

Department of Administration and Business Technology

1. Diploma of Business (Administration) - TBSA50197

Sample size:	138	
Total responses:	48 (34.8%)	
Responses by year:	2002: 24	2003: 24

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 Diploma of Business (Administration) course, their educational and work background, whether they felt that they achieved their study aims, their overall satisfaction with the course, and their post-course work and study outcomes.

Overall, 95% of the respondents undertook the course for vocational reasons. By June/July 2004, 83% of them were in paid employment and, of these, 80% were employed in areas closely related to the course and 30% were enrolled in further study.

Satisfaction with the course was slightly above average (mean satisfaction rating of 8.00 on a scale of 1 – 10 compared with a mean of 7.84 for all courses combined). Of respondents commenting on their personal gains from the course, 44% indicated increased knowledge and skills. Many respondents commented favourably on the standard of teaching, although 21% suggested improvements through the inclusion of more practical and industry experience as part of the course.

Before the course:

Main reason for doing the course (n = 44)

	%
To get a job	47.7%
To develop an existing business	
To start a new business	
To get a different job	15.9%
To get a better job	6.8%
It was a requirement of my job	2.3%
To get extra skills for my job	22.7%
To get into further study	
Personal interest	2.3%
Other	2.3%

Respondents employed before the start of the course: 66.7% (32/48 respondents)

Educational background (n = 48)

	Year 12	Year 11	Year 10	Year 9 or below
Highest level of secondary schooling	81.8%	15.9%	0%	2.3%

Qualifications prior to starting the course	
Completed TAFE Qualification	37.5% (n=48)
Completed Australian Higher Education Qualification	0.0% (n=48)
Started but did not complete Australian Higher Education Qualification	8.3% (n=48)

After the course:

Course satisfaction:

N=46	Yes	Partly	No
Did you achieve your main aim for doing the course?	82.6%	13.0%	4.3%

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:	8.00 (N = 45)
Overall Swinburne mean for 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	83.0 %	39/48
Total respondents in unpaid work (inc. those with paid work or study)	10.6%	5/48

	Full Time	Part Time	Casual	Other
Current job status	30	6	3	0

	Related	Somewhat related	Not related
Current job related to the course?	79.5%	0%	20.5%

	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	23.1%	0%	15.4%	43.6%	18.0 %

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	71.8%	28/39
Did the course help you with the skills that you need in this job?	92.3%	36/39
Are you looking for additional work	30.8%	12/39
Are you looking for alternative work	39.5%	15/38

Further education

30.2% (n = 48) of respondents were enrolled in further study at the time of the survey – nearly half at Swinburne.

Course details:

N = 14	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (Number)	0	0	2	2	1	1	7	0	1

N=13	Full Time	Part Time
Study mode	46.2%	53.8%

N=10	Related to course	Somewhat related	Not related
New course relationship to completed course	50%	30%	20%

Respondents not in work or study: Only 4.2% of respondents (2 of 48) were 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	2	6. Career Path	3
2. Knowledge and Skills	23	7. Industry Understanding or experience	3
3. Connection with teachers & other students	4	8. Other	5
4. Satisfaction	3	9. No gain	0
5. Confidence	9	Total Comments (Up to 3 per respondent)	52

Category	#	Gained personally from doing the course
1	458	Tertiary qualification
1	463	Formal Qual for promotion
2	425	Comp skills
2	425	Legal skills
2	438	increased computer knowledge
2	438	new admin knowledge
2	440	I now have advanced computer and typing skills
2	441	Technical skills, MS Office Suite
2	441	Customer Service Knowledge and problem solving skills
2	442	New Skills
2	445	Learned basic thought processes
2	448	More knowledge of MS Office
2	448	Working in a team effectively
2	448	Report Writing Skills
2	449	Skills in MS office
2	454	I loved the course - upgrading my skills - proved I was extremely competent. I then developed ovarian cancer 17th Dec 2002!!! Chemotherapy 2003 and again now in 2004!!!
2	455	Knowledge
2	456	Skills and Experience
2	458	Awareness of skills and knowledge gained from previous work experience
2	459	Polishing of current skills
2	460	developed research and writing report skills
2	460	developed presentation skills
2	461	Knowledge
2	465	Analytical skills
2	468	Realising that everyone works differently
3	425	Friendships
3	438	New friends
3	445	Friends
3	468	Friendship
4	455	Self Satisfaction/Pride
4	457	Personal Satisfaction
4	459	Self satisfaction
5	424	Confidence in ability to do job
5	440	I know how to deal with customers and people
5	440	More confidence
5	442	Self Confidence
5	445	Matured
5	456	Confidence
5	461	Confidence
5	465	Confidence
5	468	Satisfaction and confidence
6	442	New careers to aim for
6	460	encouragement to move to a new career
6	461	Career advancement
7	424	Relevant exp
7	441	Practical placement experience, learning about team work and meetings and putting it into action

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

Category	#	Gained personally from doing the course
7	449	What to say in job interview
8	456	Networking
8	457	Peer Recognition
8	459	Acknowledgement of self learning
8	463	Recognition of learning
8	465	Organisation

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	2	6. Practical Industry Experience	1
2. Course Content	5	7. Other	4
3. Course Administration	5	8. Negative Statement	0
4. Teaching Practice	8		
5. Facilities and Resources	3	Total Comments (Up to 3 per respondent)	28

Category	Survey	Things Swinburne did well
1	456	Flexibility on classes
1	460	options to study - f/t, p/t, fleximode etc
2	440	Teaching computers and typing
2	440	teaching teamwork
2	440	Teaching customer service
2	441	I was very impressed with learning the MS Office skills as the teachers knew everything and were very helpful
2	465	Resource material
3	455	Easy contact to the tutor
3	457	Clear Instructions
3	460	Well prepared program outlines and timetables
3	465	Administrative support
3	468	I think the course was well done and well organised.
4	441	Teachers were very approachable and developed positive student relationships (Especially at Croydon campus)
4	442	Always willing to help if they can
4	445	Excellent staff/lectures
4	456	Professional Lectures
4	457	Very Helpful
4	460	teachers were dedicated and well prepared (mostly)
4	468	Staff support of students both in work and personal life.
4	468	The staff were great (most of them!).
5	445	Efficient tech. systems
5	445	Attractive lecture rooms
5	456	Assistances with library
6	442	Provided experienced in fields they taught
7	441	Open Day: I was chosen a representative for "A" Swinburne open day and it was a fantastic event
7	457	Friendly
7	461	Did not attend any campus
7	465	Encouragement

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	5	6. Practical Industry Experience	11
2. Course Content	9	7. Happy – No comment	16
3. Course Administration	4	8. Other	0
4. Teaching Practice	2		
5. Facilities and Resources	5	Total Comments (Up to 3 per respondent)	52

Category	Survey	Suggested Improvements
1	426	There were a lot of subjects that were not necessary
1	437	Offer An Advanced Diploma Course
1	451	Have course only at one campus
1	461	Flexibility
1	468	I think the only thing would be maybe not doing things twice and not letting students pass that don't deserve it.
2	426	They had shorthand and it does not get used anymore
2	427	little bit out of date
2	431	Some more accounting packages in the course
2	441	Teach students to operate 2 of the most popular switchboards, 98% of companies want switchboard experience and I graduated with none
2	442	More work that's office related
2	442	More practice in using the phone
2	443	More computer work
2	460	provide economical resources - some text books too expensive
2	464	should have - more on the spot tests to make sure everyone in the class has the same basic knowledge
3	441	Make the whole duration of course at one campus, instead of students moving campus every 6 months to continue the course
3	456	Co-ordination
3	456	Advice notices (earlier)
3	465	More night courses
4	460	ensure that teachers engaged in programs have relevant industry experience and enthusiasm
4	465	More teachers available at all times
5	445	Improve resources ie: more computers
5	445	More parking
5	445	More central social area
5	456	Better online facility
5	465	More study areas - access to computers
6	433	A bit more about communicating within the office - dealing with employees. A lot more focused on real world experiences
6	440	Practical placement should go longer than 2 weeks
6	440	How to go about finding a job (teaching staff on this topic)
6	440	Stuff on starting a business
6	441	Provide more help with students, getting employment at the completion of course. List of agencies.
6	442	More hands on projects
6	443	More practical work vocation
6	454	Provide areas to gain employment opportunities!!
6	460	Provide/develop more workplace relevant assessment tasks
6	461	Advertise courses through companies regularly
6	461	More teachers to conduct this "on site" training in the workplace
7	421	No - very worthwhile
7	422	no - very worthwhile
7	429	no - very good
7	430	Good Job
7	432	Very Happy
7	434	very very impressed
7	435	No very happy with course - wonderful teachers
7	436	Very Happy with course
7	439	Very Happy With Course
7	444	all very good
7	446	Very Happy with course

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

Category	Survey	Suggested Improvements
7	447	No - Great Course
7	450	no - pretty good
7	452	Very happy
7	453	no
7	467	Pretty happy with course

Respondents indicating a willingness to be contacted again to help Swinburne improve its courses or to provide other advice:

(Note that graduate contact details are available through ASCOL.)

ID	Surname	Given name	Year of graduation
1177974	Waroux	Diane	2002
1198343	Doran	Bernadette	2002
1244132	Hehir	Jacqueline	2002
1286889	O'Neill	Anne	2002
1367544	Turner	Gayle	2003
1421085	Kirby	Belinda	2002
1423479	Stefanovski	Jasmina	2002
1435272	Myers	Fiona	2002
1445111	Wooster	Rebecca	2002
1445480	Foster	Susan	2002
1457500	Pye	Denise	2003
1506293	Jovanovic	Randjel	2003
1519549	Carr	Sarah	2002
1519581	Hood	Laura	2002
1519719	Nguyen	Thuy	2003
1543687	Gilbert	Erika	2003
1587633	Di pasqua	Jason	2003
1587641	Saunders	Lisa	2003
1587978	Mai	Esa	2003
1909924	Mullan	Judy	2003
1940791	Speary	Rhiannon	2003
1940988	Brown	Hayley	2003
2030098	George	Janine	2002
2146045	Taylor	Chantelle	2003
4835697	Allard	Vivian	2003
4866894	Fowler	Robyn	2002
9311939	Cvetanoska	Biljana	2003
1209345	Murphy	Kerry	2002
402463x	Baker	Jamie	2002

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

		Before the Course				After the Course							
#	Reason for study	Unemp	Occupation	Tasks	Industry	Occupation	Tasks	Industry	FT/PT	Unpaid Work	Further Ed	Course	FT/PT
421	5	-	Administration	Stock Control	Motor Industry	Administration	Stock Control	Motor	F/T				
422	1	No				Administration	Reception - data base - clerical	Structural Engineering	F/T				
423	1	No									Other		P/T
424	4	Yes	0	0	Childcare services, short courses	Office admin	Admin tasks, customer service	Adult education	F/T			0	
425	-	No	Box maker	Cut cardboard, paper, assemble boxes	Box manufacturing	Waitress	Waiting	Hospitality	F/T			0	
426	1	-	Part time - working in pub	Behind the bar and waitressing	Hotel	Accounts Assistant	Tax related issues Tax returns admin reception	Accountant Firm	F/T		Degree	Bachelor of Multi-media Business Marketing	F/T
427	1	No				Administration	Typing - general secretarial - hospital admin	Hospital	P/T		Grad Cert	Swinburne	
428	4	-	swimming teacher - lifeguard	swimming teaching	recreation	swimming teacher - lifeguard	swimming teaching	recreation	F/T				
429	5	-	Typist	Typing	Magazine	PA/Admin	General Office	Magazine Industry	Casual				
430	7	No	Filing Clerk	Filing - book keeping	Financial Services	Administrator - PA to Company Secretary	Admin - Registering Business Names - Cash Flow - managing admin team	Accounting Firm	F/T				
431	1	-	Cleaner	cleaning	cleaning	Administration Assistant	Data Entry - credit checks - trade references	Electrical	F/T				
432	1	Yes				File Management officer	admin	Port of Melbourne Corporation	F/T		Degree	Batchelor of Business	P/T
433	1	No								Yes	Cert IV	Massage Therapy	P/T
434	7	-	hospitality	customer service	ice-creamery - shop	administration supervisor	run administration for health programs - responsible for day to day admin - budgets - data base	Eastern Access Community House - not profit community health organisation	F/T		Adv Dip	Advanced Diploma of Business Management	P/T
435	1	Yes									Degree	Hawthorn Campus	F/T
436	7	-	Supervisor	Delegating tasks - customer service - phone work	Supermarket	Property Law Clerk	Conveyancing	Law Firm	F/T				
437	1	-	Customer Service	Serving Customers	Bakery	Administration	Office work	Temping in different places	Casual		Degree	Business Information	P/T

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
												Systems	
438	1	No	Deli Assistant	Service Customers	Supermarket	Secretary	Administrative tasks	Engineering	F/T				
439	1	Yes											
440	1	Yes				Receptionist	Answering the phone, Administrative tasks, Bookkeeping	IT	P/T				
441	6	No	Casual day care assistant	Implementation of planned activities setting up/putting away beds, making morning/afternoon dinners, supervision children/dishes	Childcare - Baby care centre					Yes		0	
442	-	Yes	Volunteer	Assistant to the staff	Adult Day Care	Office All rounder	Filing	Accounting	Casual	Yes			
443	4	-	Retail	Customer Service	Supermarket	Retail	Customer Service	Supermarket	P/T		Degree	Commerce	F/T
444	1	No				legal secretary	admin, file management - research	legal - law firm	F/T				
445	1	No	Shop assistant	customer service, stock control	Fast Food Outlet	Medical Receptionist	Admin tasks	Medicine	P/T			0	
446	1	No									Degree	Ecommerce and Multimedia	F/T
447	7	-	IT Management	Admin - project management	Plumbing - Trade	IT Management	admin - it - project management	Trade - plumbing	F/T	Yes	Cert IV	Information Technology	F/T
448	1	No	Volunteer meals on wheels deliverer	Meal Delivery	Meal Delivery						Diploma	Diploma of Library and Information Studies	F/T
449	1	No	Café worker	cooking, serving , cleaning	fast food	receptionist	admin tasks	manufacturing	F/T				
450	1	-	deli assistant - Coles	customer service	customer service	deli assistant - Coles	customer service	customer service	P/T				
451	1	-	Retail	Customer Service	Sportsgirl - clothing shop	Personal Assistant	Computer Work - ATO transactions - customer service - PA work	Australian Tax Office	F/T				
452	7	-	Secretary	general office	IT	Admin assistant	general office	Recruitment Company	F/T				
453	7	-	Coles deli	customer service	customer service	Coles deli	customer service	customer service	F/T				
454	1	Yes	Customer service	Phone/sponsorships/ specific appeals	World Vision - Child Sponsorship							0	
455	9	No	0	0	0	Office Admin	Personal Assist	Water Industry	F/T			0	
456	-	No	Management Assistant	Admin tasks	Water industry	Management Assistant	Administrative	Water services/Industry	F/T			0	
457	10	No	Project Officer	Engineering	Infrastructure	Project Officer	Management/Admin	Water supply	F/T			0	

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
458	4	No	Customer Service	Budgets, business plans, customer service issues, newsletters	Rural water licensing authority	Customer service Coordinator	Budgets, business plans, customer service issues, newsletters	Rural water licensing authority	F/T		Diploma	Diploma water resource mgt	P/T
459	7	No	Office Administrator	Bookkeeping and Admin	Horticultural Association	Electorate Officer	Administrative	Government/Parliament	F/T			0	
460	4	No	exec assist	admin tasks, pa support etc	education	ops coordinator	coordinating admin team, overseeing finances/budget, performing HR functions for dept etc	industry training - education	F/T			0	
461	7	No	Admin clerk	Admin/customer service, data entry clerk	Automotive Ind	Personal/regional assist	Admin, customer service, reporting, event management, sponsorship events' secretarial, stock control, accounts	Automotive Ind	F/T			0	
462	4	-	Teaching	Teaching	School - tertiary	Teaching	Teaching	teaching	P/T	Yes	Degree		P/T
463	7	No	Admin	Team leader of licensing administration	Water authority	Admin management	Management Admin group and water entitlements	Water Authority	F/T			0	
464	7	-	Admin Officer	marketing - general admin	Employment agency	Admin Clerk	Process credit card payment correspondence switchboard	Wholesaler for giftware and silverware	F/T				
465	5	No	Admin Officer	Admin tasks	Education	Department Administrator	Administrative tasks, payroll timetabling course loading	Education	F/T			0	
466		-											
467	1	-	Diversion Inspector	Looked after Licence holders in the Ovens catchment	Water Industry	Diversion Inspector	Looked after Licence holders in the Ovens catchment	Water Industry	F/T				
468	4	No	Admin Assist	Reception, Data Entry, Cash Balancing	Retail Outlet	Salaries Admin Assist	Admin tasks, data entry and payroll	Retail (CML)?	F/T			0	

2. Advanced Diploma of Business (Public Relations) (T20055VICP)

Sample size:	15	
Total responses:	7 (46.7%)	
Responses by year:	2002: 0	2003: 7

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 Business (Public Relations) 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.

Just over half (57%) of respondents undertook the course for vocational reasons. By the time of the survey, 71% of them were in paid employment and, of these, most were also undertaking further study. The course received a slightly below average satisfaction rating (6.0 c/f 7.84 for all courses combined). While nearly half of the comments noted good teaching practice, there were also many suggestions for improvement – especially in relation to industry knowledge and experience.

Before the course:

Main reason for doing the course (n = 7)

	%
To get a job	28.6%
To develop an existing business	
To start a new business	
To get a different job	14.3%
To get a better job	14.3%
It was a requirement of my job	
To get extra skills for my job	
To get into further study	14.3%
Personal interest	28.6%
Other	

Respondents employed before the start of the course: 4/7 respondents

Educational background (N=7)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	100%	0%	0%	0%

Qualifications prior to starting the course	
Completed TAFE Qualification	0% (n=7)
Completed Australian Higher Education Qualification	14.3% (n=7)
Started but did not complete Australian Higher Education Qualification	28.6% (n=7)

After the course:

Course satisfaction:

N=7	Yes	Partly	No
Did you achieve your main aim for doing the course?	57.1%	14.3%	28.6%

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:	6.00 (N = 7)
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	71.4%	5/7
Total respondents in unpaid work (inc. those with paid work or study)	71.4%	5/7

	Full Time	Part Time	Casual	Other
Current job status	2	1	2	0

	Related	Somewhat related	Not related
Current job related to the course?	25%	25%	50%

	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	25%			50%	25%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	60%	3/5
Did the course help you with the skills that you need in this job?	60%	3/5
Are you looking for additional work	0%	0/5
Are you looking for alternative work	40%	2/5

Further education

Four (of seven) respondents were enrolled in further study at the time of the survey, including two at Swinburne.

Course details:

N = 4	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (Number)	0	0	0	0	0	1	3	0	0

N=4	Full Time	Part Time
Study mode	75%	25%

N=4	Related to course	Somewhat related	Not related
New course relationship to completed course	75%	25%	0%

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

Category	Survey	Gained Personally from doing the course	
2	38	Further knowledge	
2	39	Understanding of PR principles	
2	39	Understanding of marketing principles	
2	40	Development of Comp skills	
3	40	Meeting new people	
5	38	Additional confidence	
7	38	Practical experience	
7	39	Practical assignments gave experience in applying these principles	

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	0	7. Other	1
3. Course Administration	0	8. Negative Statement	1
4. Teaching Practice	3		
5. Facilities and Resources	1	Total Comments (Up to 3 per respondent)	7

Category	Survey	Things Swinburne did well	
4	38	Provided some great teachers	
4	38	Encouragement to work hard	
4	39	Some teaching staff were excellent (Brian Cavanaugh)	
5	39	Good resources and facilities	
6	39	Good intentions to provide practical experience	
7	38	Friendly environment	
8	40	NOTHING - compared to other TAFE courses I have heard about - this course was a waste of time and money	

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	2	6. Practical Industry Experience	7
2. Course Content	4	7. Happy – No comment	0
3. Course Administration	0	8. Other	1
4. Teaching Practice	7		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	21

Category	Survey	Suggested Improvements
1	39	Simplified process for transfer to degree course
1	40	Better structured subjects
2	34	subjects could have more depth
2	36	more specific assignments
2	36	parallel with Uni
2	36	more challenging
4	34	lecturers could be better prepared
4	34	course coordinator could be more approachable
4	35	teaching staff chopped and changed
4	37	Some teachers were terrible, not good at conveying information. Disorganised.
4	38	more exciting teachers direct from industry
4	39	Consistent quality teaching staff for core subjects
4	40	Better quality instructors
6	35	more work experience, IBL, work experience
6	35	finding a job - careers counselling
6	37	Helping find work at end of course
6	37	Work experience wasn't organised at all
6	38	More vocational training ie work experience
6	39	Better relationships with industry to provide more practical experience
6	40	More Vocational
8	38	increase discipline in classrooms!!

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
1544489	Iozzi	Louise	2003
1891146	Allen-Mcintyre	Jane	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	U/V
34	5	Yes								
35	1	No				sales assistant	selling	retail	Casual	
36	8	Yes								
37	4	-	pharmacy assistant	sales	pharmacy	pharmacy assistant	sales	pharmacy	F/T	
38	9	No	Manager	Sales	Clothing Retailing	Office Reception	Admin tasks, cash handling, people management, public relations	Veterinary medicine	Casual	
39	1	No	Administrative Assistant	Administration tasks	Insurance	Marketing Communications Officer	Communications project management	Nor for profit community emergency services	F/T	
40	9	No	Sales Assistant	Customer Service	Retail	Student	Study	Accessories Retailing	P/T	

3. Certificate III in Business (Office Administration) (TBSA30197)

Sample size	86	
Total responses	15 (17.4%)	
Responses by year	2002: 5	2003: 10

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 II in Business (Office Administration) 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.

The majority of respondents (77%) undertook the course for vocational reasons. By the time of the survey, 93% of them were in paid employment, mostly in areas closely related to their study, and 36% were in further study. The course received a good satisfaction rating (mean of 7.5), and just over half (56%) of the comments made indicated that respondents had gained relevant knowledge and skills. Still, 32% of comments implied that Swinburne could do better in its provision of industry understanding and experience.

Before the course:

Main reason for doing the course (n = 13)

	%
To get a job	23.1%
To develop an existing business	
To start a new business	
To get a different job	15.4%
To get a better job	15.4%
It was a requirement of my job	
To get extra skills for my job	23.1%
To get into further study	7.7%
Personal interest	7.7%
Other	7.7%

Respondents employed before the start of the course: 53.3% (8/15 respondents).

Educational background (n=14)

	Year 12	Year 11	Year 10	Year 9 or below
Highest level of secondary schooling	71.4%	7.1%	21.4%	0%

Qualifications prior to starting the course

Completed TAFE Qualification 40.0% (n=15)

Completed Australian Higher Education Qualification 6.7% (n=15)

Started but did not complete Australian Higher Education Qualification 13.3% (n=15)

After the course:

Course satisfaction:

N=15	Yes	Partly	No
Did you achieve your main aim for doing the course?	80%	6.7%	13.3%

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: 7.50 (N = 15)

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	93.3%	14/15
Total respondents in unpaid work (inc. those with paid work or study)	0%	0/15

Current job status	Full Time	Part Time	Casual	Other
	7	4	2	1

Current job related to the course?	Related	Somewhat related	Not related
	64.3%	7.1%	28.6%

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
	14.3%	7.1%		35.7%	42.9%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	57.1%	8/14
Did the course help you with the skills that you need in this job?	64.3%	9/14
Are you looking for additional work	21.4%	3/14
Are you looking for alternative work	18.2%	2/11

Further education

Five (of 15) of respondents are enrolled in further study:

Course details:

N = 6	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (Number)	0	0	2	0	0	1	2	1	0

N=6	Full Time	Part Time
Study mode	50%	50%

N=4	Related to course	Somewhat related	Not related
New course relationship to completed course	50%	25%	25%

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	10	7. Industry Understanding or experience	1
3. Connection with teachers & other students	0	8. Other	2
4. Satisfaction	1	9. No gain	0
5. Confidence	2	Total Comments (Up to 3 per respondent)	18

Category	Survey	Gained Personally from doing the course
2	238	Computer skills
2	239	Some better computer skills
2	240	Learnt new skills
2	244	Information on aspects of bookkeeping
2	244	Computing
2	245	Caught up on lost time with technology. No longer afraid to touch a computer
2	246	Knowledge in area of administration
2	246	People skills
2	248	Skills
2	248	Knowledge
4	240	Encouraged me to develop and strive for more in life
5	238	Confidence in general office skills
5	245	Renewal of self confidence
6	239	Abetter career goal
6	240	Change of work environment and job
7	246	Workplace experience
8	238	Different outlook on life
8	245	Realisation that nothing had changed in the 12 yrs I'd been out. Technology yes, people and issue no.

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	2	6. Practical Industry Experience	0
2. Course Content	0	7. Other	1
3. Course Administration	1	8. Negative Statement	0
4. Teaching Practice	4		
5. Facilities and Resources	6	Total Comments (Up to 3 per respondent)	14

Category	Survey	Things Swinburne did well
1	248	Great teachers
1	249	Reg visits from supervisor
3	245	The way you were able to get Cert III Bus Stud running at Prahran, rather than making us travel to Hawthorn as we were all local
4	240	Teachers approachable
4	245	Generally high quality of teachers
4	246	Teaching method
4	249	Good training
5	239	Canteen
5	239	computer equipment upkeep
5	240	Canteen - friendly and good atmosphere
5	245	Facilities were good
5	246	Services
5	246	Availability of facilities
7	240	Felt at home and happy going to school/crèche

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	7
2. Course Content	4	7. Happy – No comment	2
3. Course Administration	4	8. Other	1
4. Teaching Practice	3		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	22

Category	Survey	Suggested Improvements
1	246	Introducing more subject choice
2	237	more electives such as bookkeeping, computer, more practical skills
2	244	Better structure relevant to small business
2	244	More overall understanding of how MYOB works and Terminology.
2	245	Liaise with other TAFE colleges so teaching word processing is constant. Holmesglen teaches it one way, Swinburne another
3	239	The right course books for the right computer programs
3	239	Changes to courses in writing, prior to course beginning
3	247	Takes to long (off campus) to get information to do course and complete assignments
3	248	Become better organised with course information and details
4	239	Teachers who are trained thoroughly in new comp programs
4	241	more assistants with computers skills. Didn't have enough time with teacher
4	245	Remake manual for desktop publishing. It was completely impossible, so was the teacher. Nice lady but!!
6	240	Spend more time with students - hands on
6	240	Practice "mock" exams - to feel confident
6	240	Motivate students - as to encourage personal growth
6	242	More practical skills for reception skill (switchboard)
6	245	Work experience section could have been handled better
6	246	More work placement experience (Twice in year)
6	246	More team based work
7	243	Happy with the way course was conducted
7	250	very satisfied with course
8	244	I have done better short courses at local community centres.

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
1433555	Morrison	Tanya	2002
1543229	Dash	Debra	2003
1904922	Hutchinson	Alison	2003
2175029	Dyer	Heinke	2003
2252600	Mahony	Margaret	2003
4495551	Francome	Kaye	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
237	1	No				Trainee accountant	admin & accounting tasks	small accounting firm	P/T		Masters	Swinburne - Hawthorn	P/T
238	4	No	Office Assistant	Admin. Tasks	Environmental services to Environmental Professionals	Hairdresser	Cut men's hair	Haircuts	F/T			0	
239	7	No	Office Assistant	Filing, photocopying	Manufacture power equipment	Admin Assistant	Admin tasks	Accounting/Fin Plan	F/T			0	
240	9	Yes	Single parent/part-time self employed hairdresser	Hairdressing - operator	Hairdressing - operator	Clerical assist for teaching staff	Photocopying, typing, ordering school stationary	Private school	P/T		Cert IV	NEIS program	F/T
241	1	No				receptionist	bookkeeping/accounts/reception	physio	F/T				
242	1	Yes				pick and pack	factory work	retail supply	Casual				
243	10	No				nurse assistant	personnel care	nursing aged care	P/T		Degree	Nursing	F/T
244	4	No	Homemaker	Children	0	Office Administration	Bookkeeping	Printing	P/T			0	
245	-	Yes	Carer (at home - elderly parents)	Home duties	None (at home - elderly parents)	Receptionist/Admin assist	Reception, data entry, general admin duties	Accounting services	F/T		Cert IV	Cert IV Bus Admin	P/T
246	8	Yes									Degree	Bachelor of Business (Management)	F/T
247	7	-	reception/bookkeeping	as above	retail	Reception	reception/admin	newspaper	F/T				
248	5	No	Marketing Assistant	Bookkeeping and Admin Tasks	Diagnostics	Marketing Assistant	Bookkeeping, admin tasks	Diagnostics	F/T		Grad Cert	0	P/T
249	-	No	Receptionist	Typing, filing, admin tasks	Accounting firm	Receptionist	Admin tasks	Accounting firm	F/T			0	
250	7	-	office	admin/reception	finance	bookkeeper	finance/accounts	self employed	Self Empl				
251	5	No	Supermarket Assistant	Shelf stacking and checkout operator	Retail	Electricity MTR Reader	Reading electricity meters	Billing customers	Casual			0	

4. Certificate IV in Business (Administration) (TBSA40197, TBSB40201)

Sample size	26	
Total responses	5 (19.2%)	
Responses by year	2002: 2	2003: 3

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 Business (Administration) 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.

Unfortunately there were only five respondents. Vocational motivations were paramount, and by the time of the survey most respondents were in paid employment – generally in an area closely related to their study. The course received a good satisfaction rating (a mean of 7.4), with respondents commenting that their knowledge and skills had improved. Nevertheless, a number of improvements to the course were suggested.

Before the course:

Main reason for doing the course (n = 4)

	%
To get a job	50%
To develop an existing business	
To start a new business	
To get a different job	
To get a better job	25%
It was a requirement of my job	
To get extra skills for my job	
To get into further study	
Personal interest	25%
Other	

Respondents employed before the start of the course: 40% (2/5 respondents)

Educational background (N=12)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	25%	50%	25%	

Qualifications prior to starting the course

Completed TAFE Qualification 80% (n=5)

Completed Australian Higher Education Qualification 0% (n=5)

Started but did not complete Australian Higher Education Qualification 0% (n=5)

After the course:

Course satisfaction:

N=5	Yes	Partly	No
Did you achieve your main aim for doing the course?	80%	0%	20%

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: 7.40 (N = 5)

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	60%	3/5
Total respondents in unpaid work (inc. those with paid work or study)	40%	2/5

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

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

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	33.3%	1/3
Did the course help you with the skills that you need in this job?	100.0%	3/3
Are you looking for additional work	33.3%	1/3
Are you looking for alternative work	66.7%	2/3

Further education

At the time of the survey, 2 (of 5) respondents are enrolled in further study – neither of them at Swinburne.

Course details:

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

N=2	Full Time	Part Time
Study mode	2	

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

Respondents not in work or study:

Two respondents (of 5) were 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	3	7. Industry Understanding or experience	0
3. Connection with teachers & other students	0	8. Other	1
4. Satisfaction	0	9. No gain	0
5. Confidence	1	Total Comments (Up to 3 per respondent)	5

Category	Survey	Gained personally from doing the course	
2	336	Knowledge	
2	337	Practical knowledge and skills	
2	337	Knowledge of Australian workplace practices	
5	336	Confidence	
8	337	Adjusting to younger people (co-students) - flexibility	

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	2		
5. Facilities and Resources	2	Total Comments (Up to 3 per respondent)	4

Category	Survey	Things Swinburne did well	
4	336	Support	
4	337	The teachers were very good and professional	
5	337	The study equipment (computers, etc) is good	
5	337	The student services are good	

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	2	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)	4

Category	Survey	Suggested Improvements	
1	337	Reduce the amount of study material or prolong the course duration in order to reduce stress and to consolidate the knowledge gained	
2	333	Access and excel software - advanced	
2	335	indicated that we would learn switchboards, telephones but learnt just management tasks	
6	334	providing more work experience or voluntary work	

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

Graduate details are available on ASCOL.

ID	Surname	Given Name	Year Graduated
233917X	Stanko	Catherine	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	
333	9	No									Yes			
334	1	-	various holiday jobs			legal secretary	support admin staff	legal firm	F/T	Yes	Diploma	Business Admin Legal Secretary	F/T	
335	1	Yes				call centre	telephoning	call centre	F/T		Degree	Music Education	Other	
336	5	No	Admin Officer	Admin Tasks	Education	Admin Officer	Admin Tasks	Education	F/T			0		
337	-	Yes	0	0	0							0		

5. Diploma of Library and Information Studies & Services incl (TACT3497, TCUL50199)

Sample size	43	
Total responses	11 (25.6%)	
Responses by year	2002: 1	2003: 10

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 Diploma of Library and Information Studies and Services 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.

Nearly all respondents undertook the course for vocational reasons and, by the time of the survey, 90% of them were in paid employment (although only two were in full time employment). Just over a quarter of the comments provided indicated that the respondents concerned had gained advancement in their career path from completing the course. More than a third of the comments referred to Swinburne's good teaching practices, although there were some ideas for improving the course structure.

Before the course:

Main reason for doing the course (n = 10)

	%
To get a job	40%
To develop an existing business	20%
To start a new business	
To get a different job	20%
To get a better job	10%
It was a requirement of my job	10%
To get extra skills for my job	
To get into further study	
Personal interest	10%
Other	

Respondents employed before the start of the course: 54.5% (6/11 respondents)

Educational background (n=10)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	50%	20%	30%	

Qualifications prior to starting the course

Completed TAFE Qualification	45.5% (n=11)
Completed Australian Higher Education Qualification	0.0% (n=11)
Started but did not complete Australian Higher Education Qualification	9.1% (n=11)

After the course:

Course satisfaction;

N=10	Yes	Partly	No
Did you achieve your main aim for doing the course?	70%	20%	10%

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:	7.10 (N = 10)
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	90%	9/11
Total respondents in unpaid work (inc. those with paid work or study)	20%	2/11

Current job status	Full Time	Part Time	Casual	Other
	2	6	1	0

Current job related to the course?	Related	Somewhat related	Not related
	66.7%	0%	33.3%

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
	22.2%			55.6%	22.2%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	66.7%	6/9
Did the course help you with the skills that you need in this job?	66.7%	6/9
Are you looking for additional work	55.6%	5/9
Are you looking for alternative work	42.9%	3/7

Further education

No respondents were engaged in further study at the time of the survey.

Respondents not in work (including voluntary 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	2	6. Career Path	4
2. Knowledge and Skills	3	7. Industry Understanding or experience	0
3. Connection with teachers & other students	1	8. Other	1
4. Satisfaction	1	9. No gain	0
5. Confidence	3	Total Comments (Up to 3 per respondent)	15

Category	Survey	Gained Personally from doing the course
1	676	More qualification
1	678	Diploma
2	677	Knowledge
2	685	Increased comp skills
2	685	Relevant skills to get employment in an area I am interested in
3	677	Friendship
4	678	Personal fulfilment
5	677	Confidence
5	680	Confidence that I could return to study after 10 years
5	680	Gain in self confidence
6	676	Wanted to update course
6	678	New career path
6	680	Foot in the door of new career direction
6	685	Employment through work placement part of course
8	683	Gained nothing but a piece of paper

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	2	6. Practical Industry Experience	2
2. Course Content	1	7. Other	1
3. Course Administration	0	8. Negative Statement	2
4. Teaching Practice	6		
5. Facilities and Resources	2	Total Comments (Up to 3 per respondent)	16

Category	Survey	Things Swinburne did well
1	676	Have classes at good times (not late in afternoon)
1	677	Upgrading course to Dip level
2	677	Imparting practical knowledge of library work
4	676	Have the teachers around if needed
4	676	Most teachers made my time there a happy one
4	677	Dedication of the teaching staff
4	678	Great course coordinator (Diane Leslie)
4	680	Quality of teaching in first year was good
4	685	The course was standardised during my time of study - staff made changes easier to cope with
5	678	Easy access to resources
5	685	Library at Prahran campus provided excellent resources
6	678	Good field trips
6	685	Work placement as part of course got a lot of students employment
7	680	Fostered good learning atmosphere
8	683	Nothing!!
8	683	Information and library studies course was a great disappointment

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	5	6. Practical Industry Experience	5
2. Course Content	3	7. Happy – No comment	0
3. Course Administration	2	8. Other	0
4. Teaching Practice	3		
5. Facilities and Resources	4	Total Comments (Up to 3 per respondent)	22

Category	Survey	Suggested Improvements
1	675	Change the structure of the course
1	676	Have another level (course) to so up (more qualification)
1	678	Not repeat so many topics
1	678	Reduce course hours not all relevant
1	683	Have less class time allocated to subjects that take 40 mins not 5 hours
2	675	old schooling system is better - I felt that when I got the last two subjects I knew more than my teacher. This was a waste of my time.
2	679	more computerised hands on - we didn't do any
2	679	library circulation systems needs to be taught computer based
3	677	More fulltime teachers
3	678	Offer more night classes
4	680	Improved staff training - esp suitability of sessional teachers
4	683	Provide actual qualified and experienced teachers
4	685	Don't skimp on staff!! They are v. good but are restricted by employment conditions
5	680	Better facilities - esp Multimedia, more up-to-date ref resources
5	682	new classrooms- old and smelly
5	685	Maintain high standard of access to electronic resources current in library industry
5	685	Adequate hardcopy resources for library students
6	675	work experience - need more and more variety- there was no AV focus and this is where I work
6	677	More interaction with advertising of course to libraries
6	677	More interaction, visits to a larger variety of libraries
6	679	see how different libraries run
6	682	need more work experience - 1 day not enough to get a job need a few weeks

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

Graduate details are available on ASCOL.

ID	Surname	Given Name	Year Graduated
0668494	Bail	Kathryn	2003
0749516	Day	Sharyn	2003
0774278	Frederic	Kate	2003
1468316	Duncan	Alan	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
675	1	Yes				AV	in a library	library services	P/T				
676	5	Yes	Service Assistant	Sales Assistant, Customer service etc	Retailing/Supermarket	Service Assistant	Sales Assistant, Customer Service, Register Operation/EFTPOS etc	Retailing/Supermarket	P/T			0	
677	9	No	Homemaker	Looking after four children, husband, two dogs and two cats! Volunteer at library St Kevin's primary school	Home, School for boys	Short term contract to stock take Port Melbourne Library service	Admin	Library and management consulting	Casual	Yes		0	
678	6	No	Library Assist	Admin, Library duties	Mining	IT support	PC repairs, software issues, admin	Mining	F/T			0	
679	1	No				Library assistant and technician	everything we learnt in course	library	P/T				
680	4	No	Sales assoc	Sales	Mobile phone retailing	Lib tech	Cust serv, cataloguing, training, acquisitions, admin	Public lib services	P/T	Yes		0	
681	2	-	Food handler	Cooking, serving food, cashier	Fast food outlet	Library officer	Circulation desk, vertical file accessioning	Lib TAFE	P/T			0	
682	1	-	Boat builder	build boats	Boating industry	Boat builder	build boats	Boating industry	P/T				
683	1	No	Service Assistant	Customer service	Retail	Customer Service	Customer Services, Technical Services	Information Services	F/T			0	
684		-											
685	4	No											