



# FORM

## Quality Indicator annual summary report

### Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
21132	The Academy of Hypnotic Science Pty

#### Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	142	33	23.24
Employer satisfaction	0	0	0

#### Trends of response statistics:

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

As we do not enrol Trainees or Apprenticeships, nor do we offer places for Retrenched Workers we did not send out the Employer Satisfaction. If a student selected Study Reason as "I wanted more skills for my job", this was due to study undertaken voluntarily.

58% of respondees were from 22088VIC Certificate IV in Hypnotherapy cohorts.

However, 56% of students completing the 22090VIC Diploma of Hypnotherapy returned their Learner Engagement Survey, compared to 16.24% of students completing the Certificate IV.

It is our experience that Diploma students who complete their studies with the Academy continue to demonstrate a vested interest with the Academy post-study, as evidenced via their return of the Learner Engagement survey and attendance at CPD events run by the Academy.



## Section 2 Survey information feedback

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

#### Expected:

The feedback almost unilaterally praised the knowledge and the expertise of our trainers (97%.) The Academy is careful to source trainers with the highest quality of clinical skill and currency, and regularly consults with our tutors to improve in-class delivery.

50% of all responders recommended and requested more practical sessions.

This was expected. The Academy emphasises that students gain the most practical experience through home practice and the exercise of fulfilling their clinical log requirements. Between 2013-2014, dedicating more time in-class to practical demonstration and practice would have resulted in a cost increase to students for putting on extra days to the training plan, or would come at the expense of existing syllabus.

27% of all responders passed comment that the in-classroom chairs were uncomfortable; 24% made reference that the lack of natural light and air flow disrupted study.

The Academy has been aware of this, and had bought new chairs - with a collapsible desk component that provided more sitting space - including left-handed chairs, within this study period. In our largest training room, we used the AC unit to try and create air-flow and place dehumidifiers/heaters in the two larger training rooms, seasonally.

#### Unexpected:

21% of the Certificate IV in Hypnotherapy respondents felt that the Marketing & Business support embedded in the Certificate IV was not robust enough for their needs.

Having previously run a standalone Certificate IV in Small Business Management, the Academy had aimed to provide only an introduction to business set-up and marketing within the Certificate IV in Hypnotherapy.

The RTO Manager, alongside a Senior Trainer and an external Marketing consultant, taking on board the feedback, concluded that it was not practicable to offer additional business support in the Certificate IV in Hypnotherapy without detriment to the core clinical skills content.

18% of respondents wanted to see Past Life Regression incorporated in to the syllabus. 21% wanted to see NLP and/or EFT taught. 21% of Certificate IV in Hypnotherapy students wanted Rapid Inductions to be a larger part of the syllabus.

12% of total responses cited errors in manual, or poor administration of the teaching resources.

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

Overall, we believe that the Academy performance is on-target with the quality of our training and teaching staff. We believe that there is room for continual improvement in our syllabus, and in valuing the feedback of our



students, made changes throughout 2014-2015 to the syllabus where we saw student benefit, and where doing so was in line with current clinical best practice.

The response outlined that even small administrative errors can detriment student study and the overall standing of the Academy.

### Section 3 Improvement actions

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

Course Content & Practise:

In view of the negative feedback around the marketing component and the request for additional practical session, for 2015 the business aspect was dropped from the Certificate IV in Hypnotherapy. This teaching time has been replaced with additional practical skill sessions and a revision session.

The Academy were also host to an additional series of Marketing workshops, run at zero cost to the students, to help bridge the gap between student expectation and delivery.

The Academy implemented an additional Monday practice session after class, however none of the students wished to attend and this was revoked.

In 2015, the Academy has invested in, and are in the process of rolling-out, "Academy Online", an e-learning platform linked to our Student Management System, where practical demonstration multi-media clips - complete with transcripts - will be uploaded for students to view remotely. We hope this will improve student's access to, and confidence in, clinical skill practice. This will be provided, in 2015, at zero extra cost to the students.

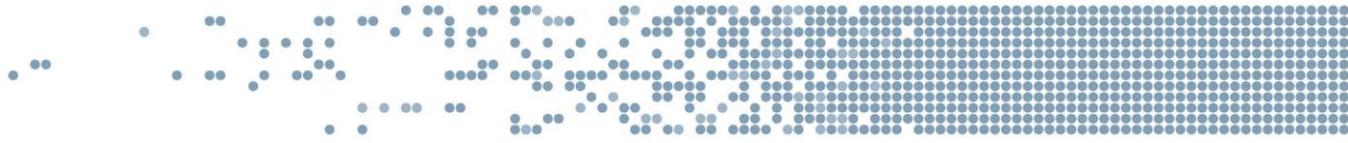
The CEO stated that Rapid Induction is an advanced hypnotherapy technique and is included in the Certificate IV in Hypnotherapy only as an introduction. The technique is studied more fully at Diploma level. Therefore, the Academy will not seek to increase it's presence in the Certificate IV syllabus.

The CEO response is that Past Life Regression is a specialist technique and a controversial one. The National Hypnotherapy Association and most insurance companies expressly discourage using past life therapy practices. Therefore, our teaching practices reflect, and will continue to reflect, current industry standards and best practice.

NLP is again a specialist skill, available as a separate course. The Certificate IV curriculum only introduces NLP concepts so that students have a broad awareness of different therapeutic models.

EFT was trialled in October 2014 and student feedback was strongly negative. This has now been removed from future syllabus.

A Course Launch evening has now been included in the course syllabus, again at no additional student cost in 2015, to set out student responsibilities and requirements for the amount of practice needed to achieve the required competencies. Avenues to access practice resources is addressed.



#### Air Flow & Comfort:

In early 2015, independantly controlled air conditioning/heating units were installed in the two smaller training rooms to encourage air flow that met the needs of our learners.

However, ultimately the Academy believed that these particular issues were difficult, if not impossible, to remedy at the existing premises. Therefore, in July 2015, the Academy will be moving to a new building that has ample natural light and air flow in each of the three training rooms. As part of this move, the Academy is also looking to invest in new chairs.

#### Manual Errors:

In investigating the errors specified, the RTO Manager found that these had unanimously arisen where changes to the delivery structure or syllabus had been made in line with the above continuous improvement points.

The CEO now proof-reads each manual revision, and moving forward the syllabus will be set for each qualification with no revision planned.

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

Our e-learning platform allows us to analyse how students use the site; we will be running reports and issuing e-surveys quarterly to determine access and use of features such as the multi-media video presentations.

We have a Continuous Improvement Register and continually seek to improve the student experience as and when feedback is bought to us.

We plan in 2015 to launch the Learner Engagement survey online, which we believe will generate an increased response rate. This will also allow us to run meta analysis for this year, and future years.

We plan to implement an in-class survey for each student to complete on the site of the new premises, asking for their quantative feedback on the new facilities. This will provide a base-line figure to improve upon and monitor the success of future changes.