



Quality Indicators Annual Summary

Taken from the Electronic Form
Submission to ASQA on 29/06/2026

RTO Number

21622

RTO Legal Name

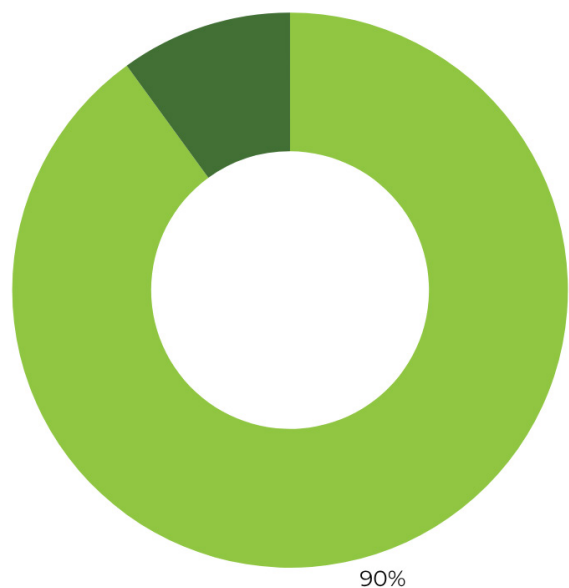
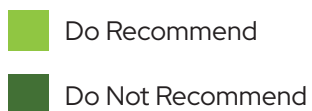
Warner Group Pty Ltd trading as Warner Institute

RTO Email Address

katherine@warnerinstitute.com.au



90% of students agreed they would recommend Warner Institute to others*



***2026 Quality Indicators**

Section 1. Survey Response Rates

Student Engagement

Surveys issued: 678

Surveys received: 343

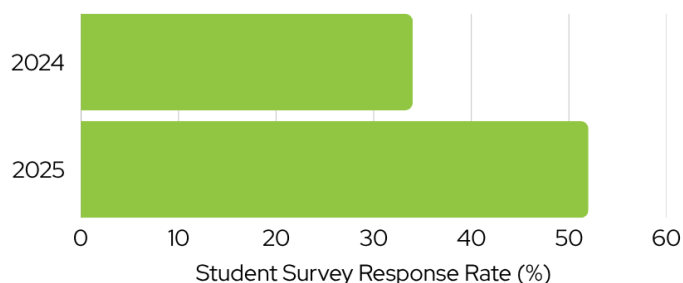
Response rate: 51%

Employer Satisfaction

Surveys issued: 40

Surveys received: 5

Response rate: 13%



1.1 Trends of Response Statistics

Student responses received are representative of our student population

When we implemented our internal feedback system in February 2025, we also changed to the way we encourage students to complete their end-of-course questionnaire. This included reporting to Course Managers (Trainers and Assessors) on survey completion rates each month.

This focus has strengthened the response rate from 34% in our 2025 report, to 51% in our 2026 report, which we are very proud of.

Our response rates were already statistically relevant and this improvement has further demonstrated that results and insights gained from these surveys can be taken as representative of our overall student population.

There is a slightly lower response rate for the Government Investigations, Animal Regulation and Management cohort, at 35%, though the response rate remains statistically significant.

Overall, it is pleasing to see an increase in response rates across all cohorts and sufficient responses to reasonably understand student sentiment around our training and service delivery.

1.2 Trends of Response Statistics

Employer survey responses are supplemented with feedback via our Client Engagement Team

We have seen another slight increase in employer responses (from 8% in the 2025 report).

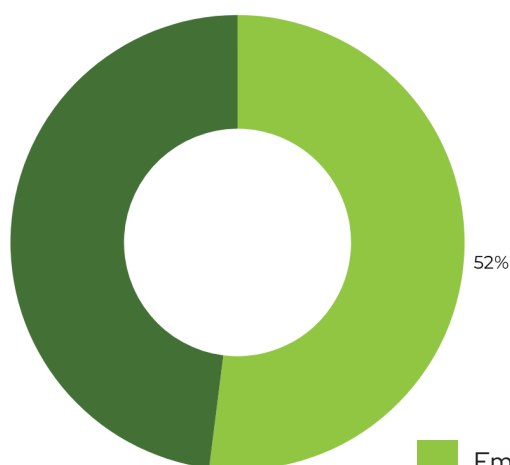
Our commitment to industry relevance continues and our industry engagement via conferences and peak body events grew again in 2025 with the addition of the Australian Institute of Animal Management National Workshop added to our calendar.

We can see the relevance of our training to industry via the continued growth of the proportion of employed students who commence our courses, and the number who gain employment, or improved employment, before the end of the course. This additional question was added by us to the QI learner questionnaire to obtain metric data around our anecdotal experience and positive commentary.

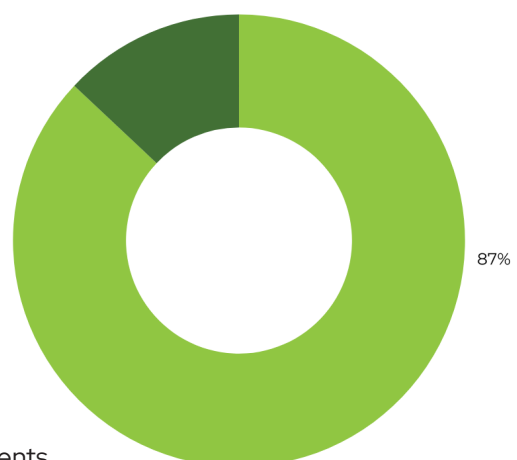
In 2025, 87% of respondents were employed in the sector by the end of the course. 40% of these students had either gained employment, or improved their employment, throughout their training with Warner Institute.

We are pleased to see these statistics supported by the survey respondents in the 2025 NCVER report, where 92% of respondents stated they were employed or in further study after training with Warner Institute, further evidencing the relevance of our course to industry.

**Students employed
before commencement**



**Students employed
after graduation**



 Employed Students
 Unemployed Students

In 2026, we have changed our approach to Employer questionnaires and we are issuing these bi-annually, instead of at the end of each course.

This is because many of our key employers refer multiple students into courses throughout the year, and consider they have already provided feedback once the first student finishes; impacting the quality of feedback, and the response rate.

This will be reported on in the 2027 QI report.

Section 2. Survey Information Feedback

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

2.1 Summary of Findings

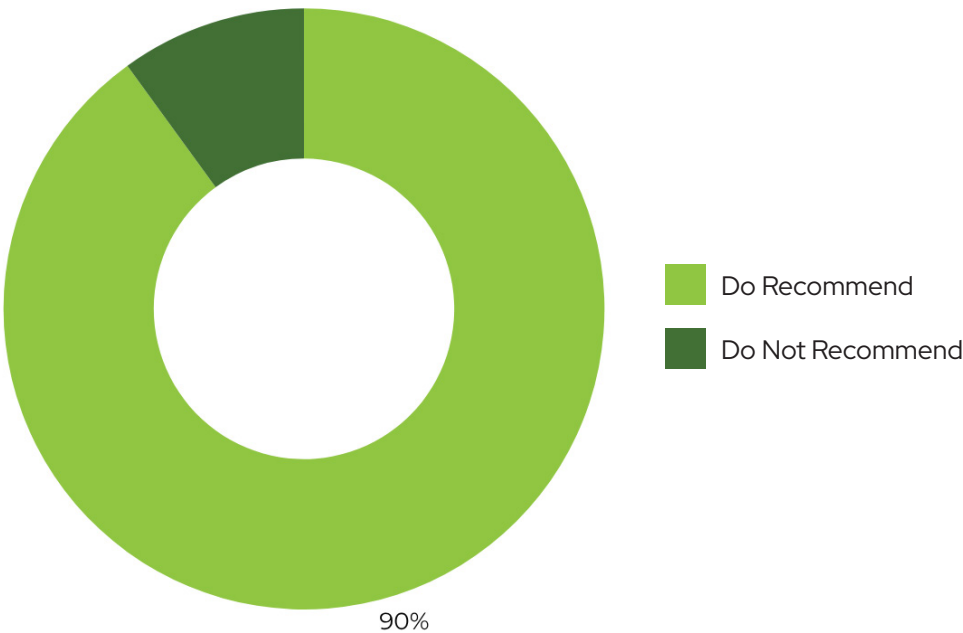
We are proud to share continued improvement from a high benchmark of our 2025 report in this 2026 QI report to you.

Our recommender score has increased to 90%.

Overall, in 38 of 40 questions, more than 80% of responses were satisfied (taken as responses that were either Strongly Agree or Agree).

In 80% of questions, greater than 90% of respondents were satisfied, and in 30 of 40 questions, the satisfaction rating had increased from 2025.

90% of students agreed they would recommend Warner Institute to others



2.2 Expected Findings

Positive Feedback

In line with previous reports, we continue to see numerous compliments on our Course Managers (Trainers and Assessors) including their:

- knowledge,
- clarity in their teaching,
- support and help provided,
- the classroom environment they create,
- fostering of engagement,
- positive welcoming and inclusive classroom environments

45% of respondents provided a specific compliment on their Course Manager in this survey period.

This is of critical importance to us as our Course Managers are they key members of our team who implement and embody the Whole Person Learning Model that supports our students.

Additionally, it shows that we continue to uphold our reason for being, which aligns with the Revised Standards for RTOs around learner support, inclusivity and cultural safety.

We also continue to receive significant positive commentary around our practical and simulation lab sessions, which are delivered as part of all face-to-face and interactive online classes.

Areas to Improve

Commentary around areas to improve covers the same key areas as in our 2025 report, however it is pleasing to note that our commitment to continuous improvement and actions specified in the previous report have improved satisfaction ratings in these areas.

Student Placement

95% of survey respondents required a component of supervised practical placement, or workplace observations with their employer, throughout this survey period.

Whilst 64% of our students were working in related roles at the commencement of their course, many courses require workplace observations/ placements in two areas (eg ageing support, disability or leisure and health) and often the student's employer only operates in one of these areas.

With such a strong cohort of employed students, arranging placement can present logistic challenges as students navigate negotiating time off from work, arranging childcare, and acquiring additional screening checks required to undertake their placement.

It is pleasing to see that our efforts in this area have resulted in an increase in satisfaction around placement arrangements, whilst it continues to be an area of focus.



Customer Service

As a service organisation we expect to see the customer service touchpoints with students in our feedback reports; it is the nature of service delivery.

However we were very pleased to see that there was a significant reduction in the number of comments around communication and administration from our team, and we believe that continued focus on our ticketing system and customer service metrics, along with systems and process improvements to reduce turnaround time have contributed to the improvement in this area.

Learning Materials

Primarily focussed on the LMS and assessment, students have provided some commentary regarding accessing resources on the LMS, and the repetitiveness of assessments throughout their training.

As in previous reports, we are working to address this as we continue to implement curriculum improvements following feedback and validation.

Pleasingly the proportion of comments in this area has again reduced this year, indicating that the interventions undertaken continue to improve the student experience in the classroom and in their assessment.



2.3 Unexpected Findings

Similarly to our previous report, this survey did not provide any alarming unexpected findings.

On the contrary, we were delighted that:

1. Our efforts to increase participation in the learner questionnaire were effective, and
2. Our efforts to provide high quality, professional education services have increased our recommender score to 90% – an improvement of 10% in this reporting period.

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

The survey responses in this reporting period indicate stronger engagement between our team and our students.

The increased response rate, and number of responses, combined with higher levels of satisfaction across all cohorts.

Further, the survey feedback reinforces that our team is working together to achieve our reason for being, and support our students – and that our workforce are all dedicated to both our organisation and our students.

We are proud that our efforts to address areas of improvement continue to be effective, and we will continue our focus on addressing areas that impact on the student experience throughout their training with us.

Exceeding Benchmarks in Student Satisfaction



**Greater than
80% satisfied**



**Greater than
90% satisfied**



**Greater than
95% satisfied**

Section 3. Improvement Actions

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

We are pleased that the proportion of comments relating to best aspects of the course have increased in this survey period, while the proportion of comments responding to the most in need of improvement have decreased.

It is validating to see our commitment to improvement being reflected in the student experience, particularly with the significant increase in survey responses between the two reporting periods.

3.1 Customer Service and Administration

Continued focus on customer service has led to significant a reduction in comments relating to communication or administration.

Students are progressively moving towards using self-help tools such as webforms to submit requests to change details, and submit queries, which in turn frees our customer service team to be more focussed on their roles and tasks – providing a more streamlined experience for students.

The main contributor to phone enquiries stems from students accessing links to live online classes; we are currently scoping a project to improve our current system.

"Our reason for being is to empower people to enjoy going to work and perform better; to develop and support them to succeed."

A handwritten signature in black ink, reading "Gavin Warner". The signature is fluid and cursive, with a large initial 'G' and a trailing flourish.

3.2 Student Placement

We continue to work to streamline the process of arranging student placement, including the provision of current information required in order to secure placement (for example, industry screening checks) and changes to student's availability to undertake placement.

We continue to build our network of approved placement providers, giving more flexibility for students with family or working commitments who otherwise struggle to undertake their placement.

The NDIS worker screening check application process has significantly improved timeframes around disability placement.

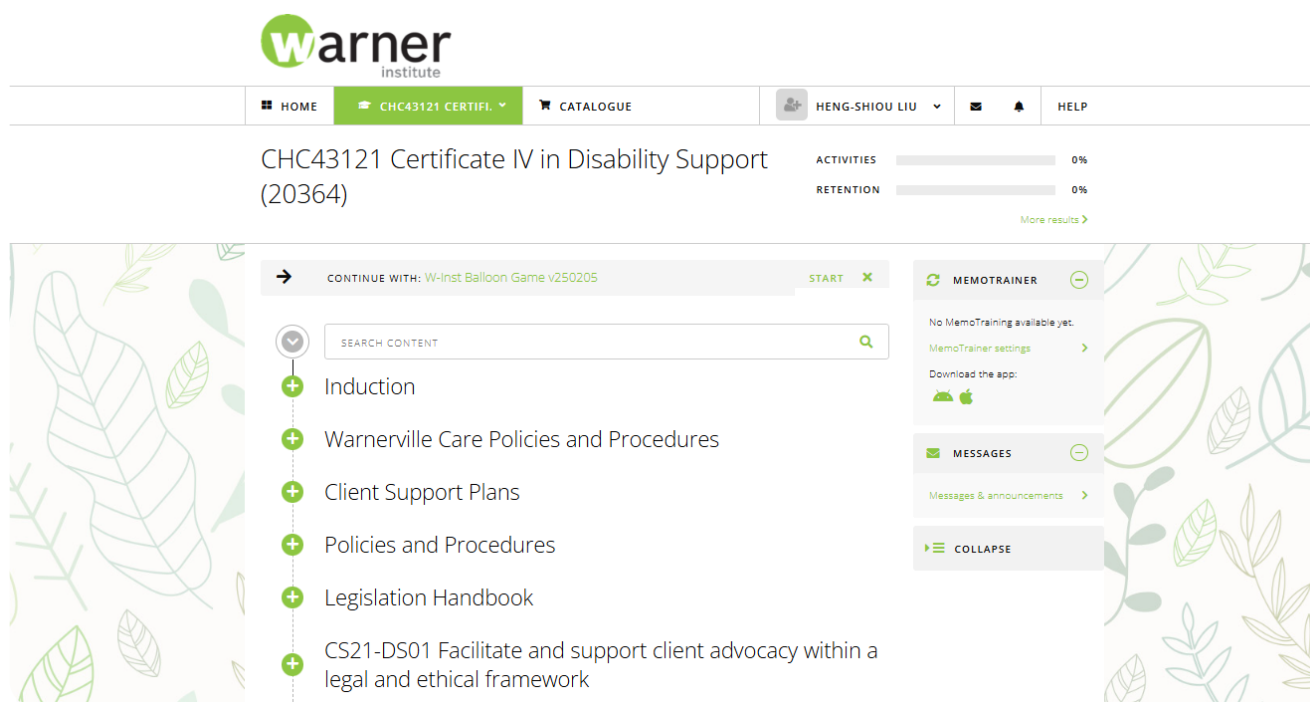


3.3 Learning Materials

Whilst still an area of note, specific comments on learning materials have also declined.

The curriculum team has continued their focus on usability of learning materials, including pre-publication reviews, separating assessment components into different uploads, reviewing naming conventions of assessment components, all to make navigating their use and submission simpler and easier to understand.

The Student Support team has continued to refine their processes around linking students to materials on the LMS and identifying credit transfers and assessment variations for individual students.



The Warner Institute Learning Management System

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

Student satisfaction is built into every aspect of our business reporting:

1. Internal feedback reports are reviewed throughout the year and trends identified and addressed.
2. QI learner and employer questionnaire responses are collated throughout the year, such that we can see the trends in this report prior to the end of the reporting period and address issues as they arise.
3. Additional business metrics are discussed in operational and board meetings throughout the year which can identify trends prior to the feedback being presented.

In closing, we are proud to present this Quality Indicators report to you.

Section 4. Appendix to this Report

From: ASQA <asqa3.noreply@govcms.gov.au>
Sent: Monday, 29 June 2026 6:07 PM
To: Katherine Graham <katherine@warnerinstitute.com.au>
Subject: Webform submission from: Quality indicator annual summary report

You don't often get email from asqa3.noreply@govcms.gov.au. [Learn why this is important](#)

Your quality indicator annual summary has been received by ASQA.

Submitted on Mon, 2026-06-29 18:07

Submitted by: Anonymous

Submitted values are:

RTO number
21622

RTO legal name
Warner Group Pty Ltd trading as Warner Institute

RTO email address
katherine@warnerinstitute.com.au

Section 1. Survey response rates

Student engagement

Surveys issued (SI)
678

Surveys received (SR)
343

Percent (%) response rate = $SR \times 100 / SI$
51

Employer satisfaction

Surveys issued (SI)
40

Surveys received (SR)
5

Percent (%) response rate = $SR \times 100 / SI$
13

Trends of response statistics

1.1 Student response rates have increased to 51%

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In closing, we are proud to present this Quality Indicators report to you



Since 2005, we've supported organisations to build their teams to confidently support their clients and community, and we've supported our students to gain the qualifications they need so that they can take the 'next-step' in their lives.

My passion for training that results in workplace change, led to the research and starting of Warner Institute. The development of our Reason for Being and then the Warner Institute Whole Person Learning Model have become the driving force for everything we do.

Our unique Whole Person Learning Model understands that each person is unique and learns differently. It is designed so that students grow in self awareness, confidence & resilience, becoming empowered to deliver their new best practice skills and knowledge learned as part of their courses.

With our support, they apply this in their workplace until it embeds their every day practice.

I really appreciate the success stories of our graduates and the Warner Institute Alumni. So many stories demonstrate how our students new learnings have improved their lives and their clients lives.

Many of our students start out anxious and unsure about their capability to study. Post-study they are now empowered in so many ways and it brings joy to our team to see their new found confidence as they graduate.

This continually reinforces to me, the value of driving our business decisions based on our Reason for Being.



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