2013–15 strategic plan

Unleashing TAFE’s capability to lift Australia’s workforce productivity
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About us
TAFE Directors Australia (TDA) is the peak national body incorporated to represent Australia’s 61 technical and further education providers (TAFE), including five dual sector universities with TAFE divisions, and the Australia-Pacific Technical College.

The public provider (TAFE) network provides a diverse and integral series of technical and further education services for individuals, enterprises and communities in the emerging tertiary education sector in Australia. TAFE operates across a wide footprint in metropolitan, regional and remote locations providing vocational and higher education programs and services on campus, online, in workplaces and, increasingly, in international markets.

The core business of TDA is to support its members with advocacy for the important role of TAFE under state and territory jurisdictions in meeting Australia’s need for increased productivity, participation and educational attainment in the workforce. TAFE also has an important role in meeting community obligations, particularly across remote and regional Australia.

Accordingly, TDA’s purpose is to:
- Provide services for members to meet current and emerging priorities;
- Position TAFE nationally as the major provider of high quality skills;
- Advance technical and further education policy in Australia;
- Lead advocacy for improved outcomes for students, both domestic and international; and
- Facilitate opportunities for growth, collaboration and partnerships in national and international markets.

Vision
TDA will serve the interests of its members by advocating for higher quality outcomes for learners and employers in vocational education and training, by leading policy development for the TAFE sector and by providing value-added products and services.

Mission
TDA will promote the development, resourcing and growth of TAFE Institutes in all jurisdictions across Australia as the recognised leaders in the provision of high quality technical and further education.

Core Values

Responsiveness:
anticipating, understanding, meeting and exceeding the expectations of TDA members.

Expertise:
ensuring outcomes are evidence-based, informed and relevant to members’ needs and priorities.

Integrity:
ensuring all relationships with members, stakeholders and clients are ethical, inclusive, transparent and accountable.

Independence:
maintaining a not-for-profit, non-partisan status and acting in the interests of all members.

Flexibility:
prioritising, pursuing, achieving and monitoring TDA objectives in rapidly changing policy and economic environments.
Context

The TDA Strategic Plan 2013–2015 aims to support members to deliver on policy initiatives by State, Territory and Commonwealth Governments that are designed to lift national productivity. The key ‘deliverables’ outlined in State/Territory Plans target micro-economic reform to ensure Australia’s economic and social wellbeing into the future.

The pivotal role of the public provider network in Australia’s vocational education and training system was identified by SCOTese state and territory training ministers (Communique, 25th November 2011) and by the Australian Workforce Productivity Agency (AWPA).

AWPA nominated TAFE as the ‘bedrock’ of Australia’s quality VET system in its recent National Workforce Development Strategy (March 2013).

The Prime Minister Hon. Julia Gillard MP secured an agreement with State Premiers and First Ministers for a National Partnership Agreement on Skills and Workforce Development (Canberra, April 2012). This Agreement pledged a phased-in introduction of a national entitlement to training across all states and territories from 2013–14. Along with targets set by the Council of Australian Governments (COAG) in the National Partnership Agreement on Skills Reform to raise educational attainment and participation in the workforce, these policy settings continue to drive unparalleled changes in the tertiary education sector.

TDA’s Strategic Plan, 2013–15 has been developed to support TAFE Institutes address the significant economic and structural challenges arising under the skills reform agenda and to leverage the many opportunities the reforms afford TAFE as the largest quality provider of technical and further education with reach across metropolitan, regional and remote areas of Australia.

This Plan was informed by a detailed strategic review by the TDA National Board and stakeholder research undertaken in 2012 including a survey of Queensland community and industry perceptions of TAFE, a survey of TDA members, and earlier, a detailed survey of industry and the community in Victoria.

Performance 2012

This Strategic Plan builds on the significant achievements by TDA in 2012. In a year of rapid change and controversy in technical and further education and an impasse between the Commonwealth and certain states regarding “transition support for TAFE” under the National Partnerships Agreement on Skills, TDA increased its strong advocacy for the special role of the public provider in achieving both Commonwealth and State Governments’ economic and social objectives.

To this effect, TDA launched a National Charter for TAFE in 2012 outlining four fundamental principles to ensure the success and sustainability of the TAFE sector into the future. Members approved the following principles for the National Charter:

1) Funding maintains the viability and responsiveness of public providers;
2) Quality criteria are substantially enhanced;
3) Governance enables flexibility and responsiveness; and
4) Recognition of the innovation and leadership roles of TAFE, including its pivotal position in rural and regional Australia.

To ensure effective representation of members, TDA also published a number of evidence based position papers (including responses to apprenticeships and skill shortages, the AQF and quality standards and TAFE in the tertiary sector) and developed submissions to State and Commonwealth governments with associated media releases.

TDA continued to engage with a wide range of stakeholders through the annual TDA conference, selected forums, consultations and speaking engagements at conferences, and strengthened international relationships, particularly in the East Asia Summit (EAS) regions through networks and delegations.

Further details of these achievements are provided in TDA’s Annual Report 2012 and the TDA website www.tda.edu.au
Key Performance Areas

KPA 1: Advocacy – positioning TAFE in competitive training markets

Purpose:
Supporting a strong, sustainable, high quality public provider (TAFE) sector in competitive training markets.

Outcomes:
- Greater recognition of TAFE's contribution to workforce productivity and the social and economic agendas of State and Commonwealth Governments;
- Increased consumer and industry trust and support for TAFE;
- Increased advocacy by TDA for TAFE as the leading provider of employer sponsored training for the trades and skilled occupations.

Strategies
- Strengthen advocacy for TAFE through a targeted campaign themed, ‘Making a Difference’;
- Demonstrate TAFE's contribution to Australia’s workforce productivity targets through data (economic modelling);
- Promote consumer and industry research that demonstrates high levels of confidence in TAFE by the community and employers;
- Publish position papers in response to policy initiatives impacting on TAFE and technical and further education;
- Provide timely and informed responses to government reviews and inquiries.

Key messages:
- The critical role of the public provider in meeting industry skill needs and the social and economic agendas of governments, consistent with legislative frameworks;
- The strength of diversity in TAFE provision across metropolitan and regional areas in all states and territories to meet the needs of industry, communities and individuals;
- The critical role of regional public providers to economic growth and social wellbeing in remote and regional communities;
- The important contribution of TAFE to improved social inclusion in education from secondary school through to higher education.
Strengthening industry relationships and partnerships

Purpose:
Leveraging TAFE’s strong position across Australia as the ‘skills hub’ servicing local industry, enterprises and communities.

Outcomes:
- Stronger advocacy and support for TAFE by industry, enterprises and employers;
- Increased opportunities for workforce development partnerships with industry for TDA members.

Strategies:
- Facilitate communication between the TDA Board and industry peak bodies;
- Promote the quality and capabilities of TAFE graduates to industry bodies and employers;
- Publish examples of excellence in innovative partnerships between industry and TAFE.

Quality and innovation

Purpose:
Promoting regulatory frameworks and purchasing practices for technical and further education across all jurisdictions that result in high quality, innovative delivery and assessment outcomes for learners.

Outcomes:
- Quality measures for the receipt of public funding of technical and further education are implemented in each jurisdiction;
- Responsive regulatory regimes that recognise the multiple and complex obligations of public providers of technical and further education;
- TAFE is recognised for strong leadership in providing high quality, innovative teaching, learning and workplace training outcomes.

Strategies:
- Publish position papers as new quality regulations and standards emerge;
- Engage with regulatory authorities to influence the development of quality regimes;
- Promote and disseminate TAFE case studies which demonstrate high quality, responsive education and training practices.
KPA 2: Leadership in policy development
(continued)

Tertiary policy and funding arrangements

Purpose:
Supporting higher education delivery in TAFE with recognition of the need for its public funding.

Outcomes:
- The diversity and accessibility of Australia's tertiary sector is strengthened through growth in higher education in TAFE;
- Access to Commonwealth Supported Places for all students studying higher education at non-university higher education providers.

Strategies:
- Advocate for funding for all students undertaking higher education qualifications conducted by technical and further education providers;
- Improve support services for members delivering higher education qualifications.

Key messages:
- TAFE's capacity to work with employers to meet workforce skill needs and enhance productivity;
- Appropriate funding for public providers of technical and further education by jurisdictions will result in quality and sustainable outcomes for individuals, industries and communities;
- The capacity of TAFE across Australia to enhance a diversified tertiary education platform;
- Inequity in current funding arrangements across the tertiary education sector.
Key Performance Areas

KPA 3: International engagement

Engagement in Asia and other international markets

Purpose:
Supporting engagement of members in international markets through skill partnerships, improved employment mobility linkages and student visa arrangements.

Outcomes:
- Increased contribution by TAFE to Australia’s skilled migration and aid policies and initiatives in response to an increasingly mobile and global workforce;
- Strengthened role of TDA in China, and growing regional markets in Indonesia and India in recognition of imperatives outlined in the Asian Century Paper;
- Growth in international opportunities onshore and offshore for TDA members.

Strategies:
- Publish position papers on issues affecting international delivery (onshore and offshore);
- Increase number of partnerships between TDA members and international governments, agencies and other international organisations;
- Leverage the TAFE benchmark model with Indonesia and India colleges;
- Enhance capability of TAFE to provide high quality services, onshore and offshore including the establishment of offshore skill centres.

Key messages
- TDA’s role in promoting international engagement by TAFE onshore and offshore through the widening of educational linkages across East Asia and other international regions.
**KPA 4: Responsive member services**

**Purpose:**
Ensuring TDA services meet the changing needs and priorities of members and enhance the professionalism and reputation of the TAFE workforce.

**Outcomes:**
- The expansion of current services to meet changing member needs including the provision of coaching and mentoring, leadership development, professional development and benchmarking services;
- The provision of timely, current and evidence based information to members and stakeholders;
- Increased consultation and collaboration with members.

**Strategies:**
- Survey members annually to ascertain the impact of changing policy environment and support required from TDA;
- Consult with members to obtain input across all jurisdictions into TDA submissions and position papers;
- Improve communication with members by rejuvenating the website and establishing web based communication channels for regular policy updates;
- Promote leadership development opportunities for leaders and managers across jurisdictions;
- Facilitate professional development opportunities for the TAFE workforce to build the professionalism of academic and support staff including national networks in areas of priority for members;
- Host the TDA annual national conference with successful outreach to industry, VET stakeholders and regional TVET communities;
- Expand international networks;
- Value add to members by maintaining and growing the Tuition Assurance Scheme;
- Establish the National Scholarship Fund as the philanthropic arm of TDA.

**Key messages:**
New and improved services in response to TDA members’ feedback for:
- Advice on national educational policy;
- Strong and sustainable national and international networks that promote greater collaboration, collegiality and professionalism across the TAFE sector;
- Opportunities to enhance the professionalism of TAFE leaders, academics and support staff.
TDA Members

Fiji
Australia-Pacific Technical College
www.aptc.edu.au

Australian Capital Territory
Canberra Institute of Technology
www.cit.act.edu.au

New South Wales
TAFE NSW – South Western Sydney Institute
www.swsi.tafensw.edu.au
TAFE NSW – North Coast Institute
www.nci.tafensw.edu.au
TAFE NSW – Riverina Institute
www.rit.tafensw.edu.au
TAFE NSW – Northern Sydney Institute
www.nsi.tafensw.edu.au
TAFE NSW – Hunter Institute
www.hunter.tafensw.edu.au
TAFE NSW – Illawarra Institute
www.illawarra.tafensw.edu.au
TAFE NSW – Sydney Institute
www.sydneytafe.edu.au
TAFE NSW – New England Institute
www.newengland.tafensw.edu.au
TAFE NSW – Western Sydney Institute
www.wsi.tafensw.edu.au
TAFE NSW – Western Institute
www.wit.tafensw.edu.au

Northern Territory
Batchelor Institute of Indigenous Tertiary Education
www.batchelor.edu.au
Charles Darwin University (TAFE Division)
www.cdu.edu.au

Queensland
Metropolitan South Institute of TAFE
www.msit.tafe.qld.edu.au
Gold Coast Institute of TAFE
www.goldcoast.tafe.qld.edu.au
The Bremer Institute of TAFE
www.bremer.tafe.qld.edu.au
Southbank Institute of Technology
www.southbank.edu.au
Southern Queensland Institute of TAFE
www.sqit.tafe.qld.edu.au
Tropical North Queensland Institute of TAFE
www.bn.tafe.qld.edu.au
Brisbane North Institute of TAFE
www.brisbane.tafe.qld.edu.au
Sunshine Coast Institute of TAFE
www.sunshinecoast.tafe.qld.edu.au
SkillsTech Australia
www.skillsitech.tafe.qld.edu.au
Central Queensland Institute of TAFE
www.cqtafe.qld.edu.au
Barrier Reef Institute of TAFE
www.barrierreef.tafe.qld.edu.au
Mt Isa Institute of TAFE
www.mtisa.tafe.qld.edu.au
Wide Bay Institute of TAFE
www.widebaytafe.qld.edu.au

South Australia
TAFE SA – Adelaide South Institute
www.tafe.sa.edu.au
TAFE SA – Regional
www.tafe.sa.edu.au
TAFE SA – Adelaide North Institute
www.tafe.sa.edu.au

Victoria
Advance TAFE
www.advancetafe.edu.au
Bendigo Regional Institute of TAFE
www.britafe.vic.edu.au
Box Hill Institute
www.bhtafe.edu.au
GippsTAFE
www.gipps.tafe.vic.edu.au
Chisholm Institute of TAFE
www.chisholm.edu.au
The Gordon
www.gordon.tafe.edu.au
GOTAFE
www.gotafe.vic.edu.au
Holmesglen Institute of TAFE
www.holmesglen.vic.edu.au
Kangan Institute
www.kangan.edu.au
NMIT
www.nmit.edu.au
RMIT University
www.rmit.edu.au
South West Institute of TAFE
www.swtafe.vic.edu.au
Sunraysia Institute of TAFE
www.sunitafe.edu.au
Swinburne University of Technology (TAFE Division)
www.tafe.swin.edu.au
Victoria University
www.vu.edu.au/tafe
University of Ballarat
www.ballarat.edu.au/tafe
William Angliss Institute
www.williamangliss.vic.edu.au
Wodonga Institute of TAFE
www.wodonga.tafe.edu.au

Tasmania
Skills Institute
www.skillsinstitute.com.au
Tasmanian Polytechnic
www.polytechnic.tas.edu.au

Western Australia
Central Institute of Technology
www.central.wa.edu.au
Challenger Institute of Technology
www.challenger.wa.edu.au
C.Y. O'Connor Institute
www.cycoc.wa.edu.au
Durack Institute of Technology
www.durack.edu.au
Education and Training International
www.ets.wa.edu.au
Great Southern Institute of Technology
www.gs institute.wa.edu.au
Kimberley Training Institute
www.kimberley.tafe.wa.edu.au
Pilbara Institute
www.polytechnic.wa.edu.au
Polytechnic West
www.polytechnic.wa.edu.au
South West Institute of Technology
www.swt.wa.edu.au
Goldfields Institute of Technology
www.goldfields.wa.edu.au
West Coast Institute of Training
www.westcoast.wa.edu.au