

## Department of Community and Further Education

### 1. Advanced Diploma of Community Services (Management) (D14869SA)

Sample size:	15	
Total responses:	4 (26.7%)	
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. Unfortunately there were only four responses from the 15 graduates included in the study. The report summarises the main reasons that these respondents chose to do the Advanced Diploma 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. All four respondents achieved their main aim for doing the course, and their 'quality satisfaction rating' for the course was very high (9.3) in comparison with the mean for all courses included in the survey (7.8).

#### 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	
To get a better job	
It was a requirement of my job	
To get extra skills for my job	1
To get into further study	
Personal interest	
Other	1

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

##### Educational background (n = 2)

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

Qualifications prior to starting the course	
Completed TAFE qualification	2 (of four respondents)
Completed Australian Higher Education qualification	-
Started but did not complete Australian Higher Education qualification	-

#### After the course:

##### Course satisfaction:

n=3	Yes	Partly	No
Did you achieve your main aim for doing the course?	100%	0%	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:	9.30 (n = 3)
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	66.7%	2/3
Total respondents in unpaid work (inc. those with paid work or study)	33.3%	1/3

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

Current job related to the course?	Related	Somewhat related	Not related
	100%	0%	0%

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
	0%	0%	100%	0%	0%

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

**Further education**

Only one of the four respondents was undertaking further study (at diploma level at another institution) at the time of the survey. No respondents were unemployed.

**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.)

**Summary:**

1. Qualifications	0	6. Career Path	0
2. Knowledge and Skills	2	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	0	Total Comments (Up to 3 per respondent)	3

Category	Survey	Gained Personally from doing the course
2	148	Gave credence to practice, Increased confidence, Consolidated theory behind practice
2	151	Knowledge
8	151	Networking

**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.)

**Summary:**

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

Category	Survey	Things Swinburne did well
4	148	Great lecturers
4	148	Excellent support
4	151	Tutor
4	151	Mentoring
6	148	Relevant to workplace service reality
7	151	Helping

**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.)

**Summary:**

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

Category	Survey	Suggested Improvements
5	148	Student services ie Cafeteria are not fit for human use!
5	148	Weekend access to library and comp resources limited. Parking at Prahran impossible!
5	151	Car Parking
5	151	Public Transport
5	151	Canteen
7	149	very happy
8	148	ACCESSIBILITY - Croydon is a long way from work in Edithvale and living in Glen Waverley!

**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
1084127	McLeish	Susan	2003
1311077	White	Kerrie	2002
4845560	Zweytzer	Antonius	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
148	7	No	Quality coord	Auditing/benchmarking/funding appl/care planning	Aged care	Manager Aged care fac	Manage aged care fac, responsible for budget in excess of \$1,000,000, 60 residents and 35 staff	Aged care (Residential)	F/T	2		0	
149	10	-	human services - worker	provide advice and info for people in public housing	human services	Supervisor - public health advocacy program	meet with clients supervise staff	health services - public housing	F/T	2			
150		-	Recreation officer	activity coordination family support	disability								
151	-	No								1	Diploma	Centron TAFE	P/T

## 2. Certificate IV in Community Services (Alcohol and Other Drugs Work) (GCHC40299)

Sample size:	55	
Total responses:	2 (3.6%)	
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 it is based on only two responses from the 55 graduates surveyed. Both respondents had a secondary educational background of year 10 or below, both achieved their main reason for doing the course, and both were in paid part-time employment related to the course at the time of the survey.

### Before the course:

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

	Responses (n)
To get a job	
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	2

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

#### Educational background (n=2)

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

Qualifications prior to starting the course

Completed TAFE qualification 1

Completed Australian Higher Education qualification 0

Started but did not complete Australian Higher Education qualification 0

### After the course:

#### Course satisfaction

N=2	Yes	Partly	No
Did you achieve your main aim for doing the course?	2	0	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: 8.0 (n = 2)

Overall 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	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	0	0	0

Current job related to the course?	Related	Somewhat related	Not related
	2	0	0

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?	2	2/2
Did the course help you with the skills that you need in this job?	2	2/2
Are you looking for additional work	1	1/2
Are you looking for alternative work	1	1/2

**Further education**

One of the respondents was enrolled in further study at the time of the survey, studying a related diploma course full-time.

**Listing of employment details before beginning the course and after the course:**

Survey	Occupation	Main Tasks	Industry
338	youth outreach worker	Drug and alcohol counselling work in schools	drug and alcohol
339	registered nurse division	Withdrawal from drugs; grief counselling; facilitate prevention groups; run information sessions about alcoholism	drug rehabilitation

**Additional qualitative information**

**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.)

**Summary:**

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

Category	Survey	Suggested Improvements
3	338	still hasn't received certificate that he has finished missed out on cut-off date (annoying)
3	339	have a handout explaining the course in more detail. could not find anything with an in depth description
3	339	expectations not clearly defined
3	339	good course overall, just needs to be delivered more clearly. need more reading material (not much available)

### 3. Certificate IV in Community Services (Disability Work) (GCHC40799)

Sample size:	102	
Total responses:	14 (13.7%)	
Responses by year:	2002: 3	2003: 11

#### 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 Cert IV disability 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.

All 14 respondents indicated that their main reason for doing the course was vocational. Thirteen of them were in paid work at the time of the survey. While two respondents were working in areas unrelated to disability, one of these was undertaking a degree in youth and A&D Work. Only one respondent was not in paid work or study at the time of the survey – on maternity leave.

#### Before the course:

##### Main reason for doing the course (n = 13)

	%
To get a job	23.1%
To develop an existing business	0.0%
To start a new business	7.7%
To get a different job	15.4%
To get a better job	7.7%
It was a requirement of my job	15.4%
To get extra skills for my job	30.8%
To get into further study	0.0%
Personal interest	0.0%
Other	0.0%

**Respondents employed before the start of the course:** 71.4% (10/14 respondents)

##### Educational background (n=14)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	35.7%	35.7%	21.4%	7.1%

Qualifications prior to starting the course	
Completed TAFE qualification	50.0% (n=14)
Completed Australian Higher Education qualification	21.4% (n=14)
Started but did not complete Australian Higher Education qualification	0.0% (n=14)

#### After the course:

##### Course satisfaction:

n=14	Yes	Partly	No
Did you achieve your main aim for doing the course?	85.7%	7.1%	7.1%

##### 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:	7.64 (n = 14)
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	92.9%	13/14
Total respondents in unpaid work (inc. those with paid work or study)	14.3%	2/14

Current job status	Full Time	Part Time	Casual	Other
	4	8	0	0

Current job related to the course?	Related	Somewhat related	Not related
	84.6%	0%	15.4%

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
	53.9%	7.7%	0%	15.4%	23.1%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	38.5%	5/13
Did the course help you with the skills that you need in this job?	84.6%	11/13
Are you looking for additional work	30.8%	4/13
Are you looking for alternative work	16.7%	2/12

**Further education**

Only 2 of the 14 respondents are enrolled in further study, one 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	50%	50%

n=1	Related to course	Somewhat related	Not related
New course relationship to completed course	100%	0%	0%

**Respondents not in work or study:**

Only one of 14 respondents was not enrolled in further study or in paid work (on maternity leave).

### 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	4
2. Knowledge and Skills	5	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	1	Total Comments (Up to 3 per respondent)	12

Category	Survey	Gained Personally from doing the course
1	343	Recognition on paper (Cert)
2	343	Knowledge in disability
2	346	New info and resources
2	346	Additional Knowledge
2	348	Developed my current skills
2	348	Gained knowledge
3	346	Contacts
5	340	Self confidence as mature age student
6	340	Job which is personally challenging and rewarding
6	340	Work is well paid
6	343	Employment
6	352	Learn more about myself and closer to a career

#### 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	1	6. Practical Industry Experience	2
2. Course Content	0	7. Other	4
3. Course Administration	2	8. Negative Statement	0
4. Teaching Practice	3		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	12

Category	Survey	Things Swinburne did well
1	343	Supported adult students
3	348	Flexible
3	352	Keeping students informed
4	340	Taught me well basically
4	340	All staff helpful and approachable
4	346	User Friendly
6	346	Listened to students work experiences
6	348	On the job training
7	340	Provided sense of inclusion at Uni through student union events and quality library and librarians.
7	343	Listened
7	346	Group Activities
7	348	Support

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

Category	Survey	Suggested Improvements
0	346	Unsure
1	341	Offer broader range of streams/electives (employment/residential/children)
1	341	People working in the workplace should not be make to do field work.
1	344	some of the subjects overlapped and need to be more coordinated.
1	347	offering a course at different campus.
1	348	A little more organised
1	353	offer course at more campus
2	348	Some challenges in the course
3	340	Improve student selection criteria to increase graduation %
3	347	mixed class (deaf students) not satisfactory. Class was to slow.
3	348	More information
3	352	Student support
4	342	Teachers should be made more available to students.
4	343	Keep regular teachers
4	353	Kirsten Kelly was wonderful.
5	347	more parking
6	340	Increase time on industry experience
6	343	Hands on earlier in the course
6	351	Placement needed to start earlier in the course.
6	351	More hands on and practical subjects
7	345	No
7	349	no
7	350	no - quite happy with course

**Respondents who indicated a willingness to be contacted again to help Swinburne improve its courses.**

(Graduate details are available on ASCOL.)

ID	Surname	Given Name	Year Graduated
1261029	Simpson	Jennifer	2002
1266969	Sutherland	Angie	2003
1429833	Taylor	Susan	2003
1881183	Hayes	Sandra	2003
1881671	Hobday	Eleanor	2003
2243032	Tucker	Marcelle	2003
2243873	Chudiak	Nadia	2002
2246104	Pentland	Kylie	2003
2246899	Sullivan	Gail	2003
8662509	Hopes	Glenice	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
340	1	Yes				Direct Care Worker - Disability	Personal care, household management, community access/integration	Human Services - Disability Residential	P/T			0	
341	5	-	Employment consultant	to find people employment/transition to work	Disability stream					Yes			
342	6	-	Disability worker	Personnel care/access everything	Disability Field	Disability worker	Personnel care/access everything	Disability Field	P/T				
343	4	No	Farmer	Farming	Flower growing			Disability Adult Training Service				0	
344	7	-	day-care co-ordinator	Looking after people with disabilities	Disability area	day-care co-ordinator	Looking after people with disabilities	Disability area	F/T				
345	6	-	disability support worker	co-ordinate camps and support activities day for people with int. disabilities. Activities officer	Disability	disability support worker	co-ordinate camps and support activities day for people with int. disabilities. Activities officer	Disability	P/T				
346	3	No	Instructor in ATSS	Direct care/instructing/Admin counselling	Adult support services in disability	Information Officer in Aged care and Disability	Information and Referral	Aged care and Disability, Info gathering and dissemination	F/T			0	
347	7	-	disability worker	residential support worker for people with mental health disability	Community services	disability worker	residential support worker for people with mental health disability	Community services	P/T	Yes			
348	7	No	Support worker	0	Support adults with intellectual disabilities	Support worker/Company Sec.	Administration tasks	Disability field	F/T			0	
349	1	-	cashier	cashier - supermarket	retail	cashier	cashier - supermarket	retail	P/T		Degree	youth work Drug and Alcohol	F/T
350	4	-	Nanny	Looking after children	Child care services	Disability support worker residential	Personnel carer	Disability stream	P/T				
351	1	No				Special school(Secondary)/Day centre for (adults)	secondary school - teachers aid Day centre - instructor/activities officer	Disability Field	F/T				
352	-	Yes				Usher	Ushering	Hospitality	P/T		Diploma	0	P/T
353	7	-	teachers assistant	assisting in the learning process	disability	teachers assistant	assisting in the learning process	disability	P/T				

#### 4. Certificate IV in Community Services (Youth Work) (GCHC40999)

Sample size:	30	
Total responses:	3 (10%)	
Responses by year:	2002: 0	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 Cert IV in Youth Work, 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.

While only 3 graduates responded, all were in paid work at the time of the survey, and all were enrolled in further studies in this area. Of the three, two were unemployed before starting the Cert IV course.

#### 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:** 33.3% (1/3 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 100% (n=3)

Completed Australian Higher Education qualification 0% (n=3)

Started but did not complete Australian Higher Education qualification 0% (n=3)

#### After the course:

##### Course satisfaction

N=3	Yes	Partly	No
Did you achieve your main aim for doing the course?	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	100%	3/3
Total respondents in unpaid work (inc. those with paid work or study)	33.3%	1/3

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

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

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	1

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	100.0%	3/3
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	33.3%	1/3

**Further education**

100% of respondents are enrolled in further study. (3/3) Of those enrolled in further study, 2 are studying at Swinburne

**Course details**

N = 3	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (Number)	0	0	0	2	0	0	1	0	0

N=3	Full Time	Part Time
Study mode	33.3%	66.7%

N=3	Related to course	Somewhat related	Not related
New course relationship to completed course	66.7%	33.3%	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	2
2. Knowledge and Skills	1	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	2	Total Comments (Up to 3 per respondent)	6

Category	Survey	Gained Personally from doing the course	
2	356	Knowledge	
5	354	Confidence in field	
5	356	Confidence	
6	354	Employment	
6	356	Recognition in my field of career	
7	354	Insight into welfare field	

#### 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	0
4. Teaching Practice	2		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	4

Category	Survey	Things Swinburne did well	
4	354	Good teachers	
4	354	Supportive	
6	354	Good work placement	
7	356	Understanding of pressure and limit of students time	

#### 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	2
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)	5

Category	Survey	Suggested Improvements	
1	355	look at structure of course- some subjects not useful and interesting enough	
1	356	Offer more spots	
4	355	some teachers not very good and hard to understand - did not want to communicate on same level as students - not willing to discuss in or after class when I had a difficulty.	
6	355	problem with getting my placement because TAFE could not find one - very disappointing when undertaking a course	
6	356	Improved field placement support	

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
354	-	Yes	0	0	0	Youth worker	Admin, client appointments, meetings, one on one with clients	Youth work/welfare	F/T		Diploma	Counselling dip	P/T
355	10	-	in travel industry	reservation consultant	travel	residential care worker	caring for troubled teenagers	care taking	Casual		Degree	Bachelor of Arts (Psychology)	F/T
356	1	Yes	Mother, group facilitator	Home duties, group running	Young mothers group	Peer support worker	Co-facilitator	Early childhood intervention for young mothers	Casual	Yes	Diploma	Diploma Community Welfare Work	P/T

## 5. Diploma of Community Services (Management) (G14870SA)

Sample size:	54	
Total responses:	10 (18.5%)	
Responses by year:	2002: 8	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 the diploma 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.

All respondents indicated that they undertook the course for vocational reasons, and all were in full time paid employment at the time of the survey. Four had completed a higher education qualification before enrolling in the diploma course. The mean satisfaction with the quality of the course was 6.8, lower than the mean score of 7.8 for all courses included in the survey (n = 55), so there may be scope for tailoring the course more closely to the needs of the client group.

### Before the course:

#### Main reason for doing the course (n= 10)

	%
To get a job	10%
To develop an existing business	0%
To start a new business	0%
To get a different job	0%
To get a better job	10%
It was a requirement of my job	10%
To get extra skills for my job	70%
To get into further study	0%
Personal interest	0%
Other	0%

**Respondents employed before the start of the course:** 100% (10/10 respondents)

#### Educational background (n=10)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	80%	20%	0%	0%

Qualifications prior to starting the course

Completed TAFE qualification 40% (n=10)

Completed Australian Higher Education qualification 40% (n=10)

Started but did not complete Australian Higher Education qualification 0% (n=10)

### After the course:

#### Course satisfaction:

n=10	Yes	Partly	No
Did you achieve your main aim for doing the course?	90%	0%	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: 6.80 (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	100%	10/10
Total respondents in unpaid work (inc. those with paid work or study)	0%	0/10

	Full Time	Part Time	Casual	Other
Current job status	10	0	0	0

	Related	Somewhat related	Not related
Current job related to the course?	90%	10%	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	50%	0%	40%	10%	0%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	55.6%	5/9
Did the course help you with the skills that you need in this job?	70.0%	7/10
Are you looking for additional work	10.0%	1/10
Are you looking for alternative work	11.1%	1/9

**Further education**

Three (of ten) respondents were enrolled in further study at the time of the survey, one of them at Swinburne.

**Course details:**

n = 3	CII	CIII	CIV	Dip	ADip	Grad Cert	Degree	Masters	Other
Course level (Number)	0	0	0	1	1	0	0	1	0

n=3	Full Time	Part Time
Study mode	0%	100%

N=3	Related to course	Somewhat related	Not related
New course relationship to completed course	66.7%	33.3%	0%

**Respondents not in work or study:**

Nil.

### Additional qualitative information

**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	3	6. Practical Industry Experience	4
2. Course Content	3	7. Happy – No comment	2
3. Course Administration	0	8. Other	0
4. Teaching Practice	2		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	14

Category	Survey	Suggested Improvements
1	577	A bit more structure - was not coordinated enough
1	578	Longer library hours
1	584	Not enough diversity of people
2	580	Couple of areas I would have liked to explore in more detail
2	582	need to be tailored to the disability stream not nursing
2	586	broader scope of course regarding aged with disabilities
4	579	To be able to get in touch with the lecturer was very difficult at times. Otherwise very happy
4	582	need more assistance
6	577	More information or lectures delivered by people in the sector would have been helpful
6	584	Make it more relevant
6	585	more practical and hands on experience.
6	585	More work experience
7	581	Brilliant Course and Lecturers
7	583	no - enjoyed 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
1244353	Hayward-Petrucci	Andrea	2002
1877887	Chui	Wai	2003
2210045	Lampasiak	Margaret	2002
2243881	Poulis	Georgina	2002
2244012	Braddy	Lisa	2002
2244136	Edgar	Natasha	2002
2244179	Roberts	Lynne	2002
2244217	Cousins	Felicia	2003

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
577	7	-	Training and Development Officer	Writing training plans training needs analysis	Disability	Agency Liaison Officer	Manage contract with agencies Monitor quality of service delivery		F/T				
578	7	-	radiation therapist	patient related	medical (LI Health)	radiation therapist	medical related		F/T		Adv Dip	Adv. Dip. community services management	P/T
579	7	-	Manager	Responsible for day to running of programs for disabled people	Disability Centre	Manager	Responsible for day to running of programs for disabled people	Disability Centre	F/T				
580	7	-	Disability management	General Running of facility	Adult Training Support Service	Disability management	General Running of facility	Adult Training Support Service	F/T				
581	7	-	Social Worker	Managing - direct service - community health	Community Services	Chief Social Worker	Management of Department		F/T				
582	1	-	management in disability	managing staff, budgets, networking	disability	disability	budgets/hands on experience/reports		F/T		Diploma	professional counselling	P/T
583	5	-	disability worker	hands on with clients (personnel care)	disabilities	Manager	managing service/rostering/budgets/staff		F/T				
584	7	-	Disability Services	Leadership - financial - coordination of staff and programmes	Disability Services	Disability Services	Leadership - financial - coordination of staff and programmes	Disability Services	F/T		Masters	Masters of Business Administration	P/T
585	6	-	team leader	in charge of staff/instructor/admin/supervision	disabilities	assistant manager programs	developed program plans for new clients		F/T				
586	7	-	manager and disability services	admin of services day services	disability industry	case manager	case management elderly, aged people & disabilities		F/T				

## 6. Diploma of Community Services (Community Development) (G2507ACC)

Sample size:	20	
Total responses:	6 (30%)	
Responses by year:	2002: 3	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 community development diploma 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.

Five of the six respondents indicated that they took the course for vocational reasons and, at the time of the survey, four were in part-time paid employment. Both of the respondents not in paid work (or further education) were engaged in unpaid work, one in community development.

### Before the course:

#### Main reason for doing the course (n = 6)

To get a job	3
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	
To get extra skills for my job	
To get into further study	
Personal interest	
Other	1

**Respondents employed before the start of the course:** 83.3% (5/6 respondents)

#### Educational background (n=6)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	4	1	1	-

Qualifications prior to starting the course

Completed TAFE Qualification 3 (n=6)

Completed Australian Higher Education Qualification 0 (n=6)

Started but did not complete Australian Higher Education Qualification 0 (n=6)

### After the course:

#### Course satisfaction:

n=6	Yes	Partly	No
Did you achieve your main aim for doing the course?	66.7%	33.3%	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: 7.80 (n = 6)

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%	4/6
Total respondents in unpaid work (inc. those with paid work or study)	60%	3/6

	Full Time	Part Time	Casual	Other
Current job status	0	4	0	0

	Related	Somewhat related	Not related
Current job related to the course?	2	2	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	0	0	0	3	1

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	100%	4/4
Did the course help you with the skills that you need in this job?	100%	4/4
Are you looking for additional work	0%	0/4
Are you looking for alternative work	0%	0/4

**Further education**

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

**Respondents not in work or study:**

Two of six respondents 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	2	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	0	Total Comments (Up to 3 per respondent)	3

Category	Survey	Gained Personally from doing the course
2	591	Improved skills
2	591	Increased knowledge
8	591	Good networks

### 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	2
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	1		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	3

Category	Survey	Things Swinburne did well
4	591	Good lecturers
7	591	Very supportive
7	591	Flexible (family needs)

### Suggest three 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	4	6. Practical Industry Experience	1
2. Course Content	1	7. Happy – No comment	0
3. Course Administration	3	8. Other	0
4. Teaching Practice	3		
5. Facilities and Resources	0	Total Comments (Up to 3 per respondent)	12

Category	Survey	Suggested Improvements
1	589	numbers dropped trying to get us through too quickly to wrap the course up
1	590	keep course on campus - not suitable for off campus learning
1	592	keep classes sizes small no more than 20 30 was far too much
1	592	offer more timetabling times originally day and evening and cut back to half the amount of choices
2	589	eliminating the course - it was all over the place going to welfare
3	587	830 start was unfair - especially to
3	587	availability of classes became really thin and only ran if enough enrolled in them. really disappointing for people who were told they would receive a different award (training packages were introduced and we weren't told what they meant)
3	589	certain subjects only offered at certain times do the subject at only one time or don't get your certificate - not very motivating
4	590	pick staff well - most teachers were brilliant - but some were casual and didn't have experience in the area and couldn't help. Some not interested in teaching
4	591	Stimulating challenging lecturers
4	591	More lecturers
6	591	More practical experience

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
587	1	Yes				disability support work	works at Swinburne		P/T				
588	1	Yes	Peer support worker	comm work	comm services	Disability worker			P/T	Yes		0	
589	1	-	working with youth	facilitating and coach youth groups	youth work					Yes			
590	4	-	youth worker	residential worker	youth					Yes			
591	4	No	CHN Services coord	Admin staff supervision, early childhood promotion	Childcare services	Project facilitator	Projected planning and imp of comm project	DHS - Commun service	P/T	0		0	
592	10	-	nursing		general nursing	CD worker coordinator of a neighbourhood house	programming/grant applications office work	neighbourhood house	P/T				

## 7. Diploma of Community Services (Community Work) (GCHC50699)

Sample size:	25	
Total responses:	8 (32%)	
Responses by year:	2002: 2	2003: 6

### 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 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.

Four of the eight respondents indicated that their main reason for doing the course was for personal interest or other (non-vocational) reasons, and three respondents did not feel that they had achieved their main reason for doing the course. Nevertheless, the mean satisfaction with the quality of the course was a little higher (8.00) compared with the mean for all courses included in the survey (7.84).

Six of the eight respondents were not in paid work or further study at the time of the survey, although five of them were in unpaid or volunteer work. These included a full time carer of an infant, a community information worker, and someone engaged in promoting self-advocacy for people with brain injury. While the number of responses is low, there is a reason to believe that graduates may not be accessing paid work, so further investigation of student outcomes is recommended.

### Before the course:

#### Main reason for doing the course (n = 6)

To get a job	2
To develop an existing business	
To start a new business	
To get a different job	1
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	2
Other	1

**Respondents employed before the start of the course:** 37.5% (3/8 respondents)

#### Educational background (n=6)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	66.7%	0%	33.3%	0%

Qualifications prior to starting the course

Completed TAFE qualification 37.5% (n=8)

Completed Australian Higher Education qualification 37.5% (n=8)

Started but did not complete Australian Higher Education qualification 12.5% (n=8)

### After the course:

#### Course satisfaction

n=8	Yes	Partly	No
Did you achieve your main aim for doing the course?	37.5%	25%	37.5%

**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 = 6)
Overall Swinburne mean all courses in this survey	7.84
NCVER Mean 2002 graduates	7.4

**Current employment:**

	Percentage	Responses (n)
Respondents in paid employment at June/July 2004	25.0%	2/8
Total respondents in unpaid work (inc. those with paid work or study)	62.5%	5/8

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

	Related	Somewhat related	Not related
Current job related to the course?	50%	0%	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	0%	0%	0%	100%	0%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	50%	1/2
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	0%	0/2

**Further education**

None of the respondents (n = 8) were enrolled in further study at the time of the survey.

**Respondents not in work or study:**

Six of the eight respondents were not enrolled in further study or in paid work at the time of the survey. However, five of these indicated that they were involved in unpaid or volunteer work including a full time carer of an infant, a community information worker, and a worker engaged in promoting self-advocacy for people with brain injury.

### 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	5	7. Industry Understanding or experience	1
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)	9

Category	Survey	Gained personally from doing the course
1	595	Recognised qualification is my choice of field
2	595	Increased understanding of CD theory and practice
2	596	Political awareness
2	596	Bureaucratic procedures
2	596	Sociological understanding
2	600	Skill development and increase
5	600	Self-confidence/Self-esteem
7	595	Insight into different organisations through field placements
8	600	RPL and RCC

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

Category	Survey	Things Swinburne did well
1	595	Accommodated full and part-time workers (like me) with limited contact
1	595	Recognised prior and current practical experience
2	596	I gained a better understanding of community work practices
2	596	Learnt to question and evaluate governments
4	595	Some great sessional and permanent teaching staff
7	596	Improved my self-esteem

**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	3
2. Course Content	1	7. Happy – No comment	0
3. Course Administration	2	8. Other	1
4. Teaching Practice	3		
5. Facilities and Resources	2	Total Comments (Up to 3 per respondent)	13

Category	Survey	Suggested Improvements
1	594	more integrated learning competencies not linked together
2	596	Keep political economy as an integral component of course
3	595	More flexible contact hours offered (eg evenings)
3	595	More core staff so more continuity across different classes and increased staff availability
4	594	more feedback from teachers. Teachers around to answer your questions (no even done in class) this is really important I believe teachers are overworked
4	596	Employ teachers with substantial life experience
4	597	Few hiccups with teachers (knowledge of subject content)
5	594	better teaching facilities
5	597	some classrooms are rather old
6	595	More practice based assessment eg placements
6	596	Link with job market for graduates to gain employment
6	599	getting some industry people in to be guest speakers and ask questions to. (lecturers good but need current contacts)
8	597	at the beginning - organise a team spirit in the group

**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
1491768	Turner	Dean	2002
1982680	Grundy	Jennie	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
593	-	No	Direct care worker	Housekeeping, direct assistance to those with disabilities	Community Service	Coordinator - social support program	Coordination/managing program	Comm Service	P/T	Yes			
594	1	Yes											
595	4	No	Office Manager	Contract Administration, general admin support	Project management consultants					Yes			
596	-	Yes								Yes			
597	1	No								Yes			
598	9	Yes	Hospitality	Bar work	Hospitality	Insurance - Customer service		Insurance	F/T				
599	9	No											
600	10	No								Yes			

## 8. Diploma of Community Services (Mental Health Work - non clinical) (GCHC50899)

Sample size:	15	
Total responses:	4 (26.7%)	
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 this diploma 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 four responses for this course, including two from people in paid employment at the time of the survey.

### 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	1
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	1
Other	

**Respondents employed before the start of the course:** (1 of 4 respondents)

#### Educational background (n = 3)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	66.7%	33.3%	0%	0%

Qualifications prior to starting the course

Completed TAFE qualification 50% (n=4)

Completed Australian Higher Education qualification 25% (n=4)

Started but did not complete Australian Higher Education qualification 25% (n=4)

### After the course:

#### Course satisfaction

n=3	Yes	Partly	No
Did you achieve your main aim for doing the course?	2	1	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: 8.70 (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	100.0%	2/4
Total respondents in unpaid work (inc. those with paid work or study)	33.3%	1/4

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

Current job related to the course?	Related	Somewhat related	Not related
	100%	0%	0%

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
	-	-	-	2	2

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

**Further education**

None of the four respondents were 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
604	Proof Reader	Proof reading	Advertising

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

Survey	SAME	Occupation	Main Tasks	Industry
603		community support worker	drop in program run group work	mental health
604		Team leader - outreach	I supervise staff and have a ???. Delivering psychosocial rehab services	Psychosocial rehab community services

## 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	0	8. Other	0
4. Satisfaction	0	9. No gain	0
5. Confidence	2	Total Comments (Up to 3 per respondent)	6

Category	Survey	Gained Personally from doing the course
2	601	Insight and knowledge from theoretical perspective
2	604	Consumer perspective
2	604	Interpersonal communication skills
2	604	It improved my research skills
5	601	Self respect
5	601	Confidence and self worth by being able to contribute my personal experiences of mental illness therefore helping students see different perspectives etc

### 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	0
3. Course Administration	1	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	601	Classes contained theory, personal exp and humour; fun and interesting
3	601	If you failed an assignment you had an opportunity to re-submit
4	601	Teachers were approachable
4	604	Great teachers/facilitators
5	604	Good counselling service
6	604	good placements and course content

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

Category	Survey	Suggested Improvements
1	604	Change it back to a Dip (is only offered as a Cert IV)
2	601	To have volunteers to participate re: their personal experiences
2	601	To involve students in research regarding the areas of the courses
2	601	Public speaking techniques and get homework back! From teachers
2	604	Teach more practical subjects such as file notes, referrals, evaluations
3	603	often there were lecturers unable to attend - classes were cancelled regularly. Sessionals sometimes re-scheduled. Not reliable due to so many cancellations
4	604	Have more facilitators with consumer experience

### Respondents who have indicated a willingness to be contacted again to help Swinburne improve its courses. (Graduate details are available on ASCOL.)

ID	Surname	Given Name	Year Graduated
0873292	Ray	Tracey	2003
9303464	Markovic	Miriam	2002

## 9. Diploma of Community Services (Welfare Studies) (G2507ABC)

Sample size:	29	
Total responses:	11 (37.9%)	
Responses by year:	2002: 7	2003: 4

### 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 welfare diploma 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.

Some 88% of respondents indicated that their main reason for doing the course was vocational, and 90% of respondents were in paid work (50% full time and 50% part time) at the time of the survey. Of these, 70% were in jobs related to community services – welfare work. (One respondent was in work and study related to hospitality and indicated “other” as their reason for doing the course.) One respondent was not in work or further study, but indicated an involvement in unpaid volunteer work. The rating of satisfaction with the quality of the course was quite high ( 8.45) in comparison with the mean rating of 7.8 for all courses included in the study.

### Before the course:

#### Main reason for doing the course (n = 9)

	%
To get a job	33.3%
To develop an existing business	0.0%
To start a new business	0.0%
To get a different job	11.1%
To get a better job	22.2%
It was a requirement of my job	0.0%
To get extra skills for my job	11.1%
To get into further study	0.0%
Personal interest	0.0%
Other	22.2%

**Respondents employed before the start of the course:** 72.7% (8/11 respondents)

#### Educational background (n=10)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	4	4	1	1

Qualifications prior to starting the course

Completed TAFE qualification 1

Completed Australian Higher Education qualification 1

Started but did not complete Australian Higher Education qualification 1

### After the course:

#### Course satisfaction:

n=11	Yes	Partly	No
Did you achieve your main aim for doing the course?	9	1	1

#### 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: 8.45 (N = 11)

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%	10/11
Total respondents in unpaid work (inc. those with paid work or study)	9.9%	1/11

Current job status	Full Time	Part Time	Casual	Other
	5	5	0	0

Current job related to the course?	Related	Somewhat related	Not related
	7	0	2

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	2	3	2

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	60%	6/10
Did the course help you with the skills that you need in this job?	80%	8/10
Are you looking for additional work	20%	2/10
Are you looking for alternative work	20%	2/10

**Further education**

27.3% of respondents were enrolled in further study at the time of the survey (3/11). None were studying at Swinburne.

**Course details**

N = 3	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (Number)	0	0	0	1	0	0	2	0	0

N=3	Full Time	Part Time
Study mode	66.7%	33.3%

N=3	Related to course	Somewhat related	Not related
New course relationship to completed course	33.3%	0%	66.7%

**Respondents not in work or study:**

Only one respondent 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	1
2. Knowledge and Skills	5	7. Industry Understanding or experience	3
3. Connection with teachers & other students	1	8. Other	1
4. Satisfaction	0	9. No gain	0
5. Confidence	1	Total Comments (Up to 3 per respondent)	12

Category	Survey	Gained Personally from doing the course
2	606	Education and Understanding
2	610	Knowledge of welfare industry
2	611	Ability to assess clients
2	611	Personal insight re own behaviours
2	614	More knowledge and skills
3	606	Good Networking
5	611	Confirmation of my abilities
6	614	A job
7	608	Wide range of experiences with different aspects of welfare field ie drug and alcohol, psych disability
7	608	Dedicated teachers with current industry experience
7	614	More insight into welfare
8	606	Broadened my outlook

### 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	1	6. Practical Industry Experience	0
2. Course Content	2	7. Other	2
3. Course Administration	0	8. Negative Statement	0
4. Teaching Practice	6		
5. Facilities and Resources	2	Total Comments (Up to 3 per respondent)	13

Category	Survey	Things Swinburne did well
1	611	Flexible delivery hrs/ re after hrs delivery
2	606	The course was practical, not just theoretical
2	611	High level set for course content/student input
4	606	Wonderful lectures
4	608	Teachers 110% committed despite TAFE system being in upheaval
4	608	Sharing teachers in comm. dev and psych disability courses
4	610	Excellent teachers
4	610	Helpful staff
4	611	Majority of facilitators well equipped to deliver courses
5	606	Great library
5	614	Cafeteria food was excellent
7	614	Managed conflicts effectively
7	614	Managed to keep me motivated until the end

**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	4
2. Course Content	0	7. Happy – No comment	0
3. Course Administration	10	8. Other	0
4. Teaching Practice	3		
5. Facilities and Resources	3	Total Comments (Up to 3 per respondent)	21

Category	Survey	Suggested Improvements
1	609	too much homework - the load is too great -the assignments are important but can be done partly in class
3	605	easier access to teachers - easier communication not in office not all teachers had email addresses Kept getting through to dept and leaving messages that are not returned
3	605	work not returned only issued results
3	610	Specify that you need to be employed in the ind that you are doing the course, especially if you're a mature aged stud
3	611	Maintain high standard for assessments
3	611	Provide weekend courses
3	612	one subject I had difficulty with - so I did it at Holmesglen. very confusing, not a lot of clarification from teachers. Research subject.
3	613	because of transfer to training packages it was not organised
3	613	need more administration
3	614	Collection of assignments were always left in a filing cabinet - often stolen
3	614	More flexibility to attend classes on different days
4	611	Ensure quality facilitators for ALL subjects
4	612	I needed help and teachers did not give it to me, assessments were overwhelming and confronting sometimes and teachers did not give help need acknowledgement from teachers and teacher needs to know people learning different ways
4	615	I was not a young mum like the rest and did not understand everything as the class would say I know - and I didn't
5	605	parking was good until NICA came
5	606	MORE DISABLED PARKING
5	614	More student parking
6	608	Improve student placements, make more relevant placements available
6	608	More guest speakers from field rather than emphasis on teachers
6	612	level of support for placement was bad I was not happy I had to find it on my own with no help
6	615	make it clear at the start of what job opportunities are available - didn't understand what welfare is about

**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
0968560	Ford-Johnson	Carol	2003
1155237	Brabham	Margaret	2002
1303678	Rutledge	Mary	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
605	5	-	Part time admin	advocacy group	advocacy group					Yes			
606	5	No	Coordinator of Volunteer service and setting up support groups	Managing volunteer service and setting up support groups	Not for profit health and welfare	Coordinator of Volunteers and support groups	Managing volunteers in not for profit and setting up support groups state-wide	Health and Welfare	P/T			0	
607	-	No							F/T				
608	1	No	Sales assistant	Retail duties, bank teller	Retail, bank teller	Residential care worker	Supporting intellectually disabled clients in their home	Welfare - Disability support	P/T			0	
609	10	Yes				family support worker	case management for homeless	community based organisation	F/T		Degree	alternative therapies	F/T
610	4	No	Secretary	Admin tasks	Secondary Education	Office Admin	Admin tasks	Aged care	P/T			0	
611	7	No	Employment Consultant	Helping young unemployed people to secure employment or training	Recruitment services	Manager	Staff supervision, coach staff, budgets, monitor and ensure outcomes/targets achieved	Recruitment	F/T			0	
612	1	Yes				team leader	administration duties supervise staff	community services	P/T				
613	1	-	telephone betting operator	taking bets	TAB	youth resource worker	provide information counselling workshops young mum's group	Knox Community Services	F/T				
614	-	No	Nurse	Nursing duties, patient care, documentation	Nursing	Manager welfare service for homeless women and street prostitutes	Management of service, admin tasks, Direct client support, staff support and development	Welfare provision	F/T		Degree	Bachelor Social Welfare	P/T
615	10	-	waitress	serve customers	hospitality	waitressing at a different place	serve customers	hospitality	P/T		Diploma	Dip of Hospitality	F/T