

## Code book for Student Outcome Survey 2006 (student suggestions) confidentialised unit record file

JOSIE MISKO AND SUELLEN PRIEST

This document was produced by the author(s) based on their research for the report *Students' suggestions for improving their VET experience*, and is an added resource for further information. It is available on NCVET's website: <http://www.ncver.edu.au>

The views and opinions expressed in this document are those of the author(s) and do not necessarily reflect the views of the Australian Government, state and territory governments or NCVET. Any errors and omissions are the responsibility of the author(s).

© Australian Government, 2009

This work has been produced by the National Centre for Vocational Education Research (NCVER) on behalf of the Australian Government and state and territory governments with funding provided through the Australian Department of Education, Science and Training. Apart from any use permitted under the *Copyright Act 1968*, no part of this publication may be reproduced by any process without written permission. Requests should be made to NCVET.



# Contents

---

Data codes	4
How to read the data	4
Domain Mapping	15

## How to read the data

This booklet provides details on the codes used to classify the verbatim suggestions for improvement made by students in their responses to the Student Outcomes Survey as well as the codes for various types of demographic information, and responses to questions about how students evaluate their training. These verbatim suggestions represent a random sample of responses to the Student Outcomes Survey. Students are able to make up to three suggestions for improvement and these have been classified according to what we have called sub-domains and major domains. Sub-domains try to capture as closely as possible the specific detail of the suggestion while the major domain categorises the specific details into key themes. We indicate the various sub-domain and major domain variables, descriptions and umbrella categories in the next section of the report. We enable students to provide three suggestions which are coded to sub-domains and major domains. In one case only we allow a fourth suggestion because it relates to the type of facilities that students find lacking.

A considerable number of students comment about the quality of their experience but do not turn this into a suggestion for improvement. When this happens these responses are coded into positive and negative outcomes and not used in the analysis. Sometimes other students provide actual suggestions for improvement in addition to providing some positive or negative comments about the experience. When this happens we take account only of the suggestions that accompany the positive and negative comment. There is a small group of students who report their unwillingness or inability to participate in the survey, make a silly comment or quip, or did not participate in the course that they are asked to comment on in the survey. These are removed from the analysis, even though they still exist on the data file.

The reader will also note that the database has tried extremely hard to preserve the security of respondents by confidentialising the entries and using fictitious names for people (for example, Ms 'A') and institutions (for example, 'AAA TAFE, B Campus'). Where possible, comments about the same institution carry the same fictitious name. The reader must also be aware that any classification of verbatim suggestions is based on the informed judgment of the author who has tried hard to be faithful to what students have said.

We start off by providing descriptions of what each column in the database contains. This includes the column reference (for example, Column A and so on), the variable name and the data codes for each of the numeric variables. In the domain mapping section we provide descriptions of the variables used for sub-domains and major domains.

---

To access the *SOS 2009 (student suggestions) confidentialised unit record (CURF)*, please contact NCVER at <[ncver@ncver.edu.au](mailto:ncver@ncver.edu.au)> and we will send out the necessary documentation for you to complete

---

## Description of excel columns, variable names, explanation for variables, variable type and codes for each

Excel columns	Variable name	Description	Variable type	Codes
Column A	ID	Student identification number	numeric	
Column B	Q51_Suggestions_for_improvement	Student comments and suggestions for improvement	character	See domain mapping section
Column C	sub-domain 1	Classifications of comments into specific variables	character	See domain mapping section
Column D	Major domain 1	Classifications of comments into specific variables	character	See domain mapping section
Column E	sub-domain2	Classifications of comments into specific variables	character	See domain mapping section
Column F	Major domain 2	Classifications of comments into specific variables	character	See domain mapping section
Column G	sub-domain 3	Classifications of comments into specific variables	character	See domain mapping section
Column H	Major domain 3	Classifications of comments into specific variables	character	See domain mapping section
Column I	sub-domain 4	Classifications of comments into specific variables	character	See domain mapping section
Column J	Major domain 4	Classifications of comments into specific variables	character	See domain mapping section
Column K	STATE	State and territory names— abbreviated	character	NSW', 'VIC', 'QLD', 'SA', 'WA', 'TAS', 'NT', 'ACT'
Column L	SECTOR1	Provider type	numeric, 1 to 4	1='TAFE and other government providers', 2 = 'Adult and community education providers', 3 = 'Private providers'
Column M	GROUP	Student group	numeric, 1 to 2	1 = 'Graduates', 2 = 'Module Completers'
Column N	INSTITUTE	Institute code	numeric	Confidential
Column O	COURSE_ID	Code for course	character	see code on NTIS website ( <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> )
Column P	FOE_4D	Field of education	Numeric	0 = 'Not stated'

Excel columns	Variable name	Description	Variable type	Codes
				101 = 'Mathematical sciences' 103 = 'Physics and astronomy' 105 = 'Chemical sciences' 107 = 'Earth sciences' 109 = 'Biological sciences' 199 = 'Other natural and physical sciences' 201 = 'Computer science' 203 = 'Information systems' 299 = 'Information technology (not elsewhere classified)' 301 = 'Manufacturing engineering and technology' 303 = 'Process and resources engineering' 305 = 'Automotive engineering and technology' 307 = 'Mechanical and industrial engineering and technology' 309 = 'Civil engineering' 311 = 'Geomatic engineering' 313 = 'Electrical and electronic engineering and technology' 315 = 'Aerospace engineering and technology' 317 = 'Maritime engineering and technology' 399 = 'Other engineering and related technologies' 401 = 'Architecture and urban environment' 403 = 'Building' 501 = 'Agriculture' 503 = 'Horticulture and viticulture' 505 = 'Forestry studies'

Excel columns	Variable name	Description	Variable type	Codes
				507 = 'Fisheries studies' 509 = 'Environmental studies' 599 = 'Other agriculture, environmental and related studies' 601 = 'medical Studies' 603 = 'Nursing' 605 = 'Pharmacy' 607 = 'Dental studies' 609 = 'Optical science' 611 = 'Veterinary studies' 613 = 'Public health' 615 = 'Radiography' 617 = 'Rehabilitation therapies' 619 = 'Complementary therapies' 699 = 'Other health' 701 = 'Teacher education' 703 = 'Curriculum and education studies' 799 = 'Other education' 801 = 'Accountancy' 803 = 'Business and management' 805 = 'Sales and marketing' 807 = 'Tourism' 809 = 'Office Studies' 811 = 'Banking, finance and related fields' 899 = 'Other management and commerce' 901 = 'Political science and policy studies' 903 = 'Studies In human society' 905 = 'Human welfare studies and services' 907 = 'Behavioural science'

Excel columns	Variable name	Description	Variable type	Codes
Column Q	QUAL_S1	Qualification	numeric, 1 to 10, plus '999' (= not stated)	909 = 'Law' 911 = 'Justice and law enforcement' 913 = 'Librarianship, information management and curatorial studies' 915 = 'Language and literature' 917 = 'Philosophy and religious studies' 919 = 'Economics and econometrics' 921 = 'Sport and recreation' 999 = 'Other society and culture' 1001 = 'Performing arts' 1003 = 'Visual arts and crafts' 1005 = 'Graphic and design studies' 1007 = 'Communication and media studies' 1099 = 'Other creative arts' 1101 = 'Food and hospitality' 1103 = 'Personal services' 1201 = 'General education programmes' 1203 = 'Social skills courses' 1205 = 'Employment skills courses' 1299 = 'Other mixed field programmes' 1300 = 'Subject only enrolment';  QUAL_S1 'Qualification category ID (summary)*/ 1 = 'Diplomas and above' 2 = 'AQF Certificate IV' 3 = 'AQF Certificate III' 4 = 'AQF Certificate II'

Excel columns	Variable name	Description	Variable type	Codes
Column R	SEX	Sex	numeric, 1 to 2	5 = 'AQF Certificate I' 6 = 'Senior secondary' 7 = 'Year 10' 8 = 'Other certificates' 9 = 'Non award courses' 10 = 'Subject only enrolment' 999 = 'Not stated' ;  1 = 'Male' 2 = 'Female'
Column S	AGE_GR	Age group	numeric, 1 to 11, '(999' = not stated)	AGE_GR 'Age in 5-yearly groups at end of May' */  1 = '15-19' 2 = '20-24' 3 = '25-29' 4 = '30-34' 5 = '35-39' 6 = '40-44' 7 = '45-49' 8 = '50-54' 9 = '55-59' 10 = '60-64' 11 = '65+' 999 = 'Not stated'
Column T	RSN	Reason for training	numeric, 1 to 12, (999'	RSN 'Main reason for undertaking training'

Excel columns	Variable name	Description	Variable type	Codes
Column U	ACHIEV	Did training help you achieve your main reason?	numeric, 1 to 4, (999' =not stated)	1 = 'To get a job' 2 = 'To develop my existing business' 3 = 'To start my own business' 4 = 'To try for a different career' 5 = 'To get a better job or promotion' 6 = 'It was a requirement of my job' 7 = 'I wanted extra skills for my job' 8 = 'To get into another course of study' 9 = 'To improve my general educational skills' 10 = 'To get skills for community/voluntary work' 11 = 'To increase my confidence/self esteem' 12 = 'Other reasons' 999 = 'Not stated' ;  ACHIEV 'Achieved main reason' */ 1 = 'Yes' 2 = 'No' 3 = 'Partly' 4 = 'Don't know yet' 999 = 'Not stated' ;
Column V	RECM_TR	Would you recommend the training you have undertaken to others?	numeric, 1 to 2	1 = 'Yes' 2 = 'No'
Column W	R8TR1_S	My instructors had a thorough knowledge of	numeric, 1	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither

Excel columns	Variable name	Description	Variable type	Codes
		the subject content	to 5	agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column X	R8TR2_S	The extent to which my instructors provided opportunities to ask questions	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column Y	R8TR3_S	My instructors treated me with respect	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column Z	R8TR4_S	My instructors understood my learning needs	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AA	R8TR5_S	My instructors communicated the subject content effectively	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AB	R8TR6_S	My instructors made the subject as interesting as possible	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AC	R8TR7_S	I knew in advance how I was going to be assessed	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AD	R8TR8_S	The way I was assessed was a fair test of my skills	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AE	R8TR9_S	I was assessed at appropriate intervals	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AF	R8TR10_S	I received useful feedback on my assessment	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AG	R8TR11_S	The assessment was a good test of what I was taught	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AH	R8TR12_S	My training developed my problem solving skills	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AI	R8TR13_S	My training helped me develop my ability to	numeric, 1	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither

Excel columns	Variable name	Description	Variable type	Codes
		work as a team member	to 5	agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AJ	R8TR14_S	My training improved my skills in written communication	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AK	R8TR15_S	My training helped me to develop the ability to plan my own work	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AL	R8TR16_S	As a result of my training, I feel more confident about tackling unfamiliar problems	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AM	R8TR17_S	My training has made me more confident about my ability to learn	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AN	R8TR18_S	As a result of my training, I am more positive about achieving my goals	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AO	R8TR19_S	My training has helped me think about new opportunities in life	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AP	SATIS_S	Satisfaction with the overall quality of the training	numeric, 1 to 5	1 = 'Strongly agree', 2 = 'Agree', 3 = 'Neither agree or disagree', 4 = 'Disagree', 5 = 'Strongly disagree'
Column AQ	LFSAT_S1	Labour force status at six months after training	numeric, 1 to 4, (999' = not stated)	LFSAT_S1 'labour force status after training (summary 1)' */ 1 = 'Employed' 2 = 'Unemployed' 3 = 'Not in labour force' 4 = 'Not employed (NFI)' 999 = 'Not stated' ;

Excel columns	Variable name	Description	Variable type	Codes
Column AR	LFSAT_S2	Labour force Status at six months after training	numeric, 1 to 2	LFSAT_S2 'labour force status after training (summary 2)*/ 1 = 'Employed' 2 = 'Not employed' 999 = 'Not stated'
Column AS	EMPST_AT	Employment status at May 2006	numeric, 1 to 5	EMPST_AT 1 = 'Permanent' 2 = 'Casual' 3 = 'Employee (other)' 4 = 'Employer' 5 = 'Self Employed'
Column AT	INDIG	Indigenous background	numeric, 1 to 4	1 = 'Not Indigenous' 2 = 'Yes, Aboriginal' 3 = 'Yes, Torres Strait Islander' 4 = 'Yes, both Aboriginal and Torres Strait Islander'
Column AU	COB_S1	Country of birth	numeric, 1 to 3	1 = 'Australia' 2 = 'Other English speaking' 3 = 'Other'
Column AV	PRIOR_S2	Highest prior level of education	numeric, 1 to 14, ('999'	PRIOR_S2 'Highest level of prior education (all) */

Excel columns	Variable name	Description	Variable type	Codes
ColumnAW	WEIGHT	Weighting	Numeric	=not stated) 1 = 'Bachelor degree or higher' 2 = 'Advanced diploma or associate degree' 3 = 'Diploma or associate diploma' 4 = 'Certificate IV' 5 = 'Certificate III (or Trade Certificate e.g. apprenticeship)' 6 = 'Certificate II' 7 = 'Certificate I' 8 = 'Miscellaneous' 9 = 'Year 12' 10 = 'Year 11' 11 = 'Year 10' 12 = 'Year 9 or equivalent' 13 = 'Year 8 or below' 14 = 'Did not go to school' 999 = 'Not stated'

# Domain Mapping

In this section we provide a list of sub-domains and major domains. We begin by listing the major sub-domains and providing a description of the types of sub-domains these refer to. We also provide a suggestion for umbrella descriptions which bring together related types of suggestions. These are based on the categories we have used in the report.

Table 2 Major domain variables, components of major domains, and domain categories used in the report

Major domain variable	Components that make up the major domain	Major domain category in report
access	Any suggestion which talks about improving students' ability to access facilities, courses, class offerings and other services	Improving access to facilities, courses and services
assess	Any suggestion dealing with assessments and assessment issues	Improving assessment practices
course	Any suggestion dealing with course improvements, modifications and restructuring	Improving course relevance and design
information	Any suggestions dealing with the provision of information to students often prior to course commencement	Improving information provision
resources	Any suggestion dealing with improving the type, the quantity, and the currency of resources, equipment and materials	Improving access to resources, equipment and materials
staff	Any suggestion dealing with teachers or administration staff abilities and attributes	Improving staff attributes and behaviours
support	Any suggestion aimed at improving leaning or other support for students	Improving administration and support services
teaching	Any suggestion aimed at improving teaching and learning activities	Improving teaching and learning practices
contactsonline	Provide student contact details online so that students may have a list of class contacts	Other
communication	Improve TAFE-University communication	Other
lost	Student records were lost	Other
networking	Students networking with other students including from other providers	Other
outcomesG	Any comment which reports on positive outcomes or experiences but does not also make a specific suggestion for improvement	Not included in the analysis

outcomesNG	Any comment which reports on negative outcomes or experiences but does not also make a specific suggestion for improvement	Not included in the analysis
WRONG	Wrong subject identified as course on questionnaire	Not included in the analysis
DON'T KNOW	Comment about the inability of the respondent to make a comment	Not included in the analysis
QUESTIONNAIRE	Comments which refer to the questionnaire itself (including students' views about its relevance, currency, timing, and their willingness to complete it)	Not included in the analysis
?	Comments which are quips	Not included in the analysis

## MAJOR DOMAIN 'ACCESS'

Sub-domain variable	Sub-domain description	Sub-domain category in report
accessanonymity	Do not have assignments or tests identified with students name, to ensure fairness	Improve systems for recording, certificating and recognising achievement
accessanswers	Enable students access to correct answers to exam questions or assignments	Improve systems for recording, certificating and recognising achievement
accesscertificates	Provide students with certificates as soon as possible after completion of course or have the possibility to obtain certificates as part of the course	Improve systems for recording, certificating and recognising achievement
accessdrinks	Provide students with refreshments during course	Provide easy access to better facilities, materials and equipment (including out of hours and on weekends)
accessequipment	Provide or fund the purchase of better tools, specialised machinery, consumables and equipment (including internet access) computers, and other necessary equipment (includes ability to borrow equipment)	Provide easy access to materials and equipment
accessfacilities	Provide students with ability to access more and better facilities (including more laboratories, soundproof classrooms, and appropriate and adequate privacy, heating, lighting, parking, seating, ATMs, student lounges, drink machines)	Provide easy access to better facilities, materials and equipment (including out of hours and on weekends)
accessfurtherlearning	Provide students with ability to do further studies in the subject area	Provide access to other learning options (including further learning)

accessgraduation	Offer graduation ceremony attendance for students	Improve systems for recording, certificating and recognising achievement
accesslicence	Assist or enable students to obtain required licences as part of course	Improve systems for recording, certificating and recognising achievement
accessLOC	Offer training in easy access to students (that is venues closer to home, or within easy reach)	Deliver course in closer campuses
accessmaterials	Enable students to have easy access to texts and manuals	Provide easy access to materials and equipment
accessmaterialsonline	Offer access to course notes and web-based resources online	Provide access to other learning options (including further learning)
accessonline	Enable students to access on-line study	Provide access to other learning options (including further learning)
accessoptions	Offer a variety of learning options including by correspondence	Provide access to other learning options (including further learning)
accesspriorexams	Enable students to access prior exams as examples	Provide easy access to materials and equipment
accessrecords	Provide easily accessible records of assignments and tests	Improve systems for recording, certificating and recognising achievement
access texts	Enable student to obtain texts	Provide easy access to materials and equipment
accesstime	Offer courses at suitable times (including access to library after hours and on weekends)	Change course timetables
accesstransport	Assist students to access transport at suitable times	Provide easy access to better facilities, materials and equipment (including out of hours and on weekends)

## MAJOR DOMAIN 'ASSESS'

Sub-domain variable	Sub-domain description	Sub-domain category in report
---------------------	------------------------	-------------------------------

assessexpectationr	Ensure lecturer follow guidelines of how to assess training	Improve fairness, consistency and relevance of assessments
assessavail	Make assessments more easily available (especially for those who have to travel long distances)	Include appropriate number of assessments
assessclarity	Spell out expectations of assessment so students can understand them	Improve clarity and explanation of assessment requirements
assessconsistency	Ensure consistency of assessments (between trainers and providers, and in evaluation of student performance)	Improve fairness, consistency and relevance of assessments
assessearly	Conduct assessments early on in the course so that students who are able can be accelerated	Address timing and flexibility of assessments (including online submission)
assessevenlyspaced	Make sure that students have adequate time to prepare for assessments by spacing them out	Address timing and flexibility of assessments (including online submission)
assessexpect	Spell out expectations and timing of assessments	Improve clarity and explanation of assessment requirements
assessfair	Provide assessments that are fair and do not favour individuals over others	Improve fairness, consistency and relevance of assessments
assessfeedback	Provide feedback on assessments in a timely fashion	Improve timeliness and relevance of feedback on assessments
assessflexible	Enable students to undertake a variety of assessments including externally	Address timing and flexibility of assessments (including online submission)
assessgraded	Enable assessments to be graded to show effort	Apply grading of assessments
assessgroups	Include group assessments to assist in development of teamwork	Improve fairness, consistency and relevance of assessments

assessinclass	Conduct more assessment in class to help those with external commitments	Address timing and flexibility of assessments (including online submission)
assessindiv	Have separate assessments for individuals	Improve fairness, consistency and relevance of assessments
assessmonitor	Have assessments better monitored	Improve fairness, consistency and relevance of assessments
assessmore	Have more assessments as part of the class	Include appropriate number of assessments
assessonline	Enable students to be assessed online	Address timing and flexibility of assessments (including online submission)
assessonlinesubmit	Enable students to submit assessments online	Address timing and flexibility of assessments (including online submission)
assessprac	Conduct more practical assessments in realistic situations	Include appropriate number of assessments
assessqual	Improve the quality of the assessment experience	Improve fairness, consistency and relevance of assessments
assessreduce	Reduce the number of assessments	Include appropriate number of assessments
assessrel	Conduct assessments that are meaningful and relevant to the course content	Improve fairness, consistency and relevance of assessments
assessrelevantqu	Use relevant questions to assess performance	Improve fairness, consistency and relevance of assessments
assessrigour	Ensure that trainers and assessors are more rigorous in conducting assessments	Increase rigour of assessments
assessRPL	Enable students to have their prior learning assessed	Apply RPL assessments
assessstructure	Organise assessments into a meaningful structure or schedule	Improve clarity and explanation of assessment requirements

## MAJOR DOMAIN 'COURSE'

Sub-domain variable	Sub-domain description	Sub-domain category in report
courseabolish	Abolish the course	Ensure course currency and relevance to industry
courseaccelerationstop	Do not continue accelerated apprenticeship option (for printing industry)	Review structural design and qualification level and of course
courseaccuracy	Make sure that the training focuses on what the course was supposed to cover	Other
courseapprenticeship	Ensure course is based on apprenticeship model	Review structural design and qualification level of course
courseattend	Make attendance a mandatory component of the course	Address mandatory requirements for course (including attendance)
courseaudit	Make sure that the training actually takes place (especially in on-job training arrangements)	Other
courseavail	Ensure availability and frequency of the course	Continue availability of courses
coursebreaks	Address duration and timing of course breaks	Review time allocated to course completion
courseC	Improve the content of the course by expanding coverage of subject area	Add extra components to course content
coursechanges	Have systems in place to deal with changed requirements during life of course	Have systems in place to deal with changed requirements during life of course
coursecondense	Condense the course into meaningful components by retaining essential material and eliminating superfluous material	Review structural design and qualification level of course

courseconsistency	Make sure that the same course covers the same things across providers (including hours allocated for course)	Other
CourseContinue	Continue availability of the course	Continue availability of courses
coursecurrency	Make sure that the course covers things that are currently used in industry	Ensure course currency and relevance to industry
coursedegree	Increase the qualification level of the course	Review structural design and qualification level of course
coursedepth	Ensure that course is more comprehensive in coverage and detail	Add depth to course content
courseevaluate	Give students opportunity to evaluate the course	Other
courseexperts	Have people who are specialists come to address students during the course	Ensure course currency and relevance to industry
courseextendTime	Extend the course duration or time that is available for the course	Review time allocated to course completion
coursefasttrack	Enable students to fasttrack through the course	Review structural design and qualification level of course
coursefollowup	Provide follow -up after course completion	Other
coursegender	Stream the course according to gender	Other
coursehome	Enable students to undertake course at home	Other
courseIND	Make sure that course provides training that is required by industry	Ensure course currency and relevance to industry
courseinteractive	Enable students to interact with others during the course	Other
Courselicence	Enable students to gain tickets, licences and certificates as part of course	Review structure and qualification level of course

courseonline	Enable access to course on line	Other
Courseoptional	Offer course in secondary studies and make it optional for students	Continue availability of course
courseprac	Make sure that the course includes more practical and hands-on components including more workplace experience, field work	Include practical work-placement component and address quality of experience
coursepracevenlyspaced	Make sure that practical placements are evenly spaced out	Include practical work-placement component and address quality of experience
coursepracfair	Provide all students with practical placement opportunities (including for different streams of same industry sector)	Include practical work-placement component and address quality of experience
coursepracquality	Make sure that work-placements are appropriate for the course	Include practical work-placement component and address quality of experience
courseprerequisites	Make sure that students have completed there essential prerequisites	Continue availability of courses
coursereduceplacement	Reduce the number of placements required for the course	Include practical work-placement component and address quality of experience
courserel	Ensure that the course is relevant to industry requirements	Ensure course currency and relevance to industry
coursepetition	Address repetition in the course	Review structural design and qualification level of course
course-re-registration	Re-register the course so that it offers a recognised qualification	Review structural design and qualification level of course
courseSEC	Make the course a secondary subject	Review structural design and qualification level of course
courseselection	Select suitable and interested students for the course	Improve student selection processes

coursesshorten	Shorten the length of the course (do not drag it out)	Review structural design and qualification level of course
coursespaceout	Space out the training days	Review structural design and qualification level of course
coursespecialisation	Offer specialisations for those who want to delve into components of the course	Continue availability of courses
coursestneeds	Ensure that course addresses student needs (including those of mature-age students)	Customise course to student needs
coursestream	Ensure that course is streamed according to students knowledge	Customise course to student needs
coursestructure	Review the structure of the course	Review structural design and qualification level of course
courseupgradelevel	Upgrade the qualification level of the course	Review structural design and qualification level of course
coursevisits	Enable students to visit suitable industries and enterprises	Ensure course currency and relevance to industry

## MAJOR DOMAIN 'INFORMATION'

Sub-domain variable	Sub-domain description	Sub-domain category in report
infoaccuracy	Improve accuracy of information provided to students about course aims, expectations and associated job prospects	Improve accuracy of course descriptions
infoassessment	Provide students with information of number, nature and timing of assessments	Provide information on assessments (including RPL assessments)
infofurtherlearning	Provide students with information of further learning available to them	Provide information on further learning options
infograduation	Provide students with accurate information on graduation ceremonies	Provide information on assessments (including RPL processes)
infofacilities	Provide information about the types of facilities that are available	Other (provide information on facilities and make course resources available online)
infoorientation	Provide students with more information of expectations at orientation time	Provide orientation sessions for students
infooverview	Provide students with an overview of requirements prior to commencement	Provide overview of courses prior to commencement
infopromotion	Promote the course more widely	Increase promotion of the course
inforesourcesonline	Provide information about resources on line (including internet sites)	Other (provide information on facilities and make course resources available on line)

infoschedule	Provide information about the schedule of classes (including timetables, venues and due dates for assignments prior to commencement)	Provide information on course schedules
infostudRPL	Provide students with information about RPL	Provide information on assessments (including RPL assessments)

## MAJOR DOMAIN: RESOURCES

Sub-domain variable	Sub-domain description	Sub-domain category in report
resourcesavail	Increase the availability of required resources (including instruments, computers, library resources, handouts, lists of resources, texts)	Ensure availability of appropriate resources (including practical texts)
resourcesavailonline	Post the resources required on-line	Increase variety of different media aids
resourcesCDROM	Include resources like CDROM and other media aids	Increase variety of different media aids
resourcesclarity	Improve the clarity of texts and other written resources by ensuring they are well organised clearly written, use plain English and are free of typographical errors.	Improve clarity, layout and proofreading of written materials
resourcescurrency	Ensure that resources required (including machinery and equipment) are up-to-date and current	Upgrade facilities, technology and texts
resourceslayout	Ensure that the layout of texts is appropriate	Improve clarity, layout and proofreading of written materials

resourcesmaterials	Ensure that students have better materials (including manuals and equipment) available to them	Ensure availability of appropriate resources (including practical texts)
resourcespractexts	Ensure that students have practical texts available to them	Ensure availability of appropriate resources (including practical texts)
resourcesquality	Improve the quality of the resources that students have available to them	Ensure availability of appropriate resources (including practical texts)
resourcesradio	Include radios in classrooms	Increase variety of different media aids
resourcesreducetexts	Reduce the number of texts required for the course	Other (reduce number of books)
resourcesrel	Ensure that the resources and materials used are relevant to the course and to the workplace	Ensure availability of appropriate resources (including practical texts)
resourcesrepetition	Ensure that the texts and other resources used are not repetitive	Improve clarity, layout and proofreading of written materials
resourcesupdate	Ensure that resources including videos are current	Upgrade facilities, technology and texts
resourcesupdatetexts	Ensure that texts used are up to date	Upgrade facilities, technology and texts
resourcesupgradefacilities	Ensure that the facilities are upgraded to be more attractive to students	Upgrade facilities, technology and texts
resourcesupgradetechnology	Ensure that the technology (including computers and software) used is upgraded to meet current standards	Upgrade facilities, technology and texts
resourcesvariety	Use a variety of media and resources in training	Increase variety of different media aids
resourcesvideo	Use better videos in the course	Increase variety of different media aids

## MAJOR DOMAIN: STAFF

Sub-domain variable	Sub-domain description	Sub-domain category in report
staffaccents	Ensure that students are able to understand teacher speech	Improve communication with students, teaching staff and employers
staffaccountability	Ensure that staff are accountable for their marking systems	Improve quality of performance, self-organisation and subject interest
staffavailability	Ensure that there are enough teachers for each session and that they are available to help students	Improve provision of learning support
staffbehavmgt	Ensure that staff are able to deal with disruptive students	Improve behaviour management strategies for dealing with disruption
staffcommskills	Improve staff ability to communicate with students	Improve communication with students, teaching staff and employers
staffcommunicationEmployers	Increase staff employer communication	Improve communication with students, teaching staff and employers
staffcommunicationEmployers + Students	Have staff, employers and students present when discussing requirements	Improve communication with students, teaching staff and employers
staffcommunicationsstaff	Ensure teachers speak to each other about issues concerning their courses	Improve communication with students, teaching staff and employers
staffcommunicationstudents	Improve teacher ability to explain requirements, listen empathetically to student concerns, and provide required assistance (including for distance education students)	Improve communication with students, teaching staff and employers

staffconsistency	Ensure that staff are consistent in their treatment of students and have the same standards	Improve fairness and consistency
staffcontact	Increase frequency of contact with teachers	Improve communication with students, teaching staff and employers
staffcontinuity	Try not to change teachers during the life of course	Improve provision of learning support
staffcurrency	Ensure that staff update and keep current their skills and experience	Improve knowledge and practical experience
staffdifferentunits	Do not have staff teach different units to the same students	Improve knowledge and practical experience
staffevaluation	Have performance review for teachers	Improve quality of performance, self organisation and subject interest
staffFair	Ensure that staff treat students fairly and with empathy	Improve fairness and consistency
stafffeedback	Ensure that staff provide students with appropriate and timely feedback on assignments and tests	Improve provision of learning support
staffknowledge	Ensure that staff has appropriate knowledge about their subject content	Improve knowledge and practical experience
staffmore	Have more teachers in the classroom or able to provide assistance	Improve provision of learning support
stafforg	Ensure staff are well organised in preparation for and during the course	Improve quality of performance, self-organisation and subject interest
staffpassion	Ensure staff are interested and passionate about what they are teaching and are able to inspire students	Improve quality of performance, self-organisation and subject interest

staffpracticalexperience	Ensure that staff have the practical experience in their subject area	Improve knowledge and practical experience
staffquality	Ensure that teachers have appropriate qualifications, knowledge, and enthusiasm for teaching their subject	Improve quality of performance, self-organisation and subject interest
staffreward	Reward staff who put in outstanding effort	Improve quality of performance, self-organisation and subject interest
staffselection	Select suitable teachers and workplace supervisors for courses	Improve quality of performance, self-organisation and subject interest
staffsupport	Ensure that staff are there to help students (including external students)	Improve provision of learning support
staffteachingskills	Ensure that staff have the teaching skills required	Improve quality of performance, self-organisation and subject interest
staffvisits	Ensure that staff visit students in workplaces	Improve provision of learning support

## MAJOR DOMAIN: SUPPORT

Sub-domain variable	Sub-domain description	Sub-domain category in report
supportadministration	Improve administration systems (including for enrolments, assignment submissions, and notifications of assessments)	Improve services from provider administration services
supportapplic	Help students complete job applications	Provide job search and job work experience placement services
supportbuddysystem	Provide students with a buddy system to help them with their work	Provide learning support for students
supportcarer	Provide support to students who are sole carers	Other
supportCBTpay	Support the concept of payment for course completions by pay rises or bonuses	Other
supportcomputerskills	Provide students with computer skills training	Provide learning support for students
supportcreditransfer	Enable students to access similar levels of credit transfer towards university studies for courses completed in other states and territories	Provide learning support for students
supportequip	Provide students with equipment as well as assistance in using the equipment	Provide equipment and learning materials for students
supportfees	Provide students with financial support for cost of fees, books and materials	Provide students with support for payment of fees and costs
supportfeesstudentpays	Students learn better if they and not their parents pay the fees	Other

supportfemalesapp	Provide support for female apprentices	Provide learning support for students
supportfinancialskills	Provide students with personal budgeting skills and knowledge of mortgages and investments	Provide learning support for students
supportfrom Employers	Provide students with support from employers	Provide students with support for payment of fees and costs
supportincentives	Provide government incentives for training	Other
supportjobapplication	Provide students with help for job applications	Provide job search and job work experience placement services
supportjobs	Provide students with support in acquiring jobs	Provide job search and job work experience placement services
supportmaterialsfuel	Provide support to students with the materials and fuel allowance	Provide students with support for payment of fees and costs
supportpay	Pay apprentices realistic wage or give access to AUSTUDY	Other
supportPOSTtraining	Provide students with support once their training is over and they start work in the area	Provide learning support for students
supportstaff	Provide extra support for teachers	Provide learning support for students
supportstudyskillsuni	Provide students with study skills training in preparation for university	Provide learning support for students
supporttravel	Support students with cost of travel	Provide students with support for payment of fees and costs
supportworkpl	Assist students to find and succeed in work placements (including having two students allocated to one enterprise)	Provide job search and job work experience placement services

## MAJOR DOMAIN: TEACHING

Sub-domain variable	Sub-domain description	Sub-domain category in report
teachingactivitiesprac	Ensure that teachers provide a greater range of activities	Increase practical learning tasks
teachingactivitiesmore	Ensure that teachers provide a greater range of activities	Increase face-to-face contact and one-on-one teaching
teachingbalance	Provide balance between theoretical and practical work	Provide a good balance of direct teaching and self-paced learning activities which engage students
teachingbasics	Provide more foundation or basic skills at commencement of course	Provide students with basic skills training including writing skills
teachingbreaks	Have more breaks during and between classes	Address issues of duration or abolition of class-time breaks
teachingbreaksshorten	Shorten the breaks during or between classes	Address issues of duration or abolition of class-time breaks
teachingchallenge	Make training more challenging for students	Customise teaching to take account of student levels of knowledge and experience
teachingconsistency	Make sure that teachers teaching similar courses address the same issues	Make clear course and other requirements (to students and employers) and rigorously monitor quality of performance
teachingCLSZ	Reduce class size	Reduce class sizes
teachingexpectations	Make sure students and teachers understand what is required of them during training	Make clear course and other requirements (to students and employers) and rigorously monitor quality of performance
teachingexpectationsE	Ensure employers understand what is expected of them in relation to training (including hours and payment)	Make clear course and other requirements (to students and employers) and rigorously monitor quality of performance

teachingexplanations	Make sure teachers explain what is required of students	Make clear course and other requirements (to students and employers) and rigorously monitor quality of performance
teachingextensionST	Ensure students are able to have more class time if they require it to complete their training	Provide a good balance of direct teaching and self-paced learning activities which engage students
teachingface	Increase the face-to-face teaching component of the course (even for students in mainly self-paced or distance learning programs)	Increase face-to-face contact and one-on-one teaching
teachingflow	Deliver subject material in orderly flow	Improve teaching flow
teachingforums	Provide opportunities for students to engage in web-based forums	Provide variety of learning activities including group work, role plays and online interaction
teachinggroups	Provide students with an appropriate number of group activities	Provide variety of learning activities including group work, role plays and online interaction
teachinggroupsmixed	Enable students to engage in group activities made up of students of mixed ability, gender and industry background	Provide variety of learning activities including group work, role plays and online interaction
teachinghomework	Set and check homework and encourage students to study after class	Provide variety of learning activities including group work, role plays and online interaction
teachingindiv	Enable students to engage in one-on-one learning	Increase face-to-face contact and one-on-one teaching
teachingINT	Provide teaching activities that are interesting and engaging	Provide variety of learning activities including group work, role plays and on-line interaction
teachinginteractive	Make activities more interactive	Provide variety of learning activities including group work, role plays and online interaction

teachinginvolveSUP	Involve supervisors in training so that they understand what student has to do	Make clear course and other requirements (to students and employers) and rigorously monitor quality of performance
teachinglongerbreaks	Provide longer lunch breaks	Address issues of duration or abolition of class-time breaks
teachingmonitor	Monitor the quality of training and supervision provided for students	Make clear course and other requirements (to students and employers) and rigorously monitor quality of performance
teachingmore	Allow more time for teaching	Modify time allocated for learning activities (mostly extensions) and improve training schedules
teachingmorebreaks	Provide more breaks during class	Address issues of duration or abolition of class-time breaks
teachingprac	Engage students in hands-on and practical learning	Increase practical learning tasks
teachingpracmore	Provide more practical workshops	Increase practical learning tasks
teachingpre-reading	Provide students with pre-reading materials prior to class	Provide a good balance of direct teaching and self-paced learning activities which engage students
teachingrepetition	Avoid repetitious texts	Provide a good balance of direct teaching and self-paced learning activities which engage students
teachingrevision	Provide time during class for revision	Customise teaching to take account of student levels of and experience
teachingrigour	Ensure more rigorous training and assessment	Make clear course and other requirements (to students and employers) and rigorously monitor quality of performance
teachingroleplay	Include more role plays in training	Provide variety of learning activities including group work, role plays and online interaction

teachingRPL	Take more account of prior learning of students	Customise teaching to take account of student levels of and experience
teachingschedule	Improve teaching schedule to take account of students availability	Modify time allocated for learning activities (mostly extensions) and improve training schedules
teachingshorten	Shorten training sessions and accelerate the time taken for delivery	Modify time allocated for learning activities (mostly extensions) and improve training schedules
teachingshortenbreaks	Shorten the breaks	Address issues of duration or abolition of class-time breaks
teachingspeed	Increase the number of tasks students are asked to complete in one session	Improve teaching flow
teachingstreams	Organise delivery in homogenous class groups (according to level of prior knowledge or industry sector)	Customise teaching to take account of student levels of knowledge and experience
teachingtimeextend	Extend the time for classes	Modify time allocated for learning activities (mostly extensions) and improve training schedules
teachingtoomuch	Ensure that work load for students is not too heavy	Provide a good balance of direct teaching and self-paced learning activities which engage students
teachingwritingskills	Enable students to engage in activities to improve their writing skills	Provide students with basic skills training including writing skills
TRcommE	Improve the communication between trainee and employer	Provide more communication between trainee and employer
teachingonline	Have more online content for subject	Provide variety of learning activities including group work, role plays and online interaction

---

## MAJOR DOMAIN: COMMUNICATION

Sub-domain variable	Sub-domain description	Sub-domain category in report
COMMUNICATION	Lack of communication between departments , people responsible for trainees and government	Other

## MAJOR DOMAIN: CONTACTS ON LINE

Sub-domain variable	Sub-domain description	Sub-domain category in report
contactsonline	Provide student contact details online	Other

## MAJOR DOMAIN: TAFE-UNI COMMUNICATION

Sub-domain variable	Sub-domain description	Sub-domain category in report
TAFE-Uni communication	Improve TAFE-university communication	Other

## MAJOR DOMAIN:LOST

Sub-domain variable	Sub-domain description	Sub-domain category in report
Lost	Student records were lost	Other

---

## MAJOR DOMAIN: NETWORKING

<b>Sub-domain variable</b>	<b>Sub-domain description</b>	<b>Sub-domain category in report</b>
networkingstudents	Enable students to network with other students also from other providers	Other

## MAJOR DOMAINS: OUTCOMESG AND OUTCOMESNG

<b>Sub-domain variable</b>	<b>Sub-domain description</b>	<b>Sub-domain category in report</b>
outcomesG	Comments describing a positive outcome but not making a specific suggestion for improvement	Positive comment but no obvious suggestion for improvement (not included in analysis)
outcomesNG	Comments describing a negative outcome but not making a specific suggestion for improvement	Negative comment but no obvious suggestion for improvement (not included in analysis)
outcomesstaffqualityNG	Comment describing the poor quality of staff attributes and personnel	Negative comment but no obvious suggestions for improvement

---

## MAJOR DOMAINS: QUESTIONNAIRE

Sub-domain variable	Sub-domain description	Sub-domain category in report
QUESTIONNAIRE	Comments about the relevance, currency, timing, and coverage for the student of the questionnaire	Not included in the analysis

---

## MAJOR DOMAINS: DON'T KNOW, ?, and WRONG

Sub-domain variable	Sub-domain description	Sub-domain category in report
DON'T KNOW	Student was still in school and felt that he did not know how it could be improved	Is not included in the analysis
?	Comments that are quips	Not included in the analysis