   |
|                     |                        | EQ22  | The training had a good mix of theory and practice.  |
|                     |                        | EQ20  | The training had a good mix of theory and practice.  |
|                     |                        | EQ6   | The training had a good mix of theory and practice.  |
|                     |                        | EQ11  | The training had a good mix of theory and practice.  |
|                     | Competency Development | EQ10  | Our employees gained the skills they needed from this training.                            |
|                     |                        | EQ24  | The training has helped our employees work with people.                                    |
|                     |                        | EQ26  | The training helped employees identify how to build on their current knowledge and skills. |
|                     |                        | EQ28  | Our employees gained the knowledge they needed from this training.                         |
|                     |                        | EQ29  | The training prepared our employees for the demands of work.                               |
| Training Conditions | Training Resources     | EQ1   | The training used up-to-date equipment, facilities and materials.                          |
|                     |                        | EQ5   | The training resources were appropriate for learner needs.                                 |
|                     |                        | EQ25  | Training resources and equipment were in good condition.                                   |
|                     | Effective Support      | EQ23  | The training organisation acted on feedback from employers.                                |
|                     |                        | EQ7   | The training organisation developed customised programs.                                   |
|                     |                        | EQ3   | The training organisation was flexible enough to meet our needs.                           |
|                     |                        | EQ2   | The training organisation dealt satisfactorily with any issues or complaints.              |
|                     |                        | EQ8   | The training organisation provided good support for workplace training and assessment.     |
|                     |                        | EQ30  | The training organisation clearly explained what was expected from employers.              |



**Notes:**