

**EMAIL RESPONSE:** To: [vet.qi@edumail.vic.gov.au](mailto:vet.qi@edumail.vic.gov.au)  
Subject: Quality Indicators

**SUBJECT: REPORTING OF LEARNER ENGAGEMENT AND EMPLOYER SATISFACTION  
QUALITY INDICATORS**

**FROM:** Northern College of the Arts and Technology

**TELEPHONE** 03 487 1333

**DATE:** 22 June 2015

### Summary of Survey Responses

Learner and Employer Responses	Learners	Employers
Total number of responses distributed	205	0
Total number of surveys received	185	0
Response rate (per cent)	90.2%	0

### Summary of Continuous Improvement

Please indicate the main ways that learner engagement data has been used for continuous improvement.

Students were sampled in a number of qualifications across the arts and technical areas. For the most part students indicated a high level of satisfaction across the Training and Assessment and the Facilities and Equipment, with the majority of responses across the qualifications being in the *agree* and *strongly agree* category. The *disagree* and *strongly disagree* responses were analysed in detail, documented by the VET Manager and referred to the relevant trainers for action.

The most valuable feedback is from the *most in need of improvement* section and these points are discussed by the VET Manager and the trainers. However the comments made in the "What are the best aspects of your training" box are useful for reinforcing what is working well in courses.

#### Training and Assessment Response

1 In the Certificate II in Electrotechnology (Career Start) qualification learners wanted more practical work. This course is being taught out by the college and replaced by the newly accredited Electrotechnology Prevocational course which has fewer theory units. More units have been clustered allowing more time for practical work. Students are much happier as a result.

2. In the Certificate II in Building and Construction students wanted more practical work and the opportunity for more excursions. These comments also reflect the cohort's dislike of written work. The textbooks being used for the course were reviewed and changed to better suit the two different streams. One text was chosen for one stream and another more comprehensive one for the more intensive Preapprenticeship program. Students have responded well to the new text/ workbooks. Further numeracy testing and support is also occurring for this group.

Students wanted more activities involving job sites. So two community projects have been facilitated with a kindergarten and a local community health service where students completed a site analysis, location plan, construction timeline and a quote for the overall job.

3. In the Certificate II in Engineering comments about wanting more practical work has started conversations and actions in investigating a new course better suited to some of the students in this course. This is still at the Curriculum planning stage.

4. In the Certificate III in Music three students thought an audition and interview process was needed. This course auditioned all prospective students at the end of 2014 for the 2015 course. Students exiting the Certificate II and entering the Certificate III were also interviewed about expectations of the course. One student also asked that there be more performances in front of classmates. More room availability has assisted in providing for this to occur.

5. In the Diploma and Certificate IV in Photo Imaging. Two students commented on lack of clarity with due dates of work and the need for a checklist. Staff now give student assessment record sheets earlier for students to use a checklist. One student wanted more feedback during the year. Staff have increased the one on one consultation sessions per term.

#### **Equipment and Facilities Response**

1. In the Certificate II in Furniture Making one response said the workshop needed to be bigger. There has been a relocation of two workshops allowing more space.
2. In the Certificate II in Live Production, Theatre and Events qualification a student wanted more time for practice with sound and lighting. As an ongoing process, the trainer is researching and exploring more mobile and cost effective technologies to better support student development and participation in sound and lighting.
3. From the Diploma in Photo Imaging feedback - glow in the dark safety tape has been added to floors, walls and enlarger compartments in response to a comment about the new darkrooms being too dark. A new safe light has been installed.

Another student commented on the Adobe Photoshop being cumbersome and complex and specifically asked for Adobe Lightroom 5. Lightroom 5 and Capture One have been added to Diploma Digital unit of competency course content. Lightroom 5 was added to all computers in the computer lab. A wireless base station has been installed in the computer lab and students can access Wi-Fi.

Students commented extremely positively on the opportunity they have to use the black and white and colour darkrooms and gain experience with film. This feedback reinforces the importance of continuing to resource and deliver units covering these aspects of photography and providing these facilities.

#### **If you have not reported on both learner engagement and employer satisfaction data, please provide a reason.**

Of the qualifications delivered at NCAT only one qualification fits the definition for the Employer Questionnaire. This is the MEM30305 Certificate III in Engineering – Fabrication Trade in which the college trains apprentices for the Foundry Industry. As this course stopped being delivered in early 2014, we did not survey the employers.

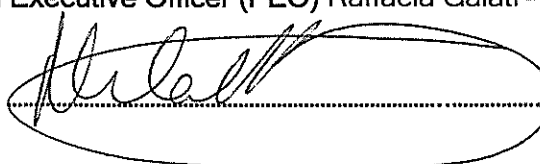
#### **Declaration**

I confirm that (RTO Name):

- has collected, analysed and retained quality indicator data;
- has acted on data for the continuous improvement of training and assessment and client services; and
- has retained Quality Indicator data as evidence of compliance.

Name of Principal Executive Officer (PEO) Raffaella Galati - Brown

Signature of PEO

 Date: 23/6/15