

EXTRACT FROM ASQA WEB FORM

RTO number

5089

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Section 1. Survey response rates

Student engagement

Surveys issued (SI)

300

Surveys received (SR)

176

Percent (%) response rate = $SR * 100 / SI$

58.66

Employer satisfaction

Surveys issued (SI)

105

Surveys received (SR)

42

Percent (%) response rate = $SR * 100 / SI$

40

Trends of response statistics

The survey responses were gathered from a diverse cohort of students, comprising both international and domestic participants, currently enrolled across multiple states including Victoria, New South Wales, South Australia, and Western Australia. The survey was distributed via multiple channels—SurveyMonkey, direct email outreach, and printed physical copies—to ensure broad accessibility and participation.

Respondents represented a wide range of qualification levels, spanning AQF-recognised qualifications and units of competency. These were delivered across a variety of industry areas, including healthcare and community services, automotive, pathology, and business. Specific fields of study from which responses were drawn include Community Services, Youth Work, Child, Youth and Family Intervention, Mental Health, Automotive, Business, and Health and Allied Services.

It is noteworthy that international student enrolments remain relatively low at this stage, largely due to ongoing visa processing delays and related challenges. These factors continue to impact the timely commencement and participation of international students across multiple programs.

Section 2. Survey information feedback

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

The expected findings from the survey data indicate that students continue to report a high level of overall satisfaction with the education and training programs delivered by ETEA. A significant number of students expressed positive feedback regarding the quality of trainers, highlighting their expertise, approachability, and ability to deliver content effectively. Similarly, the learning resources provided—both digital and physical—were acknowledged as being comprehensive, relevant, and supportive of the students' learning journeys.

Students reported that the courses enabled them to achieve their intended learning outcomes, equipping them with the skills and knowledge required for their chosen industry pathways. There was notable satisfaction with the structure and delivery of work-based learning programs. These programs were particularly praised for being well-organised, thoughtfully paced, and delivered over a timeframe that allowed for effective skill development and knowledge consolidation.

This year has seen a return to on-campus learning for theory-based units and practical simulations as well. Students have resumed face-to-face classroom sessions for theoretical components, indicating a shift back to traditional learning environments post-COVID restrictions. Importantly, all students have consistently participated in in-person simulations and practical placements, reinforcing ETEA's commitment to maintaining hands-on, experiential learning opportunities essential to vocational education.

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

The survey feedback has indicated that the current systems, processes, and procedures implemented by ETEA are effectively supporting the growing number of students and meeting their diverse educational needs. The operational framework in place has proven to be scalable and adaptable, allowing ETEA to maintain service quality even as enrolments have increased. This is a strong indicator that the organisation's internal quality assurance and student support mechanisms are functioning as intended.

Additionally, the feedback highlights ETEA's strategic success in recruiting suitably qualified and experienced trainers, assessors, and support personnel. These staffing decisions have played a critical role in sustaining the institution's growth and ensuring the consistent delivery of high-quality training and assessment services. The expertise and professionalism of staff have been noted as key contributors to student satisfaction and learning outcomes.

ETEA has also demonstrated a continued commitment to maintaining strong, collaborative relationships with both industry stakeholders and students. By actively seeking input and maintaining open channels of communication, ETEA has been able to ensure that its training programs remain relevant, engaging, and aligned with current industry standards. This approach has significantly contributed to fostering a positive, supportive, and meaningful educational experience for all learners.

Section 3. Improvement actions

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

While the survey feedback has been largely positive, ETEA recognises that continuous improvement is essential to maintaining high standards and meeting the evolving needs of its student cohort. There remains scope for ongoing enhancement of training delivery and student support services. In response, course coordinators will work closely with trainers to ensure they are not only well-qualified but also equipped to provide additional academic support and guidance to students who may require it. This includes offering tailored assistance to students facing challenges and reinforcing a supportive learning environment.

To further enrich the student experience, there will be an increased focus on embedding more hands-on, practical activities within course delivery. This approach aims to foster greater student engagement, encourage active learning, and make the training more interactive and application-based, particularly in vocational settings where experiential learning is critical.

In 2024, the majority of ETEA's students transitioned back to face-to-face delivery for the theory components of their courses. Additionally, all students have resumed in-person participation in simulation sessions and practical placements, ensuring that essential skill development continues in a real-world context. This return to classroom-based learning has been well-received and reflects ETEA's commitment to delivering comprehensive, high-quality education.

To complement face-to-face delivery, all courses are now accessible via electronic learning management systems such as Moodle and Catapult. These platforms enable students to easily navigate course materials, access supplementary resources, and engage in blended learning at their own pace—enhancing flexibility and accessibility.

Furthermore, ETEA is actively working to strengthen its marketing and student recruitment processes. Efforts are being made to ensure that all promotional activities and student engagement strategies are clear, accurate, and aligned with regulatory standards. The goal is to provide prospective students with all necessary information so they can make well-informed decisions about their educational pathways.

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

The effectiveness of these actions will be systematically monitored through ongoing quality assurance mechanisms, including regular staff and stakeholder meetings, structured student feedback cycles, and continuous performance reviews. Course coordinators, trainers, and senior management will collaboratively evaluate progress during scheduled meetings to assess the implementation of improvements and identify any areas requiring further attention. Additionally, feedback will be gathered from students at various stages of their learning journey to ensure that changes are having a meaningful impact on the learning experience. This continuous feedback loop will enable ETEA to make data-informed decisions, promptly address any concerns, and refine strategies to maintain high standards of educational delivery and student satisfaction.