

tafeSA



Government of
South Australia

Transforming Futures

2013 - 2016 TAFE SA STRATEGIC PLAN



FROM THE CHAIR



On behalf of the TAFE SA Board, I am pleased to present the '2013 - 2016 TAFE SA Strategic Plan: Transforming Futures'. The plan defines how we will achieve our vision of being a world-class vocational education and training provider.

The TAFE SA Board of Directors is committed to TAFE SA successfully meeting our strategic goals. We have a talented workforce, a reputation for excellence and we will continue to deliver innovative and relevant training based on the needs of our customers and industry.

TAFE SA has a proud history of training delivery that transforms the lives of our graduates and contributes to the prosperity of South Australia through the development of its workforce.

As a Statutory Corporation of the Government of South Australia, TAFE SA plays a vital role in stabilising the South Australian VET sector (particularly in areas of market failure), setting quality benchmarks, ensuring access to training opportunities by all equity groups and maintaining a strong and vibrant network of campuses and learning centres across metropolitan, rural and remote South Australia.

Changes to the vocational education and training market mean that we have some real challenges ahead.

'Transforming Futures' calls upon us to implement a range of strategies to achieve a surplus budget position by 2016. This involves diversifying our income streams to reduce our dependency on *Skills for All* funding.

We will also engage in partnerships, joint ventures and continually review and realign organisational structures to optimise business performance. We will build upon our capabilities and expand our offerings to overseas organisations and students, and in the domestic market we will grow our short courses and tailored solutions for business.

At the same time, we will focus on ensuring we deliver our services as efficiently and effectively as possible to both increase our student registrations and completions, and maintain our student, employer and staff satisfaction rate.

I am confident that TAFE SA will be successful in meeting our strategic goals through the combined efforts of our staff, led by our executives and supported by the TAFE SA Board.

Yours sincerely

Peter Vaughan
Chair, TAFE SA Board



FROM THE CHIEF EXECUTIVE



TAFE SA is a Statutory Corporation currently operating as three registered training organisations.

Our delivery network of 56 campuses and learning centres (including six located in the Anangu Pitjantjatjara Yankunytjatjara (APY) lands and three in the Aboriginal Home Lands), provides the physical and intellectual backbone of the VET sector in South Australia.

Each year we enrol over 80,000 students in qualifications ranging from Certificate I through to Degrees and Vocational Graduate Diplomas. We also deliver a myriad of skill sets and customised short courses. These enrolments translate into 606,743 individual subject enrolments and over 21,180,204 million hours of training delivery.

Currently we have over 1,203 individual qualifications on scope across the following portfolio areas:

- Foundation Skills
- Mining, Engineering and Transport
- Building and Construction
- Tourism, Hospitality and Creative Arts
- Community Services, Health and Lifestyle
- Business, Justice and IT
- Primary Industries, Animal and Laboratory Sciences
- Aboriginal Access Centre
- APY Lands

We are very proud of our long and distinguished history of providing high quality teaching and learning programs and services to a very culturally and demographically diverse customer base.

We believe strongly in our aspirational vision to become leaders in the provision of educational experiences which model and assist individuals, enterprises, organisations and communities (urban, rural and remote) to build futures which are economically, environmentally and socially sustainable.

Our teaching staff are highly skilled, talented and share years of collective wisdom and experience. They believe in making a difference through their care, support and pursuit of excellence. They readily embrace new technologies and innovative delivery models to ensure maximum levels of access to learning opportunities by our customers.

TAFE SA managers and administrative staff are committed to adding value to our core business of teaching and learning by providing outstanding leadership, effective business processes and excellent customer service.

As the public provider, we honour our role as an instrument of public policy and our obligations to the communities and industries we serve, while at the same time understanding the urgent need to become financially sustainable within an increasingly competitive VET marketplace.

This strategic plan outlines how TAFE SA will achieve a surplus financial position by the end of the 2015-16 financial year. It identifies a range of priorities and bold performance targets that will drive our internal planning and actions. We recognise however that we operate in a very dynamic, ever-changing political and economic environment, so it is imperative that we maintain the ability to respond quickly and if necessary, change our priorities and actions.

Jeff Gunningham
Chief Executive, TAFE SA

OUR BUSINESS

Our core business is the design and facilitation of high quality teaching and learning programs and services to a diverse customer base - locally, nationally and internationally.



OUR CUSTOMERS

Our customer groups include:

- Government with responsibility for ensuring a stable VET sector and delivery of public service obligations
- Business enterprises wishing to upskill their workforces
- Organisations, agencies and communities wishing to develop human, economic and social capital
- Existing workers including:
 - those with gaps in foundation skills
 - those undertaking training related to their work
 - those desiring to change careers unrelated to their work
 - those facing unemployment or significant change in their work practices
 - casual and part-time workers who have limited access to work-based learning opportunities
- Education providers wishing to expand their vocational education and training capacity and capability domestically and internationally
- Learners wishing to pursue vocational or leisure interests
- Learners requiring foundation skills
- Apprentices and trainees under a contract of training
- Students undertaking VET in schools
- New entrants to the workforce and those seeking to return to the workforce
- Students aiming to complete, or articulate to, higher education programs
- Higher education students moving to VET; and
- International students (both on-shore and off-shore).

VISION

A world class vocational education and training provider.

MISSION

Lifelong learning that sustains communities and builds workforce capability and individual capacity.

CORE VALUES

As an organisation we place a high priority on the following core values:

- **Integrity**
We act ethically and honestly, and maintain the highest of academic standards.
- **Responsiveness**
We provide timely and enterprising learning solutions, which meet customer needs and surpass expectations.
- **Professionalism**
We interact professionally with all of our key stakeholders.
- **Creativity and Innovation**
We foster an organisational culture that values inquisitiveness, experimentation, fresh perspectives and the sharing of new ideas.
- **Excellence**
We strive to excel in all of our educational and business pursuits.
- **Accountability**
We ensure that all parts of the organisation are accountable for the achievement of strategic objectives and performance targets.
- **Sustainability**
We accept and act upon our environmental, economic and social sustainability responsibilities.





TAFE SA MARKET SEGMENTATION

CONSUMER MARKET

- Entrenched Advocates**
 Strong advocates of TAFE SA based on past experience; have an 'insider perspective' based on familiarity and knowledge of the TAFE brand; can be leveraged as protectors of the brand and key promoters of the brand through advocacy; and respond to messages focused on quality and real results.
- Young Advocates**
 Current users of TAFE SA; young, informed and modern; see the brand as it currently is in its competitive setting and aware of other choices; track any changes to the brand values they see as important and the benefits they believe are attached to the brand; provide a reality check - a barometer for change; and respond to messages focused on connections to industry and real results.
- Life Long Learners**
 Currently pro-university, but not negative to the TAFE brand; opportunity exists to strengthen their support of TAFE SA through increasing knowledge of current curriculum; opportunities exist for increasing their consideration of short courses both leisure and career related; and respond to messages focused on career enhancement and higher education pathways.
- Push me to Learn**
 Least likely of all market segments to seek study or learning on own initiative; need to have the opportunity put before them by a school counsellor, employer or industry; opportunities exist to increase awareness of 'new' courses and emerging industry skills beyond traditional trade links; TAFE product is a good fit because of its modular approach to gaining qualifications, lower/subsidised cost and a 'hands-on' approach to learning; and respond to messages focused on choice and accessibility.

BUSINESS TO BUSINESS (B2B) MARKET

- Enterprises; employers; industry sectors; government; and education (universities, schools and VET).

INTERNAL STAKEHOLDERS

- Current and past TAFE SA students; TAFE SA staff; and associates and suppliers.

COMMUNITY (NOT SEEKING FURTHER STUDY)

- General public (parents and influencers); and at risk individuals (unemployed, disadvantaged and disengaged).

TAFE SA ENVIRONMENTAL SCAN

POLITICAL FACTORS

- Potential change of government at a state and national level and subsequent changes to policies and funding priorities.
- Implementation of *Skills for All* reforms and increased contestability for public funds.
- Establishment of TAFE SA as a Statutory Corporation.
- Merging of three TAFE Institutes to become 'One TAFE SA'.
- TAFE SA's industrial relations framework.
- COAG agenda to expand the training market, while increasing participation at higher levels, at a lower cost.
- Establishment of Regional Development Australia and an increasing focus on 'regionalism'.
- Establishment of a national VET Regulator (Australian Skills Quality Authority).
- Changes to visa and immigration policies impacting on the international student market.
- Changes to the funding, taxing and regulating of many industry sectors.
- Introduction of the Mining Tax.
- Uncapped university funding for degrees and above.

ECONOMIC FACTORS

- Cut back in public and private spending and lower consumer confidence due to the Global Financial Crisis.
- Impact of the high Australian Dollar on export markets.
- Opening up of the global marketplace through off-shoring, outsourcing, loss of manufacturing and other unskilled jobs, impacting on local industries.
- General decline of the manufacturing sector.
- Downturn in the mining industry.
- The indefinite shelving of the Olympic Dam mine expansion.
- Varying abilities and willingness of industry to pay for training.
- The lack of capacity of the state to deliver on the national skills agenda.
- Varying capacity of regional communities to remain sustainable.

LEGAL FACTORS

- Increasing regulations and compliance requirements creating cost pressures for businesses eg Workplace Health and Safety and Industrial Relations legislation.
- Impact of intellectual property and copyright legislation on some industry sectors.

SOCIAL FACTORS

- Increased use of social media to communicate, share information and engage in community/political activism.
- Australia's ageing population and the increasing demand for health, welfare and leisure services.
- Changes to workforce profiles including greater mobility, greater numbers of part-time workers, increasing retirement ages, movement of young people from regional areas to cities, and labour transfer to growth industries from other areas.
- Intergenerational unemployment.
- Increased number of people suffering from addictions and mental health issues.
- Geographic spread of South Australia's population creating 'thin' training markets.
- Varying access of people in regional areas to the full range of government services.
- Perceived lower status by some demographic groups of VET compared to university qualifications.
- Low Language, Literacy and Numeracy levels impacting on workforce participation and productivity.
- Increased levels of immigration and multiculturalism.
- Significant social, economic and health disadvantages in Aboriginal communities.

TECHNOLOGICAL FACTORS

- Continuous technological advancement changing the nature of work processes, roles and the skills required.
- Roll-out of the National Broadband Network and resultant opportunities for new business development particularly in regional communities.
- The growth of online shopping impacting on local industries and businesses.
- Increased connectivity through wireless and mobile technologies, creating greater opportunity for blended learning approaches.
- Emergence of 'crowd sourcing' and 'crowd funding' capabilities.
- Requirement to continuously develop and upgrade IT systems to support training and business activities.

ENVIRONMENTAL FACTORS

- Introduction of the Carbon Tax.
- Environmental acts and regulations at a local, state and national level impacting on business and community activities.
- Increasing awareness of environment and sustainability issues (including carbon tax/reducing carbon footprint) by the business community.
- Increasing demand for 'green skills' to support new and emerging industries.
- Increasing focus by industries on waste management issues including e-Waste, disposability, on-site regulation and recycling.
- Increasing demand for energy efficiencies and renewable energies across many industry sectors.
- Government VET policies requiring the embedding of 'skills for sustainability' across all training packages.

TAFE SA STAKEHOLDER PERCEPTIONS



TAFE SA STUDENTS

- TAFE SA students have a very positive opinion of the organisation.
- Overall, students rated their TAFE SA course enjoyment strongly and found that courses met their expectations.
- Satisfaction levels were strong across all measures with satisfaction towards learning relevant skills being the strongest satisfaction measure.
- Satisfaction with enrolment and administrative process were slightly lower than other measures.
- Many students rated their overall TAFE SA experience highly because the training met their expectations, they had no specific issues and because the teachers/lecturers and teaching quality and style were appreciated.
- The most frequently mentioned suggestion for improvement were the administrative and enrolment processes.
- Comments relating to resources, equipment, technology and facilities (including opening hours) were also a suggested area of improvement.
- Key perceptual attributes included 'friendly', 'good teachers/trainers', 'flexible study options' and 'teaches relevant job skills'.

TAFE SA STAFF

- TAFE SA staff were confident in the quality of training they delivered.
- Overall staff had a very positive perception of training TAFE SA delivered.
- Perceptions of training the skills that industry requires and meeting industry and student needs were strongly positive.
- Staff also perceived themselves to be in a strong position compared to competitors.

SA RESIDENTS

- SA residents who had experienced TAFE SA were also positive.
- Close to half of the general SA residents surveyed had studied at TAFE SA at some point.
- Over a third rated their experience at TAFE SA as very positive and half as somewhat positive.

TAFE SA POSITION

SUMMARY

TAFE SA is well-regarded (by students, staff and industry) due to:

- The quality and range of the accredited training offered
- Facilities, locations and size
- The level of student support services; and
- Its brand and reputation.

However, by their very nature these things also create competitive weaknesses including:

- Quality accredited courses are not necessarily short, quick, flexible, or easy to access
- Facilities, locations and size results in complex systems and processes
- Student support services add to overheads and increase overall costs; and
- Brand reputation is entrenched and can be hard to change. A 'one size fits all' approach benefits some areas but not others.

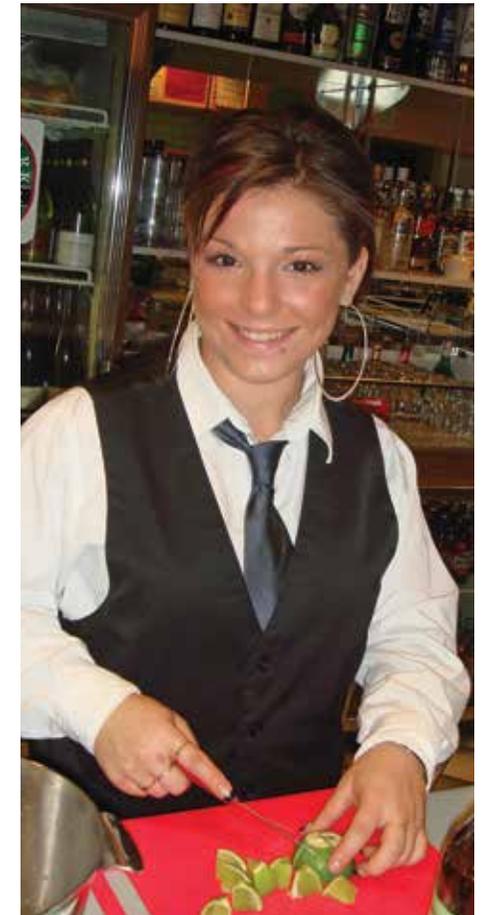
RESEARCH FINDINGS

RECOMMENDATIONS

- 01 Refine future product offers where applicable to ensure future skills needs are met.
- 02 Implement systematic process for improving and maintaining industry connectivity and relationships.
- 03 Focus on increased offer in skills based short courses.
- 04 Incorporate literacy, numeracy and basic IT skills in other courses.
- 05 Offer dual training and 'cross over' skills training.
- 06 Focus on increased online and blended course delivery.
- 07 Focus on increased university pathway courses.
- 08 Communicate the point of difference.

'Professional and managerial occupations will grow fastest (in the future), while health care and social assistance, professional, scientific and technical services and education and training will be Australia's most rapidly expanding industries. As well as higher qualifications, non-industry specific skills such as flexibility, adaptive capacity, teamwork, leadership and entrepreneurial skills will be increasingly sought after.'

Philip Bullock - Chair, Australian Workforce and Productivity Agency



KEY RESULT AREA 1

BUSINESS TRANSFORMATION AND SUSTAINABILITY

OBJECTIVE

Achieve a surplus financial position by the end of the 2015-16 financial year.

STRATEGIES

- Implement a range of strategies to create ownership of the TAFE SA vision, mission, principles, values, strategies and targets by staff and other key stakeholders.
- Build an organisational culture where staff are empowered to: be creative and innovative; make decisions and be open in their interactions; engaged in participative decision making processes; and feel proud and energised to work for TAFE SA.
- Optimise business profitability and return on investments.
- Significantly reduce non-education delivery related overheads.
- Diversify income streams to reduce dependency on *Skills for All* funding.
- Increase participation in the higher education market, through the delivery of TAFE SA Degrees and other qualifications in partnership with reputable higher education institutions.
- Expand international business activity by attracting more individual students, participating in international projects, growing existing relationships and establishing collaborative partnerships to enter new international markets.
- Develop and market dynamic and diverse TAFE SA short course programs focusing on work and leisure skills.
- Establish accurate delivery costs for all qualifications.
- Remove qualifications from scope where considered financially unviable without community service obligation funding.
- Add qualifications and skill sets to scope to meet emerging industry needs and government funding priorities.
- Engage in partnerships, joint ventures and other collaborative activities to expand our financial base.
- Continue to review and realign organisational structures to optimise business performance.
- Develop and invest in the implementation of the 2013 - 2015 TAFE SA Sustainability Strategy and Action Plan.
- Develop and invest in a Customer Service Strategy to strengthen TAFE SA's service culture.
- Develop and implement a TAFE SA Workforce Development Strategy.



KEY RESULT AREA 2

MARKETING AND BUSINESS DEVELOPMENT

OBJECTIVE

Increase market share and the amount of profitable business generated from all market segments.

STRATEGIES

- Develop and implement a 2013 - 2014 TAFE SA Marketing Strategy and Action Plan.
- Work with business units to implement the recommendations of the Colmar Brunton TAFE SA - Future Focus Report.
- Redevelop the TAFE SA website as a key communication channel with customers.
- Implement a range of communication strategies to build the TAFE SA brand and promote products and services.
- Design and implement promotional campaigns to target specific market segments.
- Implement a Customer Relationship Management (CRM) system.
- Implement a range of strategies to increase engagement with government, employers, industry, schools, universities and other key stakeholders.
- Build the confidence and capacity of all TAFE SA staff to enable them to participate fully in the implementation of marketing strategies and actions.

'The research indicates that TAFE SA has several widely recognised key strengths. These strengths attract students to TAFE SA and should be communicated via marketing:

- *recognised/preferred by industry*
- *accredited, high quality training*
- *multiple locations*
- *high level of student support*
- *trusted, stable; and*
- *university pathway.'*

Colmar Brunton
TAFE SA - Future Focus Report,
June 2013

KEY RESULT AREA 3

LEADERSHIP IN TEACHING AND LEARNING

OBJECTIVE

Position TAFE SA as an outstanding leader in vocational and higher education.

STRATEGIES

- Develop, implement and evaluate a strategic professional development program to build teaching staff capacity with a focus on: foundation skills; online and blended learning; adaptive and entrepreneurial skills; delivery and assessment of higher level qualifications; and education for sustainability.
- Review current delivery of the Certificate IV, Diploma of Training and Assessment and pathways to Higher Education qualifications, to position the organisation as a national leader in this future growth area.
- Create and invest in opportunities for teaching staff to share innovative practice, experiment with new learning technologies and pedagogies, and engage in academic scholarship.
- Implement an a TAFE SA wide approach to the modelling and integration of education for sustainability principles, values and practices into all areas of teaching and learning.
- Encourage teaching staff to structure experiences and assessment tasks that emphasise holistic learning approaches and which connect with their industries and local communities.
- Acknowledge and fully utilise the skills, knowledge, experience, industry networks and leadership capacity of all teaching staff.
- Invest in the production and/or acquisition of high quality teaching resources.
- Recognise and reward staff excellence in teaching and learning.
- Encourage and support staff participation in local, state and national competitions and awards.



KEY RESULT AREA 4

LEARNER ACCESS, PARTICIPATION AND SUCCESS

OBJECTIVE

Leverage all opportunities and partnerships to maximise outcomes for individual students, in particular those who are disadvantaged and/or economically disadvantaged.

There has been no shortage of agreement about the significance of LLN skills to the Australian workforce, but astonishing little in the way of outcomes. Industry Skills Councils (ISGs) agree that now is the time for action. The current public and policy interest in foundation skills presents an opportunity for co-ordinated and strategic action to make real inroads into the national LLN challenge. There can be no more excuses: it's time to act.

Industry Skills Councils Report 'No More Excuses - An industry response to the Language, Literacy and Numeracy Challenge', 2011

STRATEGIES

- Maintain a strong and vibrant network of campuses and learning centres across metropolitan, rural and remote South Australia.
- Increase the quality and quantity of courses offered using blended learning methodologies.
- Ensure that qualifications continue to be offered at lower levels (where viable) as an entry point for disadvantaged clients to begin a learning pathway.
- Increase TAFE SA's capacity to embed foundation skills across all teaching areas.
- Establish cost effective 'wrap around' learner support services.
- Maximise student retention through the early identification and support of students at risk of disengagement.
- Develop and implement strategies to increase qualification and endorsed skill set completion rates.
- Build strong relationships with schools to ensure smooth transitions from school to TAFE SA.
- Strengthen relationships with the Adult Community Education sector to support the delivery of foundation skills and to facilitate effective transitions from ACE to TAFE SA.
- Continue to expand credit transfer, reverse transfer and articulation arrangements with higher education institutions.
- Expand co-delivery of higher education foundation courses.
- Utilise learning technologies in innovative ways to increase access to training opportunities and enhance student outcomes.
- Work in close collaboration with the TAFE SA Aboriginal Access Centre and APY TAFE to design and implement culturally respectful training programs and practices that support the increased participation and higher levels of achievement by Aboriginal people.
- Encourage and support student participation in local, state and national competitions and awards.

KEY RESULT AREA 5

BUSINESS SYSTEMS, PROCESSES AND PRACTICES

OBJECTIVE

Ensure that all business systems, processes and practices support and/or add value to the achievement of business objectives.

STRATEGIES

- Establish and maintain rigorous 'line of sight' business planning processes at all levels of the organisation.
- Ensure management reports provide data against key performance targets.
- Review the TAFE Admissions process.
- Continue to improve the TAFE SA Student Information System (SIS).
- Facilitate enrolment in all short courses using commercially viable, external gateways.
- Improve business decision-making processes through effective data collection, analysis and reporting systems.
- Ensure human resource management processes support the achievement of business objectives.
- Develop and implement strategic organisational development solutions to increase workforce capability and build a culture of high performance.
- Implement streamlined risk identification and management practices that support business growth and entrepreneurial activities.
- Review contracting processes to ensure that the organisation is able to conduct business in a responsive, competitive and professional manner.
- Effectively manage procurement processes to ensure alignment with sustainability goals and cost efficiencies.
- Maintain externally recognised quality assurance and safety certifications.
- Ensure that all SIS data entry timeframes are adhered to.
- Ensure that accurate student data is available as required for audit and reporting purposes.







Government of
South Australia