

Department of Horticulture and Environmental Sciences

1. Certificate III in Horticulture (Nursery) (JRUH30598)

Sample size:	28	
Total responses:	8 (28.6%)	
Responses by year:	2002: 5	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 III in Horticulture (Nursery) 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.

There were only eight responses for this course. However, most (86%) of the graduates who did respond had undertaken their study for vocational reasons. By the time of the survey, all of them were in paid employment, mostly in areas closely related to their study. The course received a very high satisfaction rating (mean 8.4), and many respondents commented on the good teaching they received.

Before the course:

Main reason for doing the course (n = 7)

	%
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	71.4%
To get extra skills for my job	14.3%
To get into further study	
Personal interest	14.3%
Other	

Respondents employed before the start of the course: 75% (6/8 respondents)

Educational background (n = 7)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	42.9%	42.9%	14.3%	0%

Qualifications prior to starting the course	
Completed TAFE Qualification	50% (n=8)
Completed Australian Higher Education Qualification	0% (n=8)
Started but did not complete Australian Higher Education Qualification	0% (n=8)

After the course:

Course satisfaction:

N=8	Yes	Partly	No
Did you achieve your main aim for doing the course?	87.5%	0%	12.5%

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:	8.38 (n = 8)
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%	8/8
Total respondents in unpaid work (inc. those with paid work or study)	25%	2/8

Current job status	Full Time	Part Time	Casual	Other
	5	2	0	1

Current job related to the course?	Related	Somewhat related	Not related
	62.5%	12.5%	25%

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
	12.5%	25%	12.5%	37.5%	12.5%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	37.5%	3/8
Did the course help you with the skills that you need in this job?	87.5%	7/8
Are you looking for additional work	12.5%	1/8
Are you looking for alternative work	28.6%	2/7

Further education

Only one (of eight) respondents was enrolled in further study at the time of the survey, undertaking a full-time Certificate IV horticulture program at Swinburne.

Respondents not in work or study:

Nil.

Additional qualitative information

List three things you gained personally from doing the course.

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

1. Qualifications	0	6. Career Path	0
2. Knowledge and Skills	3	7. Industry Understanding or experience	1
3. Connection with teachers & other students	0	8. Other	3
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	328	Knowledge
2	332	Plant knowledge
2	332	Pest and disease ID
5	328	Confidence
7	328	Contacts in industry
8	330	There is hope, sustainability, permaculture, biodiversity will be common ground in my lifetime
8	330	People in landscape design deserve a pat on the back for the amount of work for time they do :)
8	332	Keeping fit outdoors

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

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

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

Category	Survey	Things Swinburne did well
2	332	Interesting subjects
4	328	Great Teachers
4	330	"Congratulations to all staff" Easy to approach and helpful
4	330	Teachers again gave all students equal op
4	332	Great teachers
5	328	Good facilities
6	332	Excellent camp away at Grampians
7	330	Sustainable agriculture cuttings?

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	3	7. Happy – No comment	1
3. Course Administration	0	8. Other	1
4. Teaching Practice	0		
5. Facilities and Resources	1	Total Comments (Up to 3 per respondent)	10

Category	Survey	Suggested Improvements
1	330	Extend sustainable agriculture to a 1 yr course
2	327	more plant identification
2	330	Add sustainable agriculture course in as a module into all hort apprenticeships
2	330	Learn more native plants
5	329	Facilities - nursery set up, updated, old technology
6	325	mentor regarding problems with employers
6	328	More practical things
6	328	Less theory
7	331	Really enjoyed practical - could be more of it
8	332	I believe that quite a few people never finish their apprenticeships - that's interesting - I wonder why

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
0856436	Bak	Bernadette	2002
1306871	Anderson	Lynette	2002
1327054	Brond	Paul	2002
1404482	Boag	Stephen	2003
1404571	Ryan	Kellie	2003
136264X	Kerr	Emily	2002

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

#	Reason for study	Before the Course					After the Course							
		Unemp	Occupation	Tasks	Industry	Occupation	Tasks	Industry	FT/PT	Unpaid Work	Further Ed	Course	FT/PT	
325	6	-	apprentice nursery	nursery	nursery	receptionist	reception	health and aged care	P/T	Yes	Cert IV	Business Admin	F/T	
326	6	Yes				nursery	nursery	nursery	F/T					
327	6	-	vineyard hand	vine farming	vineyard	horticulture - gardening	gardening	gardening	Self Empl					
328	7	No	Nursery hand	General labour, bookkeeping, payroll	Wholesale plants and flowers	Gen man	Payroll, admin, bookkeeping, training, occasional sales, labour etc	Wholesale Plants and Flowers	F/T			0		
329	6	-	landscaper	landscaping	landscaping	nursery	retail nursery	nursery	F/T					
330	9	Yes	Nursery retail assist, vol-clean water retardant basin se water	Shop assist, watering, weeding, potting, fertilizing, ordering/purchasing plants, quality control, pruning, customer service and advise, propagating	Garden supplies centre. Retail plants, soil sleepers, hardware, pavers, concrete etc	Hort/Shop assist retail nursery	Interest in upkeep and cleaning of floor reserve with water basin. Mainly removal of rubbish from waterway. Committee to improve surrounding land	Interest in upkeep and cleaning of floor reserve with water basin. Mainly removal of rubbish from waterway. Committee to improve surrounding land	P/T	Yes		0		
331	6	-	nursery	nursery	nurse3ry	nursery	nursery	nurse3ry	F/T					
332	-	Yes	Shop assist	Customer service	Café	Motor office admin	Administrative tasks	Finance for the motor industry	F/T			0		

2. Diploma of Horticulture (JRUH50198)

Sample size	49	
Total responses	19 (38.8%)	
Responses by year	2002: 11	2003: 8

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 Horticulture 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 of the respondents (94%; n = 19) had undertaken the course for vocational reasons and, by the time of the survey, 79% of them were in paid employment – most often in areas closely related to their study. The course received a good satisfaction rating (mean 7.5), and most comments indicated that the students had gained relevant knowledge and skills. At the same time, nearly a third of the comments suggested a need for more practical industry experience.

Before the course:

Main reason for doing the course (n = 17)

	%
To get a job	11.8%
To develop an existing business	
To start a new business	11.8%
To get a different job	35.3%
To get a better job	
It was a requirement of my job	
To get extra skills for my job	17.7%
To get into further study	
Personal interest	23.5%
Other	

Respondents employed before the start of the course: 58% (11/19 respondents)

Educational background (n = 18)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	55.6%	33.3%	5.6%	5.6%

Qualifications prior to starting the course	
Completed TAFE Qualification	47.4% (n=19)
Completed Australian Higher Education Qualification	5.3% (n=19)
Started but did not complete Australian Higher Education Qualification	5.3% (n=19)

After the course:

Course satisfaction:

n=19	Yes	Partly	No
Did you achieve your main aim for doing the course?	73.7%	10.5%	15.8%

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 = 19)
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	78.9%	15/19
Total respondents in unpaid work (inc. those with paid work or study)	26.3%	5/19

Current job status	Full Time	Part Time	Casual	Other
	6	5	3	1

Current job related to the course?	Related	Somewhat related	Not related
	53.3%	13.3%	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
	20%	6.7%	6.7%	46.7%	20%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	53.3%	8/15
Did the course help you with the skills that you need in this job?	71.4%	10/14
Are you looking for additional work	14.3%	2/14
Are you looking for alternative work	30.8%	4/13

Further education

Three (of 19) respondents were enrolled in further study at the time of the survey.

Course details:

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

N=3	Full Time	Part Time
Study mode	1	2

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

Respondents not in work or study:

Four (of 19) 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	1
2. Knowledge and Skills	5	7. Industry Understanding or experience	0
3. Connection with teachers & other students	2	8. Other	2
4. Satisfaction	0	9. No gain	0
5. Confidence	1	Total Comments (Up to 3 per respondent)	11

Category	Survey	Gained Personally from doing the course	
2	627	Knowledge	
2	631	New knowledge	
2	631	Additional skills	
2	637	Knowledge	
2	639	Better understanding of Hort	
3	637	Met great people! :)	
3	639	Friends	
5	627	Self confidence	
6	631	Employment aid	
8	637	More caring for our environment	
8	639	As a mature age student it certainly got my brain working again	

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

Category	Survey	Things Swinburne did well	
2	623	provided good skills for gaining employment	
2	639	Mix mature age and younger students well	
3	639	Access to info	
4	623	fantastic teachers	
4	631	Supportive staff	
4	637	Employed great teachers	
5	631	Sufficient resource	
5	637	Nice Café! :)	
6	637	Excursions were very informative	
7	623	Provided a nurturing environment	
7	627	Most things ok	
7	631	Ample practicals	
7	639	Made allowances to my pregnancy	

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	9
2. Course Content	5	7. Happy – No comment	2
3. Course Administration	3	8. Other	2
4. Teaching Practice	2		
5. Facilities and Resources	2	Total Comments (Up to 3 per respondent)	31

Category	Survey	Suggested Improvements
1	622	too short
1	628	more electives
1	629	Course should have gone for longer. (4 years)
1	630	extended another 6 months - should help get work experience
1	634	Consolidate some of the modules
1	637	Interlink the subjects
2	626	content could be more in depth
2	629	More time spend on plant id
2	630	should be a higher emphasis on plants and not business
2	637	Thorough subject on small business management"
2	639	Easier access to the process of the finished product ie plants grown thru to sales and distribution
3	622	teacher was ill, campus had difficult time finding a replacement
3	630	effort should be rewarded. grading system upgraded. marks shown on results.
3	636	offer better courses in Healesville
4	626	assessment of skills could be harder
4	638	More teaching staff like Rob and Val Macgregor
5	627	Updated and increased lab facilities
5	631	Improve resources
6	621	more hands on experience
6	621	more tours
6	629	more practical and hand on experience (propagation/grafting)
6	632	more hands on and practical skills
6	632	More one on one time required
6	632	More work experience
6	634	more practical and hands on experience
6	637	Ongoing work experience throughout the course
6	639	More time in the nursery (prac work)
7	625	Happy with Course
7	633	more wonderful teachers like Robert & Val Mcgregor
8	634	need more class discipline
8	639	More info on subjects that need to be studied elsewhere ie degrees

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	ID	Surname	Given Name	Year Graduated
1186361	ALLEN	ANDREW	2002	1404792	BARBANTI	ANGELO	2002
1189638	WEBB	VANDA	2002	1410911	BEVERIDGE	ROSS	2002
1189840	REICHERT	CECILIA	2002	1416448	CANOV	VICTOR	2003
1190792	BALLAGH	PHILLIP	2003	1416464	CARROLL	GORDON	2003
1339478	HEMPHILL	GRAEME	2003	1416898	LIEPA	DREW	2002
				8700680	MACKAY	IAN	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	
621	4	-	painter	painting	painting - commercial/private	painter	painting	painting - commercial/private	Self Empl					
622	9	No								Yes				
623	-	No	Nursery assistant	sales	retail plants and giftware	Nursery assistant	sales, nursery maintenance	Retailing	Casual		Cert IV	Workplace assess and training	F/T	
624	9	Yes								Yes				
625	7	-	Flower Industry	Growing flowers - tractor work	Farming	Landscaper	Landscaping	Landscape Construction and design	F/T					
626	7	-	gardener	head gardener	horticulture	gardening	all gardening requirements	horticulture	F/T					
627	3	Yes	0	0	0					Yes		0		
628	4	-	Park ranger	revegetation, animal surveys	Parks Vic	Attendant Care	looking after quadriplegics	looking after disabled people	P/T					
629	9	-	sawmill	timber stacking	manufacturing	Foliage gather florist	pruning, cutting back trees/removing pruning clippings	Wholesale - Retail	P/T					
630	9	Yes												
631	-	Yes	Homemaker and admin assist	Cooking, admin	Humanitarian aid	Laboratory Technician	Prepare experiment/practical needs/assist, teaching staff	Education	P/T			0		
632	1	No				Landscape Gardener	Landscaping, sprinkler systems mowing	Private industry	F/T					
633	4	-	graphic designer	computer work colour combiner	manufacturing	Horticulturist	customer adviser	Retail nursery	P/T					
634	4	-	banking industry	loans officer	retail banking	Retail and Wholesale nursery	serving customers/picking out plants for sales	retail/wholesale	F/T					
635	1	No				nursery work	customer service, stock refill/cleaning	retail	Casual					
636	7	-	gardener	gardening duties - lawns, trimming	residential	team leader environmental	organizing	consultancy work	F/T					
637	4	Yes	Mum/Receptionist	Mum - too varied to mention/Reception - Admin tasks	Real Estate	Property Management/Mother	Providing a service to landlords by looking after their rental properties - Lots of admin work, customer liaison	Real Estate	P/T	Yes		0		
638	4	Yes				work at private college (St Leonard's) farm/grounds	look after grounds, look after farm/orchard. Give talks to students.	education	F/T		Other	Grape growers	P/T	
639	3	No	Freight sorter	Sorting mail/satchels boxes	Transport	Freight sorter	Sorting freight	Transport	Casual	Yes		Herb culture	P/T	

3. Diploma of Natural Resource Management (J2509ACC)

Sample size	40	
Total responses	20 (50%)	
Responses by year	2002: 10	2003: 10

Introduction:

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 Natural Resource Management 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 (70%) had undertaken the course for vocational reasons. By the time of the survey, 80% were in paid employment and 26% were enrolled in further study. The course received a good satisfaction rating (mean 7.7), and just over half (53%) of the comments made by respondents indicated that they had gained advancement in their career path as a result of their study.

Before the course:

Main reason for doing the course (n = 20)

	%
To get a job	15%
To develop an existing business	
To start a new business	
To get a different job	30%
To get a better job	10%
It was a requirement of my job	5%
To get extra skills for my job	10%
To get into further study	
Personal interest	30%
Other	

Respondents employed before the start of the course: 85% (17/20 respondents)

Educational background (n=20)

	Year 12	Year 11	Year 10	Year 9 or below
Highest Level of secondary schooling	80%	15%		5%

Qualifications prior to starting the course	
Completed TAFE Qualification	25% (n=20)
Completed Australian Higher Education Qualification	10% (n=20)
Started but did not complete Australian Higher Education Qualification	20% (n=20)

After the course:

Course satisfaction:

n=20	Yes	Partly	No
Did you achieve your main aim for doing the course?	65%	0%	35%

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 = 20)
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	80.0%	16/20
Total respondents in unpaid work (inc. those with paid work or study)	33.3%	6/20

Current job status	Full Time	Part Time	Casual	Other
	14	2	0	0

Current job related to the course?	Related	Somewhat related	Not related
	43.75%	6.25%	50%

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
	18.8%	6.3%		68.8%	6.3%

	Yes	Responses (n)
Did your TAFE course assist you to get this job?	37.5%	6/16
Did the course help you with the skills that you need in this job?	50.0%	8/16
Are you looking for additional work	31.3%	5/16
Are you looking for alternative work	50.0%	8/16

Further education

Five (of 20) respondents were enrolled in further study at the time of the survey, one of them at Swinburne.

Course details:

N = 5	CII	CIII	CIV	Dip	Adv Dip	Grad Cert	Degree	Masters	Other
Course level (Number)	1	0	0	0	0	0	4	0	0

N=5	Full Time	Part Time
Study mode	40%	40%

N=5	Related to course	Somewhat related	Not related
New course relationship to completed course	80%	20%	0%

Respondents not in work or study:

Two (of 20) 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	1	6. Career Path	2
2. Knowledge and Skills	17	7. Industry Understanding or experience	5
3. Connection with teachers & other students	3	8. Other	2
4. Satisfaction	0	9. No gain	0
5. Confidence	2	Total Comments (Up to 3 per respondent)	32

Category	Survey	Gained Personally from doing the course
1	739	Qualification
2	723	Better knowledge of the industry
2	723	I learned a little about many different subjects, which helped me work out what interested me and gave me some basis background
2	723	Background knowledge
2	727	Knowledge
2	727	Skills and experience
2	730	Plant ID skills
2	733	Large amounts of knowledge
2	733	Awareness of many different environmental aspects
2	733	Wide variety of skills I'll use in the long term
2	736	Formalist existing skills
2	736	Gained new skills/experience
2	739	Knowledge
2	739	Skills
2	740	Increased knowledge
2	741	Broadened skill base
2	741	Understanding of various key interest groups
2	742	Greater understanding of the environment and processes in managing
3	730	Developed relationships with fellow students who will potentially be future work colleagues
3	734	Friends
3	742	A good network of colleagues and friends for the future
5	730	Confidence and qualification to apply for entry positions in environmental field
5	732	More confidence in myself and lifelong friendships
6	732	Stepping stone to uni
6	742	The ability to use what I have learnt in the course is applied to all areas of current position
7	727	Roles with Parks Victoria
7	732	Enabled me to get hands on experience, which excelled my learning
7	736	Broadened my outlook on Nat Res Mgt industry
7	740	Industry contacts
7	740	Good hands on experience
8	724	Intellectual stimulation
8	741	Network of people in Enviro' industry

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

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

1. Course Structure	4	6. Practical Industry Experience	7
2. Course Content	1	7. Other	0
3. Course Administration	1	8. Negative Statement	0
4. Teaching Practice	6		
5. Facilities and Resources	8	Total Comments (Up to 3 per respondent)	27

Category	Survey	Things Swinburne did well
1	727	Mixture of lectures and practical experience
1	736	Good flexibility
1	740	Good course set out
1	742	Managed classes across 2 campuses, 1st and 2nd years
2	733	Course structure and content was excellent
3	730	Staff including librarians were (generally) approachable, and accessible, close to learning area
4	724	Use of teachers that work in the field of study
4	727	Friendly staff - approachable
4	732	Staff were assessable, approachable and friendly
4	736	Good teaching staff and library
4	738	Support
4	742	Provided plenty of time, dedication from staff
5	730	(At start of course) could always get a car park
5	732	Good equipment and classroom facilities
5	732	Decent library
5	733	Study conditions were nice and relaxed
5	736	Good library
5	738	Facilities were good
5	740	good facilities
5	742	Plenty of skills and knowledge across wide range of subjects with provision of correct equip
6	723	Provided a lot of opportunity for practical hands on learning
6	727	Fieldtrips
6	733	Field trips were very informative
6	734	Excursions
6	734	Camp
6	734	Prac. Workshops
6	739	Provided lots of practical work, field trips and camps

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	8
2. Course Content	7	7. Happy – No comment	0
3. Course Administration	6	8. Other	2
4. Teaching Practice	5		
5. Facilities and Resources	5	Total Comments (Up to 3 per respondent)	38

Category	Survey	Suggested Improvements
1	727	Be open to more electives
1	729	Limited subject choices. Subjects that she wanted to do there wasn't enough people to run the subject.
1	735	Subjects that I was interested in wasn't run because there weren't enough people to run the subject
1	736	Offer more electives (On campus and Dist Ed)
1	737	Too much group work - some people get through by only working with a group and may not have passed if they had done the work by themselves

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

Category	Survey	Suggested Improvements
2	723	Support lecturers in keeping courses up to date
2	723	Compile lists of potential information sources within the industry
2	728	As a mature age student my expectations were higher than what the course delivered.
2	730	Better computer training in GIS, Access, Mail merge and File management
2	731	Camps should not be compulsory for students. Being married it was to disruptive to home life.
2	737	I thought it could be more technical. It was very practical but needed to be more technical.
2	737	Some of the learning outcomes were repetitive and we were learning the same thing in different subjects
3	724	Improve support for evening part-time students
3	724	Listen to students suggestions and implement relevant ideas
3	725	The timetable would be changed and he wouldn't be notified.
3	725	It has taken 3 years to get results and to follow on outstanding units due to the changing sessional teachers. Very tedious process.
3	727	Be more organised for part-time groups - communication
3	732	More notice for camps
4	724	Improve quality of some teachers teaching methods
4	725	Has severe learning difficult and found that the feedback from assignments was given too late and there wasn't anytime to do anything about it. Help wasn't given until the end of the course.
4	726	Some of the teachers were slack in returning assignments.
4	729	Some of the teachers were not motivational enough and we felt that they were wasting our time.
4	739	Improve teaching techniques
5	723	Quiet library space
5	732	MORE PARKING!
5	733	Upgrade facilities and equipment
5	733	Better access to computers and other resources
5	736	Give more funding to the dept
6	727	More practical experience
6	729	Needed to have some sort of industry network set up continued to ensure employment in the field
6	730	Better overview of large employers in any field. Consultants, Govt authorities and other agencies eg DSE, DPI, CMA, RWA, UWA, EPA
6	730	Increase link with agencies such as those above, especially in regard to work placement
6	731	Halve the work placement hours?
6	732	Time off during semester for work placement
6	733	Employment opportunities and contacts with industry
6	742	Provide a wider scope of training opportunities, support for these
8	736	Remove vineyard from Lilydale campus
8	742	Don't know what is now provided in new 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				
1188356	LAST	AARON	2003	1455672	CAARELS	DIRK	2002
1200615	MCDONALD	SONIA	2003	1455710	RENDELL	CLARISSA	2002
1304380	CRADDOCK	FIONA	2002	1455842	HENRY	KAREN	2002
1455656	MYNOTT	LEONIE	2002	481133X	PARLBY	JANAYA	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
723	9	No	Engineer	Supervision and machine maintenance	Aluminium Can manufacturing	Agricultural consultant	Mathematical modelling, writing management plans	Consulting	F/T				
724	4	No	Motor mechanic	Repairs	Automotive Repairs	Motor mechanic	Automotive repairs	Automotive repairs	F/T			0	
725	1	No								Yes			
726	7	-	Ranger	Public land management General public management Regulation enforcement	Land Management	Ranger	Public land management General public management Regulation enforcement	Land Management	F/T		Degree	Parks, Recreation & Heritage	P/T
727	4	No	Senior Research Analyst	Programming, charts, tables, running analysis	Market Research	Enforcement Officer	Inspecting building sites and enforcing local laws	Council - Assets and maintenance	F/T			0	
728	4	-	Horticulture	Plant care	Horticulture	Horticulture	Plant care	Horticulture	F/T				
729	4	-	Nursery traineeship	Plant care	Horticulture					Yes			
730	4	No	Office clerk	Admin tasks	Concreter supplies	Licensing officer	Assessing applications for groundwater and surface water diversions. Monitoring and providing information to management committees	Rural water authority	F/T	Yes		0	
731	5	-	farmer	growing crops	agriculture	Supervisor Melbourne Water - land management/fire fighting	Fire suppression, asset maintenance.	Land management	F/T				
732	9	No	Shop assistant	Supervising staff, maintaining shop	BP Express - basic retail	Bakery assist and retail	Packing and baking	Retail and recreation (Healesville Sanctuary)	P/T	Yes	Degree	Bachelor of Environ Science (Conservation Ecology)	F/T
733	1	No	0	0	0						Degree	Deg Fisheries Man and Aquaculture	F/T
734	6	No	Shop Assistant	Customer Service	Food Outlet	Customer Service Rep.	Customer Service	Security	F/T			0	
735	5	-	Pharmacy assistant	Sales, customer assistance	medical/retail	Child Care	Looking after children	Child care services	F/T				
736	4	No	Nursery Person	Nursery work/sales/maintenance	Retail Plant Sales					Yes	Cert 2	Cert II Fire Operations, Cert II Forest Growth and Products	P/T

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#	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	
737	9	-	Human resources	OHS People management	Food Service	Human resources	OHS People management	Food Service	F/T		Degree	Bachelor of Environmental Science - Fisheries and Agriculture	Other	
738	1	No	Shop assistant	0	Retail - hardware	Insurance broker	Admin tasks		F/T			0		
739	9	No	Dancing Teacher	0	0	Carer - Intellectual Disability (Dept Human Services)	Recreation, personal care, behavioural management, cooking, cleaning		F/T			0		
740	9	No				Water Operator trainee Melbourne Water	Water quality and supply	water supply	F/T					
741	7	Yes	Hospitality	Food and beverage attendant	Restaurant/club	Environment Officer	Flora and fauna assessments, literature reviews, flora ID.	Field Services	F/T			0		
742	9	No	Greencorps Trainee (CVA)	Field based bushland Mgt (Bendigo Region)	Parks Vic/Commonwealth Prgm	Bushland Mgt Officer - trainee	Field based, admin, friends groups	Local government	P/T	Yes		0		