Managing Director’s foreword

TAFE NSW is the best public vocational education and training provider in Australia. We have been for more than a century.

Australia, in turn, has the best vocational education and training system in the world.

To remain the best in Australia we have to keep changing: adapting our practice to the circumstances and opportunities of the time, and to our responsibilities.

The NSW State Plan, *A New Direction for NSW*, establishes ambitious targets to increase participation in vocational education and training in the next decade.

We have been asked to increase participation by an average of 20,000 students each year to 2016.

It’s uncharted territory. TAFE NSW will have to find new ways to provide services that are flexible, relevant and appealing to school leavers, workers, their employers, people looking to re-enter the workforce and those at, or beyond, the margins of the labour market.

We will have to encourage much greater involvement by employers and their staff in training, especially older workers.

The recent review conducted by the NSW Independent Pricing and Regulatory Tribunal envisaged a leadership role for TAFE NSW in developing new opportunities to work with industry and influence how skills are used at work.

This will require a change to a more entrepreneurial culture and more flexible ways of delivering services by Institutes.

This document outlines proposals for a new way of doing business across TAFE NSW that will secure our place as the best in Australia and the chief source of skills for NSW.

TAFE NSW Institutes will be positioned to expand and provide services that meet the challenges and opportunities of how we make our way in the world and meet the social needs of our community.

Please discuss these proposals with colleagues and the people and businesses we serve. We need to ensure we have our directions right for the future.

Michael Coutts-Trotter
Managing Director of TAFE NSW
Director–General of Education and Training

Doing Business in the 21st Century: Proposals for Consultation
TAFE NSW staff are the foundation of our business. Their work is highly valued by industry, enterprises, communities and learners.

However learners, customers and stakeholders are telling us we have to change the way we deliver our services. Today’s economic landscape is characterised by the intense use of technology, fierce global competition, increasing complexity, high risk and greater uncertainty than ever before. Occupations are converging and the ‘silos’ of industries, specialist skills and careers are merging.

TAFE NSW needs to work in different ways with industry and communities to find joint solutions for these challenges, which may be more than just about training. We need to be seen by industry, and recognised by learners as an integral part of their future success. The importance for TAFE of responding to changing customer needs and expectations cannot be over-estimated.

The proposals outlined in this document arise from an extensive consultation process underway over the last several months following distribution of the Discussion Paper Exploring a new vision for TAFE NSW in the 21st Century. They underpin commitments to deliver responsive and relevant services for enterprises and learners.

The main proposals are:

- TAFE NSW Training Package tools, guides, sample learning programs and resources, along with web-based support will facilitate, but not mandate, how qualifications from Training Packages are delivered and locally customised by Institutes in accordance with the needs of industry and business

- TAFE teachers will be supported by an integrated TAFE Training Services function aligned to national Industry Skills Councils, replacing five Curriculum Centres

- all Institutes will be able to utilise the OTEN brand and systems making more diverse program offerings available to learners using flexible options especially in rural and regional areas

- TAFE NSW will prioritise Institute training and development budgets for capability development for 3,500 staff per annum over the next three years to extend the expertise to engage effectively with industry, employers and new learning technologies
• TAFE NSW will reduce the complexity of ‘silod’ systems absorbing time that might be spent teaching and helping customers by investing in essential business technology systems to make the work of staff easier and simpler.

The proposals are aimed at valuing staff expertise and knowledge and utilising it to better focus on customer service.

I hope you will examine these proposals carefully. I look forward to working with you and our customers in developing a sustainable, flexible, and global TAFE NSW.

Marie Persson
Deputy Director-General
TAFE and Community Education
November 2007
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1. Overview

In August, a discussion paper, Exploring a new vision for TAFE NSW for the 21st Century and information package were released within TAFE NSW and elsewhere to assist communication and consultations about TAFE NSW directions for the future.

This document outlines five commitments and proposals for change arising from that process, following input from working groups across TAFE NSW and with advice from unions and industry. The proposals for change constitute a reform agenda for TAFE over 2008 – 2009 to offer greater service diversity and flexibility for learners, employers and customers, and to ensure its services better meet the needs of industry and the community.

TAFE NSW 21st Century: Reform commitments

TAFE NSW is responding to stakeholder demands to do business differently by:

1. Strengthening locally customised services to meet the skill needs of individuals and enterprises, new and emerging industries and to focus on local responses by Institutes

2. Building a new relationship with industry and enterprises in partnership on workforce development at the regional and local level, to respond better to changing employer and employee needs and expectations

3. Implementing personalised learning services across TAFE to give learners and teachers access to a wider choice of courses and delivery alternatives and a wider range of learning technologies to support flexible delivery

4. Investing in TAFE NSW staff so TAFE has a highly skilled workforce to provide innovative and relevant training for students and enterprises meeting the challenges of the knowledge economy

5. Investing in TAFE technologies to free up staff to work with learners, improve customer service and communication, assist personalised and customised learning and overcome the ‘silos’ and complexity in TAFE systems.

TAFE NSW will supply faster and more flexible service responses. TAFE will streamline and simplify systems and processes to ensure Institutes have maximum flexibility to work effectively and innovatively in their regional economies, nationally and internationally and commit to a TAFE NSW Workforce Development Guarantee. Investment in new TAFE business technologies to free up staff to better support learners and customers and make resources more accessible to teachers will also enable a strengthened relationship with industry and enterprises.

We are responding to Council of Australian Governments (COAG) agreements and calls from employer representatives nation-wide, to address skill shortages and work in closer partnership with industry to build business success and strengthen the NSW economy. To achieve the priorities in the NSW State Plan, we need to re-position TAFE Institutes to realise the objectives of increased participation by NSW citizens in training throughout their lives.

New directions outlined in these proposals aim to provide an appropriate, but reformed level of corporate support to Institutes to match a customer focussed business approach.
2. The NSW State Plan

The need to increase the skills, knowledge and qualification levels of the adult population is one of Australia’s major public policy challenges.

The importance of vocational education and training as a source of skills and knowledge has been recognised by the NSW Government in its goal of growing prosperity across NSW through the priorities established in A New Direction for NSW (Iemma 2006).

The goals set by Government are:

- More people participating in education and training throughout their life
- Better access to training in rural and regional NSW to support local economies

The targets\(^1\) are:

- Increase participation in VET from 11.7% to 16% by 2016
- Increase participation in VET to 300,000 in regional areas by 2016

The State Plan targets are a significant change in the percentage of people undertaking accredited training and for TAFE NSW currently represent an increase of an average 20,000 each year to 2016.

The proposals outlined here aim to reposition TAFE NSW to support the achievement of the Government’s goals and targets for education and training. But this is not about sheer growth – training has to hit the mark. As teachers, trainers and administrators, we know skills have to be used to make a difference to people’s lives, work, careers and business balance sheets.

This understanding provides the context for the proposals in this document – making sure our services meet our customers’ needs and expectations.

A more complex environment requires a more sophisticated response

Despite a period of growth, investment and policy initiatives at state and national levels by governments, there is evidence of persistent skills issues being experienced by individuals, enterprises and at the community level. These include:

- skill shortages
- people disengaged from the labour force, or participating in the workforce but their skills are not being fully utilised
- different skills required as enterprises strive to compete in national and international markets necessitating new services pitched at higher or emerging skill levels

\(^1\) Targets in NSW State Plan are on 2005 base
• lagging industry investment in skilling their workforce and the benefits of accredited training are not recognised

• learning not happening throughout life.

Building the NSW skills base requires more finely tuned responses and is no longer about ‘running courses’. Offering training without fully understanding economic, business and workforce dynamics can potentially result in skill wastage and misplaced public and private investment.

Skills need to relate to economic and enterprise contexts. And skills need to be developed within a workforce development framework which is as much about industry directions, business strategies and workplace cultures as it is about training.

For TAFE NSW this means a much stronger and deeper relationship with employers, so that training and other services are clearly positioned and relevant to industry and enterprise needs. This does not mean that individual learners will miss out. On the contrary, students, especially those from diverse backgrounds and those on the margins of the labour force, will enjoy greater satisfaction with TAFE services knowing they are grounded in detailed knowledge of contemporary workplace developments and trends.
3. Customers’ expectations

Our customers, and global and local trends, are telling us we have to do our business differently. Individuals expect the same service flexibility and diversity in training that they can experience from a growing range of other industries.

Creativity and flexibility is being demanded, not standardised or rigidly designed solutions. The finance and banking, retail, communications and hospitality industries, by way of example, have proliferating service alternatives to suit complex work lives. Working in partnership with such industries means TAFE NSW also has to embrace this service culture.

We are being asked to be more entrepreneurial, more agile and innovative and to broaden our focus from discrete training courses to services building the capacity of industries, enterprises and the sustainability of communities. These themes have been reiterated over time by governmental policies and reports, industry and individuals.

What the consultations found

Following distribution of the Discussion Paper Exploring a new vision for TAFE NSW for the 21st Century in August and agreement on priorities for action at a forum of senior TAFE NSW executives, intensive consultations were held across TAFE to determine a way forward.

Consultations and stakeholder feedback indicated the traditional TAFE business model has been largely based around the view that individuals seek out TAFE for classroom based services and courses. State-wide consistency has been the hallmark of service quality but it is clear the market wants choice, alternatives and flexibility in training products and services.

TAFE NSW has strong pockets of flexible and innovative service provision but it needs to become systemic. Responses identified a preferred direction for TAFE NSW, where Institutes can relate more closely to industry, enterprises and individuals and where:

- Training Packages options are fully accessed and readily adapted to suit customer needs
- Employers are engaged in designing skilling solutions and recognised as a key customer
- Customer focussed and helpful services are the norm, including enrolment and completion flexibility, with wider choices of mode of service delivery, personalised pathways and learning management
- TAFE is not just a provider of training but supports enterprise workforce development as a core service
- Learner support services are readily available and seamlessly offered
- All parts of the organisation are accountable for adapting and delivering services tailored to meet diverse individual needs.
The message emerging from consultations was the need to strengthen and extend Institute local authority to drive customised and personalised learning services, industry engagement and to have greater business autonomy at the local level. The emphasis was on developing a culture that encourages regional and local decision making backed by simplified, yet strengthened support services. Development of the TAFE NSW workforce was seen as fundamental to increasing TAFE’s capability to address the challenges of the contemporary service environment.

Other important messages emerging were that our processes are slowing us up and our ICT and other business systems are letting us down. They have developed over time to suit changes in our business but some are reaching the limits of their effectiveness. The argument was strong for streamlined and simplified central systems and services more focussed on Institute needs and aimed at freeing up staff from onerous administrative tasks.

Messages emerging from industry and unions were strong interest in flexible services, packaged and delivered in ways to suit diverse work environments. Consistency of outcomes for learners was emphasised especially where licensing and legislative requirements are involved. Effective communication and knowledge sharing across the TAFE system about industry requirements was also seen as essential in supporting consistent outcomes.
4. TAFE NSW: Doing business in the 21st Century

Looking to the future, standardised products and services will be of decreasing value in an environment characterised by complexity and change. ‘Thinking globally and acting locally’ is implicit for the success of the future TAFE business approach.

As the world shrinks, TAFE staff must be at the cutting edge of change in industry and occupations nationally and internationally, quickly diffusing this knowledge and translating changes into services to suit local and regional business conditions and the growing diversity of learners.

A new vision

The vision for TAFE NSW in the 21st Century sees customers driving the service and business responses delivered across the TAFE NSW system.

Implementing a customer focussed vision for TAFE service will require increased capability in Institutes to lead developments in business and service innovations. The TAFE NSW reform agenda aims to achieve an appropriate and well targeted level of support to position Institutes for business in the 21st Century.

TAFE NSW will undertake a reform agenda by fulfilling five commitments:

4.1. Strengthening locally customised services

The proposals for change build on Institutes’ local and regional workforce knowledge, industry expertise, networks and partnerships. The intention is to harness that expertise more directly in designing services to suit local customers.

TAFE NSW will re-direct effort and resources and simplify systems to maximise Institutes’ capability to deliver services more quickly, engage directly with industry and offer customised products and services to meet diverse individual needs.

Proposals for change to central services are based on moving away from a curriculum support model to more integrated, project driven arrangements aligned to national industry skill councils. The proposals relate to developments at the national level to rationalise Training Packages and focus on qualifications and skill sets that are relevant across industries and occupations.

Key changes proposed:

- **Delivering faster and more flexible training responses:** Institutes will deliver Training Package qualifications without delay. Centrally developed and approved TAFE courses will be replaced by resources to support teachers and allow Institutes greater flexibility to design wide ranging products and services for their diverse markets and customers.

- **Designing training solutions together with learners and employers:** Institutes will lead implementation of learning and assessment strategies, meeting AQTF 2007 requirements by unpacking and customising Training Packages and engaging directly with employers.
4.2. Building a new relationship with industry and enterprises

Institutes will have a renewed engagement with industry and employers to develop a shared approach to workplace development so that skills are valued, and used as part of enterprise strategies.

Key changes proposed:

- **Engaging with industry**: TAFE teachers will have a much stronger and more direct relationship with enterprises, analysing organisational requirements, interpreting workforce needs, translating training packages to suit and delivering services

- **Leading and innovating**: TAFE teachers will be supported by an integrated TAFE Training Services function, replacing five Curriculum Centres. Project based teams aligned to national Industry Skills Councils will provide learning and assessment advisory services to Institutes as well as a whole of TAFE strategic liaison point with industry and other stakeholder groups on training developments and innovations

- **Supplying a single entry point for business**: both national and international customers will be able to use a single TAFE NSW service entry point for negotiation and customisation of services. The alignment of TAFE’s current National and International Business offices will also supply Institutes with high level commercial analyses and direction on commercial strategy to support better customer service to industry and individuals

- **Focussing on outcomes**: TAFE NSW will streamline quality assurance systems and simplify operational and administrative systems, freeing up Institutes to focus on outcomes for customers and respond quickly to market demand

- **Marketing a ‘new look’ for TAFE NSW Institutes**: Institutes will
plan, develop and market their own services, developing more distinctive local brands as pathways to employment and new careers. Resources will be re-aligned both centrally and locally to support a more TAFE specific marketing and commercial agenda.

- **Establishing a reputation as an agent of workforce development:** central resources will be re-focussed to support TAFE NSW transition from being a provider of training services to a provider of holistic workforce development services.

4.3. Implementing personalised learning services

**All TAFE NSW Institutes need the capacity and capability to deliver a full range of learning solutions for learners and customers in regional, national and global markets.**

Corporate systems need to facilitate and support flexible delivery and personalised delivery. This means putting infrastructure and functions in place to support flexible and personalised training options across TAFE Institutes.

Proposed changes build on TAFE Open Training and Education Network’s (OTEN) experience as a service leader and centre of excellence in distance and flexible delivery. Its systems and infrastructure are highly developed to track and manage students as individuals, support personalised learning programs and content. As the capability and infrastructure to support flexible delivery across Institutes vary widely, TAFE NSW will mainstream OTEN delivery, services and systems so they are shared across TAFE to build the profile and capacity of each Institute as leaders of flexible learning.

This approach aims to harness the power of OTEN’s virtual services, while maintaining the strategic advantage of service provision via a local presence. It provides an opportunity for TAFE NSW to become a stronger national and global provider of commercial e-education services.

**Key changes proposed:**

- **Mainstreaming the OTEN brand and capability:** the OTEN brand, flexible enrolment capacity, resources and learner management systems and services will be utilised across TAFE. OTEN delivery will be gradually integrated across all Institutes as they take on greater responsibility for blended delivery offerings including distance mode.

- **Extending personalised and e-learning services:** OTEN will move from a delivery role to become a shared service used by the ten Institutes to expand options for flexible learning support across TAFE.

- **Expanding TAFE’s flexible delivery profile:** all Institutes will be able to increase delivery by distance mode, by making more diverse program offerings available using OTEN flexible options across the TAFE system, especially in rural and regional areas. Institutes will develop their own distance or blended delivery specialisations and expertise and be supported by OTEN Services.
• **Growing commercial e-business:** the OTEN brand and profile will be used to market, broker and grow e-business nationally and internationally on behalf of TAFE NSW

• **Improving information for customers and staff:** the TAFE NSW website, TAFE Information Centre and Library Services will align with the proposed OTEN Services to operate as a one-stop-shop/entry point for information and customer contact. OTEN Services will take on a wider role in providing information on TAFE NSW delivery available through all Institutes.

• **Upskilling staff:** priority will go to developing staff skills across TAFE NSW to utilise the systems, resources and capacity of OTEN Services.

**4.4. Investing in TAFE NSW staff**

*Our teachers and support staff are the foundation of flexible and personalised services for TAFE NSW customers - both individuals and enterprises.*

The extensive industry knowledge, professionalism and networks of TAFE staff create huge potential for the future diversity and sustainability of TAFE services.

*Shaping the workforce to ensure it has the capabilities to meet service needs for our widely diverse learners now and in the future is critical.*

As the TAFE workforce ages and as the profile of TAFE services changes, strategies will be required at both the TAFE system level and at Institute level to meet the challenges.

Proposed changes are designed to implement the TAFE NSW Workforce Development Guarantee. The Guarantee prioritises investment in the capability of TAFE staff to match changing TAFE services and identification and support for the leaders of the future. Other proposals underpinning the Guarantee include workforce design, planning, creating adaptable jobs, developing an attractive TAFE employment ‘brand’ and employment options. Freeing up our workforce to focus on frontline services though simplified systems and sound technology is another necessary step.

**Key changes proposed:**

• **Investing in our workforce:** prioritising Institute training and development budgets for capability development for 3,500 staff per annum over the next three years to extend the expertise to engage effectively with diverse learners, industry, employers and new learning technologies.

• **Investing in the next generation of TAFE NSW leaders:** identifying future leaders and supporting their development through a ‘Top 100’ leadership program.

• **Matching TAFE workforce skills to our business needs:** aligning TAFE workforce development with Institute business directions, recognising that local market responsiveness will require high levels of workforce flexibility.

• **Backing our teachers with good resources:** making tailored TAFE NSW Training Package tools, guides.
and resources more readily available through the TAFE portal and better engaging the expertise of TAFE central support staff to promote 21st Century business aims

- **Using technology better:** reforming current systems and extending the use of expert systems for management of flexible learning, access to resources and reducing the complexity of the Student Course Information System so administration is easier.

- **Supporting TAFE workforce development:** refocusing central support services to assist Institutes to drive the initiatives underpinning the TAFE Workforce Development Guarantee.

**4.5. Investing in TAFE technologies**

**Our technology systems have to support, not get in the way of our business.**

Proposed changes are aimed at reducing the complexity of systems that absorb time staff might otherwise spend teaching and helping learners and customers and investing in essential business technology systems to make the work of staff easier and simpler.

Immediate steps include adapting existing OTEN personalised learning systems and resources and mainstreaming them across TAFE as a shared service.

Technology projects underway will be fast tracked and redesigned to better meet our needs. Resources will be redirected to new developments to meet more urgent timelines. Dedicated TAFE resources also will be earmarked to support the new initiatives.

**Key changes proposed:**

- **Making it easier for customers:** introducing further web-based ‘self service’ facilities for customers to support flexible enrolments throughout the year and e-business. This will also make it easier for staff to track and support individuals and groups of learners.

- **Supporting student learning:** making the OTEN student and learning management system available across the whole of TAFE to support personalised learning. This is an immediate interim step while the new TAFE student management system is being developed.

- **Enabling easy access and sharing of learning resources:** simplifying and stripping out overly complex parts of the training program management system (CIS and CIDO) to allow for easy translation and availability of Training Package qualifications across the NSW TAFE system, plus web-based access to TAFE NSW Training Package tools and resources.

- **Freeing up teachers and head teachers:** simplifying systems, like teacher timetabling (EC), so staff can focus on managing learning, assessment and relationships with students and employers. Immediate interim steps will include effectively web enabling the EC system.

- **Redirecting resources:** utilising central support staff and resources to give priority to systems development and services.
5. Benefits of the proposals

For learners

- Easier for customers to do business with us via flexible enrolment, e-business options, and web-based and other information services
- More services are ‘bundled’ around individual needs rather than via ‘course’ boundaries
- More diverse program offerings available via flexible delivery modes across TAFE, specially in rural and regional areas
- Stronger support for our diverse clients at Institute level and through all TAFE central services
- More relevant skills informed by real workplace contexts and teacher currency in industry developments and trends
- More local support for personalised pacing of learning at every TAFE NSW Institute

For enterprises and industry

- Training Package qualifications are available from TAFE within weeks of availability in NSW
- More services are available beyond the campus, especially in the workplace
- Customisation of training packages is readily available to suit whole of industry requirements and local or regional variations
- Training plans for apprentices and trainees are customised to meet employer need
- More strategies and service options available for enterprises to assist in whole of workforce development
- More partnerships between industry and TAFE NSW on solutions for regional skill ecosystems and on innovations to lead development of the national VET system
- Better problem solving and trouble shooting for industry and providing whole of TAFE solutions

For teachers and support staff

- Faster access to resources, tools and guides through the TAFE web portal so Training Package qualifications can be offered within weeks of endorsement by NSW
- Increased investment and commitment to the TAFE NSW workforce with 3,500 staff up-skilled per annum over three years
- Increased investment in TAFE technologies with the Student and Course Information System (SCIS), Classroom Management System (CLAMS) and other applications reformed into a single system making it easier for teachers to use through a simplified intuitive web interface
- Greater utilisation of industry knowledge and maintenance of industry currency through more partnerships with employers
- Enjoying more wide ranging, varied work contexts and diverse ways of delivering teaching
- Greater expertise in unpacking Training Packages and customising delivery
- Increased support for delivery of recognition services and assessment validation
- Increased expertise in using technology to assist learners – making OTEN systems and support for learners available across TAFE
For managers

- Streamlined processes and administrative systems and replacement of the course approval process within more easily accessible resources
- Fewer administrative ‘work-arounds’ through IT applications
- Simplified teacher time tabling (EC system) and as a first step, changes to the complex electronic workbook and provision of a web-based product
- Increased Institute profile in flexible and e-learning via the use of the ‘OTEN’ brand, resources and systems across TAFE NSW and more opportunity for learner choice
- Expanding skills of staff in customising training and creating a new culture in the way TAFE does business
- Deeper knowledge and closer relationships with industry and enterprises to determine training and service solutions
- Higher profile among local employers with opportunities for increased business

For communities

- Increased engagement by TAFE NSW Institutes in community capacity building through increased service flexibility
- More diverse programs on offer via flexible delivery, especially in regional and rural communities
- Improved responses by TAFE NSW staff to developments in local industry and communities
- More skilled personnel to meet local skill shortages.
6. Concept model

The following conceptual model describes a possible re-organisation of functions to enable greater devolution of authority and capacity to Institutes, particularly in the implementation of Training Packages together with an enhanced role in and support for e-learning and blended service delivery. The model is based on the premise of:

- utilising our staff expertise in different ways
- re-aligning or re-assigning roles to revised teams
- re-designing roles and
- re-directing support to Institutes.

The aim is to achieve an appropriate, but reformed level of corporate support to Institutes to match a customer focussed business approach.

As shown in the flow diagram customers are the highest priority and the principal focus of TAFE service. Institutes have primary responsibility for developing and delivering responsive and flexible education and training services to suit the requirements of local customers, individuals and enterprises. Central and other services support Institutes in this role.
7. Realigning roles to meet TAFE NSW 21st Century business directions

TAFE NSW Institutes

TAFE NSW Institutes will take on a renewed role in leading service solutions for individual learners and enterprises.

Institutes will need increased capability to deliver wide ranging and responsive services rapidly and effectively to their diversifying markets and students.

Undertaking this role will require strengthened and more focussed support services to Institutes to ensure service diversity, flexibility and innovation is enabled at the local level.

A different service culture will be required, framed less by centrally determined approaches, systems and processes. It will arise from the directions Institutes set to support customers and staff and to run their business.

Business support

The proposed Business Support teams will focus on eight key areas of service delivery to Institutes: Strategic Directions, Planning, Performance and Accountability, TAFE Training Services, TAFE Workforce Development, Systems Management, OTEN Services and National and International Business. Expertise and support for equity services will be incorporated and strengthened in all central teams to complement this core function of Institutes.

- **Strategic Directions**: analyses and leads the TAFE NSW position on strategic state and national issues in vocational education and training. This service area will interpret policy impacts on Institutes and articulate coherent and strong positions to influence strategic policy directions. It will build strong and effective relationships with other jurisdictions, government agencies, the school sector, research leaders and industry stakeholders, analysing policy and resourcing shifts and ensuring Institutes are informed of impacts, challenges and opportunities for future business. It will play a coordination role for TAFE delivered VET in schools. The team will provide strategic directions for equity functions and services in relation to TAFE NSW policy development.

- **Planning**: manages the strategic planning environment for TAFE NSW, leads planning and Institute Purchasing Agreement processes for TAFE wide and Institute specific targets to achieve state and national priorities and to meet the needs of industry and the community. This service area will analyse demographic, industry and skill trends, monitoring national, state and industry research and program initiatives to provide strategic advice on TAFE business directions and to inform profiling and purchasing decisions. It will monitor delivery efforts to achieve the outcomes of the State Plan and undertake state-wide reviews of delivery to assist TAFE Institutes in planning educational priorities. It will provide TAFE advice to inform and influence strategic resourcing and state-wide delivery agreements and budgetary developments. It will provide
strategic directions for equity functions and services in relation to TAFE NSW planning development.

- **Performance and Accountability:** leads the performance review of TAFE NSW to achieve state-wide performance benchmarks and reporting goals against Institute Purchasing Agreements, state and national accountabilities and plans. This service area will undertake state-wide performance monitoring, analysis, reporting and performance reviews, and develop performance benchmarks to assist TAFE NSW and Institutes to improve performance in areas identified for strategic business growth. It will develop and maintain TAFE performance reporting systems, standards and processes, providing strategic advice for the improvement of TAFE’s capacity to react to opportunities or new initiatives to enhance TAFE’s business development. It will provide strategic directions for equity functions and services in relation to TAFE NSW reporting and accountability development.

- **TAFE Training Services:** leads strategic relationships between TAFE NSW and peak stakeholders including national Industry Skills Councils, licensing and regulatory authorities, community organisations, training providers, universities, industry and professional associations and government agencies. This service area will advise Institutes on developments in Training Packages and translate these to inform, guide and enable Institute business developments. Project teams aligned to Industry Skills Councils will co-ordinate resources, tools and guides to support implementation of Training Packages by Institutes. It will provide support for TAFE’s accreditation and registration delegation. The teams will provide high level strategic advice on industry trends and developments, the impacts of workforce and technological change as well as marketing systems and support. It will provide strategic directions for equity functions and services in relation to learning and assessment across TAFE NSW.

- **OTEN Services:** leads provision of services to support distance delivery and flexible learning across TAFE NSW. This service area will lead and manage services to support all TAFE NSW Institutes to build the capacity and capability to deliver a broad range of rich blended learning solutions for customers in regional, national and global markets using a range of media. The team will provide systems and resources to enable Institutes to manage enrolment, support and administration of flexible delivery. It will lead the business development of commercial e-education for TAFE NSW in the global market and support and strengthen promotion of the OTEN brand on behalf of TAFE NSW. OTEN Services will lead key information and knowledge management services including the TAFE website, TAFE Information Centre and TAFE NSW Library services. It will provide strategic directions for equity functions and services in relation to personalised, distance and e-learning across TAFE NSW.
- **TAFE Workforce Development**: leads state-wide initiatives and developments to ensure the long term sustainability and capability of the TAFE NSW workforce and the success of TAFE’s transition to an agent of industry workforce development. This service area will co-ordinate whole of TAFE initiatives underpinning the proposed TAFE NSW Workforce Development Guarantee. It will work with the Department on employment initiatives and assist Institutes to make TAFE NSW an attractive employment brand. The team will support Institute workforce development networks across TAFE, facilitating knowledge and resource sharing for capability development and will provide strategic directions for equity functions and services in relation to TAFE NSW workforce development. It will lead TAFE NSW engagement with national VET workforce policy and program initiatives, providing expert advice to underpin TAFE’s transition to a provider of holistic enterprise workforce development approaches.

- **Systems Management**: manages and leads innovations in state wide student, course and learning management systems and services. This service area will develop strategies to maximise the value of investments by TAFE NSW and Institutes in systems and infrastructure. It will plan and implement technology assisted initiatives so ‘back of house’ ICT support is state of the art and compatible with Institute services. The team will contribute to initiatives to extend staff skills using technology for better customer service. It will lead advice and support to Institutes on a diverse range of policies and procedures relating to the provision of strategic student support service.

- **National and International Business**: provides strategic analysis and direction on corporate commercial strategy, commercial analysis and business development. This service area will lead and support negotiation of corporate national and international contracts, international business and large client relationship management. It will contribute to diversification and growth of the organisation’s revenue sources. It will provide strategic directions for equity functions and services in relation to TAFE NSW commercial business development.
8. Next steps: listening to you

Establishing a responsive and flexible TAFE NSW system for a skilled and educated workforce is essential. It is important for the NSW economy and it is important for the social and financial well-being of all across the state - citizens and enterprises alike.

Your views are important. We need to hear your response to these proposals so that we can improve our TAFE system to ensure it is the best in Australia.

This paper is posted on https://detwww.det.nsw.edu.au/newsbuzz/yr2007/nov/tafe21c.htm. Please discuss it with colleagues and customers. You can post your comments to the following address: 21C@det.nsw.edu.au. Responses will be treated confidentially.

The Project Steering Committee welcomes comments on this document. You may wish to provide an overall impression or, for example, provide remarks on:

- the vision that has been outlined for the future development of TAFE NSW
- the importance of giving Institutes and staff more flexibility to operate and determine the sort of service they want to provide to individuals and enterprises
- proposed changes in the way Institutes and teachers are supported in delivery of Training Package qualifications
- proposed changes in the way services are provided through OTEN to support expansion of e-learning and blended learning across TAFE NSW
- proposals to strengthen the approach to delivery of equity support services by integrating it across the whole of TAFE NSW business
- proposals for a TAFE NSW Workforce Development Guarantee
- proposed simplification of TAFE systems and processes and investment in technology developments to support TAFE business
- and alternative approaches to any of the proposed key changes.

This consultation will run to 14 December 2007.

The outcomes of consultations will be considered by the TAFE NSW 21st Century Project Steering Committee and will be available to staff in early 2008.