



FORM

Quality Indicator annual summary report

Learner engagement and employer satisfaction surveys

RTO No.	RTO legal name
3927	The Management Edge Pty Ltd

Section 1 Survey response rates

	Surveys issued (SI)	Surveys received (SR)	% response rates = SR *100 / SI
Learner engagement	320	95	30
Employer satisfaction	8	3	37

Trends of response statistics:

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

Majority of students responding (by number) were from B&C qualification, albeit low percentage participation

Response rate broadly in line with prior years



Section 2 Survey information feedback

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

Not a lot of change from 2017 report, which is disappointing. Overall generally high satisfaction levels, but poor quality of survey itself makes interpretation difficult

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

Hasn't regressed, but hasn't improved either

Section 3 Improvement actions

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

Review student engagement at point of enrolment

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

comparison with next year's survey

conduct specific post-enrolment reviews

Registering body report

27 June 2019

RTO Information

NTIS number	3927
Name	The Management Edge
Street Address	Level 1, 33 Heatherdale Road
City/town/suburb	Ringwood
State	Victoria
Post code	3134

Learner and employer response

	Learners	Employers
Response count (number)	95	3
Population count (number)	320	3
Response rate (per cent)	29.69	100

Learner and employer feedback

Scale	Learners		Employers	
	Average score	Average variation	Average score	Average variation
All scales	82.1	19.5	97.0	9.5
Trainer Quality	86.2	16.0	100.0	0.0
Effective Assessment	80.8	17.8	94.4	9.6
Clear Expectations	81.8	17.0		
Learning Stimulation	80.4	16.9		
Training Relevance	81.9	16.8	96.3	6.4
Competency Development	80.3	16.5	95.6	7.7
Training Resources	81.3	17.3	92.6	12.8
Effective Support	83.9	16.2	100.0	0.0
Active Learning	80.0	16.5		
Overall Satisfaction	84.7	17.4	100.0	0.0

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	In 2018 more training was conducted on individual units of competence, which may be distorting the results, albeit Overall Satisfaction is In line with 2017 result
Main ways data has been used for continuous improvement	Need to focus on making "clear expectations" and "active learning" better



VET student outcomes

2018 The Management Edge Pty Ltd graduates

National Centre for Vocational Education Research

Introduction

This report provides a summary of the outcomes of graduates who completed their vocational education and training (VET) in Australia during 2017, using data collected in mid-2018. The outcomes are reported for graduates who undertook government-subsidised training and those who undertook training on a fee-for-service basis.

Highlights

Of graduates at The Management Edge Pty Ltd:

- 95.1% were employed or enrolled in further study after training.
- 82.5% were satisfied with the overall quality of their training.
- 86.0% would recommend the training and 89.0% would recommend their training provider.

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Introduction

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

Survey questionnaires were sent to a stratified, randomly selected sample of graduates and subject completers with national response rates of 36.6% and 24.8% respectively. For The Management Edge Pty Ltd, 119 graduates responded to the survey, giving a response rate of 25.9%.

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

About this report

This report is prepared in accordance with scope definitions outlined in the Explanatory notes section on page 10.

Out of scope of the report are:

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

For information about the scope of this report, see the Explanatory notes section on page 10.

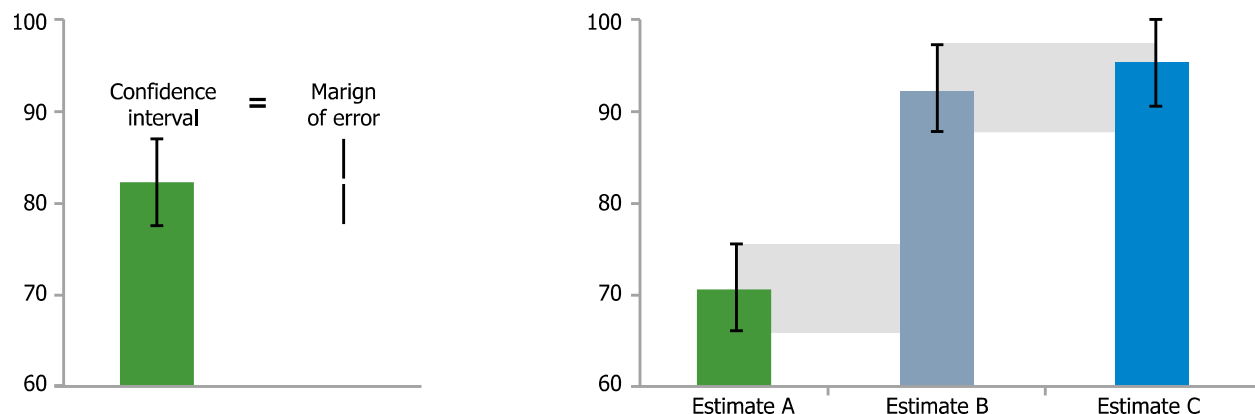
Technical notes

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

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

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

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



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

In figure B, the black bars for *Estimate A* and *Estimate B* do not overlap. This means that it can be concluded with a 95% level of confidence that there is a difference between *Estimate A* and *Estimate B*. However, the error bars for *Estimate B* and *Estimate C* overlap. This means that it cannot be concluded with a 95% level of confidence that there is a difference between *Estimate B* and *Estimate C*. It also cannot be concluded that *Estimate B* and *Estimate C* are similar, and further testing needs to be undertaken to determine whether there is a statistically significant difference between the estimates.

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

More information

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

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

Tables

Table 1 Key findings for graduates, 2018 (%)

	The Management Edge Pty Ltd	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Improved employment status after training				
Employed before training	89.5	65.7	71.2	67.7
Of these: Employed at a higher skill level after training	10.0	16.8	16.9	18.6
Not employed before training	10.5	34.3	28.8	32.3
Of these: Employed after training	85.6*	47.3	51.9	48.4
Improved employment status after training	58.4	57.3	60.4	59.0
Employment and further study outcomes				
After training (as at May of the survey year)				
Employed	93.4	75.8	80.2	77.3
Not employed	6.6	24.2	19.8	22.7
Employed in first full-time job, started after training	4.0	5.6	6.0	5.8
Employed or in further study after training	95.1	82.7	86.0	85.4
Enrolled in further study after training	21.0	25.2	26.2	28.9
Training				
Main reason for undertaking training				
Employment-related	89.5	84.7	86.9	85.1
Further study	0.7	1.9	1.7	3.4
Personal development	9.8	13.3	11.3	11.4
Training was part of an apprenticeship or traineeship	12.8	27.3	23.6	23.1
Satisfaction outcomes				
Satisfied with teaching	84.5	85.4	86.6	86.9
Satisfied with assessment	81.3	87.5	88.7	89.0
Developed problem-solving skills	79.4	78.9	79.2	80.0
Improved writing skills	52.7	56.9	54.6	55.8
Satisfied with the overall quality of training	82.5	85.2	86.3	86.8
Achieved their main reason for doing the training	83.1	84.5	85.1	84.2
Recommendation				
Recommend training	86.0	89.0	90.4	91.0
Recommend training provider	89.0	86.8	88.6	89.6
Benefits of training				
Of those employed after training				
Found the training relevant to their current job	83.1	77.6	79.8	79.0
Received at least one job-related benefit	51.4	69.7	69.9	71.0
Total number of responses	119	23288	85234	143852

For notes on tables, see the explanatory notes on page 10.

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

	The Management Edge Pty Ltd	Private training providers Victoria	Private training providers Australia	All VET providers Australia
Improved employment status after training				
Employed before training	4.9	0.5	0.3	0.2
Of these: Employed at a higher skill level after training	5.1	0.6	0.3	0.2
Not employed before training	4.9	0.5	0.3	0.2
Of these: Employed after training	15.4	1.0	0.6	0.4
Improved employment status after training	7.6	0.6	0.3	0.2
Employment and further study outcomes				
After training (as at May of the survey year)				
Employed	3.6	0.5	0.2	0.2
Not employed	3.6	0.5	0.2	0.2
Employed in first full-time job, started after training	2.8	0.3	0.1	0.1
Employed or in further study after training	3.2	0.4	0.2	0.2
Enrolled in further study after training	6.1	0.5	0.3	0.2
Training				
Main reason for undertaking training				
Employment-related	4.4	0.4	0.2	0.2
Further study	1.2	0.2	0.1	0.1
Personal development	4.3	0.4	0.2	0.1
Training was part of an apprenticeship or traineeship	4.8	0.5	0.2	0.2
Satisfaction outcomes				
Satisfied with teaching	5.7	0.4	0.2	0.2
Satisfied with assessment	6.2	0.4	0.2	0.1
Developed problem-solving skills	6.2	0.5	0.2	0.2
Improved writing skills	7.6	0.6	0.3	0.2
Satisfied with the overall quality of training	5.9	0.4	0.2	0.2
Achieved their main reason for doing the training	5.6	0.4	0.2	0.2
Recommendation				
Recommend training	5.4	0.3	0.2	0.1
Recommend training provider	4.8	0.4	0.2	0.1
Benefits of training				
Of those employed after training				
Found the training relevant to their current job	6.2	0.6	0.3	0.2
Received at least one job-related benefit	8.0	0.6	0.3	0.2
Total number of responses	119	23288	85234	143852

For notes on tables, see the explanatory notes on page 10.

Terms

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

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

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

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

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

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

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

Improved employment status is at least one of:

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

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

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

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

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

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

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

State or territory of training provider's head office is the state or territory in which the training provider's head office is located.

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

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

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

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

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

Explanatory notes for graduates

Data treatment

- na Not applicable.
- * The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.
- np Not published. NCVET does not report on estimates based on five or fewer respondents because the estimates are unreliable.

Scope

1. This report provides a summary of the outcomes of students who completed their vocational education and training (VET) in Australia during 2017, using data collected in mid-2018. The scope of the students included in the report is provided below.

Scope matrix

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

Definitions and derivations

2. 'Not employed' is defined as unemployed, not in the labour force, or not employed (no further information).
3. The percentage of students satisfied overall is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the questionnaire item. Similarly, satisfaction with teaching and assessment, developed problem-solving skills, and improved writing skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
4. Improved employment status after training is defined as either employment status changing from not employed before training to employed after training or employed at a higher skill level after training or received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
5. Achieved main reason for training is based on the proportion of respondents reporting that the training 'fully' or 'partly' helped them to achieve their main reason for training.

Reporting changes

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

Australian Bureau of Statistics data

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



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The Management Edge Pty Ltd (3927)

2018 RTO Performance Summary Report

This report details the **2018** results of the *Student Satisfaction Survey* and selected results from the *Employer Satisfaction and Skills Survey*, as well as results from previous years of the surveys (where available). The below overview presents the key Performance Measures across **Student experience**, **Student outcomes**, and **Employer feedback**.

In 2018, 162 students from The Management Edge Pty Ltd (3927) took part in the survey. This is a response rate of 26.6%. The average response rate for all of Victoria was 29.4%.

In 2018, 128 of the respondents in the survey were completers and 34 were early leavers.

Performance measures

This table provides an overview of the 11 Performance Measures and is followed by a detailed analysis of these results.

	The Management Edge Pty Ltd			2018 average
	2018	2017	Trend	Victoria
Student experience				
Proportion of VET students satisfied with training provided by The Management Edge Pty Ltd	83.8% ▲	77.0%		77.0%
Proportion of VET students reporting a positive perception of teaching	81.5% ▲	66.9%		67.5%
Proportion of VET students reporting a positive perception of the assessment process	80.0% ▲	69.3%		69.1%
Proportion of VET students satisfied with generic skills and learning experiences	56.3% ▲	49.2%		43.5%
Student outcomes				
Proportion of VET students who achieved their main reason for training	85.2% ▲	77.3%		73.2%
Proportion of VET students with an improved employment status after training	69.6% ▲	44.0%		46.2%
Proportion of VET students going onto further study at a higher level than their completed training	16.3% ▲	14.2%		19.1%
Proportion of VET students who recommended The Management Edge Pty Ltd	81.3% ▲	70.8%		74.8%
Employer feedback				
Proportion of employers of apprentices and trainees who are satisfied with training provided by The Management Edge Pty Ltd	90.0% ▼	92.9%		77.6%
Proportion of employers who recommend The Management Edge Pty Ltd	70.0% ▼	92.9%		73.3%
Proportion of employers reporting improvement in the generic skills of apprentices and trainees	60.0% ▼	64.3%		56.0%

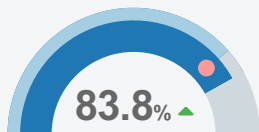
▲ Higher than previous year ▼ Lower than previous year

Student experience summary

Legend

The Management Edge Pty Ltd 2018 2017 2018 Victorian average Higher than previous year Lower than previous year

Proportion of VET students who are **satisfied with training** provided by The Management Edge Pty Ltd

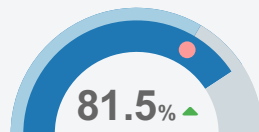


2018 n = 154

This measure is based on the proportion of students who reported that they were "Very satisfied" or "Satisfied" with training provided by the RTO, exclusive of missing items and 'not applicable' responses.

	2015	2016	2017	2018
Overall, how satisfied are you with your training?	77.8	88.1 ▲	77.0 ▼	83.8 ▲

Proportion of VET students reporting a **positive perception of teaching**

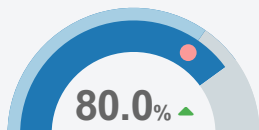


2018 n = 157

This measure is based on the proportion of students who reported that they were "Very satisfied" or "Satisfied" with **all** three components of the question, exclusive of missing items and "Not applicable" responses.

	2015	2016	2017	2018
Clearly taught the subject	77.8	92.9 ▲	74.4 ▼	87.1 ▲
Had current industry experience	75.0	90.0 ▲	71.8 ▼	88.5 ▲
Understood your learning needs	75.0	92.7 ▲	73.3 ▼	86.0 ▲

Proportion of VET students reporting a **positive perception of the assessment process**

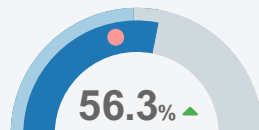


2018 n = 155

This measure is based on the proportion of students who reported that they were "Very satisfied" or "Satisfied" with **all** three components of the question, exclusive of missing items and "Not applicable" responses.

	2015	2016	2017	2018
Appropriate for your studies	77.8	92.9 ▲	80.5 ▼	84.4 ▲
Clearly outlined to you	77.8	88.1 ▲	74.6 ▼	85.8 ▲
Carried out as outlined to you	77.8	92.9 ▲	77.2 ▼	85.8 ▲

Proportion of VET students satisfied with **generic skills and learning experiences**



2018 n = 160

This measure is based on the proportion of students who reported that they were "Very satisfied" or "Satisfied" with **all** six components of the question, exclusive of missing items and "Not applicable" responses.

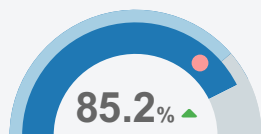
	2015	2016	2017	2018
Career outlook	62.5	87.2 ▲	71.3 ▼	76.5 ▲
English writing skills	-	58.1	67.0 ▲	73.2 ▲
Numerical skills	-	53.3	61.3 ▲	68.1 ▲
Problem solving skills	75.0	82.9 ▲	71.3 ▼	80.1 ▲
Self-confidence	87.5	83.8 ▼	72.2 ▼	75.5 ▲
Team working skills	87.5	81.8 ▼	73.9 ▼	81.9 ▲

Student outcomes summary

Legend

The Management Edge Pty Ltd ■ 2018 ■ 2017 ● 2018 Victorian average ▲ Higher than previous year ▼ Lower than previous year

Proportion of VET students who **achieved their main reason for training**

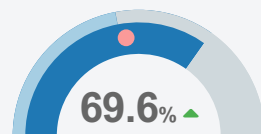


2018 n = 162

This measure is based on the proportion of students who reported they “Strongly Agree” or “Agree” that they achieved their main reason for undertaking training.

	2015	2016	2017	2018
You achieved your main reason for doing the course	77.8	86.7 ▲	77.3 ▼	85.2 ▲

Proportion of VET students with an **improved employment status after training**

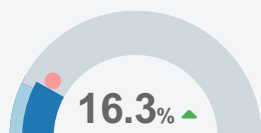


2018 n = 148

This measure is based on student responses to nine questions. Students had an “improved employment status after training” if they were employed before training and afterwards had greater responsibility, a promotion, started a new role, earned more, worked more hours, gained extra skills, completed an apprenticeship/traineeship or set up a business. For those that were unemployed, they had “improved employment status” if they got a job or set up a business.

The methodology used to construct this measure was changed in 2018. So, the results are not directly comparable over time.

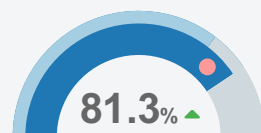
Proportion of VET students **going onto further study at a higher level** than their completed training



2018 n = 135

Students that commenced another course or further study were asked about the level of the new course. This measure is based on the proportion of students who reported that they were going onto further study at a higher level than the course recorded in their administrative data.

Proportion of VET students who **recommend** The Management Edge Pty Ltd



2018 n = 155

This measure is based on the proportion of students who reported that they were “Very likely” or “Likely” to recommend the RTO to other students.

	2015	2016	2017	2018
How likely would you be to recommend this training organisation to other students?	66.7	78.6 ▲	70.8 ▼	81.3 ▲

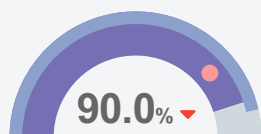
Employer feedback summary

Results from the *Employer Satisfaction and Skills Survey* will only be shown where there are five or more employers of apprentices or trainees who responded.

Legend

The Management Edge Pty Ltd ■ 2018 ■ 2017 ● 2018 Victorian average ▲ Higher than previous year ▼ Lower than previous year

Proportion of employers who are **satisfied with training** provided by The Management Edge Pty Ltd

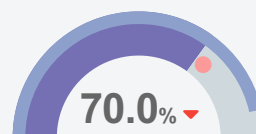


2018 n = 10

This measure is based on the proportion of employers of apprentices and trainees who reported that they were "Very satisfied" or "Satisfied" with training provided by the RTO, exclusive of missing items.

	2016	2017	2018
Satisfied with training provided by the RTO	-	92.9	90.0 ▼

Proportion of employers who **recommend** The Management Edge Pty Ltd

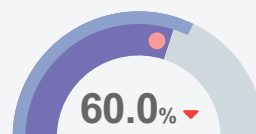


2018 n = 10

This measure is based on the proportion of employers of apprentices and trainees who reported that they were "Very likely" or "Likely" to recommend the RTO to other employers, exclusive of missing items.

	2016	2017	2018
Recommend the RTO	-	92.9	70.0 ▼

Proportion of employers reporting improvement in **generic skills**



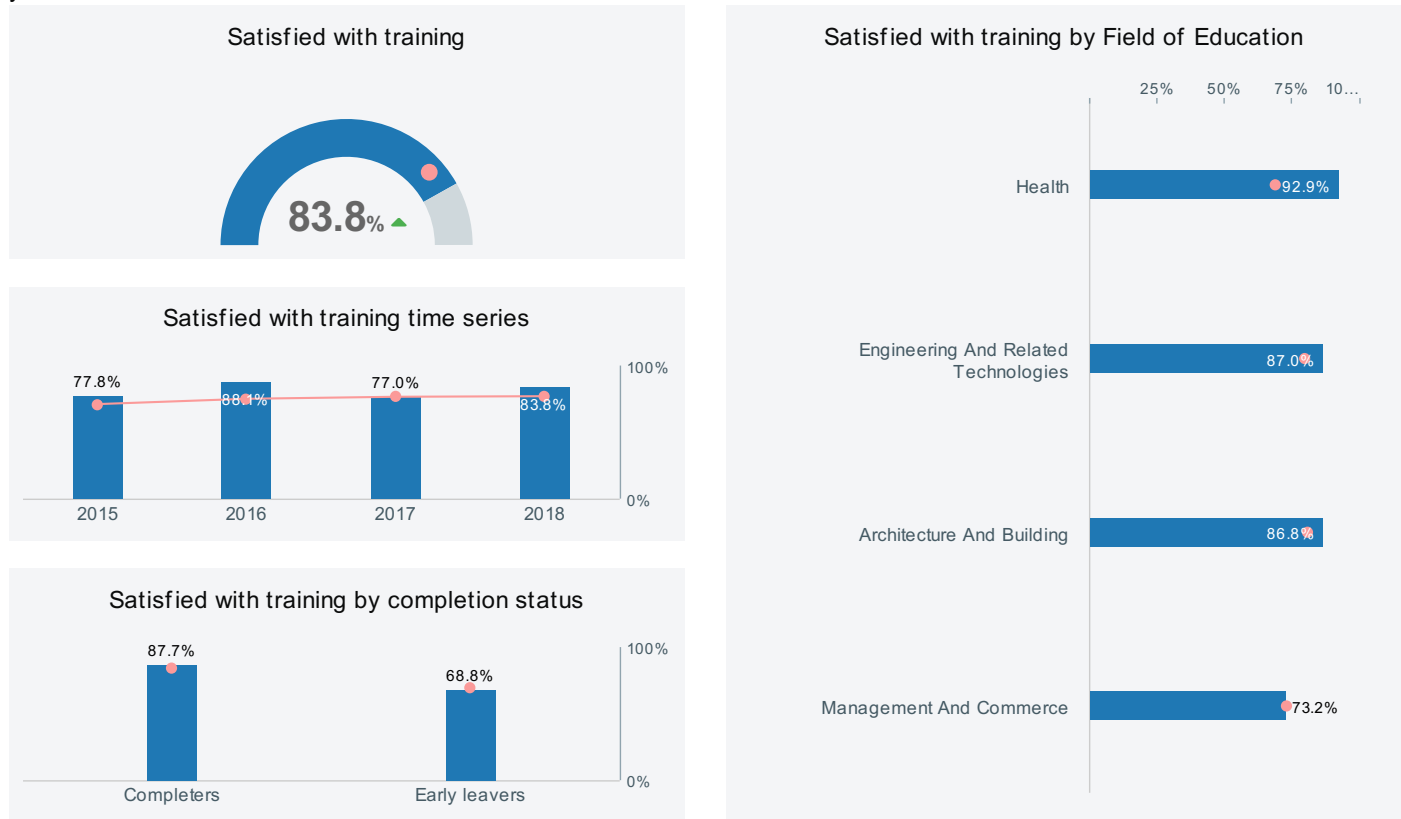
2018 n = 10

This measure is based on the proportion of employers who reported that they were "Highly Satisfied" or "Satisfied" that the RTO contributed to an improvement in **all** the following skills of their apprentice(s)/trainee(s); technical/job specific skills, problem solving skills, decision making skills, confidence and initiative, teamwork skills, writing skills, numeracy skills and IT/computer skills, exclusive of missing items and "not applicable" responses.

Student experience

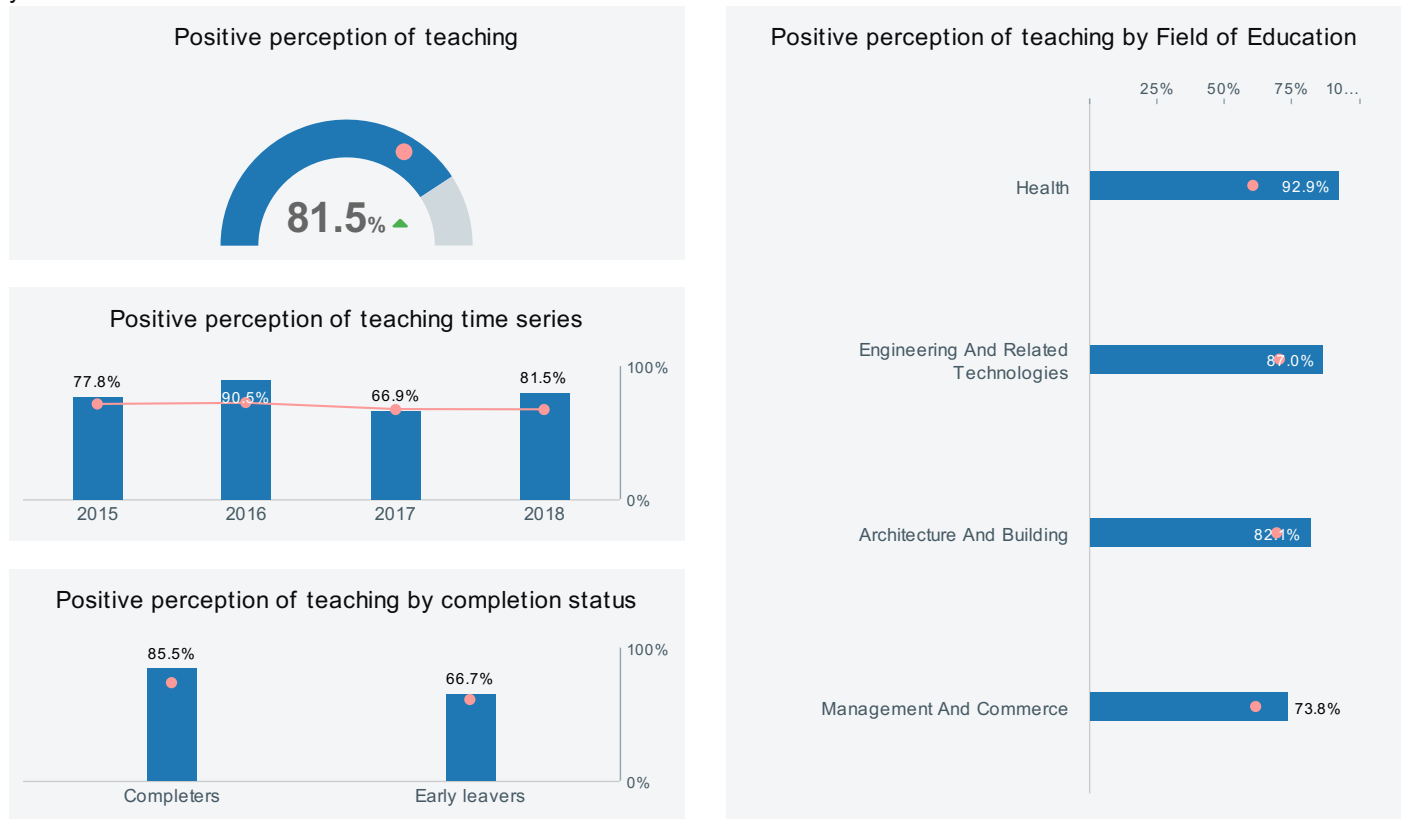
Proportion of VET students satisfied with training provided by The Management Edge Pty Ltd

The Management Edge Pty Ltd 2018 2018 Victorian average Higher than previous year Lower than previous year



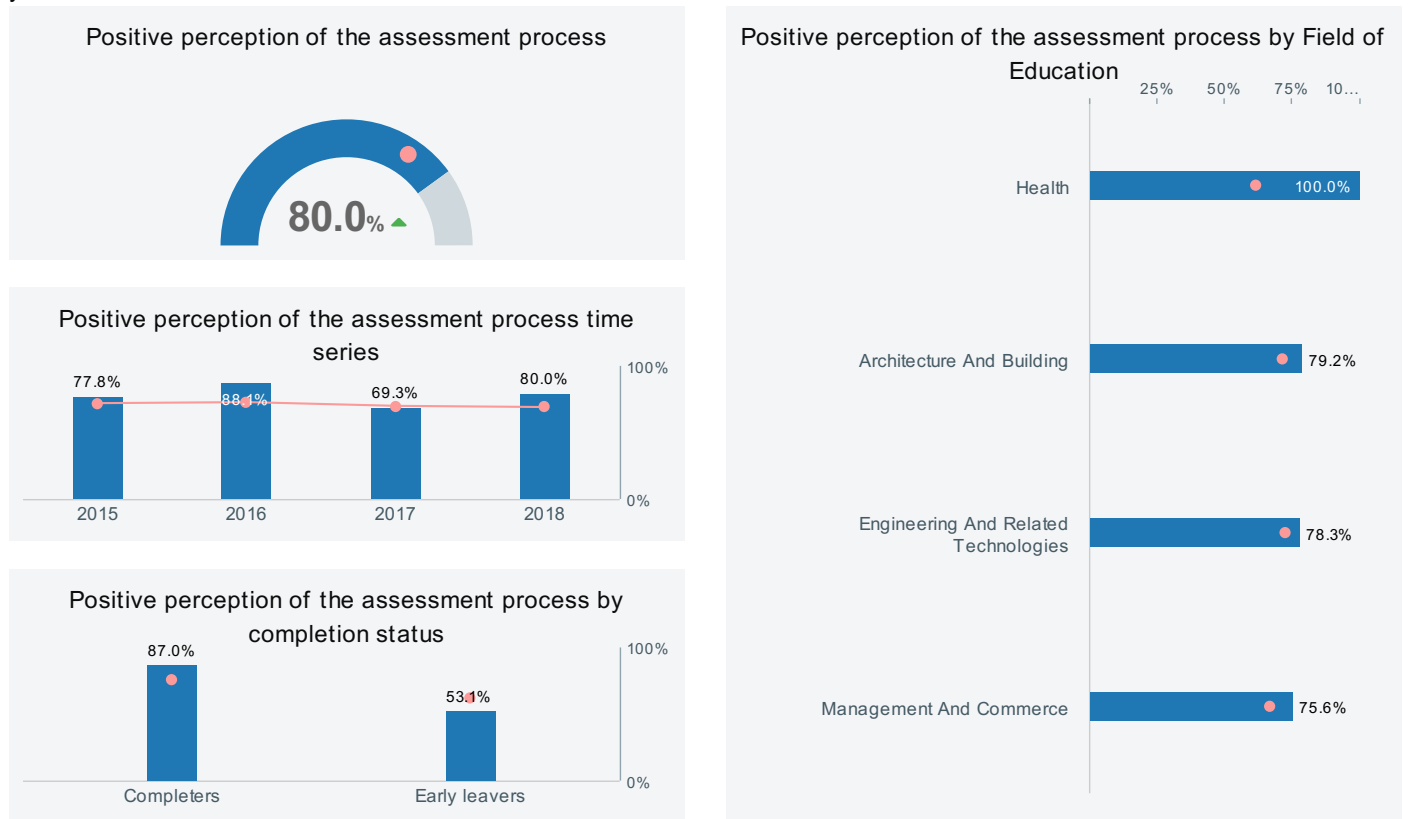
Proportion of VET students reporting a positive perception of teaching

The Management Edge Pty Ltd 2018 2018 Victorian average Higher than previous year Lower than previous year



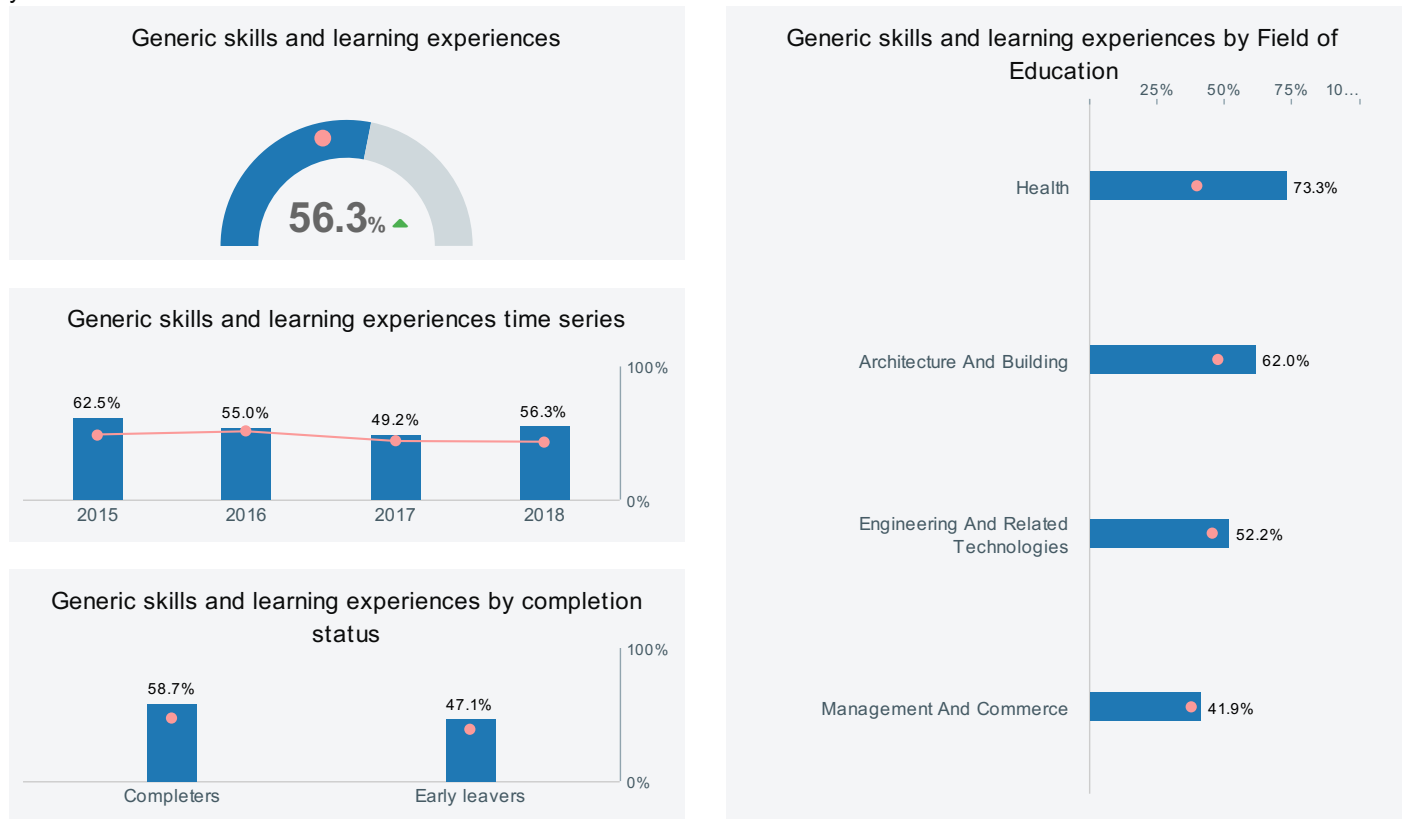
Proportion of VET students reporting a positive perception of the assessment process

The Management Edge Pty Ltd 2018 2018 Victorian average Higher than previous year Lower than previous year



Proportion of VET students satisfied with generic skills and learning experiences

The Management Edge Pty Ltd 2018 2018 Victorian average Higher than previous year Lower than previous year



Student outcomes

Proportion of VET students who achieved their main reason for training

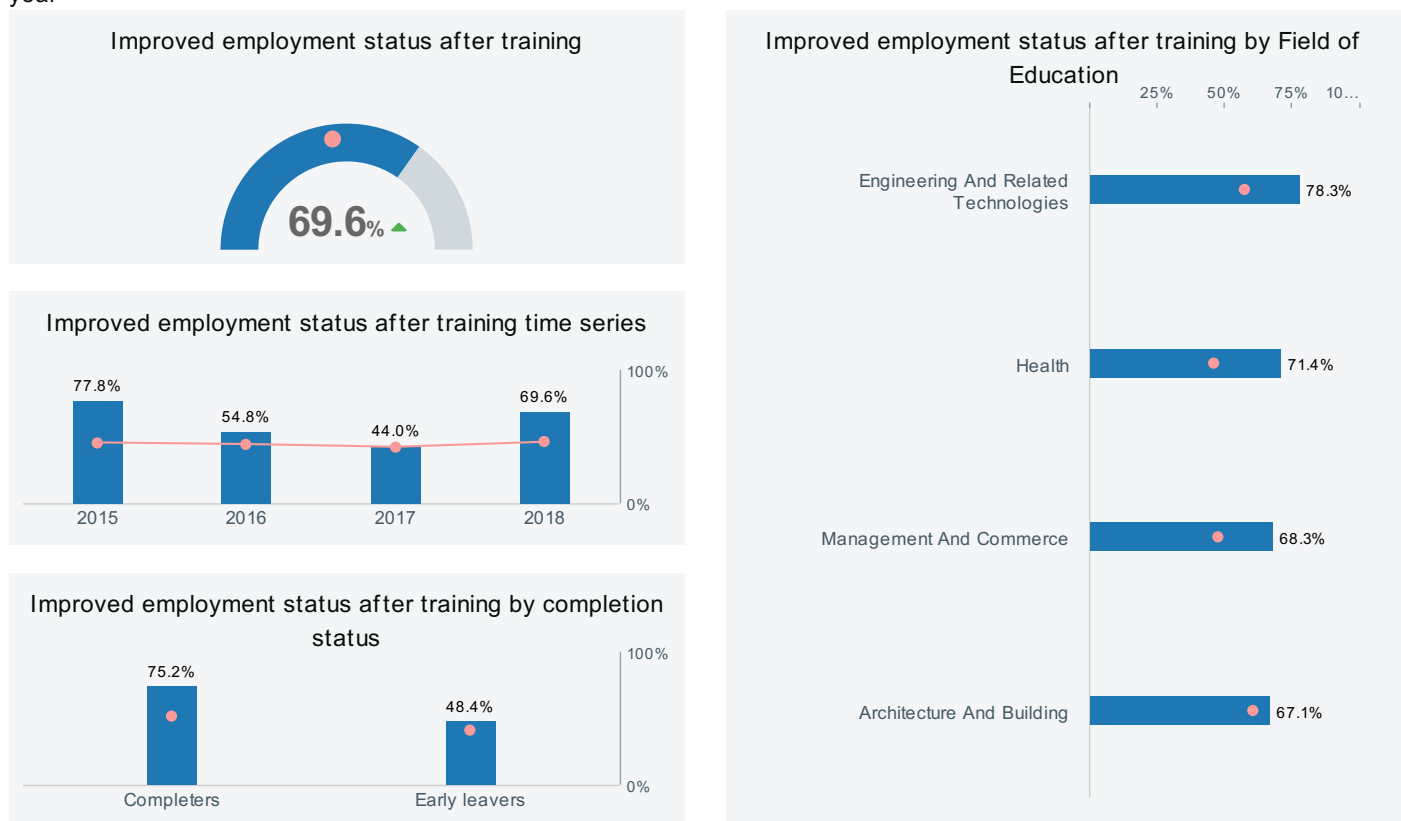
The Management Edge Pty Ltd 2018 2018 Victorian average Higher than previous year Lower than previous year



Proportion of VET students with an improved employment status after training

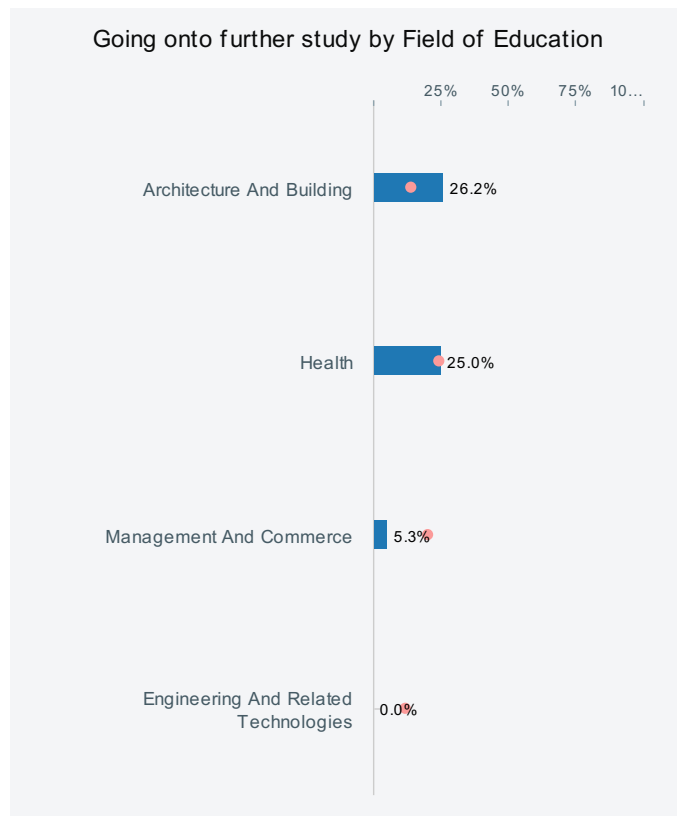
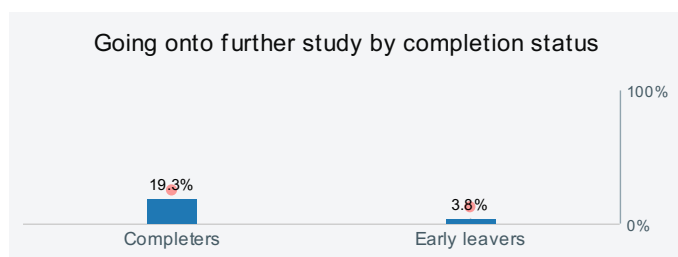
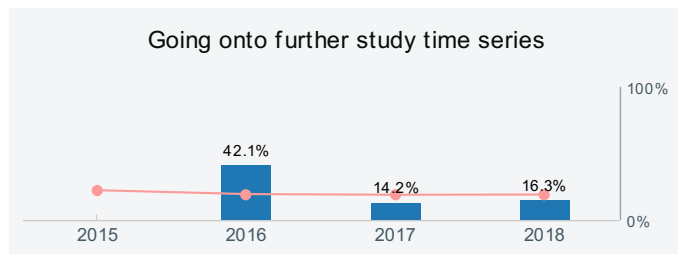
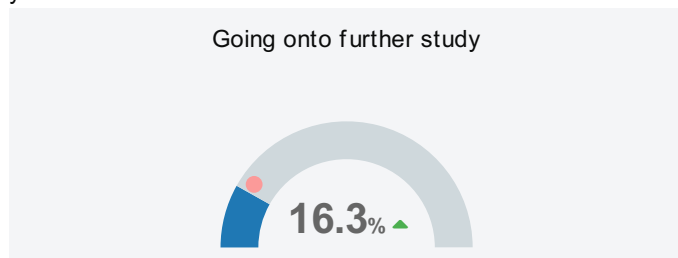
The methodology used to construct this measure was changed in 2018. So, the results are not directly comparable over time.

The Management Edge Pty Ltd 2018 2018 Victorian average Higher than previous year Lower than previous year



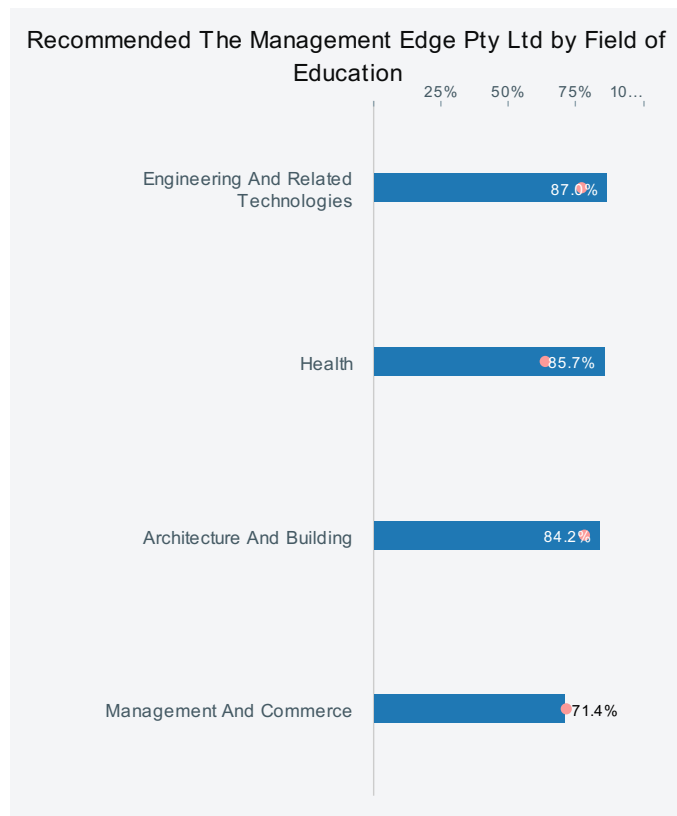
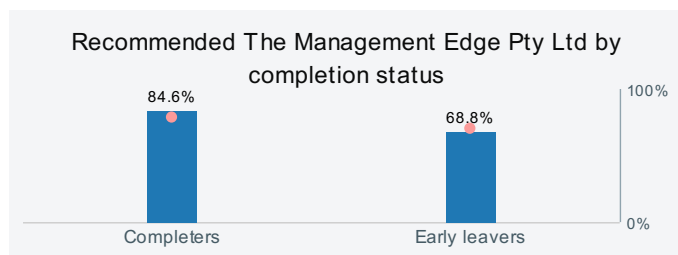
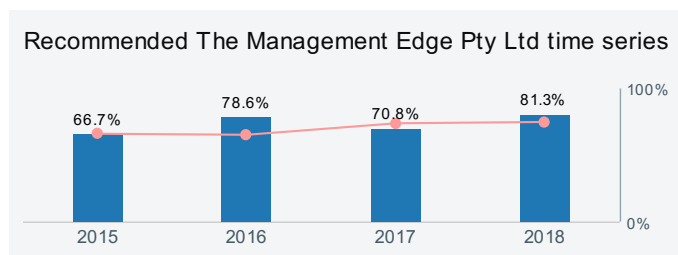
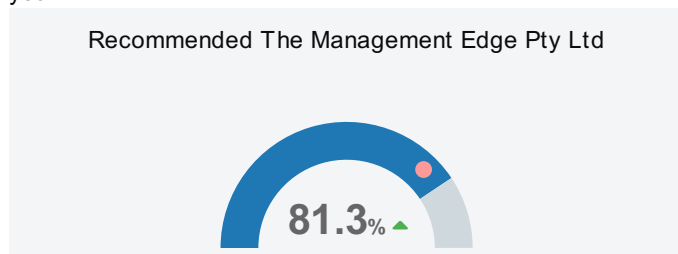
Proportion of VET students going onto further study at a higher level than their completed training

The Management Edge Pty Ltd ■ 2018 ● 2018 Victorian average ▲ Higher than previous year ▼ Lower than previous year



Proportion of VET students who recommended The Management Edge Pty Ltd

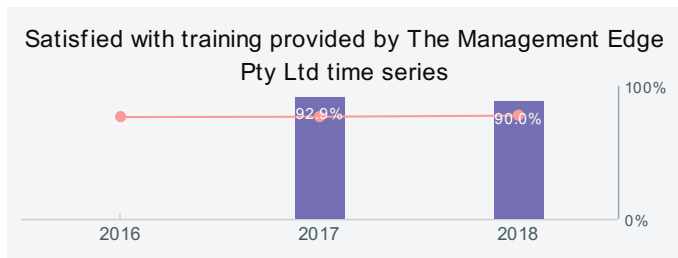
The Management Edge Pty Ltd ■ 2018 ● 2018 Victorian average ▲ Higher than previous year ▼ Lower than previous year



Employer feedback

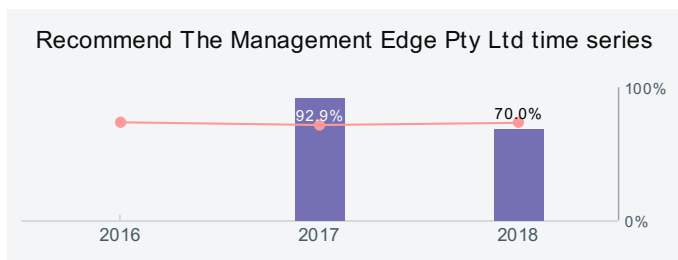
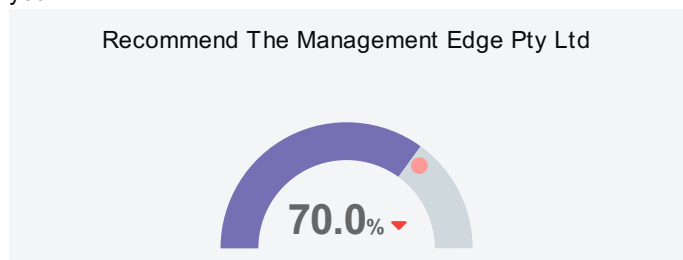
Proportion of employers of apprentices and trainees who are satisfied with training provided by The Management Edge Pty Ltd

The Management Edge Pty Ltd ■ 2018 ● 2018 Victorian average ▲ Higher than previous year ▼ Lower than previous year



Proportion of employers who recommend The Management Edge Pty Ltd

The Management Edge Pty Ltd ■ 2018 ● 2018 Victorian average ▲ Higher than previous year ▼ Lower than previous year



Proportion of employers reporting improvement in the generic skills of apprentices and trainees

The Management Edge Pty Ltd ■ 2018 ● 2018 Victorian average ▲ Higher than previous year ▼ Lower than previous year

