

Australian vocational education and training statistics

## VET student outcomes

### 2017 The Academy Of Interactive Entertainment Ltd



National Centre for Vocational Education Research

#### Highlights

This report provides a summary of the outcomes of graduates who completed their vocational education and training (VET) during 2016, with the data collected in mid-2017. The outcomes of all graduates are reported; that is, those in receipt of Commonwealth or state funding and those who paid for their training.

#### Employment and further study outcomes

Of students at The Academy Of Interactive Entertainment Ltd:

- 55.4% of graduates were employed after training.
- 77.3% of graduates were employed or enrolled in further study after training.

#### Students' satisfaction with training

Of students at The Academy Of Interactive Entertainment Ltd:

- 88.7% of graduates were satisfied with the overall quality of their training.
- 92.5% of graduates would recommend the training and 94.0% would recommend their training provider.

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# Contents

Introduction	4
About this report	4
Technical notes	4
More information	5
Tables	6
Terms	12
Explanatory notes	14

## Tables

Table 1 Key findings for graduates, 2017 (%)	6
Table 2 95% margin of error for estimates shown in Table 1 (+/-)	7
Table 3 Main reason for undertaking the training for graduates, The Academy Of Interactive Entertainment Ltd 2017 (%)	8
Table 4 Employment and further study outcomes by main reason for undertaking training, for graduates, The Academy Of Interactive Entertainment Ltd 2017 (%)	8
Table 5 Outcomes and satisfaction for graduates by student characteristics, The Academy Of Interactive Entertainment Ltd 2017 (%)	9
Table 6 Outcomes and satisfaction for graduates by training characteristics, The Academy Of Interactive Entertainment Ltd 2017 (%)	10
Table 7 Number of graduate respondents by key characteristics, The Academy Of Interactive Entertainment Ltd, 2017	11

## Introduction

This report presents information on the outcomes of The Academy Of Interactive Entertainment Ltd graduates who completed their vocational education and training (VET) in Australia during 2016 and were awarded a qualification. The outcomes of all graduates are reported; that is, those in receipt of Commonwealth or state funding and those who paid for their training.

The figures are derived from the National Student Outcomes Survey, which is an annual survey of students. Survey questionnaires were sent to a stratified, randomly selected sample of graduates with a national response rate of 37.0%. The response rate for The Academy Of Interactive Entertainment Ltd graduates was 53.2%.

Information is presented on graduates' reasons for training, their employment outcomes, further study outcomes and satisfaction with training.

## About this report

This report is prepared in accordance with total VET scope definitions outlined in the Explanatory notes section on page 14.

Out of scope of the report are:

- international students
- students who undertook recreational, leisure or personal enrichment (short) courses
- students who undertook VET delivered in schools, where training activity was undertaken as part of a senior secondary certificate
- students under 18 years of age.

For information about the number of survey respondents and their characteristics, see table 7. For information about the scope of this report, see the Explanatory notes section on page 14.

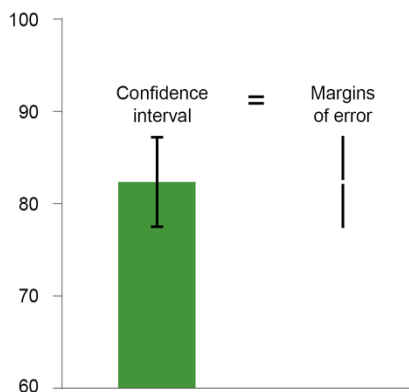
## Technical notes

The National Student Outcomes Survey is undertaken as a stratified, randomly selected sample from the National VET Provider Collection, with survey responses weighted to population benchmarks from the collection. As the estimates from the National Student Outcomes Survey are based on information provided by a sample rather than on a population, they are subject to sampling variability; that is, they may differ from the statistics that would have been produced had all students been included and responded to the survey.

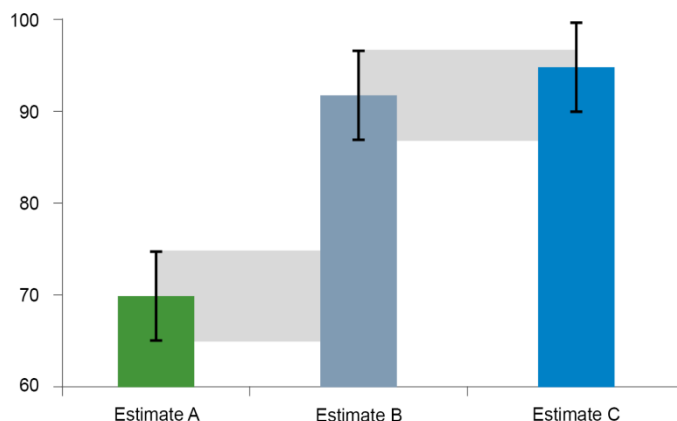
How close the estimate is likely to be to the true population value is reflected in the confidence interval. The confidence interval can be calculated for any confidence level, but usually a level of 90%, 95%, or 99% is used. For this report we use a confidence level of 95%, which means the probability that the confidence interval contains the true population value is 95%.

The confidence interval can be shown graphically using a black bar around the estimate. Smaller bars correspond to more accurate estimates. The confidence interval is sometimes expressed as *Estimate +/- margin of error*. That is, the margin of error is half the width of the confidence interval. For example, in figure B, *Estimate A* is equal to 70% and the margin of error (using a confidence level of 95%) is 5%. The confidence interval for this estimate is 65% to 75%, which means we can be 95% confident the true value is between 65% and 75%.

**Figure A Confidence interval and margin of error**



**Figure B Confidence intervals**



It is important to consider the margin of error when comparing between groups and years, particularly when the results are close. Data users are encouraged to use the margin of error to determine if a difference between groups is statistically significant. Table 2 in this report provides the margin of error for all survey estimates presented in table 1.

In figure B, the black bars for *Estimate A* and *Estimate B* do not overlap. This means that it can be concluded with a 95% level of confidence that there is a difference between *Estimate A* and *Estimate B*. However, the error bars for *Estimate B* and *Estimate C* overlap. This means that it **cannot** be concluded with a 95% level of confidence that there is a difference between *Estimate B* and *Estimate C*.

For further technical details about the National Student Outcomes Survey, please refer to Technical notes at <https://www.ncver.edu.au/data/collection/student-outcomes>.

## More information

For a graphical view of the data, see the data visualisation product *VET graduate outcomes*, available at <https://www.ncver.edu.au/vet-graduate-outcomes>. This product allows data users to view graduate outcomes by field of education, qualification level, intended occupation of training and training package. The data visualisation product reports the margin of error for all survey estimates in the product.

For additional data tables on student outcomes, classified by a greater range of student and training characteristics, refer to the results tab at <https://www.ncver.edu.au/data/collection/student-outcomes>. These tables report the margin of error.

# Tables

**Table 1 Key findings for graduates, 2017 (%)**

	The Academy Of Interactive Entertainment Ltd	Private training providers Australia	All VET providers Australia
<b>Employment and further study outcomes</b>			
After training (as at May of the survey year)			
Employed	55.4	80.8	77.7
Not employed	44.6	19.2	22.3
Unemployed	30.8	12.9	14.4
Not in the labour force	13.5	6.2	7.9
Employed before training	46.7	73.1	69.7
Difference in proportion employed from before training to after	8.7	7.7	8.0
Employed in first full-time job, started after training	6.8	5.3	5.3
Employed or in further study after training	77.3	86.6	86.1
Enrolled in further study after training	42.4	27.6	30.4
Studying at university	12.6	6.5	7.7
Studying at TAFE	3.8	4.1	9.4
Studying at a private training provider or community education provider	19.0	12.8	9.8
Studying at a secondary school or other provider	6.5	4.1	3.4
<b>Training</b>			
Main reason for undertaking training			
Employment-related	74.0	86.1	83.7
Further study	10.7	1.8	3.7
Personal development	15.3	12.1	12.6
Training was part of an apprenticeship or traineeship	2.3	20.2	20.6
<b>Satisfaction outcomes</b>			
Satisfied with teaching	90.1	87.0	87.1
Satisfied with assessment	88.3	89.3	89.4
Satisfied with problem solving skills	88.2	76.9	78.0
Satisfied with writing skills	37.4	49.3	51.1
Satisfied with the overall quality of training	88.7	87.0	87.3
Achieved their main reason for doing the training	76.9	84.5	84.2
<b>Recommendation</b>			
Recommend training	92.5	91.2	91.6
Recommend training provider	94.0	88.2	89.4
<b>Benefits of training</b>			
Of those employed after training			
Found the training relevant to their current job	38.9	79.5	79.0
Received at least one job-related benefit	51.2	66.1	67.5
<b>Improved employment status after training</b>			
Of those employed before training			
Employed at a higher skill level after training	24.3	14.5	17.1
Of those not employed before training			
Employed after training	33.0	51.8	47.1
Improved employment status after training	34.9	57.9	56.8
<b>Total number of responses</b>	<b>395</b>	<b>77 506</b>	<b>133 746</b>

For notes on tables, see the explanatory notes on page 14.

**Table 2 95% margin of error for estimates shown in Table 1 (+/-)**

	The Academy Of Interactive Entertainment Ltd	Private training providers Australia	All VET providers Australia
<b>Employment and further study outcomes</b>			
After training (as at May of the survey year)			
Employed	4.0	0.3	0.2
Not employed	4.0	0.3	0.2
Unemployed	3.7	0.3	0.2
Not in the labour force	2.7	0.2	0.1
Employed before training	4.1	0.3	0.3
Difference in proportion employed from before training to after	na	na	na
Employed in first full-time job, started after training	2.0	0.2	0.1
Employed or in further study after training	3.3	0.3	0.2
Enrolled in further study after training	4.0	0.4	0.3
Studying at university	2.7	0.2	0.2
Studying at TAFE	1.6	0.2	0.1
Studying at a private training provider or community education provider	3.2	0.3	0.2
Studying at a secondary school or other provider	2.0	0.2	0.1
<b>Training</b>			
Main reason for undertaking training			
Employment-related	3.5	0.3	0.2
Further study	2.5	0.1	0.1
Personal development	2.9	0.3	0.2
Training was part of an apprenticeship or traineeship	1.2	0.3	0.2
<b>Satisfaction outcomes</b>			
Satisfied with teaching	2.4	0.3	0.2
Satisfied with assessment	2.6	0.2	0.2
Satisfied with problem solving skills	2.6	0.3	0.2
Satisfied with writing skills	4.1	0.4	0.3
Satisfied with the overall quality of training	2.5	0.3	0.2
Achieved their main reason for doing the training	3.4	0.3	0.2
<b>Recommendation</b>			
Recommend training	2.1	0.2	0.2
Recommend training provider	1.9	0.2	0.2
<b>Benefits of training</b>			
Of those employed after training			
Found the training relevant to their current job	5.4	0.4	0.3
Received at least one job-related benefit	5.6	0.4	0.3
<b>Improved employment status after training</b>			
Of those employed before training			
Employed at a higher skill level after training	5.9	0.4	0.3
Of those not employed before training			
Employed after training	5.3	0.8	0.5
Improved employment status after training	3.9	0.4	0.3

For notes on tables, see the explanatory notes on page 14.

**Table 3 Main reason for undertaking the training for graduates, The Academy Of Interactive Entertainment Ltd 2017 (%)**

	2017
Employment-related	74.0
Get a job	40.3
To develop or start my own business	15.4
Try for a different career	10.7
Get a better job or promotion	np
It was a requirement of my job	1.7
Gain extra skills for current job	5.1
Further study: to get into another course of study	10.7
Personal development	13.7
To improve my general education skills	12.7
To get skills for community/voluntary work	np
To increase my confidence/self-esteem	np
For recreational reasons	np
Other	1.6

For notes on tables, see the explanatory notes on page 14.

**Table 4 Employment and further study outcomes by main reason for undertaking training, for graduates, The Academy Of Interactive Entertainment Ltd 2017 (%)**

Reason for training	Employed	In further study	Achieved main reason for doing the training	Satisfied with the overall quality of training
Employment-related	57.0	35.5	71.7	87.4
Further study	42.8*	82.8	89.5	100.0
Personal development	57.1*	47.2*	93.2	86.9
<b>All</b>	<b>55.4</b>	<b>42.4</b>	<b>76.9</b>	<b>88.7</b>

For notes on tables, see the explanatory notes on page 14.



**Table 5 Outcomes and satisfaction for graduates by student characteristics, The Academy Of Interactive Entertainment Ltd 2017 (%)**

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
<b>Sex</b>					
Males	56.7	36.0	77.8	77.9	90.3
Females	49.4	29.7	74.9	72.1	80.8
<b>Age group</b>					
18 to 19 years	41.4	18.0	83.4	79.5	93.4
20 to 24 years	54.0	35.9	74.3	76.7	88.4
25 to 44 years	74.5	50.6	81.5	73.7	85.4
45 to 64 years	np	np	np	87.5*	77.8*
65 years and over	np	np	np	np	np
<b>Student remoteness (ARIA+) region</b>					
Major cities	56.5	36.6	76.1	77.6	88.2
Inner and outer regional	50.9	28.0	82.6	73.8	90.5
Remote and very remote	np	np	np	np	np
<b>Indigenous status</b>					
Indigenous	np	np	np	np	np
Non-Indigenous	55.6	35.0	77.5	76.8	88.6
<b>Disability status (including impairment or long-term condition)</b>					
With a disability	47.9*	23.5*	80.1	75.4*	85.6
Without a disability	56.3	36.2	77.0	77.0	89.0
<b>Speak a language other than English at home</b>					
Other language	66.6*	48.7*	74.3*	72.9*	84.8*
English	55.1	34.4	77.4	77.0	88.8
<b>Highest qualification before training</b>					
Diploma or higher	72.7	50.7	83.5	75.8	87.8
Certificate III/IV	54.3	34.2	78.9	81.3	91.2
Year 12	54.0	36.1	73.5	75.0	87.7
Year 11/Certificate I/II	37.5*	15.1	75.8	72.1	88.8
Year 10 and below	39.2*	np	72.8*	83.4*	87.9
<b>Employment status before training</b>					
Employed	78.3	37.3	86.7	81.4	90.4
Not employed	33.0	33.0	67.6	71.7	86.7
<b>All graduates</b>	<b>55.4</b>	<b>34.9</b>	<b>77.3</b>	<b>76.9</b>	<b>88.7</b>

For notes on tables, see the explanatory notes on page 14.

**Table 6 Outcomes and satisfaction for graduates by training characteristics, The Academy Of Interactive Entertainment Ltd 2017 (%)**

	Employed after training	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training
<b>Qualification</b>					
Diploma or higher	57.2	44.5	69.6	72.6	85.7
Certificate IV	np	np	np	np	np
Certificate III	43.2	15.3	87.4	84.0	92.0
Certificate II	61.4	21.7	91.1	82.1	94.6
Certificate I	np	np	np	np	np
<b>Field of education</b>					
Natural and physical sciences	np	np	np	np	np
Information technology	56.3	41.8	76.0	73.1	87.9
Engineering and related technologies	np	np	np	np	np
Architecture and building	np	np	np	np	np
Agriculture, environmental and related studies	np	np	np	np	np
Health	np	np	np	np	np
Education	55.6*	44.4*	65.5*	77.5*	77.9*
Management and commerce	np	np	np	np	np
Society and culture	np	np	np	np	np
Creative arts	54.2	23.8	81.6	81.8	91.9
Food, hospitality and personal services	np	np	np	np	np
Mixed field programmes	np	np	np	np	np
<b>Training was part of an apprenticeship or traineeship</b>					
Yes	np	np	76.7*	63.5*	77.4*
No	55.7	35.1	77.3	77.2	88.9
<b>Funding source</b>					
Commonwealth/state funding	np	np	90.4*	63.1*	90.4*
Fee-for-service - domestic	55.6	35.4	76.9	77.3	88.6
<b>Mode of delivery</b>					
Internal only	55.7	33.7	77.6	75.5	87.7
External only	69.7*	33.0*	93.5	77.0*	92.9
Workplace-based only	np	np	np	78.9*	76.3*
Other modes or a combination of modes	52.8	40.6	72.7	81.2	92.0
<b>All graduates</b>	<b>55.4</b>	<b>34.9</b>	<b>77.3</b>	<b>76.9</b>	<b>88.7</b>

For notes on tables, see the explanatory notes on page 14.

**Table 7 Number of graduate respondents by key characteristics, The Academy Of Interactive Entertainment Ltd, 2017**

	Graduates
Age group	
18 to 19 years	86
20 to 24 years	223
25 to 44 years	77
45 to 64 years	9
65 years and over	np
Females	72
Indigenous	np
With a disability	40
Speak a language other than English at home	12
From remote/very remote areas	np
Highest qualification before training	
Diploma or higher	90
Certificate III/IV	91
Year 12	134
Year 11/Certificate I/II	51
Year 10 and below	29
<b>Total</b>	<b>395</b>

For notes on tables, see the explanatory notes on page 14.

# Terms

For more information, please see Technical notes, Terms and definitions and other supporting documents at <<https://www.ncver.edu.au/data/collection/student-outcomes>>.

**Apprentice or trainee** is a person who undertook a contract of training with an employer and a training provider. Apprentice or trainee status is based on survey responses to the question, *Was your training part of an apprenticeship or traineeship?*

**Community education providers** have a primary focus on education and training for personal and community development.

**Employed at a higher skill level** is where a person is employed in an occupation with a higher skill level after training by comparison with their occupation before training.

**Fee-for-service funding – domestic** is the revenue provided by a student whose citizenship status, for the purpose of undertaking education and training, is Australian, New Zealand or permanent resident.

**Government-funded VET** is broadly defined as all Commonwealth and state/territory government-funded training delivered by TAFE institutes, other government providers (such as universities), community education providers and private training providers.

**Graduate** refers to a student who completed all the requirements of a qualification, as reported in the National VET Provider Collection. For further information, see the Technical notes supporting documentation (<<https://www.ncver.edu.au/data/collection/student-outcomes>>).

**Margin of error** is a statistic that provides a measure of sampling error. The margin of error for estimates in this report is calculated at the 95% confidence level. This means that there are 19 chances in 20 that the range given by the margin of error and the survey estimate will contain the value that would have been produced had all graduates or subject completers been included and responded to the survey.

**Mode of delivery** identifies whether or not the training comprises the following delivery modes or a combination of these modes.

- Internal delivery – when the student attends training in a permanent or semi-permanent training delivery location. This includes workshop, laboratory, simulator, and classroom-based training even when the training is delivered using video or internet links in real time.
- External delivery – when the student does not primarily attend a physical delivery location but instead undertakes training in their own time and location using training materials that are provided online or by correspondence. This type of training is often referred to as self-paced learning.
- Workplace-based training – training activity conducted in the workplace.
- ‘Other’ modes of delivery – includes recognition of prior learning.

**Nationally recognised training** is a program of training leading to vocational qualifications and credentials that are recognised across Australia and delivered by registered training organisations (RTOs). It includes:

- industry training package qualifications and units of competency as listed on the national register, [training.gov.au](http://training.gov.au) (TGA), or
- courses that have been accredited by a vocational education and training (VET) regulator, which includes:
  - Australian Skills Quality Authority (ASQA)
  - Victorian Registration and Qualifications Authority
  - Western Australia’s Training Accreditation Council.

**Private training providers** includes education/training businesses or centres, professional associations, industry associations, equipment/product manufacturers and suppliers, enterprises, and private training providers not elsewhere classified.

**State or territory of student residence** is the state or territory in which the student usually resides.

**Stratified random sample** refers to a sampling design where the population is divided into non-overlapping subgroups, or ‘strata’, and a random sample of units is selected from each subgroup independently.

**TAFE (technical and further education) institutes** are government training providers that provide a range of technical and vocational education and training courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses and small business courses).

**Universities** include Australia's universities, which have been established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the Australian Parliament. Data reported for universities are for graduates who completed VET qualifications.

**Weights** are used to reduce bias and ensure the weighted sample is representative of the target population. Each responding unit is assigned a weight that indicates how many population units that unit represents. The National Student Outcomes Survey sample is weighted to ensure the weighted distributions of key characteristics match the distribution of those characteristics in the population (the National VET Provider Collection).

# Explanatory notes

## Data treatment

na Not applicable

\* The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.

np Not published. NCVET does not report on estimates based on five or fewer respondents because the estimates are unreliable.

## Scope

1 This report provides a summary of the outcomes of students who completed their vocational education and training (VET) in Australia during 2016, with the data collected in mid-2017. The scope of the students included in the survey is provided below.

### Scope matrix

	TAFE institutes	University	Community education provider	Private training provider
Commonwealth and state funding	✓	✓	✓	✓
Domestic fee-for-service	✓	✓	✓	✓
International fee-for-service	✗	✗	✗	✗

2 The 2017 National Student Outcomes Survey excludes students aged under 18 years of age.

## Definitions and derivations

3 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).

4 The percentage of graduates satisfied overall is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the questionnaire item. Similarly, satisfaction with teaching, assessment, problem-solving skills, and writing skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.

5 Improved employment status after training is defined as either employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

6 Graduates who completed training that included both Commonwealth/state-funded and fee-for-service subjects are reported as 'Commonwealth/state-funded'.

7 Achieved main reason for training is based on the proportion of respondents reporting that the training 'Fully' or 'Partly' helped them to achieved their main reason for training.

8 Information on student characteristics was sourced from the National VET Provider Collection, when available, and asked of respondents when this information was missing in the National VET Provider Collection.

## Australian Bureau of Statistics data

9 Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. For more details on ARIA+ refer to [http://www.adelaide.edu.au/apmrc/research/projects/category/about\\_aria.html](http://www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html).





**National Centre for Vocational Education Research**

**Level 5, 60 Light Square, Adelaide, SA 5000**  
PO Box 8288 Station Arcade, Adelaide SA 5000, Australia

**Phone** +61 8 8230 8400 **Email** [ncver@ncver.edu.au](mailto:ncver@ncver.edu.au)

**Web** <https://www.ncver.edu.au> <http://www.lsay.edu.au>

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