

## Department of Mechanical and Automotive Technology

### 1. Advanced Diploma of Engineering Technology (A20020VIC)

Sample size	22	
Total responses	4 (18.2%)	
Responses by year	2002: 2	2003: 2

#### Summary:

This report provides information gathered through the Graduate Destination Survey conducted by SPS in June/July 2004. It includes summaries of the main reasons that respondents chose to do the Advanced Diploma of Engineering Technology course, their educational and work background, whether they felt they achieved their aims, their overall satisfaction with the course, and post-study outcomes.

Unfortunately, only four responses were received. Three of the four respondents were in paid employment at the time of the survey, and two were undertaking degree studies. Some suggestions were made in regard to improving teaching practices.

#### Before the course:

##### Main reason for doing the course (n = 3)

To get a job	1
To develop an existing business	
To start a new business	
To get a different job	
To get a better job	1
It was a requirement of my job	
To get extra skills for my job	
To get into further study	
Personal interest	1
Other	

**Respondents employed before the start of the course:** 75% (3/4 respondents)

##### Educational background (N=3)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	2	1		

Qualifications prior to starting the course	
Completed TAFE Qualification	75% (n=4)
Completed Australian Higher Education Qualification	0% (n=4)
Started but did not complete Australian Higher Education Qualification	0% (n=4)

#### After the course:

##### Course satisfaction:

N=4	Yes	Partly	No
Did you achieve your main aim for doing the course?	50%	50%	0%

##### How would you rank the quality of the course?

(1-2 = Poor, 3-4 Below Average, 5-6 Average, 7-8 Above Average, 9-10 Excellent)

Mean response for this course:	7.50 (N = 4)
Overall Swinburne mean all courses in this survey	7.84
NCVER mean for 2002 Swinburne graduates	7.4

**Current employment:**

	Percentage	Responses (n)
Respondents in paid employment at June/July 2004	75%	3/4
Total respondents in unpaid work (inc. those with paid work or study)	0%	0/4

	Full Time	Part Time	Casual	Other
Current job status	3	0	0	0

	Related	Somewhat related	Not related
Current job related to the course?	3	0	0

	Same as previous job	Similar to previous job	Promotion or other improvement	Not related to previous job	Not employed before course
Current job's relationship to job before the course	1	1	0	1	0

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	66.7%	2/3
Did the course help you with the skills that you need in this job?	100%	3/3
Are you looking for additional work	33.3%	1/3
Are you looking for alternative work	66.7%	2/3

**Further education**

Two respondents were enrolled in further study – both full-time, both in degree programs in areas related to their TAFE studies, but neither at Swinburne.

**Respondents not in work or study:**

Nil.

## Additional qualitative information

### List three things you gained personally from doing the course.

(NB Responses were grouped into 9 categories as indicated in the summary table below.)

1. Qualifications	0	6. Career Path	2
2. Knowledge and Skills	0	7. Industry Understanding or experience	0
3. Connection with teachers & other students	1	8. Other	0
4. Satisfaction	0	9. No gain	0
5. Confidence	0	Total Comments (Up to 3 per respondent)	3

Category	Survey	Gained Personally from doing the course
3	190	Friends
6	190	Foundation for further studies
6	190	Career choice

### List three things that you felt Swinburne did well in your time here.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	0	6. Practical Industry Experience	0
2. Course Content	0	7. Other	0
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	1		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	1

Category	Survey	Things Swinburne did well
4	190	Student/teacher interaction

### Suggest three things that you believe are the most important things that Swinburne should do to improve the course.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	1	6. Practical Industry Experience	1
2. Course Content	0	7. Happy – No comment	0
3. Course Administration	0	8. Other	0
4. Teaching Practice	3		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	5

Category	Survey	Suggested Improvements
1	190	Improve TAFE to Uni gap
4	187	Use qualified teachers - experienced
4	188	Studied in the evening - teachers seemed tired.
4	188	Not challenged - easier than day class - teachers weren't as hard.
6	188	More Practical components rather than all theory

### Respondents who have indicated that they are willing to be contacted again to help Swinburne improve its courses.

Graduate details are available on ASCOL.

ID	Surname	Given Name	Year Graduated
0891274	Franklin	Anthony	2002
0990965	Wenas	Erick Stefanus	2002
1070428	Sengul	Elkerim	2003

Graduate Destination Survey (Graduates from 2002 and 2003) Swinburne University of Technology – TAFE

#	Reason for study	Before the Course				After the Course							
		Unemp	Occupation	Tasks	Industry	Occupation	Tasks	Industry	FT/PT	Unpaid Work	Further Ed	Course	FT/PT
187	5	-	Fitter and Turner	Fit and Turn	Manufacturing industry	Fitter and Turner	Fit and Turn	Manufacturing industry	F/T		Degree	Engineering	F/T
188		-	Engineering Pattern Maker	Manufacture of tooling aids	Automotive Industry	Process Engineer	Automotive Industry – Process Engineer	Automotive Industry	F/T				
189	1	No	Cleaner and waiter	Cleaning and service	Bakery shop and café	Best practice coordinator	Production planning and improvement	Manufacturing (Automotive)	F/T			2	
190	9	No									Degree	Bach Mech Eng	F/T

## 2. Advanced Diploma of Engineering Technology (Mechanical) (A2002VICM)

Sample size	11	
Total responses	2 (18.2%)	
Responses by year	2002: 2	2003: 0

### Summary:

This report provides information gathered through the Graduate Destination Survey conducted by SPS in June/July 2004, but only for two graduates of this course. Both graduates were working (one part-time, one casual) at the time of the study, and one had gone on to degree studies.

### Before the course:

#### Main reason for doing the course (N = 2)

To get a job	1
To develop an existing business	
To start a new business	
To get a different job	
To get a better job	
It was a requirement of my job	
To get extra skills for my job	
To get into further study	
Personal interest	
Other	1

**Respondents employed before the start of the course:** 1 of 2 respondents

#### Educational background (N=2)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	2			

Qualifications prior to starting the course

Completed TAFE Qualification 0 (n=2)

Completed Australian Higher Education Qualification 0 (n=2)

Started but did not complete Australian Higher Education Qualification 0 (n=2)

### After the course:

#### Course satisfaction

N=2	Yes	Partly	No
Did you achieve your main aim for doing the course?	2		

#### How would you rank the quality of the course?

(1-2 = Poor, 3-4 Below Average, 5-6 Average, 7-8 Above Average, 9-10 Excellent)

Mean response for this course: 8.50 (N = 2)

Overall Swinburne mean all courses in this survey 7.84

NCVER mean for 2002 Swinburne graduates 7.4

**Current employment:**

	Percentage	Responses (n)
Respondents in paid employment at June/July 2004	100%	2/2
Total respondents in unpaid work (inc. those with paid work or study)	0%	0/2

	Full Time	Part Time	Casual	Other
Current job status		1	1	

	Related	Somewhat related	Not related
Current job related to the course?			2

	Same as previous job	Similar to previous job	Promotion or other improvement	Not related to previous job	Not employed before course
Current job's relationship to job before the course	1				1

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	0	0/2
Did the course help you with the skills that you need in this job?	0	0/2
Are you looking for additional work	0	0/2
Are you looking for alternative work	0	0/2

**Further education**

One respondent was enrolled in further study at the time of the survey – studying a degree full-time at Swinburne in an area related to their TAFE course.

**Respondents not in work or study:**

Nil.

## Additional qualitative information

### List three things you gained personally from doing the course.

(NB Responses were grouped into 9 categories as indicated in the summary table below.)

1. Qualifications	0	6. Career Path	0
2. Knowledge and Skills	0	7. Industry Understanding or experience	0
3. Connection with teachers & other students	0	8. Other	0
4. Satisfaction	0	9. No gain	0
5. Confidence	0	Total Comments (Up to 3 per respondent)	0

### List three things that you felt Swinburne did well in your time here.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	0	6. Practical Industry Experience	0
2. Course Content	0	7. Other	0
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	0		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	0

### Suggest three things that you believe are the most important things that Swinburne should do to improve the course.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	1	6. Practical Industry Experience	1
2. Course Content	1	7. Happy – No comment	0
3. Course Administration	0	8. Other	0
4. Teaching Practice	0		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	3

Category	Survey	Suggested Improvements
1	192	Allow the course to be more elective subjects to enable you to branch into different fields eg. 2nd year
2	191	Practical and Theory
6	191	Course should be more 'hands on' throughout the course.

**Respondents who have indicated that they are willing to be contacted again to help Swinburne improve its courses.**

Graduate details are available on ASCOL.

ID	Surname	Given Name	Year Graduated
1539841	Tuazon	Chester	2002

Graduate Destination Survey (Graduates from 2002 and 2003) Swinburne University of Technology – TAFE

#	Reason for study	Before the Course				After the Course							
		Unemployed	Occupation	Tasks	Industry	Occupation	Tasks	Industry	FT/PT	Unpaid Work	Further Ed	Course	FT/PT
191	10	-	Casual - customer service	McDonalds- customer service	Casual work	Casual - customer service	McDonalds- customer service	Casual work	P/T		Degree	Mechanical Engineering	F/T
192	1	No				Retail	Selling	Software	Casual				

### 3. Certificate IV in Renewable Energy Technology (A2406ADC)

Sample size	12	
Total responses	4 (33.3%)	
Responses by year	2002: 4	2003: 0

#### Summary:

This report provides information gathered through the Graduate Destination Survey conducted by SPS in June/July 2004. It includes summaries of the main reasons that respondents chose to do the Certificate IV in Renewable Energy Technology course, their educational and work background, whether they felt they achieved their aims, their overall satisfaction with the course, and post-study work and educational outcomes.

Only four responses were received – three from graduates who had undertaken the course to get a different job. By the time of the survey, two of three respondents were in paid employment, and two were enrolled in further studies. All respondents felt that they had obtained knowledge and skills from the course, but all felt that improvement could be made to the course content.

#### Before the course:

##### Main reason for doing the course (N = 3)

To get a job	
To develop an existing business	
To start a new business	
To get a different job	2
To get a better job	
It was a requirement of my job	1
To get extra skills for my job	
To get into further study	
Personal interest	
Other	

**Respondents employed before the start of the course:** 75% (3/4 respondents)

##### Educational background (n=4)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	4			

Qualifications prior to starting the course	
Completed TAFE Qualification	2 (n=4)
Completed Australian Higher Education Qualification	0 (n=4)
Started but did not complete Australian Higher Education Qualification	0 (n=4)

#### After the course:

##### Course satisfaction

N=3	Yes	Partly	No
Did you achieve your main aim for doing the course?	66.7%	0%	33.3%

##### How would you rank the quality of the course?

(1-2 = Poor, 3-4 Below Average, 5-6 Average, 7-8 Above Average, 9-10 Excellent)

Mean response for this course:	7.70 (N = 3)
Overall Swinburne mean all courses in this survey	7.84
NCVER mean for 2002 Swinburne graduates	7.4

**Current employment:**

	Percentage	Responses (n)
Respondents in paid employment at June/July 2004	66.7%	2/3
Total respondents in unpaid work (inc. those with paid work or study)	33.3%	1/3

	Full Time	Part Time	Casual	Other
Current job status	1	1		

	Related	Somewhat related	Not related
Current job related to the course?		1	1

	Same as previous job	Similar to previous job	Promotion or other improvement	Not related to previous job	Not employed before course
Current job's relationship to job before the course	1			1	

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	0%	0/2
Did the course help you with the skills that you need in this job?	50%	1/2
Are you looking for additional work	0%	0/2
Are you looking for alternative work	100%	2/2

**Further education**

Two respondents were enrolled in further study at the time of the survey, neither of them at Swinburne.

**Course details;**

N = 2	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (Number)	0	1	0	0	0	0	1	0	0

N=2	Full Time	Part Time
Study mode	1	1

N=2	Related to course	Somewhat related	Not related
New course relationship to completed course	1		1

**Respondents not in work or study:**

One (of four) respondents was not enrolled in further study or in paid work at the time of the survey.

### Additional qualitative information

#### List three things you gained personally from doing the course.

(NB Responses were grouped into 9 categories as indicated in the summary table below.)

1. Qualifications	0	6. Career Path	0
2. Knowledge and Skills	4	7. Industry Understanding or experience	0
3. Connection with teachers & other students	2	8. Other	0
4. Satisfaction	0	9. No gain	0
5. Confidence	0	Total Comments (Up to 3 per respondent)	6

Category	Survey	Gained Personally from doing the course
2	368	More understanding and knowledge
2	371	Understanding of the need for energy efficiency
2	371	Knowledge of the limits to our energy supplies
2	371	Skills needed for application of sustainable technology
3	368	Enthusiasm from some of the teachers/course leader (Andrew Reid)
3	368	Valuable understanding from other students and their reasons for doing course

#### List three things that you felt Swinburne did well in your time here.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	0	6. Practical Industry Experience	1
2. Course Content	1	7. Other	1
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	2		
5. Facilities and Resources	1	Total Comments (Up to 3 per respondent)	6

Category	Survey	Things Swinburne did well
2	368	Course fairly laid back, some good discussion times in class
4	368	Some teachers very passionate about subject
4	371	well organised and staffed, especially for a new course
5	371	kenjutsu club at swinergy
6	368	Field visits were quite educational
7	371	offered a relatively rare course that the world desperately needs

#### Suggest three that Swinburne should do to improve the course.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	1	6. Practical Industry Experience	1
2. Course Content	4	7. Happy – No comment	0
3. Course Administration	0	8. Other	0
4. Teaching Practice	1		
5. Facilities and Resources	2	Total Comments (Up to 3 per respondent)	9

Category	Survey	Suggested Improvements
1	370	Structure better in relation to each module course was haphazard; some teachers were really out there!
2	368	Much more practical work with solar, wind power, fuel cells etc
2	368	Some course guides and unit materials were a little sub standard/unprofessional
2	371	Encourage more research on embodied energy
2	371	Most students have done work processing and basic computer use - learn nothing
4	368	Some teachers had little or no practical experience in subject being taught
5	370	Did it on a budget - not enough equipment
5	371	More funding for equipment for practical exercises
6	370	we needed more prac exercises and stuff like that

#### Respondents willing to be contacted again to help Swinburne improve its courses.

Graduate details are available on ASCOL.

ID	Surname	Given Name	Year Graduated
0377791	Waters	Russell	2002
4848179	Austin	Darren	2002

Graduate Destination Survey (Graduates from 2002 and 2003) Swinburne University of Technology – TAFE

#	Reason for study	Before the Course				After the Course							
		Unemp	Occupation	Tasks	Industry	Occupation	Tasks	Industry	FT/PT	Unpaid Work	Further Ed	Course	FT/PT
368	4	No	Technical Officer Electrical	Distribution system Design (Electrical), Project Management	Utility (Energy Distribution)	Technical Officer Electrical	Distribution system Design (Electrical), Project Management	Utility (Energy Distribution)	F/T		Degree	B Sc in Energy Studies Murdoch Uni	P/T
369		-											
370	4	-	labourer	farm work	farming	Fitness Instructor	fitness assessment and designing programs customer relations	fitness	P/T		Cert 3	fitness Instruction	F/T
371	6	Yes	Labourer	Metalwork - welding, drilling, painting etc	Air pollution abatement					Yes			

#### 4. Diploma of Technology (Aviation) (A0046DAV)

Sample size	4	
Total responses	2 (50%)	
Responses by year	2002: 0	2003: 2

#### Summary:

This report provides information gathered through the Graduate Destination Survey conducted by SPS in June/July 2004, but only two responses were received for this course (from a total of only four graduates). Both were looking for alternative/additional work at the time of the survey, and only one of them was actually employed in the aviation industry. Neither respondent has gone on to further study.

#### Before the course:

##### Main reason for doing the course (N = 2)

To get a job	
To develop an existing business	
To start a new business	
To get a different job	1
To get a better job	1
It was a requirement of my job	
To get extra skills for my job	
To get into further study	
Personal interest	
Other	

**Respondents employed before the start of the course:** 100% (2/2 respondents)

##### Educational background (N=2)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	2			

Qualifications prior to starting the course	
Completed TAFE Qualification	0
Completed Australian Higher Education Qualification	0
Started but did not complete Australian Higher Education Qualification	1

#### After the course:

##### Course satisfaction:

N=2	Yes	Partly	No
Did you achieve your main aim for doing the course?	50%	0%	50%

##### How would you rank the quality of the course?

(1-2 = Poor, 3-4 Below Average, 5-6 Average, 7-8 Above Average, 9-10 Excellent)

Mean response for this course:	5.00 (N = 2)
Overall Swinburne mean all courses in this survey	7.84
NCVER mean for 2002 Swinburne graduates	7.4

**Current employment:**

	Percentage	Responses (n)
Respondents in paid employment at June/July 2004	100%	2/2
Total respondents in unpaid work (inc. those with paid work or study)	0%	0/2

Current job status	Full Time	Part Time	Casual	Other
			2	

Current job related to the course?	Related	Somewhat related	Not related
		1	1

Current job's relationship to job before the course	Same as previous job	Similar to previous job	Promotion or other improvement	Not related to previous job	Not employed before course
	1			1	

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	0%	0/2
Did the course help you with the skills that you need in this job?	0%	0/2
Are you looking for additional work	50%	1/2
Are you looking for alternative work	50%	1/2

**Further education**

Neither respondent was enrolled in further study at the time of the survey.

**Respondents not in work or study:**

Nil.

**Listing of employment details before beginning the course.**

Survey	Occupation	Main Tasks	Industry
743	Waiter/Bartender	Serving Customers Cash Transactions	Hospitality Bar/Restaurant
744	Food preparation	Food preparation	Fast food outlet

**Listing of employment details after completing the course.**

Survey	Occupation	Main Tasks	Industry
743	Bartender	Serving customers, Cash Transactions	Hospitality Bar/Restaurant
744	Flying instructor & administration/sales job	flying instruction, admin/sales duties	Aviation; retail

## Additional qualitative information

### List three things you gained personally from doing the course.

(NB Responses were grouped into 9 categories as indicated in the summary table below.)

1. Qualifications	1	6. Career Path	0
2. Knowledge and Skills	0	7. Industry Understanding or experience	1
3. Connection with teachers & other students	0	8. Other	0
4. Satisfaction	0	9. No gain	0
5. Confidence	0	Total Comments (Up to 3 per respondent)	2

Category	Survey	Gained Personally from doing the course	
1	743	Pilots licence	
7	743	Some contacts in the industry	

### List three things that you felt Swinburne did well in your time here.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	0	6. Practical Industry Experience	0
2. Course Content	0	7. Other	0
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	1		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	1

Category	Survey	Things Swinburne did well	
4	743	Had experienced teachers in some of the fields taught to us. Namely "Airline Transportation and Management" and "Search and Rescue"	

### Suggest three things that you believe are the most important things that Swinburne should do to improve the course.

(NB Responses were grouped into 8 categories as indicated in the summary table below.)

1. Course Structure	0	6. Practical Industry Experience	3
2. Course Content	0	7. Happy – No comment	0
3. Course Administration	0	8. Other	0
4. Teaching Practice	1		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	4

Category	Survey	Suggested Improvements	
4	744	Better qualified teachers	
6	743	Provide information and tactics to gain employment in Aviation industry	
6	743	More relevant classes. Industry or real life situation based	
6	744	Make the course more related to the objective of every student, ie to become a pilot	

### Respondents willing to be contacted again to help Swinburne improve its courses.

Graduate details are available on ASCOL.

ID	Surname	Given Name	Year Graduated
1589865	WILEY	LUKE	2003