



FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
88021	The Academy of Interactive Entertainment Limited

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	908	482	53%
Employer satisfaction	see note below	N/A	N/A

Trends of response statistics:

- which student/employer cohorts provided high/low response rates
- how did response rates compare with previous years (if applicable)

Survey response rates from certificate 2 and 3 level students were again higher than response rates from Advanced Diploma Students (60% and 29% respectively). The ratios of Art and Programming students that responded were similar for each discipline. The number of survey responses received this year was higher than the previous year, however the percentage response rate was slightly lower.

Note : AIE does not have any currently employed students apart from a few on intership. Consequently, AIE does not conduct formal employer surveys but does source employer feedback through Industry Advisory Board meetings for each campus, alumni feedback, numerous interactions at Industry events and through its own teachers who also continue to combine teaching at AIE with working in Industry.

Industry Advisory Board minutes are used as part of our Continuous Improvement processes and are available on request.



Section 2 Survey information feedback

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

Industry experienced teachers, industry standard software, preparing students well for industry and guest industry lecturers were popular features of the course. As was the practical nature of the course and learning in a supportive environment. This is in line with previous years feedback, so was an expected outcome.

The benefits of group work were more positively viewed by students than in the previous year (3:1 ratio). This is an excellent and planned outcome as the group work simulates a studio team environment and is therefore an essential component of the course (although is often met with mixed opinion).

Many students commented that the duration of the course should be extended, or the amount of content covered should be reduced to allow for more time to cover particular topics.

Some students experienced minor hardware failures and the occasional software failure. Unfortunately this is the nature of working in a highly technology dependent environment and system and hardware faults are logged in our ticketing system and dealt with by the IT support team as a priority.

A small number of VFX students felt that there was a content bias towards game development resources.

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

AIE's overall performance in 2016 was excellent with most students feeling that they were well prepared for work, had built on their prior knowledge and many had also developed great industry and/or peer relationships.

97% of respondents Agree or Strongly agree that they would recommend the AIE training to others.

97% of respondents Agree or Strongly agree that their Trainers had an excellent knowledge of the subject content.

97% of respondents Agree or Strongly agree that the way they were assessed was a fair test of their skills and knowledge.

94% of respondents indicated that they received useful feedback on their assessments.

AIE received 439 comments regarding the best aspects of the training. Some highlights in those comments included the following:

"AIE provided a warm and friendly environment which was always kind and understanding towards its students but still pushed us all to succeed. Looking back on my work from my first year, I'm stunned at how much I've improved, and it's all because both the instructors and my classmates were so supportive. I loved that the instructors were able to give great feedback and that AIE continuously would provide lectures and visits from people in the industry"

"I reckon the best aspects were; we were able to be more practical than theory which helped me improve and



understand more about new programs. The resources were amazing including the staff, they helped and guided me through errors and gave good critical feedback. Also the self-study part was actually one of the highlights in this course for me as it made me realize how inefficient I was in studying/finding new ways to progress, this hit me like a train, but it also helped me improve in areas I wasn't aware of."

"The level environment, teachers are not on a pedestal, they treat students as equals which helps communication and learning. Access to high performance work stations made workflow great. Access to all teachers in all fields at most times made AIE an invaluable resource for learning most of the relevant skills. Everything is based in reality, i.e. If a student has expectations that are fantastical a teacher will let them know, respectfully, this is much needed so that students are not set up for failure. Pleasant culture, people are simply nice and willing to help. "

Section 3 Improvement actions

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

Analysis and discussion of AIE's delivery, content and delivery processes was carried out at AIE's annual curriculum conference in early July 2016. This conference references student responses, employer feedback through Industry Advisory Boards and teacher response to produce recommended improvements.

As a result, a number of actions were taken to refine delivery and assessment and student prospects: These included:

- The introduction of a new Learning Management System to encourage collaboration and peer to peer learning
- Improvements to the ordering of content in the Design Adv Dip stream and the writing of a new Cert III Design stream course
- The introduction and use of a number of new software packages recommended by Industry Advisory Boards and other Industry consultations
- The refinement of IT processes and hiring of additional IT staff
- Changes to curriculum development processes from part time curriculum development teams to the use of one full time curriculum developer supporting Heads of Faculty in each discipline area
- The streamlining of curriculum development tracking and approval processes to put all key docs on one Google sheet
- A new subject being introduced in the second half of 2017 to Art and Design Diploma and Advanced Diploma courses called Professional Practice Development in response to student and Industry Advisory Board feedback.

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

The academic management process, including the monitoring of course improvements, is overseen by the Senior Academic Manager who leads a national Academic Management and Compliance team (AMAC).

Part of AMAC's responsibilities involves the maintenance of a Continuous Improvement Register which is a tool to monitor ongoing actions. Weekly operational meetings between IT, Campus Heads, the AMAC team and marketing and monthly Executive meetings also allow for regular monitoring and fine tuning of actions taken. Student surveys



held early in each course create further avenues for feedback.

AIE's annual audits of each campus by members of the AMAC team also include reference to ongoing continuous improvement actions.