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RTO Information

This report presents summary information about the Registered Training Organisation

<table>
<thead>
<tr>
<th>Name</th>
<th>MONASH STUDENT ASSOCIATION (CLAYTON) INC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td>Monash Short Courses</td>
</tr>
<tr>
<td></td>
<td>Level 1, Campus Centre, 21 Chancellors Walk</td>
</tr>
<tr>
<td></td>
<td>Monash University, Wellington Road</td>
</tr>
<tr>
<td>City/town/suburb</td>
<td>Clayton</td>
</tr>
<tr>
<td>State</td>
<td>VIC</td>
</tr>
<tr>
<td>Post code</td>
<td>3168</td>
</tr>
<tr>
<td>NTIS number</td>
<td>21526</td>
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</table>
Learner Engagement Scales
Monash Short Courses rated extremely well across all areas of learner engagement in 2015. The graph below shows the score of each learner engagement scale as well as providing a comparison with 2013 and 2014 data. This comparison shows a significant improvement over time and is testament to the range of initiatives and enhancements implemented in response to previous student feedback.
Employer Satisfaction Scales

Whilst the data demonstrated extremely high levels of employer satisfaction, very little of our training is provided for employers, so data received for 2015 was limited to only 3 respondents. This should be considered when interpreting the results.
Comments Report

Learner Questionnaire - Best Aspects of the Training

✓ I enjoyed the mix of medical units and business units which made it relevant to my career aspirations.
✓ The best aspect of the training was the detailed content and course materials. They were very comprehensive and included links to other resources and references. Many of the templates and forms were useful to have.
✓ The flexibility of the training and the helpfulness of the lecturer.
✓ I loved the practical nature of the course where I was able to develop and practice my skills in a very hands-on way in class. This has greatly increased my confidence.
✓ The supportive trainer and user friendly course manuals
✓ The structure of the course was well-planned and considered the needs of the students and the units they needed to perform in their volunteer roles. It was structured enough to maintain consistency but also flexible enough to fit around our other commitments.
✓ I liked the group activities where we learnt to work with each other and could practice our communication and inter-personal skills.
✓ The practical, hands-on activities.
✓ The course and the trainer.
✓ I learnt a lot from doing the assignments as they were quite specific to our volunteer roles and focused on tasks applicable to the Monash University volunteering context.
✓ The best aspect to this training qualification was that the units had been selected to be relevant to us and complement our existing skills and knowledge.
✓ The trainer...she encouraged/motivated us to get the best out of us.
✓ I liked the flexibility of the timetable.
✓ I was pleasantly surprised to find that the course covered so much more than just my own volunteer role. We really gained an overview of the whole volunteering sector and learnt about legislation, safety and communication. These are skills that will be useful to me in any future employment, as well as being applicable to my volunteering with Monash.
✓ For me the best aspect was being able to work through the assessments at my own pace. The online discussion forum was also good because it allowed us to maintain contact with the trainer and other students outside of class time.
✓ Anna is an engaging and high knowledgeable trainer. Every session was interactive and activities were varied across each week. The environment was warm and inclusive. Anna is extremely fast at responding to any email inquiries.
✓ The quality of the learning materials and assignments.
✓ Quality of the trainer.
✓ Trainer was so good at her work.
✓ Thank you Monash for this engaging and informative course. The content was accessible and detailed, and the assignments focused on practical activities and tasks related to the workplace so they were extremely relevant.
✓ The trainer knew her material very well and kept the training going in an interesting manner.
✓ Our trainer was a true professional, coping with the challenges of a diverse group of adult learners with varying backgrounds and motivations. She encouraged us to work together and learn from each other which was an important way for us to improve our skills and gain confidence with communicating in front of the class.
✓ The helpfulness of our trainer and the support and advice given during the enrolment process.
✓ Angela was fabulous, always providing assistance and information when I needed it.
The curriculum of the course which was relevant to my role.

The combined Certificate IV in Accounting & Certificate IV in Bookkeeping, the 1 day per week attendance. Trainer enthusiasm, and the fact that she brought the whole class (or varying language skills and capabilities) along for the journey.

The face to face aspect. Monash is a reputable university.

The course materials which were comprehensive and relevant to me.

I undertook this course to enter a new phase of my career and so found it beneficial to have contact with others from the industry and learn from seasoned professionals. I learned much more than the standard course content. It was really about the attitudes and motivations of trainers and how they fit and work within the VET sector.

Our trainer was so helpful and friendly. She really motivated us to learn.

The classroom setting, the interaction, the people, the pace, the trainer.

Good content and useful reference materials.

The trainer provided a lot of insight into how to be a good trainer by sharing her experience and advice.

I liked the focus on people skills and diversity because this is so relevant to volunteering at Monash University.

Trainer was excellent. Very knowledgeable and built great relationships with everyone in the class.
Learner Questionnaire – Needs Improvement

Certificate III in Business Administration (Medical)
- I would have liked more detail for some topics.
- Some of the units could have used more detail.

Certificate III in Active Volunteering
- With one of my units there was a delay in getting it marked but it wasn’t a big deal and that’s the only thing I think needed improving.
- I found the enrolment process to be too lengthy and hadn’t been adapted to suit university students. It was waste of time for us to fill out question booklets with basic maths and reading activities.
- I would like to see a higher level qualification added, for those in roles managing volunteers as I see that I may move into that type of role.
- The course was quite tailored to the needs of our group but it would have been better to have more choice of electives. Apparently this wasn’t an option because then it wouldn’t meet the minimum number of hours required for the course??
- Some of the online materials could be made more engaging, eg. With videos.

Certificate IV in Training and Assessment
- Some of the course materials were not up to date which did cause some confusion in a few instances.
- The course could allocate more time on the training aspect and less on compliance in VET and assessment (though this is necessary, it seemed to be over done).
- Some of the furniture was old and the rooms were quite small
- There was some overlap between the assessments for several of the units, making me feel like we were over-assessed.
- The assessments were at times confusing.
- The written assessment was too much for a Certificate IV level course.

Diploma of Accounting
- Very poor subject reference material. I realise the manuals for each subject are included in the course fee, but they were woeful. I would rather pay more, say $500, and get proper textbooks with an index and a clear structure to help me learn. I ended up buying second hand books for the Diploma and they are a great tool.

Certificate IV in BookKeeping
- Outdated resource books

Certificate IV in Frontline Management
- More time to complete the assessments.

Facilities
- We sometimes experienced IT-related problems with the facilities.
- Printing/computer access for short course facilities and provision of a student ID.
- The classrooms could be more comfortable but it was ok.
- The venue.
- You need better computers which are faster and more reliable.
Employer Questionnaire - Best Aspects of the Training

- The degree of flexibility and customization of the training program.
- Working with us for tailored solutions within the boundaries of requirements.

Employer Questionnaire – Needs Improvement

- None
Administration Report

The Administration Report provides information provided by the training organisation on survey management. Time and costs were higher this year due to the need to change over from the previously used system to the new VETQIS offered by ACER.

<table>
<thead>
<tr>
<th>Learner survey feedback</th>
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</tr>
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<tbody>
<tr>
<td>Staff days spent managing learner survey</td>
<td>7 days</td>
</tr>
<tr>
<td>Cost of direct expenses of learner survey</td>
<td>$1960</td>
</tr>
<tr>
<td>Problems encountered during learner survey</td>
<td>Nil</td>
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</table>

<table>
<thead>
<tr>
<th>Employer survey feedback</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff days spent managing employer survey</td>
<td>0.25 days</td>
</tr>
<tr>
<td>Cost of direct expenses of employer survey</td>
<td>$70</td>
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<tr>
<td>Problems encountered during employer survey</td>
<td>Nil</td>
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Learner and Employer Response Rates

<table>
<thead>
<tr>
<th>Response count (number)</th>
<th>Learners</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population count (number)</td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td>Response rate (per cent)</td>
<td>8.6</td>
<td>100</td>
</tr>
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</table>

Survey contexts and use

<table>
<thead>
<tr>
<th>Information</th>
<th>Explanatory notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific contexts to consider when interpreting survey results</td>
<td>Most of our students are enrolled in public courses rather than being sent to us by an employer and us such we have very little data from employers.</td>
</tr>
<tr>
<td>Trends of response statistics</td>
<td>Response rates from learners were lower than in the previous year. Very little feedback was obtained from the surveys emailed to participants. In 2016, all students will be given hardcopy forms to complete as well as receiving an emailed link.</td>
</tr>
<tr>
<td>Expectations</td>
<td>As expected, the feedback from learners was positive again this year and highlighted our strengths</td>
</tr>
<tr>
<td></td>
<td>It was pleasing to see our improvement across every indicator, showing the success of the various strategies and programs we have put in place since the last survey.</td>
</tr>
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</table>
Main ways data has been used for continuous improvement

Overall our data has shown a strong positive response from both students and employers and this feedback has been passed on to trainers as an acknowledgement of their achievements.

In 2014 the majority of issues raised related to facilities at our previous location in Building 51. While some improvements were made in 2015, including moving to Building 55, some such issues were still being raised in the 2015 data. Changes implemented in late 2015 saw us re-locate to much better facilities in Building 79P. We now have more comfortable classrooms with effective heating and cooling. Funding allowed us to purchase new computers and software for the computer lab, allowing us to provide up-to-date technology in line with student needs. The data projectors in each classroom are newer models than those used previously and are well-maintained through the University’s E-solutions department.

The area we have identified for on-going improvement is ‘Active learning’. Work has commenced in developing some more interactive resources for use in our training programs and for students to use during independent study outside of class times. We are also reviewing the materials used for our bookkeeping and accounting qualifications to improve their quality and enhance student engagement.