

## RTO Information

This report presents summary information about the Registered Training Organisation

Name	Oxygen College
Street Address	22 Gordon Ave
City/town/suburb	Geelong West
State	VIC
Post code	3218
NTIS number	22407

# Summary Report

The Summary Report provides information about the RTO and a snapshot of results for the scales measured by the Learner Questionnaire (LQ) and Employer Questionnaire (EQ).

For each scale, the Summary Report presents information about the:

- count of responses used to calculate the scale score;
- average scale score; and
- variation in scale scores.

Scores are reported on the response scale of 0 to 100, where 0 means 'strongly disagree' and 100 means 'strongly agree'.

Results are provided for learners and/or employers depending on the data entered into SMART.

This Summary Report can be used to analyse the number, average and variation of the survey responses. Comparisons can be made across scales, to previous reports, or between learners and employers.

## Summary statistics

Scale	Learners		
	Response count	Average score	Average variation
Trainer Quality	157	84.8	15.7
Effective Assessment	157	79.9	15.8
Clear Expectations	157	77.3	16.4
Learning Stimulation	157	77.7	17.6
Training Relevance	157	74.6	17.4
Competency Development	157	79.0	14.7
Training Resources	157	82.4	14.5
Effective Support	157	80.8	15.9
Active Learning	157	79.7	14.4
Overall Satisfaction	157	82.4	20.6

# Respondent Report

The Respondent Report provides summary information about learner demographics and training characteristics.

For each characteristic, the Respondent Report presents the:

- number of learners/employers in the population;
- number of survey respondents; and
- percentage of respondents.

Results are provided for learners and/or employers depending on the data entered into SMART.

This Respondent Report can be used to analyse the distribution of survey respondents across the RTO learner and/or employer population. It provides information on the representativeness and hence generalisability of the survey responses.

Characteristic		Learners		
		Population count	Respondent count	Respondent per cent
Field of education	Natural and physical sciences	0	0	0.0
	Information technology	0	0	0.0
	Engineering and related technologies	7	7	100.0
	Architecture and building	0	0	0.0
	Agriculture, environmental and related studies	0	0	0.0
	Health	0	0	0.0
	Education	1	1	100.0
	Management and commerce	1	1	100.0
	Society and culture	0	0	0.0
	Creative arts	127	127	100.0
	Food, hospitality and personal services	2	2	100.0
	Other	19	18	94.7
	TOTAL	157	156	99.4
Qualification level	Certificate I	0	0	0.0
	Certificate II	14	14	100.0
	Certificate III	41	41	100.0
	Certificate IV	41	41	100.0
	Certificate level unknown	0	0	0.0
	Diploma	42	42	100.0
	Advanced diploma	18	18	100.0
	Associate degree	0	0	0.0
	Degree	0	0	0.0
	Short course or statement of attainment	0	0	0.0
	VET Graduate Certificate or Diploma	0	0	0.0
	Other qualification or training	0	0	0.0
	Do not know	1	0	0.0
	Total	157	156	99.4

# Item Report

The Item Report presents information about learner and employer responses to individual items on the Learner Questionnaire (LQ) and/or Employer Questionnaire (EQ).

For each item, the Item Report presents information on the:

- number of valid responses to each response category 'strongly disagree' (SD), 'disagree' (D), 'agree' (A), 'strongly agree' (SA), the number of 'agreement' (AG) responses, and the number of missing (MI) responses;
- percentage of valid responses to each response category 'strongly disagree' (SD), 'disagree' (D), 'agree' (A), 'strongly agree' (SA), the number of 'agreement' (AG) responses, and the number of missing (MI) responses;
- average score; and
- variation in scores.

Scores are reported on the response scale of 0 to 100, where 0 means 'strongly disagree' and 100 means 'strongly agree'.

Results are provided for learners and/or employers depending on the data entered into SMART.

This Item Report can be used to analyse feedback on phenomenon measured by each LQ and/or EQ item. It provides detailed information that can be used to address specific aspects of education and training.

## LQ response category numbers

	Item	SD	D	A	SA	AG	MI
LQ1	Trainers encouraged learners to ask questions.	0	2	65	89	154	1
LQ2	Trainers made the subject as interesting as possible.	1	3	69	84	153	0
LQ3	Trainers had an excellent knowledge of the subject content.	0	4	47	106	153	0
LQ4	Trainers explained things clearly.	0	12	59	86	145	0
LQ5	Overall, I am satisfied with the training.	2	10	67	78	145	0
LQ6	I would recommend the training to others.	2	8	54	92	146	1
LQ7	I would recommend the training organisation to others.	2	7	56	90	146	2
LQ8	I received useful feedback on my assessments.	2	9	77	69	146	0
LQ9	Assessments were based on realistic activities.	0	6	80	71	151	0
LQ10	The way I was assessed was a fair test of my skills and knowledge.	1	2	75	79	154	0
LQ11	The training organisation gave appropriate recognition of existing knowledge and skills.	0	12	79	66	145	0
LQ12	It was always easy to know the standards expected.	0	16	87	54	141	0
LQ13	I usually had a clear idea of what was expected of me.	0	9	86	62	148	0
LQ14	Trainers made it clear right from the start what they expected from me.	0	9	80	68	148	0
LQ15	I was given enough material to keep up my interest.	1	8	80	68	148	0
LQ16	The amount of work I had to do was reasonable.	0	9	78	70	148	0
LQ17	The training was at the right level of difficulty for me.	3	15	81	58	139	0
LQ18	The training focused on relevant skills.	0	9	84	64	148	0
LQ19	The training prepared me well for work.	3	17	96	40	136	1
LQ20	The training had a good mix of theory and practice.	1	19	76	61	137	0
LQ21	I developed the skills expected from this training.	1	6	71	79	150	0
LQ22	I learned to work with people.	0	11	82	64	146	0
LQ23	I identified ways to build on my current knowledge and skills.	0	3	75	79	154	0
LQ24	I developed the knowledge expected from this training.	2	9	76	69	145	1
LQ25	I learned to plan and manage my work.	0	15	93	49	142	0
LQ26	Training resources were available when I needed them.	0	1	83	73	156	0
LQ27	The training used up-to-date equipment, facilities and materials.	0	2	72	83	155	0
LQ28	Training facilities and materials were in good condition.	0	3	82	72	154	0
LQ29	Training organisation staff respected my background and needs.	0	3	70	84	154	0
LQ30	The training was flexible enough to meet my needs.	0	7	69	81	150	0
LQ31	The training organisation had a range of services to support learners.	0	13	87	57	144	0
LQ32	I set high standards for myself in this training.	0	8	68	81	149	0
LQ33	I pushed myself to understand things I found confusing.	1	10	79	67	146	0
LQ34	I looked for my own resources to help me learn.	1	11	91	54	145	0
LQ35	I approached trainers if I needed help.	0	9	62	86	148	0

## LQ response category percentages

	Item	SD	D	A	SA	AG	MI
LQ1	Trainers encouraged learners to ask questions.	0.0	1.3	41.7	57.1	98.7	0.6
LQ2	Trainers made the subject as interesting as possible.	0.6	1.9	44.0	53.5	97.5	0.0
LQ3	Trainers had an excellent knowledge of the subject content.	0.0	2.6	29.9	67.5	97.5	0.0
LQ4	Trainers explained things clearly.	0.0	7.7	37.6	54.8	92.4	0.0
LQ5	Overall, I am satisfied with the training.	1.3	6.4	42.7	49.7	92.4	0.0
LQ6	I would recommend the training to others.	1.3	5.1	34.6	59.0	93.6	0.6
LQ7	I would recommend the training organisation to others.	1.3	4.5	36.1	58.1	94.2	1.3
LQ8	I received useful feedback on my assessments.	1.3	5.7	49.1	44.0	93.0	0.0
LQ9	Assessments were based on realistic activities.	0.0	3.8	51.0	45.2	96.2	0.0
LQ10	The way I was assessed was a fair test of my skills and knowledge.	0.6	1.3	47.8	50.3	98.1	0.0
LQ11	The training organisation gave appropriate recognition of existing knowledge and skills.	0.0	7.7	50.3	42.0	92.4	0.0
LQ12	It was always easy to know the standards expected.	0.0	10.2	55.4	34.4	89.8	0.0
LQ13	I usually had a clear idea of what was expected of me.	0.0	5.7	54.8	39.5	94.3	0.0
LQ14	Trainers made it clear right from the start what they expected from me.	0.0	5.7	51.0	43.3	94.3	0.0
LQ15	I was given enough material to keep up my interest.	0.6	5.1	51.0	43.3	94.3	0.0
LQ16	The amount of work I had to do was reasonable.	0.0	5.7	49.7	44.6	94.3	0.0
LQ17	The training was at the right level of difficulty for me.	1.9	9.6	51.6	37.0	88.5	0.0
LQ18	The training focused on relevant skills.	0.0	5.7	53.5	40.8	94.3	0.0
LQ19	The training prepared me well for work.	1.9	10.9	61.5	25.7	87.2	0.6
LQ20	The training had a good mix of theory and practice.	0.6	12.1	48.4	38.9	87.3	0.0
LQ21	I developed the skills expected from this training.	0.6	3.8	45.2	50.3	95.6	0.0
LQ22	I learned to work with people.	0.0	7.0	52.2	40.8	93.0	0.0
LQ23	I identified ways to build on my current knowledge and skills.	0.0	1.9	47.8	50.3	98.1	0.0
LQ24	I developed the knowledge expected from this training.	1.3	5.8	48.7	44.2	93.0	0.6
LQ25	I learned to plan and manage my work.	0.0	9.6	59.2	31.2	90.5	0.0
LQ26	Training resources were available when I needed them.	0.0	0.6	52.9	46.5	99.4	0.0
LQ27	The training used up-to-date equipment, facilities and materials.	0.0	1.3	45.9	52.9	98.7	0.0
LQ28	Training facilities and materials were in good condition.	0.0	1.9	52.2	45.9	98.1	0.0
LQ29	Training organisation staff respected my background and needs.	0.0	1.9	44.6	53.5	98.1	0.0
LQ30	The training was flexible enough to meet my needs.	0.0	4.5	44.0	51.6	95.6	0.0
LQ31	The training organisation had a range of services to support learners.	0.0	8.3	55.4	36.3	91.7	0.0
LQ32	I set high standards for myself in this training.	0.0	5.1	43.3	51.6	94.9	0.0
LQ33	I pushed myself to understand things I found confusing.	0.6	6.4	50.3	42.7	93.0	0.0
LQ34	I looked for my own resources to help me learn.	0.6	7.0	58.0	34.4	92.4	0.0
LQ35	I approached trainers if I needed help.	0.0	5.7	39.5	54.8	94.3	0.0

## LQ item averages and variations

	Item	Average score	Average variation
LQ1	Trainers encouraged learners to ask questions.	85.3	17.5
LQ2	Trainers made the subject as interesting as possible.	83.4	19.1
LQ3	Trainers had an excellent knowledge of the subject content.	88.3	17.6
LQ4	Trainers explained things clearly.	82.4	21.2
LQ5	Overall, I am satisfied with the training.	80.3	22.3
LQ6	I would recommend the training to others.	83.8	21.9
LQ7	I would recommend the training organisation to others.	83.7	21.6
LQ8	I received useful feedback on my assessments.	78.6	21.7
LQ9	Assessments were based on realistic activities.	80.5	18.9
LQ10	The way I was assessed was a fair test of my skills and knowledge.	82.6	18.7
LQ11	The training organisation gave appropriate recognition of existing knowledge and skills.	78.1	20.6
LQ12	It was always easy to know the standards expected.	74.7	20.8
LQ13	I usually had a clear idea of what was expected of me.	77.9	19.4
LQ14	Trainers made it clear right from the start what they expected from me.	79.2	19.8
LQ15	I was given enough material to keep up my interest.	79.0	20.4
LQ16	The amount of work I had to do was reasonable.	79.6	19.8
LQ17	The training was at the right level of difficulty for me.	74.5	23.3
LQ18	The training focused on relevant skills.	78.3	19.6
LQ19	The training prepared me well for work.	70.3	21.9
LQ20	The training had a good mix of theory and practice.	75.2	22.9
LQ21	I developed the skills expected from this training.	81.7	20.1
LQ22	I learned to work with people.	77.9	20.2
LQ23	I identified ways to build on my current knowledge and skills.	82.8	17.9
LQ24	I developed the knowledge expected from this training.	78.6	21.7
LQ25	I learned to plan and manage my work.	73.9	20.1
LQ26	Training resources were available when I needed them.	82.0	17.1
LQ27	The training used up-to-date equipment, facilities and materials.	83.9	17.5
LQ28	Training facilities and materials were in good condition.	81.3	17.8
LQ29	Training organisation staff respected my background and needs.	83.9	17.9
LQ30	The training was flexible enough to meet my needs.	82.4	19.5
LQ31	The training organisation had a range of services to support learners.	76.0	20.3
LQ32	I set high standards for myself in this training.	82.2	19.8
LQ33	I pushed myself to understand things I found confusing.	78.3	21.0
LQ34	I looked for my own resources to help me learn.	75.4	20.4
LQ35	I approached trainers if I needed help.	83.0	20.2



# Characteristics Report

The Characteristics Report presents information about learner responses to the scales measured by the Learner Questionnaire (LQ).

For each scale, the Characteristics Report presents information on the:

- number of valid responses;
- average scale score; and
- average variation in scores.

Scores are reported on the response scale of 0 to 100, where 0 means 'strongly disagree' and 100 means 'strongly agree'.

A separate Characteristics Report is provided for each of the scales measured by the LQ.

Scale scores are only computed for respondents who provided valid responses to all but two of the items in each scale.

Results are shown at the organisation level, and then broken down by any training or demographic characteristics that were entered along with survey data.

The Characteristics Report can be used to analyse feedback on each of the targeted scales measured by the LQ. This information is more reliable than results for individual items.

## Trainer Quality

### Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	84.8	15.7
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	94.6	10.6
	<b>Certificate III</b>	41	87.4	16.3
	<b>Certificate IV</b>	41	84.3	14.8
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	84.1	14.6
	<b>Advanced diploma</b>	18	74.5	17.7
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	84.9	15.7

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	84.8	15.7
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	85.7	12.5
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	100.0	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	85.2	15.9
	<b>Food, hospitality and personal services</b>	2	91.7	11.8
	<b>Other</b>	18	81.9	16.5
	<b>Total</b>	156	84.9	15.7

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	91.7	13.9
	February	129	83.3	16.2
	March	8	87.5	10.0
	April	1	100.0	0.0
	May			
	June	4	91.7	11.8
	July	9	95.4	11.1
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	84.6	15.9
	2016	4	87.5	10.8
	2015	1	91.7	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
1999				
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	84.7	15.7
Recognition of prior learning	Recognition of prior learning	14	85.7	14.8
	No recognition of prior learning	142	84.9	15.8

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	84.8	16.7
	Male	76	84.4	15.0
	Total	154	84.6	15.8
Learner age	Under 15			
	15 to 19	42	82.3	16.8
	20 to 24	39	84.2	14.4
	25 to 34	19	81.6	15.4
	35 to 44	20	93.7	11.4
	45 to 54	17	87.7	14.5
	55 to 64	11	84.1	22.2
	65 or over	9	81.5	14.9
	Total	157	84.8	15.7
Aboriginal or Torres Strait Islander origin	No	152	84.8	15.8
	Yes, Aboriginal	4	91.7	11.8
	Yes, Torres Strait Islander	1	66.7	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	84.8	15.7
Home language	English	144	84.4	15.7
	Language other than English	13	89.1	15.7
	Total	157	84.8	15.7
Permanent residency or citizenship	Australian	154	84.9	15.7
	Not Australian	3	80.6	17.3
	Total	157	84.8	15.7
Disability status	Disability identified	23	88.8	15.4
	No disability identified	133	84.3	15.7
	Total	156	84.9	15.7
Groups	1	5	88.3	16.2
	2	5	71.7	28.6
	4	6	77.8	12.5
	5	6	81.9	17.8
	6	5	93.3	10.9
	7	14	83.3	16.3
	8	7	91.7	9.6
	9	6	97.2	6.8
	10	7	91.7	12.7
	11	3	86.1	12.7
	12	7	100.0	0.0
	13	3	86.1	9.6
	14	9	83.3	14.4
	15	10	90.8	12.1
17	4	91.7	16.7	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	70.8	20.5
<b>20</b>	9	87.0	14.5
<b>21</b>	12	75.7	13.0
<b>22</b>	9	78.7	12.6
<b>23</b>	18	85.6	15.1
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	84.8	15.7

# Effective Assessment

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	79.9	15.8
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	89.3	10.6
	<b>Certificate III</b>	41	78.9	15.8
	<b>Certificate IV</b>	41	77.8	15.9
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	83.3	13.6
	<b>Advanced diploma</b>	18	72.2	19.8
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	80.0	15.8

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	79.9	15.8
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	81.0	15.7
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	83.3	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	80.1	15.6
	<b>Food, hospitality and personal services</b>	2	95.8	5.9
	<b>Other</b>	18	77.8	18.7
	<b>Total</b>	156	80.0	15.8

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	83.3	24.2
	February	129	78.4	15.6
	March	8	85.4	12.4
	April	1	100.0	0.0
	May			
	June	4	87.5	10.8
	July	9	89.8	11.6
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	79.7	15.8
	2016	4	81.2	17.2
	2015	1	91.7	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
	1999			
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	79.9	15.8
Recognition of prior learning	Recognition of prior learning	14	78.0	15.2
	No recognition of prior learning	142	80.2	15.9



## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	80.4	15.8
	Male	76	79.2	16.1
	Total	154	79.8	15.9
Learner age	Under 15			
	15 to 19	42	77.6	16.0
	20 to 24	39	78.6	15.9
	25 to 34	19	79.4	15.1
	35 to 44	20	89.6	12.9
	45 to 54	17	81.4	16.0
	55 to 64	11	78.0	19.8
	65 or over	9	75.9	12.1
	Total	157	79.9	15.8
Aboriginal or Torres Strait Islander origin	No	152	79.9	15.9
	Yes, Aboriginal	4	85.4	14.2
	Yes, Torres Strait Islander	1	66.7	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	79.9	15.8
Home language	English	144	79.0	15.6
	Language other than English	13	90.4	14.0
	Total	157	79.9	15.8
Permanent residency or citizenship	Australian	154	80.0	15.8
	Not Australian	3	77.8	19.2
	Total	157	79.9	15.8
Disability status	Disability identified	23	84.8	14.1
	No disability identified	133	79.3	15.9
	Total	156	80.1	15.7
Groups	1	5	78.3	13.9
	2	5	68.3	23.1
	4	6	65.3	6.3
	5	6	83.3	19.0
	6	5	90.0	13.7
	7	14	79.2	15.9
	8	7	78.6	16.6
	9	6	88.9	10.1
	10	7	77.4	17.2
	11	3	77.8	12.7
	12	7	92.9	8.9
	13	3	86.1	9.6
	14	9	78.7	13.2
	15	10	90.0	13.5
17	4	85.4	14.2	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	70.0	23.0
<b>20</b>	9	75.9	16.9
<b>21</b>	12	76.4	9.3
<b>22</b>	9	74.1	15.3
<b>23</b>	18	84.3	14.3
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	79.9	15.8

# Clear Expectations

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	77.3	16.4
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	88.9	13.1
	<b>Certificate III</b>	41	76.4	15.6
	<b>Certificate IV</b>	41	77.0	17.1
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	79.1	15.2
	<b>Advanced diploma</b>	18	67.3	17.2
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	77.4	16.5

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	77.3	16.4
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	85.7	12.4
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	77.8	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	77.2	16.7
	<b>Food, hospitality and personal services</b>	2	88.9	15.7
	<b>Other</b>	18	74.7	16.5
	<b>Total</b>	156	77.4	16.5

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	74.1	18.1
	February	129	76.0	16.4
	March	8	80.6	14.2
	April	1	100.0	0.0
	May			
	June	4	88.9	15.7
	July	9	87.7	13.0
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	77.4	16.5
	2016	4	66.7	9.1
	2015	1	77.8	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
	1999			
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	77.1	16.4
Recognition of prior learning	Recognition of prior learning	14	79.4	12.2
	No recognition of prior learning	142	77.2	16.8

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	77.4	17.9
	Male	76	76.9	15.2
	Total	154	77.1	16.5
Learner age	Under 15			
	15 to 19	42	79.9	17.0
	20 to 24	39	74.9	15.2
	25 to 34	19	74.9	17.3
	35 to 44	20	81.7	17.0
	45 to 54	17	79.1	15.2
	55 to 64	11	73.7	21.8
	65 or over	9	71.6	8.1
	Total	157	77.3	16.4
Aboriginal or Torres Strait Islander origin	No	152	77.4	16.4
	Yes, Aboriginal	4	80.6	10.6
	Yes, Torres Strait Islander	1	44.4	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	77.3	16.4
Home language	English	144	76.2	16.2
	Language other than English	13	89.7	14.0
	Total	157	77.3	16.4
Permanent residency or citizenship	Australian	154	77.3	16.4
	Not Australian	3	74.1	23.1
	Total	157	77.3	16.4
Disability status	Disability identified	23	79.7	15.9
	No disability identified	133	76.9	16.6
	Total	156	77.4	16.5
Groups	1	5	77.8	15.7
	2	5	66.7	28.3
	4	6	63.0	9.1
	5	6	77.8	21.1
	6	5	84.4	14.9
	7	14	77.8	16.9
	8	7	73.0	10.8
	9	6	87.0	13.0
	10	7	77.8	12.8
	11	3	81.5	6.4
	12	7	95.2	8.7
	13	3	77.8	11.1
	14	9	74.1	11.1
	15	10	75.6	20.8
17	4	86.1	16.7	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	61.1	16.8
<b>20</b>	9	80.2	20.6
<b>21</b>	12	77.8	11.6
<b>22</b>	9	74.1	14.7
<b>23</b>	18	81.5	13.7
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	77.3	16.4

# Learning Stimulation

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	77.7	17.6
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	88.1	15.4
	<b>Certificate III</b>	41	81.0	15.4
	<b>Certificate IV</b>	41	76.4	15.8
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	78.0	17.9
	<b>Advanced diploma</b>	18	65.4	20.8
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	77.8	17.6



Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	77.7	17.6
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	79.4	20.7
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	77.8	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	77.7	17.6
	<b>Food, hospitality and personal services</b>	2	77.8	15.7
	<b>Other</b>	18	79.0	18.2
	<b>Total</b>	156	77.8	17.6

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	77.8	12.2
	February	129	76.6	17.9
	March	8	79.2	17.3
	April	1	88.9	0.0
	May			
	June	4	88.9	15.7
	July	9	86.4	16.5
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	77.7	17.6
	2016	4	72.2	19.2
	2015	1	77.8	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
1999				
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	77.6	17.5
Recognition of prior learning	Recognition of prior learning	14	72.2	16.2
	No recognition of prior learning	142	78.3	17.7

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	79.6	18.6
	Male	76	75.7	16.4
	Total	154	77.7	17.6
Learner age	Under 15			
	15 to 19	42	76.2	19.4
	20 to 24	39	74.9	17.4
	25 to 34	19	76.0	16.7
	35 to 44	20	86.1	15.2
	45 to 54	17	77.8	18.0
	55 to 64	11	82.8	15.2
	65 or over	9	75.3	16.5
	Total	157	77.7	17.6
Aboriginal or Torres Strait Islander origin	No	152	77.9	17.8
	Yes, Aboriginal	4	75.0	10.6
	Yes, Torres Strait Islander	1	66.7	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	77.7	17.6
Home language	English	144	76.9	17.5
	Language other than English	13	87.2	16.9
	Total	157	77.7	17.6
Permanent residency or citizenship	Australian	154	77.8	17.4
	Not Australian	3	70.4	28.0
	Total	157	77.7	17.6
Disability status	Disability identified	23	81.2	20.5
	No disability identified	133	77.2	17.1
	Total	156	77.8	17.6
Groups	1	5	80.0	19.9
	2	5	77.8	15.7
	4	6	63.0	5.7
	5	6	79.6	23.7
	6	5	86.7	14.5
	7	14	81.0	14.7
	8	7	82.5	14.1
	9	6	88.9	17.2
	10	7	84.1	15.5
	11	3	70.4	6.4
	12	7	87.3	16.3
	13	3	96.3	6.4
	14	9	74.1	12.4
	15	10	78.9	20.6
17	4	83.3	19.2	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	66.7	24.6
<b>20</b>	9	71.6	13.7
<b>21</b>	12	74.1	12.8
<b>22</b>	9	64.2	15.5
<b>23</b>	18	80.2	20.4
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	77.7	17.6

# Training Relevance

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	74.6	17.4
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	84.9	14.8
	<b>Certificate III</b>	41	74.8	17.0
	<b>Certificate IV</b>	41	73.7	17.0
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	76.7	16.6
	<b>Advanced diploma</b>	18	63.6	19.0
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	74.6	17.5

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	74.6	17.4
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	77.8	12.8
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	77.8	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	74.5	17.9
	<b>Food, hospitality and personal services</b>	2	83.3	7.9
	<b>Other</b>	18	74.1	18.3
	<b>Total</b>	156	74.6	17.5

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	81.5	15.2
	February	129	73.0	17.8
	March	8	75.0	11.5
	April	1	77.8	0.0
	May			
	June	4	83.3	14.3
	July	9	87.7	15.2
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	74.3	17.6
	2016	4	75.0	10.6
	2015	1	100.0	0.0
	2014			
	2013	1	88.9	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
1999				
Apprenticeship or traineeship	Apprenticeship or traineeship	1	88.9	0.0
	Not apprenticeship or traineeship	154	74.5	17.5
Recognition of prior learning	Recognition of prior learning	14	76.2	19.4
	No recognition of prior learning	142	74.5	17.3

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	75.5	19.3
	Male	76	73.1	15.3
	Total	154	74.3	17.4
Learner age	Under 15			
	15 to 19	42	73.8	16.2
	20 to 24	39	72.9	17.6
	25 to 34	19	72.5	19.7
	35 to 44	20	83.3	15.9
	45 to 54	17	77.1	19.4
	55 to 64	11	68.7	17.8
	65 or over	9	72.8	13.7
	Total	157	74.6	17.4
Aboriginal or Torres Strait Islander origin	No	152	74.6	17.5
	Yes, Aboriginal	4	80.6	14.0
	Yes, Torres Strait Islander	1	55.6	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	74.6	17.4
Home language	English	144	74.3	17.6
	Language other than English	13	77.8	16.4
	Total	157	74.6	17.4
Permanent residency or citizenship	Australian	154	74.5	17.5
	Not Australian	3	77.8	19.2
	Total	157	74.6	17.4
Disability status	Disability identified	23	79.7	15.9
	No disability identified	133	73.7	17.6
	Total	156	74.6	17.5
Groups	1	5	77.8	11.1
	2	5	57.8	18.3
	4	6	55.6	18.6
	5	6	72.2	25.1
	6	5	80.0	14.5
	7	14	81.0	11.0
	8	7	68.3	21.7
	9	6	79.6	13.0
	10	7	82.5	12.6
	11	3	74.1	12.8
	12	7	92.1	10.6
	13	3	81.5	17.0
	14	9	76.5	18.0
	15	10	85.6	13.9
17	4	75.0	16.7	



<b>18</b>	1	66.7	0.0
<b>19</b>	10	63.3	22.9
<b>20</b>	9	72.8	11.3
<b>21</b>	12	71.3	15.3
<b>22</b>	9	64.2	13.4
<b>23</b>	18	75.9	18.4
<b>24</b>	1	88.9	0.0
<b>Total</b>	157	74.6	17.4

# Competency Development

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	79.0	14.7
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	87.1	11.5
	<b>Certificate III</b>	41	79.0	14.4
	<b>Certificate IV</b>	41	77.7	15.0
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	79.8	14.9
	<b>Advanced diploma</b>	18	74.4	15.4
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	79.1	14.7

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	79.0	14.7
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	75.2	14.3
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	73.3	0.0
	<b>Management and commerce</b>	1	53.3	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	79.4	14.7
	<b>Food, hospitality and personal services</b>	2	86.7	9.4
	<b>Other</b>	18	79.6	15.4
	<b>Total</b>	156	79.1	14.7

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	83.3	13.8
	February	129	78.0	15.1
	March	8	80.0	11.3
	April	1	73.3	0.0
	May			
	June	4	83.3	11.5
	July	9	88.1	12.4
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	78.8	14.7
	2016	4	81.7	14.8
	2015	1	80.0	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
	1999			
Apprenticeship or traineeship	Apprenticeship or traineeship	1	73.3	0.0
	Not apprenticeship or traineeship	154	79.0	14.7
Recognition of prior learning	Recognition of prior learning	14	79.5	13.7
	No recognition of prior learning	142	79.0	14.9

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	80.7	14.9
	Male	76	77.1	14.4
	Total	154	78.9	14.7
Learner age	Under 15			
	15 to 19	42	77.1	16.1
	20 to 24	39	78.5	13.7
	25 to 34	19	78.6	13.8
	35 to 44	20	85.3	12.9
	45 to 54	17	79.6	17.1
	55 to 64	11	80.6	15.9
	65 or over	9	74.1	10.8
	Total	157	79.0	14.7
Aboriginal or Torres Strait Islander origin	No	152	79.0	14.8
	Yes, Aboriginal	4	83.3	11.5
	Yes, Torres Strait Islander	1	66.7	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	79.0	14.7
Home language	English	144	78.4	14.6
	Language other than English	13	86.2	14.8
	Total	157	79.0	14.7
Permanent residency or citizenship	Australian	154	79.1	14.6
	Not Australian	3	73.3	24.0
	Total	157	79.0	14.7
Disability status	Disability identified	23	82.9	11.9
	No disability identified	133	78.4	15.1
	Total	156	79.0	14.7
Groups	1	5	85.3	17.3
	2	5	70.7	13.0
	4	6	65.6	5.0
	5	6	78.9	22.1
	6	5	89.3	11.2
	7	14	78.1	16.2
	8	7	78.1	19.5
	9	6	90.0	11.0
	10	7	80.0	13.3
	11	3	80.0	11.5
	12	7	89.5	13.3
	13	3	80.0	6.7
	14	9	73.3	10.5
	15	10	86.0	11.1
17	4	88.3	11.4	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	74.7	16.3
<b>20</b>	9	77.0	8.9
<b>21</b>	12	79.3	12.4
<b>22</b>	9	74.1	14.3
<b>23</b>	18	77.4	18.5
<b>24</b>	1	73.3	0.0
<b>Total</b>	157	79.0	14.7

# Training Resources

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	82.4	14.5
<b>Qualification Level</b>	Certificate I			
	Certificate II	14	88.1	14.1
	Certificate III	41	80.5	13.8
	Certificate IV	41	82.1	15.1
	Certificate level unknown			
	Diploma	42	84.9	14.3
	Advanced diploma	18	77.8	14.3
	Associate degree			
	Degree			
	Short course or statement of attainment			
	VET Graduate Certificate or Diploma			
	Other qualification or training			
	Do not know			
	<b>Total</b>	156	82.5	14.4

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	82.4	14.5
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	88.9	15.7
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	100.0	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	81.9	14.4
	<b>Food, hospitality and personal services</b>	2	94.4	7.9
	<b>Other</b>	18	82.7	14.4
	<b>Total</b>	156	82.5	14.4



Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	90.7	14.8
	February	129	81.3	14.3
	March	8	84.7	15.6
	April	1	77.8	0.0
	May			
	June	4	83.3	14.3
	July	9	90.1	15.2
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	82.1	14.5
	2016	4	86.1	16.7
	2015	1	88.9	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
1999				
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	82.3	14.4
Recognition of prior learning	Recognition of prior learning	14	82.5	14.9
	No recognition of prior learning	142	82.5	14.5

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	83.3	14.7
	Male	76	80.8	14.1
	Total	154	82.1	14.4
Learner age	Under 15			
	15 to 19	42	84.1	15.2
	20 to 24	39	79.2	13.8
	25 to 34	19	81.3	15.3
	35 to 44	20	89.4	10.5
	45 to 54	17	82.4	16.2
	55 to 64	11	82.8	14.4
	65 or over	9	74.1	12.4
	Total	157	82.4	14.5
Aboriginal or Torres Strait Islander origin	No	152	82.6	14.5
	Yes, Aboriginal	4	77.8	12.8
	Yes, Torres Strait Islander	1	66.7	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	82.4	14.5
Home language	English	144	81.7	14.2
	Language other than English	13	89.7	16.0
	Total	157	82.4	14.5
Permanent residency or citizenship	Australian	154	82.5	14.4
	Not Australian	3	77.8	19.2
	Total	157	82.4	14.5
Disability status	Disability identified	23	82.1	14.1
	No disability identified	133	82.5	14.6
	Total	156	82.5	14.4
Groups	1	5	80.0	18.3
	2	5	77.8	15.7
	4	6	75.9	14.8
	5	6	85.2	16.7
	6	5	88.9	13.6
	7	14	77.8	14.5
	8	7	82.5	12.6
	9	6	90.7	10.9
	10	7	79.4	13.5
	11	3	81.5	17.0
	12	7	98.4	4.2
	13	3	70.4	6.4
	14	9	72.8	11.3
	15	10	82.2	15.0
17	4	83.3	14.3	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	74.4	13.9
<b>20</b>	9	86.4	14.5
<b>21</b>	12	80.6	15.1
<b>22</b>	9	80.2	14.5
<b>23</b>	18	90.7	12.2
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	82.4	14.5

# Effective Support

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	80.8	15.9
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	91.3	12.5
	<b>Certificate III</b>	41	81.6	15.8
	<b>Certificate IV</b>	41	78.9	15.7
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	82.5	15.4
	<b>Advanced diploma</b>	18	71.6	15.8
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	80.8	15.9

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	80.8	15.9
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	82.5	18.0
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	100.0	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	80.2	16.0
	<b>Food, hospitality and personal services</b>	2	100.0	0.0
	<b>Other</b>	18	82.1	14.3
	<b>Total</b>	156	80.8	15.9

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	92.6	13.5
	February	129	78.7	15.7
	March	8	86.1	15.4
	April	1	88.9	0.0
	May			
	June	4	88.9	15.7
	July	9	92.6	12.4
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	80.6	16.0
	2016	4	83.3	11.1
	2015	1	77.8	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
	1999			
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	80.6	15.8
Recognition of prior learning	Recognition of prior learning	14	80.2	16.4
	No recognition of prior learning	142	80.9	15.9

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	81.1	16.7
	Male	76	80.0	15.2
	Total	154	80.5	15.9
Learner age	Under 15			
	15 to 19	42	79.4	17.3
	20 to 24	39	79.5	15.8
	25 to 34	19	81.3	14.8
	35 to 44	20	88.3	13.7
	45 to 54	17	80.4	16.9
	55 to 64	11	81.8	15.9
	65 or over	9	74.1	12.4
	Total	157	80.8	15.9
Aboriginal or Torres Strait Islander origin	No	152	80.8	16.1
	Yes, Aboriginal	4	80.6	5.6
	Yes, Torres Strait Islander	1	66.7	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	80.8	15.9
Home language	English	144	80.1	15.7
	Language other than English	13	88.0	16.6
	Total	157	80.8	15.9
Permanent residency or citizenship	Australian	154	80.9	15.8
	Not Australian	3	74.1	23.1
	Total	157	80.8	15.9
Disability status	Disability identified	23	85.0	14.1
	No disability identified	133	80.2	16.0
	Total	156	80.9	15.8
Groups	1	5	80.0	14.5
	2	5	71.1	12.7
	4	6	70.4	11.5
	5	6	75.9	16.4
	6	5	91.1	12.2
	7	14	77.0	16.6
	8	7	82.5	15.5
	9	6	92.6	13.5
	10	7	81.0	17.8
	11	3	74.1	23.1
	12	7	100.0	0.0
	13	3	81.5	12.8
	14	9	80.2	17.4
	15	10	87.8	16.1
17	4	83.3	14.3	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	68.9	15.5
<b>20</b>	9	84.0	12.6
<b>21</b>	12	75.9	13.3
<b>22</b>	9	74.1	15.7
<b>23</b>	18	84.6	15.8
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	80.8	15.9



# Active Learning

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	79.7	14.4
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	89.9	10.9
	<b>Certificate III</b>	41	79.3	14.7
	<b>Certificate IV</b>	41	78.7	13.3
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	80.2	14.1
	<b>Advanced diploma</b>	18	75.0	17.1
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	79.8	14.5

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	79.7	14.4
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	72.6	12.5
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	91.7	0.0
	<b>Management and commerce</b>	1	50.0	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	79.8	14.6
	<b>Food, hospitality and personal services</b>	2	91.7	0.0
	<b>Other</b>	18	82.4	13.1
	<b>Total</b>	156	79.8	14.5

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	83.3	19.0
	February	129	78.6	14.4
	March	8	77.1	11.6
	April	1	83.3	0.0
	May			
	June	4	81.2	4.2
	July	9	94.4	11.0
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	79.6	14.4
	2016	4	83.3	15.2
	2015	1	66.7	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
1999				
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	79.6	14.4
Recognition of prior learning	Recognition of prior learning	14	79.8	13.4
	No recognition of prior learning	142	79.8	14.6

## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	81.7	13.1
	Male	76	77.3	15.6
	Total	154	79.5	14.5
Learner age	Under 15			
	15 to 19	42	75.4	15.2
	20 to 24	39	81.6	14.6
	25 to 34	19	78.5	16.5
	35 to 44	20	85.0	11.0
	45 to 54	17	83.8	12.7
	55 to 64	11	81.8	13.3
	65 or over	9	72.2	11.8
	Total	157	79.7	14.4
Aboriginal or Torres Strait Islander origin	No	152	79.9	14.5
	Yes, Aboriginal	4	75.0	11.8
	Yes, Torres Strait Islander	1	66.7	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	79.7	14.4
Home language	English	144	79.9	14.4
	Language other than English	13	78.2	15.8
	Total	157	79.7	14.4
Permanent residency or citizenship	Australian	154	79.8	14.3
	Not Australian	3	75.0	25.0
	Total	157	79.7	14.4
Disability status	Disability identified	23	84.8	15.0
	No disability identified	133	78.9	14.2
	Total	156	79.8	14.5
Groups	1	5	83.3	15.6
	2	5	71.7	4.6
	4	6	70.8	13.7
	5	6	87.5	10.2
	6	5	85.0	7.0
	7	14	75.0	17.0
	8	7	83.3	14.4
	9	6	86.1	10.1
	10	7	77.4	13.4
	11	3	77.8	12.7
	12	7	94.0	7.9
	13	3	86.1	12.7
	14	9	75.9	17.9
	15	10	85.0	12.9
17	4	85.4	14.2	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	77.5	18.4
<b>20</b>	9	77.8	11.0
<b>21</b>	12	78.5	13.0
<b>22</b>	9	72.2	15.0
<b>23</b>	18	78.7	16.2
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	79.7	14.4

# Overall Satisfaction

## Training characteristics

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	82.4	20.6
<b>Qualification Level</b>	<b>Certificate I</b>			
	<b>Certificate II</b>	14	92.9	12.8
	<b>Certificate III</b>	41	84.0	20.5
	<b>Certificate IV</b>	41	81.2	21.9
	<b>Certificate level unknown</b>			
	<b>Diploma</b>	42	84.1	19.3
	<b>Advanced diploma</b>	18	70.4	21.9
	<b>Associate degree</b>			
	<b>Degree</b>			
	<b>Short course or statement of attainment</b>			
	<b>VET Graduate Certificate or Diploma</b>			
	<b>Other qualification or training</b>			
	<b>Do not know</b>			
	<b>Total</b>	156	82.5	20.6

Characteristic		Learners		
		Count	Average	Variation
<b>Provider</b>	<b>Total</b>	157	82.4	20.6
<b>Field of education</b>	<b>Natural and physical sciences</b>			
	<b>Information technology</b>			
	<b>Engineering and related technologies</b>	7	76.2	25.2
	<b>Architecture and building</b>			
	<b>Agriculture, environmental and related studies</b>			
	<b>Health</b>			
	<b>Education</b>	1	66.7	0.0
	<b>Management and commerce</b>	1	66.7	0.0
	<b>Society and culture</b>			
	<b>Creative arts</b>	127	83.0	20.9
	<b>Food, hospitality and personal services</b>	2	100.0	0.0
	<b>Other</b>	18	81.2	18.4
	<b>Total</b>	156	82.5	20.6

Characteristic		Learners		
		Count	Average	Variation
Training start month	January	6	72.2	25.1
	February	129	81.6	21.1
	March	8	84.7	15.6
	April	1	100.0	0.0
	May			
	June	4	97.2	5.6
	July	9	90.1	15.2
	August			
	September			
	October			
	November			
	December			
	Do not know			
Training start year	2018			
	2017	151	82.2	20.7
	2016	4	83.3	19.2
	2015	1	100.0	0.0
	2014			
	2013	1	100.0	0.0
	2012			
	2011			
	2010			
	2009			
	2008			
	2007			
	2006			
	2005			
	2004			
	2003			
	2002			
	2001			
	2000			
1999				
Apprenticeship or traineeship	Apprenticeship or traineeship	1	100.0	0.0
	Not apprenticeship or traineeship	154	82.3	20.7
Recognition of prior learning	Recognition of prior learning	14	81.7	17.2
	No recognition of prior learning	142	82.5	21.0



## Learner characteristics

Characteristic		Learners		
		Count	Average	Variation
Learner sex	Female	78	83.1	21.9
	Male	76	81.0	19.4
	Total	154	82.1	20.7
Learner age	Under 15			
	15 to 19	42	81.5	22.7
	20 to 24	39	81.8	20.2
	25 to 34	19	76.9	20.1
	35 to 44	20	93.9	12.7
	45 to 54	17	79.7	25.5
	55 to 64	11	80.8	19.9
	65 or over	9	82.7	13.7
	Total	157	82.4	20.6
Aboriginal or Torres Strait Islander origin	No	152	82.4	20.6
	Yes, Aboriginal	4	91.7	16.7
	Yes, Torres Strait Islander	1	50.0	0.0
	Yes, both Aboriginal and Torres Strait Islander			
	Total	157	82.4	20.6
Home language	English	144	82.0	20.9
	Language other than English	13	87.2	17.5
	Total	157	82.4	20.6
Permanent residency or citizenship	Australian	154	82.5	20.7
	Not Australian	3	77.8	19.2
	Total	157	82.4	20.6
Disability status	Disability identified	23	89.4	14.8
	No disability identified	133	81.3	21.3
	Total	156	82.5	20.6
Groups	1	5	82.2	16.9
	2	5	68.9	19.9
	4	6	60.2	15.9
	5	6	81.5	31.9
	6	5	93.3	14.9
	7	14	86.5	17.5
	8	7	77.8	36.9
	9	6	96.3	5.7
	10	7	87.3	16.3
	11	3	92.6	12.8
	12	7	95.2	12.6
	13	3	88.9	11.1
	14	9	85.2	13.6
	15	10	87.8	15.2
17	4	91.7	16.7	

<b>18</b>	1	66.7	0.0
<b>19</b>	10	67.8	26.9
<b>20</b>	9	79.0	21.8
<b>21</b>	12	81.5	18.6
<b>22</b>	9	74.1	13.6
<b>23</b>	18	83.3	22.9
<b>24</b>	1	100.0	0.0
<b>Total</b>	157	82.4	20.6

# Group Report

The Group Report provides information about each nominated group and a snapshot of results for the scales measured by the Learner Questionnaire (LQ) and Employer Questionnaire (EQ).

For each scale, the Group Report presents information about the:

- count of responses used to calculate the scale score;
- average scale score; and
- variation in scale scores.

Scores are reported on the response scale of 0 to 100, where 0 means 'strongly disagree' and 100 means 'strongly agree'.

Results are provided for learners and/or employers depending on the data entered into SMART.

This Group Report can be used to analyse the number, average and variation of the survey responses. Comparisons can be made across scales, to previous reports, or between learners and employers.

## Group 1 - MONDAY AFTERNOON CERTIFICATE III (GEE)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	88.3	16.2		
Effective Assessment	78.3	13.9		
Clear Expectations	77.8	15.7		
Learning Stimulation	80.0	19.9		
Training Relevance	77.8	11.1		
Competency Development	85.3	17.3		
Training Resources	80.0	18.3		
Effective Support	80.0	14.5		
Active Learning	83.3	15.6		
Overall Satisfaction	82.2	16.9		

## Group 2 - THURSDAY EVENING CERTIFICATE III (GEE)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	71.7	28.6		
Effective Assessment	68.3	23.1		
Clear Expectations	66.7	28.3		
Learning Stimulation	77.8	15.7		
Training Relevance	57.8	18.3		
Competency Development	70.7	13.0		
Training Resources	77.8	15.7		
Effective Support	71.1	12.7		
Active Learning	71.7	4.6		
Overall Satisfaction	68.9	19.9		

## Group 4 - MONDAY EVENING CERTIFICATE IV (BEG) (GEE)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	77.8	12.5		
Effective Assessment	65.3	6.3		
Clear Expectations	63.0	9.1		
Learning Stimulation	63.0	5.7		
Training Relevance	55.6	18.6		
Competency Development	65.6	5.0		
Training Resources	75.9	14.8		
Effective Support	70.4	11.5		
Active Learning	70.8	13.7		
Overall Satisfaction	60.2	15.9		

## Group 5 - THURSDAY AFTERNOON CERTIFICATE IV (GEE)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	81.9	17.8		
Effective Assessment	83.3	19.0		
Clear Expectations	77.8	21.1		
Learning Stimulation	79.6	23.7		
Training Relevance	72.2	25.1		
Competency Development	78.9	22.1		
Training Resources	85.2	16.7		
Effective Support	75.9	16.4		
Active Learning	87.5	10.2		
Overall Satisfaction	81.5	31.9		

## Group 6 - TUESDAY EVENING CERTIFICATE IV (GEE)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	93.3	10.9		
Effective Assessment	90.0	13.7		
Clear Expectations	84.4	14.9		
Learning Stimulation	86.7	14.5		
Training Relevance	80.0	14.5		
Competency Development	89.3	11.2		
Training Resources	88.9	13.6		
Effective Support	91.1	12.2		
Active Learning	85.0	7.0		
Overall Satisfaction	93.3	14.9		

## Group 7 - PPP (GEE)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	83.3	16.3		
Effective Assessment	79.2	15.9		
Clear Expectations	77.8	16.9		
Learning Stimulation	81.0	14.7		
Training Relevance	81.0	11.0		
Competency Development	78.1	16.2		
Training Resources	77.8	14.5		
Effective Support	77.0	16.6		
Active Learning	75.0	17.0		
Overall Satisfaction	86.5	17.5		



## Group 8 - MONDAY EVENING CERTIFICATE III (BRAT)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	91.7	9.6		
Effective Assessment	78.6	16.6		
Clear Expectations	73.0	10.8		
Learning Stimulation	82.5	14.1		
Training Relevance	68.3	21.7		
Competency Development	78.1	19.5		
Training Resources	82.5	12.6		
Effective Support	82.5	15.5		
Active Learning	83.3	14.4		
Overall Satisfaction	77.8	36.9		

## Group 9 - WEDNESDAY AFTERNOON CERTIFICATE III (BRAT)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	97.2	6.8		
Effective Assessment	88.9	10.1		
Clear Expectations	87.0	13.0		
Learning Stimulation	88.9	17.2		
Training Relevance	79.6	13.0		
Competency Development	90.0	11.0		
Training Resources	90.7	10.9		
Effective Support	92.6	13.5		
Active Learning	86.1	10.1		
Overall Satisfaction	96.3	5.7		

## Group 10 - WEDNESDAY EVENING CERTIFICATE III (BRAT)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	91.7	12.7		
Effective Assessment	77.4	17.2		
Clear Expectations	77.8	12.8		
Learning Stimulation	84.1	15.5		
Training Relevance	82.5	12.6		
Competency Development	80.0	13.3		
Training Resources	79.4	13.5		
Effective Support	81.0	17.8		
Active Learning	77.4	13.4		
Overall Satisfaction	87.3	16.3		

## Group 11 - THURSDAY EVENING CERTIFICATE IV (BRAT)EOY PHOTO

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	86.1	12.7		
Effective Assessment	77.8	12.7		
Clear Expectations	81.5	6.4		
Learning Stimulation	70.4	6.4		
Training Relevance	74.1	12.8		
Competency Development	80.0	11.5		
Training Resources	81.5	17.0		
Effective Support	74.1	23.1		
Active Learning	77.8	12.7		
Overall Satisfaction	92.6	12.8		

## Group 12 - MONDAY EVENING CERTIFICATE II (GEE)EOY ART

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	100.0	0.0		
Effective Assessment	92.9	8.9		
Clear Expectations	95.2	8.7		
Learning Stimulation	87.3	16.3		
Training Relevance	92.1	10.6		
Competency Development	89.5	13.3		
Training Resources	98.4	4.2		
Effective Support	100.0	0.0		
Active Learning	94.0	7.9		
Overall Satisfaction	95.2	12.6		

## Group 13 - WEDNESDAY AFTERNOON CERTIFICATE II (GEE)EOY ART

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	86.1	9.6		
Effective Assessment	86.1	9.6		
Clear Expectations	77.8	11.1		
Learning Stimulation	96.3	6.4		
Training Relevance	81.5	17.0		
Competency Development	80.0	6.7		
Training Resources	70.4	6.4		
Effective Support	81.5	12.8		
Active Learning	86.1	12.7		
Overall Satisfaction	88.9	11.1		

## Group 14 - MONDAY AFTERNOON CERTIFICATE III (GEE) EOY ART

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	83.3	14.4		
Effective Assessment	78.7	13.2		
Clear Expectations	74.1	11.1		
Learning Stimulation	74.1	12.4		
Training Relevance	76.5	18.0		
Competency Development	73.3	10.5		
Training Resources	72.8	11.3		
Effective Support	80.2	17.4		
Active Learning	75.9	17.9		
Overall Satisfaction	85.2	13.6		

## Group 15 - DIPLOMA (GEE)EOY ART

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	90.8	12.1		
Effective Assessment	90.0	13.5		
Clear Expectations	75.6	20.8		
Learning Stimulation	78.9	20.6		
Training Relevance	85.6	13.9		
Competency Development	86.0	11.1		
Training Resources	82.2	15.0		
Effective Support	87.8	16.1		
Active Learning	85.0	12.9		
Overall Satisfaction	87.8	15.2		



## Group 17 - TUESDAY AFTERNOON CERTIFICATE II (BRAT)EOY ART

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	91.7	16.7		
Effective Assessment	85.4	14.2		
Clear Expectations	86.1	16.7		
Learning Stimulation	83.3	19.2		
Training Relevance	75.0	16.7		
Competency Development	88.3	11.4		
Training Resources	83.3	14.3		
Effective Support	83.3	14.3		
Active Learning	85.4	14.2		
Overall Satisfaction	91.7	16.7		

## Group 18 - TUESDAY EVENING CERTIFICATE III (BRAT)EOY ART

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	66.7	0.0		
Effective Assessment	66.7	0.0		
Clear Expectations	66.7	0.0		
Learning Stimulation	66.7	0.0		
Training Relevance	66.7	0.0		
Competency Development	66.7	0.0		
Training Resources	66.7	0.0		
Effective Support	66.7	0.0		
Active Learning	66.7	0.0		
Overall Satisfaction	66.7	0.0		

## Group 19 - ADV MUSIC (GEE)EOY SOUND MUSIC

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	70.8	20.5		
Effective Assessment	70.0	23.0		
Clear Expectations	61.1	16.8		
Learning Stimulation	66.7	24.6		
Training Relevance	63.3	22.9		
Competency Development	74.7	16.3		
Training Resources	74.4	13.9		
Effective Support	68.9	15.5		
Active Learning	77.5	18.4		
Overall Satisfaction	67.8	26.9		

## Group 20 - APP (GEE) EOY SOUND MUSIC

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	87.0	14.5		
Effective Assessment	75.9	16.9		
Clear Expectations	80.2	20.6		
Learning Stimulation	71.6	13.7		
Training Relevance	72.8	11.3		
Competency Development	77.0	8.9		
Training Resources	86.4	14.5		
Effective Support	84.0	12.6		
Active Learning	77.8	11.0		
Overall Satisfaction	79.0	21.8		

## Group 21 - DIPLOMA MUSIC (GEE)EOY SOUND MUSIC

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	75.7	13.0		
Effective Assessment	76.4	9.3		
Clear Expectations	77.8	11.6		
Learning Stimulation	74.1	12.8		
Training Relevance	71.3	15.3		
Competency Development	79.3	12.4		
Training Resources	80.6	15.1		
Effective Support	75.9	13.3		
Active Learning	78.5	13.0		
Overall Satisfaction	81.5	18.6		

## Group 22 - ADV SOUND (GEE)EOY SOUND MUSIC

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	78.7	12.6		
Effective Assessment	74.1	15.3		
Clear Expectations	74.1	14.7		
Learning Stimulation	64.2	15.5		
Training Relevance	64.2	13.4		
Competency Development	74.1	14.3		
Training Resources	80.2	14.5		
Effective Support	74.1	15.7		
Active Learning	72.2	15.0		
Overall Satisfaction	74.1	13.6		

## Group 23 - DIPLOMA SOUND (GEE)EOY SOUND MUSIC

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	85.6	15.1		
Effective Assessment	84.3	14.3		
Clear Expectations	81.5	13.7		
Learning Stimulation	80.2	20.4		
Training Relevance	75.9	18.4		
Competency Development	77.4	18.5		
Training Resources	90.7	12.2		
Effective Support	84.6	15.8		
Active Learning	78.7	16.2		
Overall Satisfaction	83.3	22.9		

**Group 24 - CERTIFICATE III VISUAL ARTS CUA31115**

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
Trainer Quality	100.0	0.0		
Effective Assessment	100.0	0.0		
Clear Expectations	100.0	0.0		
Learning Stimulation	100.0	0.0		
Training Relevance	88.9	0.0		
Competency Development	73.3	0.0		
Training Resources	100.0	0.0		
Effective Support	100.0	0.0		
Active Learning	100.0	0.0		
Overall Satisfaction	100.0	0.0		



# Comments Report

The Comments Report lists the comments provided to the two open-ended questions on the Learner Questionnaire (LQ) and/or Employer Questionnaire (EQ).

Both the LQ and EQ contain questions that seek information about the best aspects of training, and about the aspects of training most in need of improvement. The report provides a print out of these.

## LQ best aspects

- Networking - Recording
Ability to learn more about my camera, expand my creative abilities, learn new software and experience access to photographic equipment for studio shoots.
Access to using studios and studio lighting Chris good environment allowed me to explore new places and meet new people
All of the aspects.
Being in the studio and/or using ProTools to record and/or mix
Developing my skills
Doing practical training was the best aspects
Enjoyed the learning environment Sharing of knowledge Learning of new skills
Enjoyed the opportunities when they arose to get out and do photos with the teacher Researching other photographers and learning varies styles of photography That the teacher in the last term organised a day out for a photography shoot
Everything was good and training gave me more confidence to try new skills. I enjoyed the course from start to the end.
Exploring Ableton and Pro Tools. Exploring different genres with the cover bands and working with the Original bands.
For myself I felt the time in the live space was very valuable with the whole setting up and mixing bands. It gives the a sense of being out in the field and actually working while still giving the comfort of being inside a learning space.
Getting my work finished on the time they needed to be handed in.
Given enough time to be able to finish work so not to put to much pressure on me. Clear good instruction at all times and excellent facilities.
Good teachers, tailoring teaching to accommodate individual student needs.
Hands-on learning
Having access to a wide variety of knowledgeable resources in different creative fields under the same roof.
Having one on one and class time discussions, meeting new like minded people, the feeling of accomplishment with the successful completion of assignments. Even though so much more to learn broadening my knowledge of my camera.
Having the ability to network and perfume with musicians that I wouldn't have met outside the course
I enjoyed learning a broad range of techniques and mediums.
I enjoyed the creative environment and learning along side like minded students. Our teacher was always helpful in situations when we needed extra clarification, I Felt that her feedback was always done in a helpful and constructive manner and I enjoyed being part of her class.
I feel as though it covered all basis and gave us great knowledge to prepare ourselves for when we leave the college to manage ourselves as artists n the real world.
I found the best aspects of this training was that the work had a good range to it. people who were only starting off were able to complete the work while experienced people were able to challenge themselves.
I liked the collaboration methods used within rehearsals. I learnt a lot from my peers and how to create music within different genres and styles. Trainers tried over the year to make subjects as interesting as possible even when there was not a lot to do with them and their enthusiasm helped keep my energy and work ethic up, which was really needed in the classroom as sitting infront of computers is exhausting.

I loved learning all the theory, as it helped me to understand and gain confidence in creating music as well as rehearsing and performing.
I really enjoyed learning some new skills. Our trainer was very approachable and often repeated things I didn't understand. I really appreciated her assistance and help. The course was very helpful and I enjoyed times actually taking photos the best. Learning new computer skills was great and I feel more confident in editing my photos. I thought the course was great and you have to organise yourself to do extra during the week to keep up. Great course. Great trainer.
I really enjoyed working and learning with like minded people. the trainer made the environment fun and easy to work in.
I think the best aspects were learning how to collaborate with others in a band style and creating an understanding of what you wanted to do with your career
Interesting theory and practical work. Instructions clear and concise.
It enabled me to expand my creativity. It challenged me and inspired me to continue to improve.
Ive developed a new talent and interest I previously had little knowledge of. plenty of food for thought and challenges.
Learning a variety of techniques.
Learning and working with a different variety of people for a broad range of skills.
Learning how to better use and understand my camera and also how to use lightroom and photoshop. Having the opportunity to use the studio spaces for photoshoots and receiving help and feedback during the process.
Learning how to shoot on manual mode My teacher
Learning in company of like minded students made the work easy and our instructor explained clearly how to do tasks and what was required.
Learning photoshop and lightroom
Learning the skills that i wanted to learn and furthering my knowledge
Learning to use the camera, different photo techniques
Loved it all
Meeting like minded people and having informative interactions with the trainer further cementing training.
Meeting people with similar interests as me
Music theory was fascinating and important as well as getting to know DAW programs such as Ableton live, I specifically found those programs useful and practice
Our trainer was very hands on and approachable this made learning easier
Our trainer, Travis, was particularly knowledgeable and approachable. He was a pleasure to work for. He set realistic expectations, but was also very understanding of extenuating circumstances. I would love to further my learning in the future
Performing and learning about the music industry
Plenty of time to complete the tasks and easy to understand. Great trainer.
Practical classes, hands on training was the best way I learnt.
Practical use of the live spaces and mixing consoles (setting up, running performances etc)
Provide opportunities to research and experiment - opening up areas of life only briefly experienced in the past. The training now allows me to better appreciate different aspects of art, eventhough this is an introductory or initial course in visual arts.
Recording my own project and not having to have someone watch over me, but still be available if I needed help
Set guidelines by Trainer at beginning of class, practical and theory elements and a précis of what was required at the next class.
Some of the best aspects of the training wad just how practical all the work is. Even in the "theory" classes, it was often very hands on work.
Some of the best aspects of the training were the fact that we were being aught by trained industry professionals who overall made the whole experience feel more professional. Learning all of the different things that I can do With my DSLR camera were some of the best parts in the course. Learning all the skills that I am going to need as a professional photographer in the future was some of the best aspects of the course
Studio work. Learning to use flash lighting has moved my photography skills up a level.
Teacher were very encouraging and extremely helpful.

The Knowledge of the teachers
The Practical lessons, were far better than the theory only because of your learn far better doing hands on.
The ability to learn several different art mediums and having them all taught in such a professional but friendly way.
The basics of camera use were well presented. The teaching material was clear in what was been taught and what was required.
The best aspect is that we are pushed toward improvement and development from every single trainer, the trainers were great and had a vast knowledge.
The best aspect of my training was when the college finally fired Travis and we got to learn from Andrew Whiteford for our final term.
The best aspect of this course was our trainer Noeleen, she was helpful and made learning fun. The variety of each project was great.
The best aspect of this course were the trainers and them sharing their expert opinions and experiences.
The best aspect of this training is the holistic approach for an artist. Not just focusing on small things in particular, but becoming a better overall musician to allow flexibility once students get into the industry
The best aspects of the training was that I got to learn more about Photoshop and learning how to develop my skills to be able to take great photos.
The best aspects of the training was the lovely trainers who gave an arm and a leg for people in need.
The best aspects of the training were how hands on this course is. It made learning very easy and understandable.
The best aspects of training for me was the versatility of the assignments. The assignments covered all sorts of catagories that the students had a specific interest in. I personally found the portrait, still life and food photography the best because I already had an interest in them but also because they were very thoroughly explained and demonstrated.
The best aspects of training were mainly the practical side of the course, more specifically the live events put on by both college and students enabling a real world experience.
The best aspects of training were working with the business instructor who while teaching us a "boring" topic, made it light, interesting and showed us exactly how to apply the skills in our careers. I enjoyed the theory classes as they stretched my skills and made me widen my horizon
The best aspects were learning how to use my camera in manual mode.
The best aspects were the variety of subjects covered throughout the schooling
The best part for me was the practical
The broad range of activities and assignments.
The flexible time frame the class was set and the variety of skills achieved
The freedom and flexibility to take your own direction with learning specialisation. The required course workload allowed enough space for individuals to really focus on skills and areas that they found important as well as being developed in the core areas. Lots of rehearsal time, well balanced
The freedom. There were, of course, certain requirements, but restriction wise, not much. I was given freedom in the art I created.
The hands on practical experience of both the live and studio settings was fantastic.
The in-depth knowledge of the majority of the trainers made things really quick and easy to understand for the most part, with the exception of Lilith who had no clue what was going on most of the time.
The level of practical experience. Good balance of demonstration and self exploration. Varied use of mediums especially mediums you wouldn't be able to explore at home (print making).
The practical training.
The practical work, as it put what we learnt into real life which is exactly what I needed for my learning style. Not only just the music side, but also talks about the industry such as distribution etc (which I would have liked more of) as it really prepares you for the career you'll have.
The size of the class was a great aspect, it was very personal and had a nice atmosphere. That helped me to learn and feel at ease when creating artworks, which I think is most important
The structured programme gave a logical development of skills through review and assessment.
The teachers did a great job helping the students that needed help and make them understand clearly better with the units that need to be done or to help to answer the questions. Also they gave us many ideas and information and new skills in photography for our careers in the future.

The teachers knowledge
The theory would have been the best aspect of the training.
The trainers always said their best to see everyone that needed help and also helped as best as they could and stayed with the student until they believed they understood
The trainers made everything easy to understand and grasp
The trainers where always available and ready to help out in every aspect of this course
The variety of the areas of art that were covered. The variety of people in the class. all there for their own reasons.
There was always something happening to work on and we were pushed to be thorough.
Trainers had extensive knowledge in a number of areas regarding the music industry. i found their methods of relaying complicated concepts clear and easy to follow most of the time.
Trav was very patient with the range of students we had in the class and was happy to discuss the subject/s.
Travis was very supportive and made my learning interesting and fun. I really enjoyed the lighting modules and through this unit found that I was very passionate about lighting and still life.
Up to date facilities and work practises.
Using the live space and mixing live bands as often as we did.
Very hands on, trainer's have great knowledge of what is taught.
Very supportive atmosphere no judgement and lots of encouragement
Watching myself improve and learning my way around Lightroom.
Working in real life environments, both assessments and prac classes
Working in the studio with different musicians
Working in the studios Learning how to create a mix/editing Working with others to achieve your goals Australias historical past of music Gaining independence
best aspects of the training was going out and enforcing the skills you've learnt in class
developing and enhancing my skills
for me the studio work, learning to photograph with lighting & electors etc
hands on tasks with the benefit of the support from the tutor
hands on work
i think the best things we did was the practical work.
improvement of own knowledge
leaning new ways to take pictures and editing with light room and photoshop
learning a lot more than I did before in practical and theory work the lessons really helped me
learning about light to dark drawing or painting light in pictures learning form to give 3d effect step by step improved my self trainings was in order to help build me up to higher level artists
meeting like minded people
na
overall everything being able to get a better understanding of my camera and photoshopping my images.
self development gained from them
that andrew came back to teach us in the last semester and then we started to learn like we should have had in the beginning.
the best aspects were being allowed to be as creative as possible and work in our own style without being looked down upon.
the knowledge and encouragement of the lecturer and other students
the teachers are lovely
the trainer. the facilities and use of equipment
the trainers were really enjoyable and working with others was a great experience
the use of the facilities such as the computers and the studio
use of the camera
using the studio, live space and learning to mix



## LQ needs improvement

- Performance feedback - Trainer presence - Course work clarity - Organisation of trainers - Morale
A full class schedule provided at the beginning of the training would have been beneficial. If you missed one class for whatever reason then you may have been automatically a week behind in a project that you didn't know you were beginning.
Allowing more time to process images Getting more feedback within the editing process of our images so then we can make changes if advised
At the beginning of the year I felt I could discuss my concerns more than later on in the year. I felt like I wasn't really listened to, which then lead to me feeling like I couldn't/shouldn't speak up.
At times the computers could be frustrating. I actually really thought it was a good course. It would have been nice to be out with the camera a bit more.
Could have been more hands on photography The initial teacher although a nice bloke lacked some of the skills necessary to be a good teacher. Would have like more information on aspects of the camera and their functions
For some units information had to be crammed into a short timeframe.
Happy with all aspects.
Having a few more subjects related to session musicians or things that don't require you to have your own act
Having our teacher changed to a more competent teacher
How the work booklets are held together. Diversity in age groups, needs to be advertised to younger students.
I feel there could have been more instruction on how to use Photoshop.
I felt the work books needed to improve they were very repetitive and at times confusing. When we were given three books in one they fell apart and became a nightmare to work with. In some units it was difficult to work out what actually need to be handed in for that module.
I found none of them needed improvement.
I found the Lightroom aspect of learning was quiet difficult and frustrating at the beginning. My computer skills were very limited and thankfully improved by the end of the course. I wish more Time had been allotted to this particular aspect. This was made more difficult due to the fact that we had a number of public holiday's during this time.
I found the debating unit hard to do, especially in such a short time. Maybe if we were only given one debate in that time, i would have found it easier to gather more information and understand what was required easier, spending more time on one.
I found the first term very slow as I already had a good understanding of most of the things covered. I would have liked to have been able to do more at my skill level from the start
I just worked slower than the expected rate. I was always rushed to finish. Maybe another week on each area of art.
I think I was expecting a bit more Pro Tools learning as I was still unsure of somethings toward the end of the year, That may be a misunderstanding on my part on the course structure and how much we actually would be mixing In pro tools.
I think for for me what needed improving is still adapting the settings on the camera and understanding what settings are appropriate.
I think it would be helpful to split classes within the week. Sitting at a table all day is very tiring and breaking that up would help keep my brain switched on. The printed and microwave are also pretty rubbish. Please replace!
I think that parts of the training that needs improvement is the practical side of the course as lots of people didn't get to show the strengths in this area.
I think the facility needs better computers. The ones that were used were very slow sometimes.
I would like to be challenged further in my classical music training, but perhaps that was just my choice for joining a more contemporary artist based college. Also room for improvement in facilities at the college, such as the printer, and the downstairs microwave!
I would suggest maybe a couple of outings as a group to take photos with the lecturer present.
I wouldn't say that anything in the training needed improvement
Improvement is needed for the overall course structure. I had no previous experience and felt at times that what i was learning was beyond me as i was trying to learn about my camera, the computer programs and what was being taught. although i thrive on challenges i still felt this was difficult at times.
Just the printer

Learning more about how to use photoshop
Manual focusing.
Mixing more in Pro Tools because we didn't really spend much time in it practicing the skills we need for mixing in it.
More concise written information
More emphasis or support perhaps on developing a brand or body of work although I think that may have been an individual problem with me personally.
More feedback on the assignments.
More in depth explanations of how to use Pro Tools rather than just getting the students to read and follow Pro Tools 101 book and exercises.
More interaction with camera, more outings with camera, length of assignments way too much to read and understand, too many double ups. clearly a more direct and set out approach needs attention. I think one day a week is not doable, 2 days minimum for future thought. Desperately needed to touch base on the photo imaging side of things more I feel, would be great to come away with more knowledge and understanding of both the Photoshop and Lightroom applications and how they work.
More practical time spent taking photos in class time with assistance not as much theory as could do that at home. I still find it difficult to know what settings when. I do not feel comfortable that I could just go out and use settings in different light. I do understand course being at night is difficult but would expected we could have done more than a handful of shooting photos in class
More studios to work in, with up to date camera equipment.
More time spent in studio focusing on specific techniques used in professional mixing
My music knowledge and theory
Needs to have a few more exciting and motivating tasks. Not that there weren't any. I just think a few more 'radical' art activities could make it just that bit more enjoyable!
None
None I can think of at this time.
Nothing needs to be improved, everything in the course was great and helpful.
Nothing!!! they did an awesome job this year helping everyone and giving us great skills.
One trainer's attitude was very poor, and made classes unenjoyable for the whole class. I also feel because of this I did not get as much out of the class as I felt I could not ask questions. Their teaching methods, patience and emotional self control leave a lot to be desired.
Organisation of the course layout
Perhaps the facility in Ballarat could offer more comforts. No hot water cold rooms.
Some activities needed to be explained a little better as in the books it was sometimes quite confusing.
Some aspects of communication between staff and students - more clearer documentation of assessment and college events throughout the year.
Some courses such as sound and Ableton were squashed into a a limited amount of sessions due to time restrictions. I would have loved to spend a bit more time on these to explore them in more depth and feel it would have benefitted me more as an individual.
Some of the Theory lessons certainly could of been delivered better and perhaps even more indepth, often found myself bored and waiting to move on to the next topic for at least ten/twenty minutes.
Some of the documents didn't flow and added more work than was necessary to the curriculum and also added confusion to the learning process. The trainer did a great job of re simplifying this and should be highly regarded for his efforts.
Some of the questions in the workbooks were quite repetitive (and seemed unnecessary at times)
Some of the units really need to be cleaned up and made more practical/realistic as they end up being way more of a drag then they should be
Some technological items may break down from time to time eg, computers.
Some trainers need to be more clear on what we are meant to be doing in some classes. Some parts of the corse seemed irrelevant to what we have been learning
Sometimes I thought there was a bit too much work for the time we had with our music and most of the time made it a bit stressful for others
Spreading the workload and more training in the live space

Students need to learn to listen and not distract those who where.
The books. Having 4 different sections all starting at page 1, and then having to go fro one unit/subject to the next got very confusing and made me feel scattered. Jumping all over the place, within the books, was somewhat frustrating
The college really needs to pick teachers wisely. Travis de clifford ruined my first 3 terms here at oxygen college. i feel my time here was wasted in that time because Travis didn't know what he was doing. He was not inspirational or creative nor did he bother to expand on course material.
The debate unit was not any fun
The lack of Theory based classes
The language used in the book, it wasn't clear what we needed and made me ask the trainer a million questions. This could have been solved had the language been easier to understand.
The service or training course offered - with professional tutors makes a major difference in the delivery to the enjoyment and pleasure that participants gain. This is a success for this training college.
The term books were poorly worded and left 80% of my class confused as to what they were required to do for assessments. We asked the trainers but a decent amount of the time the confusion spread to them too or what we were meant to do did not match up with what the term books stated.
The use of pro tools and how to use different plugins
The way the workbook questions were worded - nobody appreciates government gobblydegook.
There was a level of uncertainty with regard to the Tour unit, seemed like it didn't necessarily have much direction or engagement from the trainer. After the recording process there was a drop in morale across the whole class, felt like there wasn't much communication in regard to final mix meetings and the timing of video shoots (this is likely due to extraneous issues though).
To be honest there's not a lot that needs improvement in my opinion because I defiently got the best out of this course. If anything, it would be for the trainers and other staff to make sure they focus more on the people who want to do well instead of the people who waste everyone else's time.
Towards the end of the course it becomes very theory heavy. This would be okay if there were some other practical components to break up the bookwork such as a few more practice mixes with higher expectations and 1 more studio project.
Trainer interactions lacked very occasionally.
Very slow start to the course, meant we were always on catch up mode. I would have preferred more time to be a little more creative.
Work load spread out over the period of the course
Would suggest allow more time for feedback and discussion on our individual works. Possibly run a couple of photo shoots on some common photographic soots, e.g. landscape, portraits, street scenes, etc.
dedicated teachers like andrew whiteford
finding car parks was hard and car parks let you stay only 1 hour or 2 so I had to keep moving my car so it took to much time over the year class time I felt was robbed from me cos class was 3 hours and car parked only was 1 hour or 2 so I lost focus during the class in worry of getting parking ticket
id like more work on photoshop
im not quite sure
leaning to use application light room and photoshop on a apple computer
less time in front of the computer and more time using the camera
more hands on tasks i.e. learning how to set up lighting tasks a few times, more outside exertions to learn about different situations
more in-depth and less speeding through everything
more studios to work in
na
none I can think of
numbers in class sometimes made it cramped to work in, but this nwas usually resolved.
photoshop.
printing as a resource was unreliable because the printer really worked.
some of the deadlines for the units were inconvient by having multiple larger units all due at the same time



the course load this year was absolute bullshit. we spent a lot of the year not doing anything at all, and with the final weeks of the course approaching they've loaded time consuming assessments on us. I can't produce my best work on such a low time schedule which is upsetting.

the last workbook was large and complicated, should have been three seperate books

the photo copier stuffed up a lot may be time for a new one

work books going over what we had previously done.

# Administration Report

The Administration Report provides information provided by the training organisation on survey management. It provides a print out of responses entered into the SMART system.

<b>Learner survey feedback</b>	
Staff days spent managing learner survey	
Cost of direct expenses of learner survey	
Problems encountered during learner survey	
<b>Employer survey feedback</b>	
Staff days spent managing employer survey	
Cost of direct expenses of employer survey	
Problems encountered during employer survey	

# Registering body report

06 Jun 2018

## RTO Information

NTIS number	22407
Name	Oxygen College
Street Address	22 Gordon Ave
City/town/suburb	Geelong West
State	VIC
Post code	3218

## Learner and employer response

	Learners	Employers
Response count (number)	157	0
Population count (number)	157	
Response rate (per cent)	100.0	

## Learner and employer feedback

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
All scales	80.0	20.4		
Trainer Quality	84.8	15.7		
Effective Assessment	79.9	15.8		
Clear Expectations	77.3	16.4		
Learning Stimulation	77.7	17.6		
Training Relevance	74.6	17.4		
Competency Development	79.0	14.7		
Training Resources	82.4	14.5		
Effective Support	80.8	15.9		
Active Learning	79.7	14.4		
Overall Satisfaction	82.4	20.6		

## Survey contexts and use

Completion of this section is optional and may be used by the RTO to provide information and an explanation of the data provided.

Information	Explanatory notes
Specific contexts to consider when interpreting survey results	
Main ways data has been used for continuous improvement	