

VET student outcomes



2018 The Academy Of Interactive Entertainment Ltd graduates

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) in Australia during 2017, using data collected in mid-2018. The outcomes are reported for graduates who undertook government-subsidised training and those who undertook training on a fee-for-service basis.

Employment and further study outcomes

Of graduates at The Academy Of Interactive Entertainment Ltd:

- 36.4% had an improved employment status after training.
- 76.5% were employed or enrolled in further study after training.

Students' satisfaction with training

Of graduates at The Academy Of Interactive Entertainment Ltd:

- 92.7% were satisfied with the overall quality of their training.
- 95.8% would recommend the training and 93.9% would recommend their training provider.

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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 2017, with the data collected in mid-2018. The outcomes of all graduates are reported; that is, those who undertook government-subsidised training and those who undertook training on a fee-for-service basis. The figures are derived from the National Student Outcomes Survey, which is an annual survey of students awarded a qualification (graduates), or who successfully complete part of a course and then leave the VET system (subject completers).

Survey questionnaires were sent to a stratified, randomly selected sample of graduates and subject completers with national response rates of 36.6% and 24.8% respectively. The response rate for The Academy Of Interactive Entertainment Ltd graduates was 47.2%.

Information is presented on students' reasons for training, their employment outcomes, further study outcomes and satisfaction with training. Comparisons of graduates with the prior year are only shown in this report for training providers with sufficient responses in the prior year. Where there is not a sufficient level of response for prior year comparisons, the 2017 data have been suppressed and the columns shaded in grey.

About this report

This report is prepared in accordance with 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.

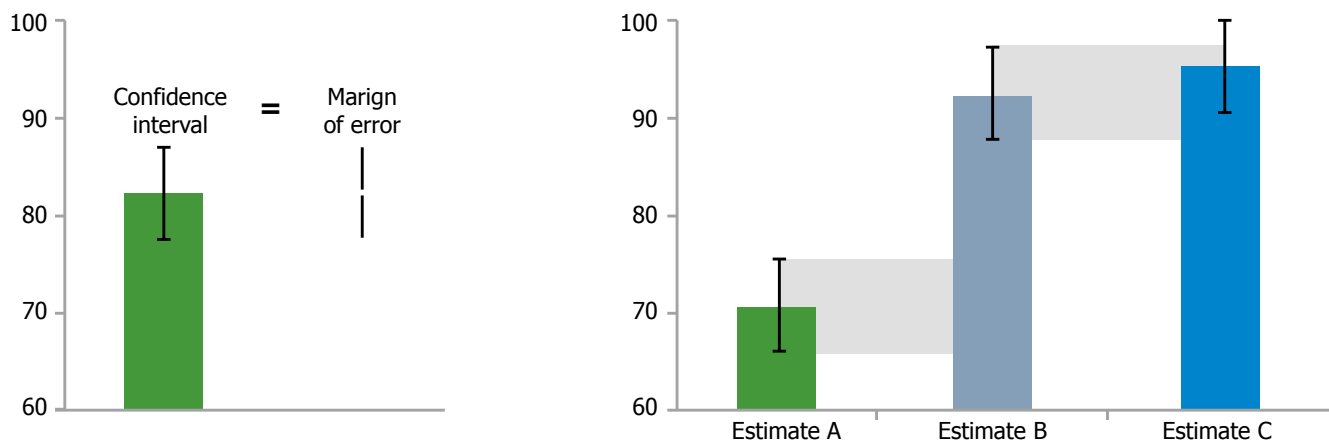
Technical notes

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 interval



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 key survey findings.

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*. It also cannot be concluded that *Estimate B and Estimate C* are similar, and further testing needs to be undertaken to determine whether there is a statistically significant difference between the estimates.

For further technical details about the National Student Outcomes Survey, please refer to the technical notes supporting document at (<https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/vet-student-outcomes>).

More information

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

Access to these data is governed by the National VET Data Policy (2017), agreed by the Council of Australian Governments (COAG) ministers responsible for skills. The National VET Data Policy can be viewed at (<https://docs.education.gov.au/node/46116>).

Tables

Table 1 Key findings for graduates, 2017 and 2018 (%)

	The Academy Of Interactive Entertainment Ltd		2018		
	2017	2018	Private training providers Australian Capital Territory	Private training providers Australia	All VET providers Australia
Improved employment status after training					
Employed before training	46.7	47.4	75.1	71.2	67.7
Of these: Employed at a higher skill level after training	24.3	22.4	16.6	16.9	18.6
Not employed before training	53.3	52.6	24.9	28.8	32.3
Of these: Employed after training	33.0	32.4	48.9	51.9	48.4
Improved employment status after training	34.9	36.4	61.0	60.4	59.0
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	55.4	57.7	82.4	80.2	77.3
Not employed	44.6	42.3	17.6	19.8	22.7
Unemployed	30.8	27.1	9.8	12.9	14.2
Not in the labour force	13.5	15.2	7.7	6.9	8.5
Difference in proportion employed from before training to after	8.7	10.3	7.3	9.0	9.6
Employed in first full-time job, started after training	6.8	7.1	7.1	6.0	5.8
Employed or in further study after training	77.3	76.5	88.7	86.0	85.4
Enrolled in further study after training	42.4	37.9	29.2	26.2	28.9
Studying at university	12.6	11.2	9.6	7.0	7.8
Studying at a TAFE institute	3.8	6.1	3.0	3.8	9.3
Studying at a private training or community education provider	19.0	13.1	11.4	11.0	8.3
Studying at other provider	6.5	7.2	5.0	4.2	3.4
Training					
Main reason for undertaking training					
Employment-related	74.0	76.3	86.5	86.9	85.1
Further study	10.7	10.5	2.8	1.7	3.4
Personal development	15.3	13.2	10.7	11.3	11.4
Training was part of an apprenticeship or traineeship	2.3	3.1	21.6	23.6	23.1
Satisfaction outcomes					
Satisfied with teaching	90.1	89.9	90.9	86.6	86.9
Satisfied with assessment	88.3	88.8	89.7	88.7	89.0
Developed problem-solving skills	88.2	90.6	84.0	79.2	80.0
Improved writing skills	37.4	41.0	54.8	54.6	55.8
Satisfied with the overall quality of training	88.7	92.7	90.6	86.3	86.8
Achieved their main reason for doing the training	76.9	69.1	86.1	85.1	84.2
Recommendation					
Recommend training	92.5	95.8	94.3	90.4	91.0
Recommend training provider	94.0	93.9	93.0	88.6	89.6
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	38.9	42.6	77.8	79.8	79.0
Received at least one job-related benefit	51.2	50.3	69.4	69.9	71.0
Total number of responses	395	329	2247	85234	143852

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

Table 2 95% margin of error for estimates shown in Table 1, 2017 and 2018

	The Academy Of Interactive Entertainment Ltd		2018		
	2017	2018	Private training providers Australian Capital Territory	Private training providers Australia	All VET providers Australia
Improved employment status after training					
Employed before training	4.1	4.6	1.6	0.3	0.2
Of these: Employed at a higher skill level after training	5.9	6.4	1.7	0.3	0.2
Not employed before training	4.1	4.6	1.6	0.3	0.2
Of these: Employed after training	5.3	6.0	3.7	0.6	0.4
Improved employment status after training	3.9	4.5	1.8	0.3	0.2
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	4.0	4.4	1.4	0.2	0.2
Not employed	4.0	4.4	1.4	0.2	0.2
Unemployed	3.7	4.0	1.1	0.2	0.2
Not in the labour force	2.7	3.2	0.9	0.1	0.1
Difference in proportion employed from before training to after		na	na	na	na
Employed in first full-time job, started after training	2.0	2.3	0.9	0.1	0.1
Employed or in further study after training	3.3	3.8	1.1	0.2	0.2
Enrolled in further study after training	4.0	4.3	1.6	0.3	0.2
Studying at university	2.7	2.9	1.1	0.2	0.1
Studying at a TAFE institute	1.6	2.1	0.6	0.1	0.1
Studying at a private training or community education provider	3.2	3.0	1.1	0.2	0.1
Studying at other provider	2.0	2.4	0.8	0.1	0.1
Training					
Main reason for undertaking training					
Employment-related	3.5	3.8	1.2	0.2	0.2
Further study	2.5	2.8	0.6	0.1	0.1
Personal development	2.9	3.0	1.1	0.2	0.1
Training was part of an apprenticeship or traineeship	1.2	1.6	1.4	0.2	0.2
Satisfaction outcomes					
Satisfied with teaching	2.4	2.7	1.0	0.2	0.2
Satisfied with assessment	2.6	2.8	1.1	0.2	0.1
Developed problem-solving skills	2.6	2.6	1.3	0.2	0.2
Improved writing skills	4.1	4.5	1.8	0.3	0.2
Satisfied with the overall quality of training	2.5	2.4	1.0	0.2	0.2
Achieved their main reason for doing the training	3.4	4.1	1.2	0.2	0.2
Recommendation					
Recommend training	2.1	1.8	0.8	0.2	0.1
Recommend training provider	1.9	2.1	0.9	0.2	0.1
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	5.4	6.3	1.7	0.3	0.2
Received at least one job-related benefit	5.6	6.3	1.8	0.3	0.2
Total number of responses	395	329	2247	85234	143852

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 2018 (%)

	Graduates
Employment-related	76.3
Get a job	47.1
Develop or start own business	11.1
Try for a different career	9.9
Get a better job or promotion	0.9
Requirement of job	2.0
Gain extra skills for current job	5.4
Further study: Get into another course of study	10.5
Personal development	13.2
Improve general education skills	11.6
Get skills for community/voluntary work	0.0
Increase confidence/self-esteem	1.0
Recreational reasons	0.6
Other	0.0

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 2018 (%)

Reason for training	Employed	In further study	Achieved main reason for doing the training	Satisfied with the overall quality of training
Employment-related	60.1	31.3	62.1	93.0
Further study	52.1*	73.3*	90.6	96.5
Personal development	48.6*	48.2*	92.5	88.0
All graduates	57.7	37.9	69.1	92.7

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 2018 (%)

	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
Sex					
Males	58.6	37.1	78.0	69.9	92.7
Females	54.1	34.0	70.2	65.8	92.5
Age group					
18 to 19 years	55.2	28.6	81.8	70.6	96.7
20 to 24 years	53.2	35.3	72.9	65.5	93.7
25 to 44 years	71.9	51.1*	78.2	75.2	83.3
45 to 64 years	70.5*	40.4*	79.0*	79.0*	100.0*
65 years and over	na	na	na	na	na
Student remoteness (ARIA+) region					
Major cities	58.1	38.6	76.8	74.3	93.5
Inner and outer regional	53.8	27.8	74.2	54.4	89.8
Remote and very remote	np	np	np	np	np
Indigenous status					
Indigenous	71.8*	17.4*	100.0*	52.7*	82.6*
Non-Indigenous	57.4	36.9	76.0	69.4	92.9
Disability status (including impairment or long-term condition)					
With a disability	49.9*	31.3*	81.4*	53.1*	86.7
Without a disability	58.7	37.1	75.8	71.2	93.5
Speak a language other than English at home					
Other language	40.2*	31.2*	48.2*	60.4*	79.5*
English	58.3	36.6	77.4	69.4	93.1
Employment status before training					
Employed	79.7	40.3	86.2	67.7	94.6
Not employed	32.4	32.4	64.1	69.6	91.9
All graduates	57.7	36.4	76.5	69.1	92.7

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 2018 (%)

	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
Qualification					
Diploma or higher	56.8	39.6	72.2	65.4	90.6
Certificate IV	100.0*	100.0*	100.0*	100.0*	100.0*
Certificate III	57.0	22.7	80.5	70.5	99.0
Certificate II	57.0*	37.1*	86.9	79.6	90.0
Certificate I	na	na	na	na	na
Field of education					
Natural and physical sciences	na	na	na	na	na
Information technology	57.7	36.6	74.4	65.0	92.7
Engineering and related technologies	na	na	na	na	na
Architecture and building	na	na	na	na	na
Agriculture, environmental and related studies	na	na	na	na	na
Health	na	na	na	na	na
Education	70.0*	66.6*	75.6*	91.1	84.4*
Management and commerce	58.6*	33.2*	90.4	77.6*	91.4
Society and culture	na	na	na	na	na
Creative arts	52.3	25.0	75.7	65.1	96.6
Food, hospitality and personal services	na	na	na	na	na
Mixed field programmes	na	na	na	na	na
Training was part of an apprenticeship or traineeship					
Yes	37.9*	37.9*	67.3*	92.3*	91.3*
No	58.3	36.4	76.7	68.3	92.7
Funding source					
Commonwealth/state funding	na	na	na	na	na
Fee-for-service - domestic	57.7	36.4	76.5	69.1	92.7
Mode of delivery					
Internal only	56.4	34.7	75.1	67.2	94.3
External only	62.6*	37.2*	73.4*	67.7*	79.8*
Workplace-based only	48.6*	23.4*	72.9*	75.7*	71.7*
Combination of modes	62.3	44.0*	82.6	75.4	94.3
All graduates	57.7	36.4	76.5	69.1	92.7

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 2018

	Graduates
Age group	
18 to 19 years	91
20 to 24 years	163
25 to 44 years	65
45 to 64 years	10
65 years and over	0
Females	81
Indigenous	7
With a disability	37
Speak a language other than English at home	12
From remote/very remote areas	np
Total	329

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/research-and-statistics/collection/student-outcomes/vet-student-outcomes>).

Apprentice or trainee is a student who self identifies undertaking some training under an Apprenticeship/ Traineeship Contract.

Community education providers are not-for-profit, community-based organisations with a primary focus on adult education. Community-based adult education delivers programs relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study

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 includes only Commonwealth and state/territory government-funded training (either Commonwealth or state recurrent funding, Commonwealth specific purpose funding or state specific funding) from all training providers. All fee-for-service activity from training providers is excluded.

Graduate refers to a student who completed all the requirements of a qualification, as reported in the National VET Provider Collection.

Improved employment status is at least one of:

- employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full time or part time after training
- employed at a higher skill level after training
- received a job-related benefit after completing their training.

Job-related benefits are based on persons employed after training who reported receiving a job-related benefit from the training.

Margin of error is a statistic that provides a measure of sampling error.

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.

Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), version 1.2 (2013). An Australian Bureau of Statistics classification, it identifies occupations according to their primary purpose (ABS cat.no.1220.0). Occupation is defined according to the survey responses.

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 training provider’s head office is the state or territory in which the training provider’s head office is located.

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.

Subject completer refers to a student who successfully completed part of a qualification and then left the VET system. At the time of sample selection, insufficient information is available from the National VET Provider Collection to identify 'actual' subject completers. Instead, a sample of potential subject completers is chosen, which includes students who are continuing in the VET system. The status of respondents is determined through the survey responses.

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 for graduates

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. NCVER 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 2017, using data collected in mid-2018. The scope of the students included in the report 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	✗	✗	✗	✗

Definitions and derivations

2. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).
3. The percentage of students satisfied overall is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the questionnaire item. Similarly, satisfaction with teaching and assessment, developed problem-solving skills, and improved writing skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
4. 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.
5. Achieved main reason for training is based on the proportion of respondents reporting that the training 'fully' or 'partly' helped them to achieve their main reason for training.

Reporting changes

6. From the 2017 surveys and onwards, information on student characteristics was asked of respondents only when missing from the National VET Provider Collection.

Australian Bureau of Statistics data

7. 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).
8. Occupation is defined by the Australian and New Zealand Classification of Occupations (ANZSCO), version 1.2 (2013). This is an Australian Bureau of Statistics classification that identifies occupations according to their primary purpose (ABS cat. no 1220.0). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.



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