

Roadmap
for the
Future of

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April
2023





Acknowledgement of Country

We acknowledge and respect Aboriginal peoples as the state's first peoples and nations, and recognise them as traditional owners and occupants of land and waters in South Australia. Further, we acknowledge that the spiritual, social, cultural and economic practices of Aboriginal peoples come from their traditional lands and waters, that they maintain their cultural and heritage beliefs, languages and laws which are of ongoing importance, and that they have made and continue to make a unique and irreplaceable contribution to the state. We acknowledge that Aboriginal peoples have endured past injustice and dispossession of their traditional lands and waters.



Letter to the Minister

For decades school students have been told that they will end up in jobs that have not been invented yet. Whilst there was some hyperbole in this prediction the acceleration of change over the next decade will make it a reality for today's school students - and for the ongoing workforce participation of adults.

The Roadmap for the Future of TAFE SA (2023-2033) is the opportunity to reposition TAFE SA as a leader in, and advocate for, the critical sector of vocational and further education during this time of rapid social and economic transformation for South Australia. TAFE - Technical/vocational and Further Education – has always embedded the concept of lifelong learning by providing education programs with life and work skill outcomes that people can participate in throughout their lives.

The global megatrends identified in the CSIRO report, Our Future World and highlighted in the 2022 overview of Australia's current, emerging and workforce skills needs frame national to local decisions. These megatrends are adapting to climate change; the global transition to leaner; cleaner and greener economies; escalating health imperatives; geopolitical and trade shifts; rapid growth of the digital and data economy; rise of artificial intelligence and advanced autonomous systems impacting all industries; and the elevating importance of diversity, equity and transparency in business, policy and community decision-making.

National Skills Commission analysis has calculated that more than nine out of ten jobs created over the next five years will require post-secondary qualifications.

The Australian post-secondary education and training system is composed of higher education and vocational education sectors with the TAFE system being the largest and the public provider of vocational education. The welcome national focus upon vocational education, including the recent creation of Jobs and Skills Australia and the development of a new National Skills Agreement, back-in the South Australian government's renewed focus on vocational education and upon the responsibilities of TAFE SA as the public provider.

The levels of knowledge and applied skills required to enter and sustain employment are increasing, putting pressure on all levels of the education system. However, post-secondary education is under particular scrutiny as to whether it is fit-for-purpose in educating and training for current and future jobs. Responding to the COVID pandemic and advancing digital technologies have highlighted the need to focus upon emerging trends, not only in knowledge and skills, but in the organisation, expectations and even location of paid work.

The widening gap between those in secure and better paid jobs and those struggling in insecure, underpaid jobs with poor conditions highlight inequality. Successful participation in quality post-secondary education increases equity for all sectors of the Australian population. National and state government decisions to support fee free TAFE courses auger a shift in focus from the market-driven, user pays policies of the past few decades. That fee free courses have attracted so many applicants indicates that cost is a deterrent to enrolling. The challenge is now to adequately support all students to successful completion, so that people can apply their learning in employment and enriching their lives – and public funds are well spent.

TAFE SA over the recent period has operated in an increasingly tightened environment both in terms of funding and ambit. The narrowing of operations has left TAFE SA principally operating as a provider of subsidised training in competition with other registered training providers. TAFE SA enjoys a reputation for quality training with experienced educators, but has attracted criticism from the public and employers as being too rigid in the availability and scheduling of courses, as well as too costly with overly cumbersome administrative systems. This needs to change.

TAFE SA offers a range of short courses, as well as foundation and entry programs, including successful courses for migrants learning English, women re-entering education, and First Nations peoples seeking access to vocational education and employment. These, though, are limited and a wider range would be popular in responding to community and industry needs.

TAFE SA as the place to get started on training, to enter or re-enter the workforce, to upskill, or to change career directions is remembered fondly, particularly in regional South Australia. Conversations informing this Roadmap consistently highlighted that TAFE SA needs to do better at leveraging its assets, expertise, experience, and reputation to ensure it is once again the place to be.

The lack of presence of 'TAFE SA' whether at local or regional events or via involvement in the many networks and business and community forums that support and promote local social and economic development is lamented and wanted. TAFE SA people are working locally and state-wide in ongoing and new initiatives with industry, community, government agencies, job facilitators, schools, universities, and other stakeholders. However they are hampered by inadequate resources and limited authority to act.

Over the next decade TAFE SA must expand its vision and operations to fulfil public, industry and government expectations. TAFE SA can no longer just largely perform at the operational end by delivering listed courses. It must take on leadership, advocacy, and facilitation roles at State level and, with some autonomy, in regions.

This Roadmap seeks to reposition TAFE SA as the 'connector' utilising TAFE SA's people and sites for active intervention in economic and social development. TAFE SA campuses need to become more vibrant, community places of choice. The Roadmap also seeks to ensure that TAFE SA provides a more personal approach to students, staff, and businesses.

Whilst Skills SA's primary purpose is determining current and future skills shortages and funding training, TAFE SA's primary purpose should be in leading the VET sector in organising and delivering training for jobs across South Australia. New campus-based Job Centres will support students from first contact even prior to enrolment, through their courses and into jobs. In partnership with employers, Job Centres will assist in connecting students into actual job outcomes, as well as ensuring that courses are fit for purpose today and tomorrow.

This Roadmap couples TAFE SA's role of being the premier provider of vocational and further education with its role as a leader in tackling inequity through targeted inclusion strategies which also address economic development and increased living standards.

Indicative of inequity is that the Australian workforce continues to be highly gender skewed with still very low participation by women in trades and technical occupations, compared to their over-representation in education, health and community services. These are also areas of persistent workforce shortages. Access and support to undertake and complete qualifications is critical to women's initial and ongoing workforce participation.

First Nations continue to be amongst the most disadvantaged peoples and communities in South Australia. Their ongoing cultural, social and economic contributions continue to be under recognised and valued. TAFE SA has a specific responsibility to ensure that all of TAFE SA's programs and operations are inclusive, respectful and culturally safe, as the organisation also develops greater cultural capability in partnership with First Nations community leaders, staff and students.

Structure of the Roadmap

This proposed Roadmap for the Future of TAFE SA is developed from a comprehensive set of proposed Actions framed around six Goals.



The substantive **Explanatory Report** follows the **Statement of Achievement and Goals**, listing of **Goals with Actions** and indicative **Roadmap Timeline**.

The development of this Roadmap for the Future of TAFE SA draws upon the input of hundreds of people who generously contributed their experiences and proposals for change through submissions; webinars; meetings with TAFE SA staff and stakeholder representatives; one-on-one conversations with industry and community leaders; as well as TAFE SA leaders and managers; senior representatives of Government departments and agencies; State Commissioners; and members of the public who contacted us.

The key message throughout was that TAFE SA should lead in VET in South Australia. TAFE SA should demonstrate better practice in facilitating access and course completions; in providing quality up-to-date courses leading to employment; in innovation; and in connecting stakeholders within communities and across South Australia.

An Expert Advisory Panel provided timely and considered advice throughout the process. The South Australian Skills Commission provided much appreciated support. I particularly want to thank Marc Fullager, Senior Strategic Adviser and Elisabeth Bittner, Senior Project Officer for their thoughtful and professional advice and support in developing this Roadmap.

I hope the Roadmap reflects the enthusiasm and commitment to TAFE SA doing better by making changes that will enable it to flourish and take on the demands of the future during this period of social and economic transformation.



Jeannie Rea

Associate Professor
Victoria University



Statement of Achievement

By 2033 TAFE SA leads in quality job focussed vocational and further education facilitating inclusion for all people through connecting industry, community, unions, schools, universities and governments in responding to current and future workforce needs and facilitating life-long learning. TAFE SA advocates for, and models better practice in course innovation, development and provision to ensure successful student outcomes and community wide benefits.



Goals

The Roadmap for the Future of TAFE SA is designed around six goals.

Transforming South Australia



The 2023-33 Roadmap covers a period of economic transition and social transformation as South Australia heads into economic re-alignment, zero carbon emissions by 2050 and continues to increase equity through social and economic inclusion.

The contributions of First Nations cultures, histories, knowledges and skills to South Australian society are recognised and celebrated as TAFE SA works respectfully with First Nations communities to ensure equitable participation to gain the benefits of employment, economic and social inclusion.

TAFE SA is the foremost and the public provider of, and advocate for, vocational education and training (VET) and further education. TAFE SA is highly respondent to government economic development and social equity policy directions, planning and funding. TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions and further education. The structure and operations of TAFE SA enables this broader ambit and ambition.



Industry Partnered



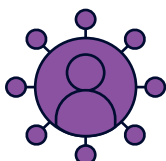
Employers across businesses and industries can expect supportive, transparent, collaborative, good-faith negotiated relationships with TAFE SA to ensure that courses fulfil current employer and student needs. TAFE SA collaborates with government, business and industry in identifying, developing and providing current and future vocational training and further education programs focussed upon job outcomes, utilising resources to connect employers, community, unions, employment facilitators and government.

Job Outcomes



Students access job and career advice from their initial query and throughout their courses, towards a successful employment outcome upon course completion. TAFE SA hosted job centres are developed in partnership with employers and communities at TAFE SA sites across the State.

Student Centred



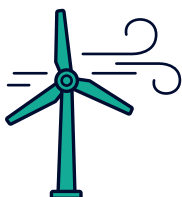
All students experience ongoing prompt and expert support from their first contact through to successful outcomes. Administrative processes, communication, personal and learning services, amenities and facilities supporting student learning are designed and maintained for student wellbeing, engagement and course completion.

Place-Based



The provision of courses and support services respond to regional and local economic and social development. Decision-making processes are representative and inclusive of all interests, recognising the diversity of expectations and needs across local areas, including First Nations communities. Organisational structures and operations reflect a place-based approach of recognising the uniqueness of the local, while sharing wider knowledges and experience.

Future Focused



Learning programs are designed for current and future knowledge and skills needs with flexibility to provide learning opportunities as needed. Students and expert educators are supported with up-to-date innovations in learning techniques and technologies.



Goals with Actions

TAFE SA's Roadmap for the Future 6 goals are supported by a series of actions to be implemented over the next decade. (See also Appendix 4: Roadmap Timeline)



GOAL 1. Transforming South Australia

The 2023-33 Roadmap covers a period of economic transition and social transformation as South Australia heads into economic re-alignment, zero carbon emissions by 2050 and continues to increase equity through social and economic inclusion.

The contributions of First Nations cultures, histories, knowledges and skills to South Australian society are recognised and celebrated as TAFE SA works respectfully with First Nations communities to ensure equitable participation to gain the benefits of employment, economic and social inclusion.

TAFE SA is the foremost and the public provider of, and advocate for, vocational education and training (VET) and further education. TAFE SA is highly responsive to government economic development and social equity policy directions, planning and funding. TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions and further education. The structure and operations of TAFE SA enables this broader ambit and ambition.

1.1 Commitments to Aboriginal and Torres Strait Islander peoples and communities

- 1.1.1. Recognition and respect of First Peoples foreground TAFE SA's work. The meaning and purpose of the Welcome to Country and Acknowledgement of Country policy and other protocols are understood and become part of the practice of staff and students.
- 1.1.2. TAFE SA prioritises and allocates resources to ensure progress on initiatives (including the Elders Advisory Group, Aboriginal Engagement network and RAP Working Group) intended to increase trust with Aboriginal and Torres Strait Islanders staff and students and communities
- 1.1.3. The Reflect Reconciliation Action Plan (RAP) 2022-24 and subsequent plans are comprehensively implemented. Outcomes are monitored to ensure that the needs of people and communities are met in the spirit and practice of reconciliation, recognising sovereignty, committing to self-determination, addressing past injustice, listening, and learning true history and respectfully creating spaces and opportunities for First Nations voices to be heard and responded to with meaningful actions.
- 1.1.4. TAFE SA management, staff and students undertake cultural learning, determined by Aboriginal leaders, and anti-discrimination practice through professional development and courses, recognising that the lack of cultural safety is a major impediment to participation of Aboriginal and Torres Strait Islander peoples in working and studying at TAFE SA.
- 1.1.5. TAFE SA implements First Nations employment targets.
- 1.1.6. Aboriginal and Torres Strait Islanders of all ages and from all locations have access to TAFE SA courses and programs, recognising the need to address ongoing impacts of dispossession and oppression with specific and adequately funded, ongoing support programs for individuals and communities.
- 1.1.7. TAFE SA's Aboriginal Access Centre (AAC) is consistently supported with ongoing funding for staffing, centres, and programs.

1.2. Reposition TAFE SA

- 1.2.1. TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions.
- 1.2.2. TAFE SA connects training and skills expertise in partnerships in developing current and future policy and implementation.
- 1.2.3. The TAFE SA Act 2012 is reformed to articulate repositioning of TAFE SA, with reforms reflected in functions, governance and the management structure.
- 1.2.4. The organisational structure is changed to reflect strategic repositioning of responsibility at managerial and operational levels.

1.3. Future industry and emerging sectors

- 1.3.1. TAFE SA is at the forefront of course development and innovation for industry and community advancement focussing upon particular areas; e.g. place-based health and community services, renewable energy including hydrogen, space and defence manufacturing, decarbonising agriculture, industrial application of artificial intelligence as well as having a pivotal role in the transformation of SMEs for environmental sustainability.
- 1.3.2. TAFE SA seeks further international engagement, including expanding international education and drawing upon the international business connections of students, staff and communities.

1.4. Pathways in education and training

- 1.4.1. TAFE SA provides high level and local advice, cooperation and support in continued collaboration with schools, universities and other providers in designing, implementing and reviewing pathways through vocational education and training that reflect rapidly evolving demands for current and future knowledge and skills.

1.5. Collaborative and applied research

- 1.5.1. TAFE SA leads vocational education responses in a consortium negotiated with government departments and agencies, universities, industry and community organisations focused upon emerging industries.
- 1.5.2. The performance of TAFE SA is constantly monitored, including tracking of graduate careers.
- 1.5.3. TAFE SA undertakes research to operationalise better practice drawing upon local to international experiences.

1.6. Improved funding arrangements

- 1.6.1. Discretionary funding at a local level and targeted funding to support disadvantaged cohorts are built into recurrent funding.
- 1.6.2. Particular purpose funded projects are rigorously monitored on costs and outcomes, simplifying arrangements, and built into recurrent funding.
- 1.6.3. South Australia's subsidised training program is simplified and transparent and recognises TAFE SA's particular circumstances as the public provider with community service obligations.
- 1.6.4. TAFE SA's costing model is made transparent and is reformed to enable fairer access to courses.
- 1.6.5. TAFE SA seeks out partnerships and sponsorships with allied organisations and businesses to deliver better practice, which are rigorously investigated leading to transparent contracts and MOUs.



GOAL 2. Industry Partnered

Employers across businesses and industries can expect supportive, transparent, collaborative, good-faith negotiated relationships with TAFE SA to ensure that courses fulfil current employer and student needs. TAFE SA collaborates with business and industry in identifying, developing and providing current and future vocational training and further education programs focussed upon lifelong learning and job outcomes, utilising resources to connect employers, community, unions, employment facilitators and government.

2.1 Connecting industry, training providers and community in a transitioning economy

- 2.1.1 TAFE SA fully utilises its unique position as the public provider of vocational education, with resources and assets across South Australia, to connect employers, community, schools, training providers, employment facilitators and government to meet most expeditiously current and arising training needs and the aspirations of young people, as well as adults upskilling and changing careers.
- 2.1.2 TAFE SA does not provide training and other programs where other organisations are better placed to do so to the mutual benefit of businesses, students/workers' and the community.

2.2 Greater flexibility in training scheduling and siting for better practice

- 2.2.1 Training is reliably provided by TAFE SA at times and places that best cater for business and student/workers' needs.
- 2.2.2 Barriers and constraints over funding and costing, scheduling, and siting are negotiated transparently, including at regional levels, drawing upon all resources available.
- 2.2.3 Businesses and TAFE SA share training sites, within negotiated agreements.

2.3 Focus upon SMEs

- 2.3.1 TAFE SA develop a SME policy in collaboration with industry and government.
- 2.3.2 Recognising that significant economic activity and the workforce are in Small and Medium Businesses, TAFE SA focuses more upon supporting SMEs in facilitating consultation, accessing training and workforce development.
- 2.3.3 Short courses and micro credentials are tailored to SMEs for specific industry or business needs as well as economic and environmental transition requirements. Bite sized courses are available in meeting net zero emissions, anti-discrimination and inclusive practices; fair work law changes, gender equity and culturally safe workplaces.

2.4 Business start-ups and incubators

- 2.4.1 TAFE SA encourages and advises business start-ups onsite and online co-designed with established experts.
- 2.4.2 TAFE SA assets and resources are utilised to support incubators where TAFE SA students/graduates are participants.

2.5 Young and new workers

- 2.5.1 TAFE SA provides support for employers in managing and retaining young and new workers, starting with creating a short module drawing upon internal and external expertise.
- 2.5.2 TAFE SA provides new and young workers with information on their work rights and responsibilities.

2.6 Apprenticeships and Traineeships

- 2.6.1 TAFE SA develops and implements a better practice model supporting employers and supervisors of apprentices and trainees, particularly small business and first-time employers, including mentoring, supervisor training and networking to assist with successful completions.



GOAL 3. Job Outcomes

Students access job and career advice from their initial query to TAFE SA and throughout their courses, towards a successful employment outcome upon course completion. TAFE SA hosted job centres are developed in partnership with employers and communities at TAFE SA sites across the State.

3.1. TAFE SA Job Centres

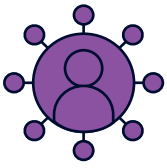
- 3.1.1. Job centres are established on TAFE SA sites (and online) to support students in gaining and retaining jobs, including change of career planning. Students are provided with initial career advice through to individual matching with employers.
- 3.1.2. Placements are jointly organised through job centres and course programs.
- 3.1.3. Job centres work in partnership with schools and employers at a local and wider level in co-sponsored arrangements to showcase and promote jobs to drive interest in areas with current and future skills shortages.

3.2. TAFE SA as an employer

- 3.2.1. TAFE SA employs students and graduates.

3.3. Preparatory and Foundation Programs

- 3.3.1. Assessing students/workers study and work readiness status is achieved through methods appropriate to the candidate's situation and vocational and educational aspirations.
- 3.3.2. There is open access to course materials online.
- 3.3.3. The Women's Education Course and other programs addressing ongoing gender inequity are supported and made more widely available to address the ongoing gender imbalance in training and occupations.
- 3.3.4. TAFE SA preparatory and foundation programs are shared with other appropriate and credentialled providers (including ACE) to increase access and availability.
- 3.3.5. Language, Literacy and Numeracy (LLN) as well as digital literacy and work readiness programs are consistently provided.



GOAL 4. Student Centred

All students experience ongoing prompt and expert support from their first contact through to successful outcomes. Administrative processes, communication, personal and learning services, amenities and facilities supporting student learning are designed and maintained for student wellbeing, engagement and course completion.

4.1. Student portals

- 4.1.1. Applications, enrolment, changes in status, results, progress reports & completion statements are all accessible to students in their portal; with the capacity to flag queries and advise of any changes.
- 4.1.2. The student portal is customised from initial design for cohorts requiring further support in digital access and use.
- 4.1.3. Where appropriate employers of students in employment-based training have restricted access.

4.2. Communication

- 4.2.1. Digital, hard copy and in person internal and external communication and information is clear, consistent, correct and up to date.
- 4.2.2. Regular testing of student experience and satisfaction ensures efficacy of communication and communication channels in terms of response times and accuracy of information and advice.

4.3. Inclusion as practice

- 4.3.1. Aboriginal and Torres Straits Islander individuals and communities are respected and acknowledged in program and service design and delivery, in consultation with community and through recruitment of more Aboriginal staff.
- 4.3.2. To facilitate access and success, strategies for respect and support for diversity are included in well- resourced services addressing cultural, language, religious, race, ethnicity, living with disabilities, gender, and sexual identities; recognising the intersections between these as well as class, income and location.
- 4.3.3. A course and/or micro credential is co-designed by TAFE SA, with diversity and inclusion experts, on how to study and work in a discrimination and prejudice free environment encouraging inclusion of all cohorts.

4.4. Amenities & facilities

- 4.4.1. TAFE SA amenities and facilities are accessible to all students to support completion of their courses.
- 4.4.2. Student experience is enhanced on campus with childcare facilities, safe and updated classrooms and workshops, places to meet, eat and study with peers, IT support (on and offsite); library/resource centres with laptop hire, and access to transport.
- 4.4.3. Students are consulted and involved in developing new facilities, noting that TAFE SA buildings and services are being modified to comply with net zero emissions and environmental sustainability targets over the next decade.

4.5. Student support services

- 4.5.1. Financial and personal advice, counselling and evaluation processes and services respond promptly, are consistent and appropriate for the needs of diverse cohorts.
- 4.5.2. There is increased focus upon student mental health and wellbeing through personal support services, but also public health communication campaigns co-designed with students and external organisations.
- 4.5.3. The specific needs of international students are supported.
- 4.5.4. The Aboriginal Access Centre's student support services continue to be resourced, and the better practice model of supporting individual students from first contact and through their lifelong learning is recognised and respected.

4.6. Student association & representation

- 4.6.1. A formation of student association/union is supported organisationally and financially by TAFE SA.
- 4.6.2. Students and alumni are represented on management and governance bodies.

4.7. Supported staff

- 4.7.1. The staffing structure is reviewed, adjusted and numbers increased in areas of need to appropriately support a student-centred culture and practice through change management plans negotiated with unions.
- 4.7.2. Focus upon staff wellbeing in a safe and respected environment.

4.8. Up to date industry aligned courses (Further developed in Goal 6)

- 4.8.1. Courses are up to date and industry aligned.
- 4.8.2. Education staff are respected and provided opportunities for continual professional development to support a student-centred practice.



GOAL 5. Place-Based

The provision of courses and support services respond to regional and local economic and social development. Decision-making processes are representative and inclusive of all interests, recognising the diversity of expectations and needs across local areas, including First Nations communities. Organisational structures and operations reflect a place-based approach of recognising the uniqueness of the local, while sharing wider knowledges and experience.

5.1. Regional Committees respond to local conditions

- 5.1.1. Regional and local advisory bodies are established with decision-making powers.
- 5.1.2. Medium and long-term vocational education and training needs respond to communities' growth, development and diversification contextualise committee decision-making.

5.2. Strategic re-alignment of management and operations

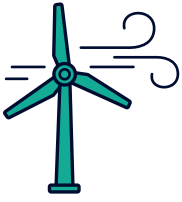
- 5.2.1. On site campus heads take on the role of day-to-day site operational managers, are the 'face of TAFE SA', and lead relationship building with local students, businesses and communities, including Aboriginal communities.
- 5.2.2. Efficiencies are created and monitored by onsite management of maintenance, facilities and administrative services.

5.3. Leading collaboration

- 5.3.1. Courses are available and scheduled to meet with local and regional requirements through collaboration to facilitate timing, location, and financing.
- 5.3.2. TAFE SA campuses prioritise co-location with outside organisations and businesses who collaborate with TAFE SA activities including supporting student experience.
- 5.3.3. Local research and new initiatives are developed and shared with other regions.

5.4. APY Lands

- 5.4.1. TAFE SA's presence and operations on the APY lands are strengthened through adequate planning and funding, and in collaboration with communities, schools and businesses that better reflect the specificity of needs and recognise the knowledge and skills of Anangu.
- 5.4.2. TAFE SA contributes to community empowerment through facilitating a stronger voice in decision-making on jobs and community development focussed skills training.
- 5.4.3. An active campaign is supported to recruit, train and mentor Anangu for employment with TAFE SA.



GOAL 6. Future Focused

Learning programs are designed for current and future knowledge and skills needs with flexibility to provide learning opportunities as needed. Students and expert educators are supported with up-to-date innovations in learning techniques and technologies.

6.1. Continuous improvement

- 6.1.1. TAFE SA is exemplary in the continuous review and updating of accredited and non-accredited courses and skills sets, ensuring courses are innovative and meeting current and future needs and expectations, inclusive of all people, for the economic and social development of South Australia.

6.2. New initiatives prioritising South Australia

- 6.2.1. Building upon stackable skill sets, TAFE SA initiates new and revised courses as well as developing new training packages.
- 6.2.2. Short courses and micro credentials are developed targeted to local and state-wide industry and community demand and need in economic transition, environmental sustainability, and social equity.
- 6.2.3. TAFE SA leads in co-designing and delivering learning programs to counter racism, sexism and other forms of discrimination and prejudice, and to promote employment rights and responsibilities.

6.3. Expert learning design

- 6.3.1. Resources are allocated to the continued development of cutting-edge course materials utilising internal and external expertise in digital design and delivery.

6.4. Flexibility for access and success

- 6.4.1. A full range of learning techniques and technologies are utilised to improve options for prospective students to access courses that suits their lives and preferences.
- 6.4.2. Learning environments and technologies (for face-to-face and digital) are continually reviewed as fit for purpose.
- 6.4.3. Arrangements continue to be improved to provide vocational education to prisoners to assist in reducing recidivism.

6.5. Expert Educators

- 6.5.1. Lecturers are supported in maintaining their educator expertise including in applying digital learning design.
- 6.5.2. Lecturers are supported to maintain industry currency.
- 6.5.3. A new generation of educators are recruited with consideration of roles and qualifications most appropriate to developing the profession and responding to students.
- 6.5.4. The appropriateness of the Cert IV in Training and Assessment as the initial TAFE SA educator qualification is reviewed.

6.6. Further education

- 6.6.1. The further education role of TAFE SA is revitalised with foundation and preparatory programs as well as other award and non-award courses utilising TAFE SA facilities, complementing and collaborating with Adult Community Education provision.

6.7. Pathways and dual awards

- 6.7.1. Student progression and processes to change courses with advanced standing is facilitated through agreed pathway templates and processes with universities.
- 6.7.2. More dual awards are negotiated with universities for domestic and international students.
- 6.7.3. Delivery is facilitated in regional areas through co-operating with further development of university hubs sharing facilities and other resources.
- 6.7.4. Explore feasibility of including accredited university units of study in sub degree programs.

6.8. TAFE SA and Schools

- 6.8.1. In partnership with schools, the range of VET programs in schools are reviewed and consolidated and focussed upon entry to further vocational education.
- 6.8.2. TAFE SA works with schools on supporting young people who have left school without completing SACE.

6.9. Assessment, progression and RPL

- 6.9.1. Focus is moved onto assessing applicant's skills and knowledges, particularly those already in work, including recent migrants, and facilitating individual training plans to progress their career.
- 6.9.2. TAFE SA supports a national review to simplify RPL facilitating entry and progression into jobs and career.



Roadmap Timeline

The Actions supporting the 2033 Goals have been distributed across a Timeline (See Appendix 4) indicative of a 2023-33 Roadmap implementation plan.

This is a long and complex list of proposed actions, but loosely fits into three categories:

- Ongoing commitments, most of which are already part of TAFE SA, but needed re-affirmation and focus;
- New initiatives for repositioning TAFE SA; and
- Specific interventions to address a particular issue or practice

There are several messages in the distribution of the timeline. Starting dates are bunched towards 2023-4 to emphasise the need to commence a program of change and new initiatives. Some of these also have finishing dates, indicating that these are time-bound projects, which then enable other activities to commence or continue. Some actions are phased and this can be further teased out in specific action plans.

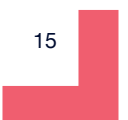
There are ongoing commitments including changes in orientation, focus and organisation, and so continue throughout and beyond the ten years. New initiatives also continue once established.

Measurements of progress, reviews and evaluations will need to be built into detailed Action Plans.

Not all the Actions are dependent upon one another, many complement and can certainly be simultaneously implemented.

Communication and transparency of plans is critical to ensure that Action Plans complement rather than duplicate or contradict one another. Unintended consequences are always a risk when not considered in the planning stage.

In reality, capacity to undertake new and ongoing Actions will be determined by resources and particularly appropriate and adequate staffing. Current staff cannot just be loaded up with further responsibilities and tasks. Job profiles and workloads will need to be reconfigured. If not, Action Plans are unlikely to be successfully implemented, or at the cost of staff health and well-being. Modelling better employer practice is particularly important for a learning organisation focussed upon preparing students for workplaces.





Roadmap for the Future of TAFE SA

Explanatory Report



Executive Summary

The South Australian Government called for a public conversation and development of a Roadmap for the Future of TAFE SA for the next ten years. Rebuilding TAFE SA is a critical priority for the Government to ensure it can best deliver on the economic and social needs of South Australia.

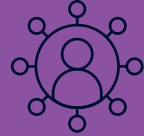
The public conversation led to the development of a set of six Goals with Actions so that:

By 2033 TAFE SA leads in quality job focussed vocational and further education facilitating inclusion for all people through connecting industry, community, unions, schools, universities and governments in responding to current and future workforce needs and facilitating life-long learning. TAFE SA advocates for, and models better practice in course innovation development and provision to ensure successful student outcomes and community wide benefits (TAFE SA Roadmap Statement of Achievement).

The six goals are:



**GOAL 1
Transforming
South Australia**



**GOAL 4
Student Centred**



**GOAL 2
Industry
Partnered**



**GOAL 5
Place-Based**



**GOAL 3
Job Outcomes**



**GOAL 6
Future Focused**

This Explanatory Report expands upon the Goals with Actions (see Page 6) providing details including the reasons for the actions and how they could be implemented, noting too the Roadmap Timeline (Page 15 & Appendix 4).

Starting with an introduction on the future of skills and jobs, Part 1 provides the context, foregrounding the explanatory notes for the Actions in Part 2. The first section discusses key themes in the development of TAFE and VET in Australia, with the second a snapshot of TAFE SA, VET and Skills in South Australia.

The Actions provide ways for a revitalising TAFE SA leading VET in South Australia: to address current key issues including how to make lifelong learning a reality for all South Australians; to lead in connecting people, industry and communities; to promptly and cooperatively respond to industry and community vocational and further education needs; to reverse low completion rates; to include First Nations knowledge and skills as well as address disadvantage; to optimise the advantages of state-wide reach and resources; to collaborate and initiate new courses; and to ensure that people have a say in the future of TAFE SA.

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Introduction

In late 2022 the South Australian Government called for a public conversation and development of a Roadmap for the Future of TAFE SA for the next ten years.

This Roadmap is the outcome of conversations between November 2022 and April 2023 with TAFE SA students, staff and partners, as well as with business and industry, unions, community organisations, schools, universities, local and state government and commissioners, including First Nations peoples and organisations.

It is timely for three key reasons.

The first is that on the 26 March 2023 the South Australian Government became the first Australian jurisdiction to create a First Nations Voice to Parliament.

The Commissioner for First Nations Voice Dale Agius explained that: “this is about Aboriginal and Torres Strait Islander people having a platform to share knowledge, wisdom, and aspirations for the future, and to be included in the decision-making process.”

The Attorney General said that the Voice “was empowered to speak to the parliament, to speak to the ministers, to speak to the government departments, to speak directly to the decision-makers who have so often struggled to make meaningful change. A voice will help decision-makers make enduring, positive change for the future.”

The onus is now on SA government departments, agencies, and authorities, including TAFE SA, to interrogate their governance and management and operations to ensure that there are ongoing and consistent mechanisms for First Nations Voices to be heard and proposals acted upon.

The second reason is that for the Labor Government to ensure it can best deliver on the economic and social needs of South Australia, rebuilding TAFE SA is a critical priority. In the media release announcing the development of a Roadmap for the Future of TAFE SA, Minister for Education, Training and Skills, Blair Boyer, said:

We have an opportunity to set an exciting new agenda for the future of TAFE SA and what it means to the community. Identifying this is crucial to the future of South Australia’s economy, as we need to continue addressing our skills shortages and ensuring we can meet the needs of South Australian industries by providing people with the skills businesses need. Skills and training are a critical priority of the Malinauskas Labor Government, and we have a unique opportunity to ensure we have a TAFE that is agile, responsive, and delivers

the skilled workforce we need in priority areas including hydrogen, health and social services, and building and construction. (29 September 2022)

The third reason is that the pace of change in work and keeping up with and anticipating education and training needs requires increasingly nuanced and complex solutions. This is at the same time as South Australia focuses upon social and economic development in the context of the critical urgency to address climate change and decarbonise, protect Country with First Nations leadership, and address poverty and inequity across the State.

The consequences of the public health responses to the COVID 19 pandemic have also shaken established ways of seeing and making life decisions. The two most enduring changes (with COVID) are likely to be changes in the way we do our jobs, and the acceleration of changes that were already underway, such as increasing activity online and the ongoing need for post-secondary qualifications. (National Skills Commission, 2021)

The 2023-33 Roadmap for the Future of TAFE SA is the opportunity to reposition TAFE SA as leading and advocating for the critical sector of vocational and further education during this time of rapid economic and social transformation for South Australia. A bigger, better, and braver TAFE SA is essential to South Australia.

The future of skills and jobs in a global context

The global megatrends identified in the CSIRO report, Our Future World and highlighted in the 2022 National Skills Commission overview of Australia’s current, emerging and workforce skills needs frame national to local decisions.

These megatrends are:

- adapting to climate change;
- the global transition to leaner; cleaner and greener economies;
- escalating health imperatives; geopolitical and trade shifts;
- rapid growth of the digital and data economy;
- rise of artificial intelligence and advanced autonomous systems impacting all industries; and
- the elevating importance of diversity, equity and transparency in business, policy and community decision-making. (NSC, 2022)

A recent ILO and European Commission (EC) research project emphasised the importance of paying attention to equity of opportunity and impact on the changing world of jobs and work.

The 'Future of Work' is already part of our present. All countries around the globe face the challenges of a world of work under transformation, caused by a combination of the effects of globalization and of technological, climate and demographic changes, amongst others. Many jobs and entire sectors are being reshaped, new forms of employment relationships are emerging, and patterns of work and careers are becoming more varied, at every stage of the working life cycle.

While many of these changes are not necessarily recent, the pace and scale of some of the underlying drivers are accelerating exponentially. These changes bring opportunities for our societies, but if they are not addressed properly and in a timely manner, they could also bring insecurity and increased risks, notably for the most vulnerable groups. Our response to these transformations today will determine what the future world of work will look like. (ILO and EC, 2021)

The future of knowledge, skills and occupations

The 2022 National Skills Commission (NSC) analysis calculated that more than nine out of ten jobs created over the next five years in Australia will require post-secondary qualifications.

Currently employment growth is largely driven through health care and social assistance, professional scientific and technical services, retail trade, construction, and financial and insurance services. However, the projections to 2026 note that jobs growth is likely to be highest in-service industries and in those demanding higher-level qualifications. (Turvey, 2022)

Even a surface scan of these predictions and a look at the factors informing skills priority lists does call for heeding the ILO & EC warning about the need to also address equity opportunities. Indicative is that the Australian workforce continues to be highly gender skewed with still very low participation by women in trades and technical occupations, compared to their over-representation in education, health and community services. These are also areas of persistent workforce shortages.

Access and support to undertake and complete qualifications is critical to women's initial and ongoing workforce participation. The focus upon apprenticeships in the political and popular discourse has highlighted important issues of supporting apprentices and employers to increase completion rates. This discourse does little though to encourage mature applicants and young women into the still male dominated trades. Despite some attempts to foreground

valuing and appreciating the predominately female workforces in the education, health and community services, the take-up of education and training by young and mature men in all but the higher levels of these sectors is not increasing, nor is retention in the industries. Insecure work, long hours and low pay still characterise these areas, particularly those with low levels of unionisation.

Gender equity and opportunity to undertake training and paid work intersect too with cultural background, migration status, living with disabilities, socio economic status and other factors including prejudice and discrimination such as that to people of colour and LGBTIQ+ communities. The expectation on women to organise their study and paid work around family and other care responsibilities, remains a major deterrent to gender equity, readily identified in the gender pay gap still sitting above 13%. Access to training continues to be highly gendered. There is an opportunity for TAFE SA to advocate for and lead in implementing solutions to increase women's access and equity in training and in remuneration and secure paid work.

The 'Four Cs' - Care, Computing, Cognitive abilities and Communication, identified by the NSC's, State of Australia's Skills (2021), suggest an alternative approach, as rather than identifying future skills needs aligned with specific occupations, they help pinpoint a 'range of skills' that are likely to be sought in many jobs across sectors and are changing what is involved in doing jobs.

By 2022, the NSC added a 5th C - Climate. Currently 'green jobs' tend to be associated with energy transition or construction and agriculture, with a nod to environmental planning, design, accounting and communication. There are already thousands of new jobs in these fields, requiring new qualifications, upskilling and reskilling. Green knowledge and skills have been incorporated in some training packages for years. However, the pressure is now upon decarbonising and environmental sustainability across all industries calling for training of managers and staff whether in health, retail, education, government and community services, as well as the more obvious areas. Post-secondary education is already responding to this demand for new curriculum and for short courses in understanding and making environmental sustainability a part of everybody's job. With TAFE SA's unique reach across different places and communities, there are opportunities to initiate responses for demands, for example to create a circular economy at a local level.

Considering these factors contributes to opening up discussion about what general and specific skills need to be included in courses for those already in employment and those seeking to gain initial jobs in a chosen occupation. Much of the discourse is about impact of technological change. As the Director of the ILO Research Department warned:

Technology has not only transformed work patterns, making lifetime, full-time jobs less prevalent, it has also changed the nature of the tasks performed by employees. Non-routine tasks and face-to-face jobs are on the rise, simply because many routine tasks can be replaced by digital processes. (Torres, 2015, p10)

In seeking to re-think the occupational and traditional industry sectors, it is arguably an opportunity to get past the siloing of job knowledge and skills. Current significant work on reviewing the VET qualifications framework and the structure of the National Training Packages (NTP) includes focus upon finding the commonalities rather the specificities of differences in knowledge and skills requirements. This re-examination may contribute to simplifying the NTP and identifying common skill sets which would increase flexibility with common materials and delivery as well as credit for the many students who transfer across courses.

The VET student and lifelong learning

Much of the perceived focus of VET and TAFE SA is upon the young school leaver, further reinforced by the VET in schools' initiatives intertwining with the end of secondary school and post-secondary education. TAFE SA will continue to have an important role in supporting VET studies in schools and increasing school completion and movement into post-secondary education. TAFE SA also has a social equity role in supporting early school leavers to find their way into training and jobs.

However, the current and future VET student is more likely to be an adult already working or seeking to (re)enter the paid workforce, seeking preparatory and upskilling and reskilling programs, or seeking a change of career. TAFE SA has always had a focus upon the 'second chance' student, but the pressure is increasing for courses, or bits of courses, for adults looking to change their lives. These potential students will not have the time nor preparedness to be enrolled in a whole course with a fixed study progression plan. The length of courses will be increasingly questioned along with the structure and requirements, including the demands of employment-based training like apprenticeships, duration of unpaid placements in other courses, and attendance requirements. The demand for 'advanced standing' and 'recognition of prior learning' will increase and the parameters will be challenged. Similarly, movement between vocational and higher education with credit will be in increasing demand.

Students may well abandon courses if they are not meeting their needs even where they have paid tuition fees. There will be increasing demand for immediate access to (very) short courses, that preferably can be gathered up into a qualification. Bundling of skill sets is the current answer at VET and TAFE SA to this, along with dipping the toe into micro credentials (like single units of courses), but is unlikely to satisfy either worker or employer needs. This pressure is equally upon the other part of the post-secondary sector, higher education, where the latest innovations enable students to design their own degrees – picking from across formerly closed disciplinary or study area boundaries. Accreditation and licensing authorities will come under pressure in what they require whether in a trade, certificate, diploma or degree.

These are (inter)national challenges, but TAFE SA could contribute to not just state but national and international leadership, in researching and testing new ways of learning and qualifying. At last, the concept of lifelong learning, the approach at the core of Adult and Community Education (ACE) but too often the poor cousin of VET including currently in TAFE SA, will take centre stage with demands for highly flexible learning programs.

The UNESCO Education 2030 Framework for Action calls upon countries to provide 'lifelong learning opportunities for youth and adults that encompass formal, non-formal and informal learning'. (ILO and OECD, 2018)

There is a case for encouraging discussion around the meaning of lifelong learning in formal education today. The term is used comfortably in describing the adult education model of providing course opportunities for adults to choose, or be advised to take, that may lead to formal learning paths and qualifications. However, it could be popularised in talking of vocational and higher education as adults move in and out and through education, picking up short and long courses, skill sets, micro credentials and new formats. Developing some new meanings could assist with getting around the linear and hierarchical approach to learning, as well as notions of failure when having to retrain, and to face the reality that education and qualification accumulation will be lifelong.

Brand TAFE SA

The challenge for a bigger and more responsive TAFE SA is to be resourced to rise to these challenges. The contraction of TAFE SA's funding, having been pitted in competition with other RTOs for subsidised training funds and excluded from providing some courses, has led to a winding back of TAFE SA's across most offerings and in most regions. This has led to a downward spiral and course and campus closures as South Australians abandoned TAFE SA, because they felt TAFE SA had abandoned them.

Literally not being able to contact TAFE SA or get a timely answer to a query starts a disaffection then multiplied when a course delivery is cancelled with little notice and the only reason given is that there were insufficient enrolments to make it viable within the strict costing formula and minimum enrolment number requirements. This is an often-repeated narrative and it is confusing as students and/or others pay costs and fees. Many ask why is TAFE SA not funded to deliver much needed courses leading to jobs? Whilst many courses in some areas of job demand are subsidised, many are not.

This is a challenge to governments, who at the state and national level have now recognised that costs are a barrier to participation.

The avalanche of applications for Fee Free TAFE places in 2023 has demonstrated that cost is a barrier to taking on studies. Apparently interest in other TAFE SA courses has also increased. The message could be that 'TAFE SA is back'.

What has been particularly interesting and pleasing during the formal and informal Roadmap conversations has been that despite some adverse commentary and anecdotes of bad experiences, people generally like TAFE SA and over the next decade want it to do its job.

To put it in colloquial terms 'Brand TAFE SA' enjoys a popular positive reputation. The consistent response was Yes.

Yes, we would go back to TAFE SA if the course was offered with timely and flexible delivery; yes, we want to see TAFE SA actively advocating for vocational and further education and jobs; yes, we see that training is in safe hands if being run by TAFE SA; yes we want to see the lights on and buildings used; yes, we want TAFE SA to have an increased presence and training delivery in the regions; yes, we would like to partner with TAFE SA to create and incubate new 'green jobs'; yes, we would like TAFE SA to focus upon our local small and medium sized businesses where much of the innovation can happen with ongoing and interesting jobs. Yes, we would like TAFE SA to help us get a job.

Over the next decade TAFE SA must expand its vision and operations to fulfil public, industry and government expectations. TAFE SA can no longer just largely perform at the operational end by delivering listed courses. It must take on leadership, advocacy, and facilitation roles at State level and in regions.

This Roadmap seeks to reposition TAFE SA as the 'connector' utilising TAFE SA's people and sites for active intervention in economic and social development. TAFE SA campuses need to become more vibrant, community places of choice. The Roadmap also seeks to ensure that TAFE SA provides a more personal approach to students, staff, and businesses.

Whilst Skills SA's primary purpose is determining current and future skills shortages and funding training, TAFE SA's primary purpose should be to lead and advocate for the VET sector and in organising and delivering training for jobs across South Australia. New campus-based Job Centres will support students from first contact even prior to enrolment, through their courses and into jobs. In partnership with employers, Job Centres will assist in connecting students into actual job outcomes, as well as ensuring that courses are fit for purpose today and tomorrow.

There needs to be a change in mindset. No longer should the key focus in engaging with a prospective student or industry or community partner be upon how quickly they can be signed on and sent an invoice. TAFE SA's primary purpose is providing education and training, not making a commercial return. Of course, operating within budget is critical for sustainability, but the purpose of TAFE SA as a public service comes first.

The key message throughout the public conversation was that TAFE SA should lead in VET in South Australia. TAFE SA should demonstrate better practice in facilitating access and course completions; in providing quality up-to-date courses leading to employment; in innovation; and in connecting stakeholders within communities and across South Australia.

Process of developing the Roadmap

The State Government announced the development of a Roadmap for the Future of TAFE SA late last year, inviting a community conversation to reset the priorities and set out a new vision for TAFE SA in South Australia.

The South Australian Government is committed to supporting and strengthening TAFE SA as the public provider of vocational education and training, particularly in the areas of:

- Providing quality training
- Enabling social mobility and participation for all cohorts
- Valuing TAFE SA workforce
- Supporting industry and employers, including emerging industries
- Meeting regional needs
- Ensuring good governance

Tertiary education expert Associate Professor Jeannie Rea was appointed to lead the development drawing upon advice from an expert advisory panel consisting of representatives from industry, unions, the TAFE SA Board, Skills SA, VET management and the regions.

An Expert Advisory Panel provided timely and considered advice throughout the process.

The Expert Advisory Panel comprised:

- Anthony Kittel, Owner and Managing Director of REDARC
- Peter Nolan, Head of Ai Group Apprentice and Trainee Centre
- Rebecca Brooks, TAFE Committee Chair, Australian Education Union
- Rosie Ratcliff, TAFE Organiser, Public Service Association
- Jo Denley, Chair of the TAFE SA Board
- Madeline Richardson, Head of Skills SA and Deputy Chief Executive, Department for Education
- Andrea Broadfoot, Employment Facilitator, Local Jobs Program North West Country
- Maria Peters, VET Expert.

The Roadmap development was supported by the South Australian Skills Commission and specifically Marc Fullager, Senior Strategic Adviser and Elisabeth Bittner, Senior Project Officer.

Extensive consultation was undertaken with a range of South Australians interested in having their say on the role, purpose, and future of TAFE SA as their public provider. These included industry, unions, community organisations, students, TAFE SA staff, First Nations communities and other groups. Associate Professor Rea visited several regional areas talking with TAFE SA staff and local people, including the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands. She also visited and spoke with metropolitan TAFE SA sites staff and metropolitan based organisations and representatives including State Commissioners. Associate Professor Rea also addressed with Industry Skills Councils, the SA Skills Commission and the TAFE SA Board and supporting committees. Follow-up conversations were held with a number of parties and with key TAFE SA and Government department officials to further inform the development of the Roadmap and the Goals and Actions.

Written submissions were invited in late 2022. These were augmented with a well-attended Wednesday Webinar series in February of this year, with webinars on the following themes: Connecting with industry; Connecting with students; Connecting across communities; and Connecting TAFE to transforming South Australia. For more detail on the consultation process see Appendix 1.

The observations and issues that emerged through the consultation process addressed key themes identified above and helped shape the development of the Roadmap for the Future of TAFE SA. There was a wide degree of common critique and consensus on issues and suggestions for change across a diversity of experiences and expertise.

Structure of the Roadmap

This proposed Roadmap for the Future of TAFE SA is developed from a comprehensive set of proposed Actions framed around six Goals.



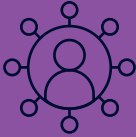
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The first set of Actions are commitments to Aboriginal and Torres Strait Islander peoples and communities and focus upon truth telling, learning cultural respect and safety, self-determination and building trust.

The following Explanatory Report is set out in two parts. The first part provides information a narrative and data that backgrounds and supports the second part.

Part 1 The Context has two sections. Section 1 The Place of TAFE provides historical context on the place of TAFE and Section 2 TAFE SA, VET and Skills describes TAFE SA and provides an up-to-date snapshot with some key data on TAFE SA, VET and Skills in South Australia.

Part 2 lists the Goals with Actions for the Roadmap with explanatory notes.



Part 1

The Context

Section 1 The place of TAFE

The main purpose of education is the betterment and development of individual people and their contribution to the good of the community. Technical and further education should be planned accordingly. (Kangan Report 1974)

'TAFE' is shorthand for vocational education in Australia. When referring to vocational education and training (VET), Australians often talk of TAFE. At school the talk is of whether to go onto TAFE or uni. Whilst TAFE is an acronym – Technical and Further Education- in Australia it is also the public VET system, a nationwide system established in the 1970s. The term VET only became widely used in the Australian context in the 1990s with the widespread adoption of the VET competitive market.

It became clear while talking with people across South Australia about this Roadmap for the Future of TAFE SA, that for even many involved in VET, there is confusion about the status of TAFE SA. Generally, it is understood that TAFE SA is the State's public provider and largest provider of vocational education, and that TAFE SA also has a wider economic and social development role, and a community service role including addressing inequity. However, there was a misconception that TAFE SA runs the South Australia's skills and training system. In popular conversation, accolades and criticisms of experiences with VET at non-TAFE SA providers are merged into commentary on TAFE SA. People have been confused when they thought they had enrolled at TAFE SA, but find that they are actually with another training provider. Others will reminisce about their experiences of TAFE SA, when TAFE SA was the predominate provider of VET, before the VET competitive training market. TAFE SA's lack of capacity to provide wanted courses, while also having under-utilised facilities, particularly in regional areas, all adds to confusion. On the other hand, as noted above, the TAFE SA brand continues to be one of quality and inspiring of confidence.

Therefore, it is not surprising that the purpose of TAFE SA becomes a first order question in looking to reposition TAFE SA over the next decade. Much of the discussion is about the ambit of TAFE SA noting it is in competition with private registered training providers (RTOs). However, TAFE SA has advantages in the market because of having wide networks, long term partnerships, considerable land, building and equipment assets, as well as a long-term workforce with public service conditions for corporate staff and long-established

education focussed industrial arrangements with education staff. Many of these could be described as legacy characteristics. These all contribute to the environment of expectations, and to trust.

Purpose of technical and further education

TAFE SA in 2023 carries a legacy in terms of aspirations and ambitions, not just in public assets and community support. Considering aspects of the history of TAFE helps explain some of the contemporary ambiguities, which inform this Roadmap. A key message that emerges is that post-secondary technical or vocational education has always and continues to be focussed around filling workforce needs. This is most prominent in the prime focus upon facilitating trade training to ensure the continual reproduction of a trades workforce (even though the proportion of trade qualified workers needed has declined over the decades). However, the vast majority of subsidised and fee-paying courses are for other sub-degree qualifications as industries developed, workforce demands and community needs change and evolve. (The space where degrees and sub-degrees are offered has become increasingly blurred as TAFE and the universities contest for funded places.)

The other message that comes through is that technical/vocational education from its modern origins has explicitly and implicitly focussed upon providing education for the working class and for disadvantaged peoples. Further education for adults focused upon the concept of lifelong learning has always sat with technical education as well as the wider adult education sector.

Opportunities for basic education in literacy, language and numeracy and preparation for further learning goes way back, and significantly by the TAFE era (in the 1970s) was a cornerstone of technical and further education. TAFE introduced specific programs increasing access and opportunity, initially for adult women and recent migrants, and then for linguistically culturally diverse communities, for Aboriginal and Torres Strait Islander communities, for unemployed youth and more recently for people living with disabilities.

Mechanics institutes were established in the Australian colonies from the 1830s by government, religious and industrial leaders for working-class men offering adult education primarily, but not only, in technical subjects. The original mechanics institutes in England were seen as an alternative recreational space to the public house for rural men moving to work in urban industrial centres. (Mechanics was a term used to describe these men.) The focus was upon 'bettering oneself' – but without 'getting above one's station'. They often included libraries and meeting halls. However, mechanics institutes in Australia, as elsewhere, quickly also became a site for progressive thinkers and actors, including women, with particular focus upon education as the way to not only elevate the individual, but to create a democratic and civilised society.

First technical institutes

The mechanics institutes rapidly developed into technical education institutions. For example, by 1856, the South Australian Institute was established by an Act of Parliament, funded by a government grant and managed by a board of governors. This preceded, as detailed by Gillian Goozee in *The development of TAFE in Australia*, the establishment of the University of Adelaide and a teachers training school in 1878 and Australia's first agricultural college at Roseworthy in 1883. By 1886 the colonial government had its first inquiry into technical education leading to the expansion of provision with Schools of Mines and the foundation of the South Australian Institute of Technology (1892) to teach applied sciences and the trades. (Goozee, 2001, p11).

There was a similar focus by the other colonial governments on establishing publicly funded and managed post school education institutions and this legacy remains today, where TAFE is the largest part of the vocational education sector, and most universities are public institutions established by State Acts of Parliament.

In South Australia, as elsewhere, primary schooling was compulsory by the turn of the century (although not for Aboriginal children who were often specifically excluded and nor was regular attendance by poor families facilitated). Public secondary high schools were slowly established, as otherwise there were only private unregulated providers. Technical schools, particularly in the regions were part of the mix, but fashioned around setting boys up for taking on apprenticeships (most of which were closed to girls until the 1970s). Goozee (2001) notes that by the 1930s senior technical classes became available in Adelaide.

Gaps in the provision of technical education at school and post school levels were exposed during the mobilisation of the labour force in World War 2 (when women were temporarily allowed into the trades). The gaps grew wider with post war rapid expansion of domestic and export production particularly in manufacturing, but also agriculture and mining. In the early 1960s Liberal Prime Minister Menzies established an inquiry into the future of higher education in Australia chaired by LH Martin who recommended what evolved into a binary tertiary system of universities which also undertook research, and then colleges of technology, teacher training and advanced education (CAEs), which could not offer degrees. (Beddie, 2014)

The technology colleges or institutes led to a restructuring of existing higher level technical education across the country. The distinction of the 'tech college' was in managing trades training, but also offering the diplomas now required across many applied science, engineering and technology fields. Many of these fields evolved into degree courses in universities. Professionalisation, recognised with a university degree, has been a strong incentive to move qualification training into universities over the past decades and this process continues today. This factor, later entrenched in the hierarchy of the Australian Qualifications Framework (AQF), is a significant contributor to the persistent view that VET/TAFE is for those unable to get into

university. The 'second best' notion is still in popular discourse including in schools despite efforts to promote all post-secondary education options as equally respected first choices.

Over the 1960s the Commonwealth started contributing to funding the universities and teaching and advanced education colleges (CAEs), but not directly to technical education. But the responsibility for managing tertiary education sat with the states and South Australia established a board to oversee non-university education. (Goozee, 2001, pp20-21)

The focus though was upon secondary schools holding onto students through to the end of school certificate and expanding university participation with increased places and scholarships. However, Australia was far from having mass post-secondary education participation, as these reforms still only catered for a minority of young people and most working-class students left school and started working at 15. The apprenticeship system, which had been developing since late the previous century was consolidated by this time and provided stable careers for some working class boys. The strength of the trade union movement was critical in regulating apprenticeships and trades.

The origins of TAFE

Through the 1960s political, economic and social pressure increased to widen access to post-secondary education by expanding places and supporting students. There was increasing demand for higher qualifications in an expanding local and export economy. Education as the pathway to social and economic equality underpinned much of the public and political discourse, and therefore the focus was upon policy mechanisms improving equality of access.

The Whitlam Labor Government was elected at the end of 1972 with an ambitious post-secondary education agenda headlined with the abolition of university tuition fees and introduction of a means tested student grant scheme. However, just as significant, in increasing and widening access, was the expansion of places in universities and colleges including technical institutes, and the abolition of fees for technical education as well. 'TAFE' was slated to become a national system accelerating the consolidation of public funded technical and further education entities across the States.

However, TAFE was still considered part of the school education system when it came to funding and not on par with universities. Whilst there was talk of the "parity of esteem" between universities and TAFE in the post-secondary sector this was not reflected organisationally nor in terms of institutional funding including student support.

The Minister for Education appointed the Australian Committee on Technical and Further Education (ACOTAFE) to report on TAFE and its operations. Myer Kangan's report was released in 1974 and is generally viewed as foundational in establishing the philosophy and ambitions of technical and further education in Australia (Kangan,

1974). TAFE remained and remains largely State funded and managed, but national funding was (and is) used to shape TAFE priorities and focus.

A 2014 parliamentary inquiry into TAFE and its operation cited the submission from NSW TAFE noting that the Kangan Report:

“ ... named and defined the TAFE system. Many of the carefully cultivated components of the sector were recognised by the report and consolidated in the 1970s by the Whitlam and Fraser governments. Individual opportunity and social improvement became catch-cries and important philosophies “many, if not all, of the issues facing TAFE, TAFE students, state, territory and Commonwealth governments and private enterprise/ industry are ongoing. (CoA, 2014, p6)

The report, TAFE: an Australian national asset, noted: “ research also shows that many, if not all, of the issues facing TAFE, TAFE students, state, territory and Commonwealth governments and private enterprise/industry are ongoing.” (CoA, 2014, p6)

In particular, they noted the ongoing themes from the Kangan Report from 1974 to 2014 – which arguably remain current today, and were reflected upon in conversations on the development of the TAFE SA Roadmap:

- The main purpose of education is the betterment and development of individual people and their contribution to the good of the community. Technical and further education should be planned accordingly. Emphasis on the needs of the individual should lead to easier access to learning, to better physical conditions for learning, to suitable student and teacher amenities, to welfare facilities, and to the highest standards of health and safety in workshops and laboratories....
- The demand for education throughout life can be expected to grow not simply because of changes in technologies and social organisation but also because people will become increasingly aware of the practical advantages that it gives the individual in respect of employment and livelihood. The cost of formal vocational education, however, will inhibit its growth unless advantage can be taken of new learning technology that can supplement formal teaching strategies or substitute self-learning techniques for formal classroom attendance. Technology in educational strategy warrants very considerable development, and efforts should be encouraged to spread its use...
- (S)ervices should be available to college students for counselling on personal, family or social problems. College organisations should be such as to try to avoid losing students because of such problems.
- More action is desirable to link streams of vocational education in technical colleges to career opportunities in secondary

industry and the fast-growing tertiary industries. Young people at schools should be given more information about the relationship between available courses and existing occupations, and TAFE authorities should re-examine career opportunities to assess the sufficiency and relevance to the labour market of the current range of courses.

- Relevance is the key principle in courses. Content must be kept relevant, and little-used knowledge and skills should be removed. Reviews for this purpose might be justified every two or three years of apprenticeship, post apprenticeship, technician area courses and the like, which are continually under the influence of technological change. In all States, committees of persons appointed from industry to assess course contents are used to a greater or lesser extent and are very helpful. Maintaining the relevance of contents of courses, however, is a task for specialists who can identify the critical requirements of vocations, and jettison material that is irrelevant. The Australian Government should help all States to employ and develop more such specialists.” (CoA, 2014)

In a recent history and analysis of VET funding, Gerald Burke reinforced the point made by Ryan (2019) “that the governance of the VET system throughout its history as alternating between two value systems, one narrow and instrumental, the other broader, focused on social justice and individual self-development.” (Burke, 2021).

Burke then quotes the Minister for Education Kim Beasley (senior) on tabling the Kangan Report emphasising this point:

The report envisages a major shift of emphasis. It abandons the narrow and rigid concept that technical colleges exist simply to meet the manpower needs of industry, and adopts a broader concept that they exist to meet the needs of people as individuals ... The report takes a long step in the direction of lifelong education and of opportunities for re-entry to education. It recommends unrestricted access for adults to vocationally oriented education.

Establishing the purpose and breadth of TAFE

Despite cuts to Commonwealth spending on education over the Fraser Coalition Government years (1975-83), TAFE expanded at a state and national level due primarily to a view that it was critical in providing job skills. Over this period moves were also successful to establish workforce planning data at a state and national level and this became a cornerstone to the later focus on funding subsidised training in priority areas of current and projected skills shortages.

In this period too, was a focus upon dedicated schemes to support participation of mature women, adult apprentices and others focussing in upon equality of opportunity as well as increasing

the pool of potential employees in priority areas. There was though concern about whether TAFE was sufficiently resourced to respond promptly to rapid demands for job skills training and equity programs.

Importantly though initiatives were to be informed by research. Goozee (2001) noted that:

Research areas identified as requiring specific attention were basic research into the specific learning problems of Aborigines in different circumstances and 'field trials' of educational programs related to the modes of living and potential vocational activities indifferent regions.

Aboriginal and Torres Strait Islander activists focused upon land rights and addressing the impacts of dispossession and oppression were also prominent in education activism. Aboriginal Education advocacy, policy and programs date back to this period, with particularly local as well as national focus. Women's and other bridging type courses became the preparatory and foundation programs of today, supported by campus childcare. There was a suggestion in South Australia that the universities offer courses within the TAFE facilities in regional areas to increase opportunities and share facilities.

The quality of programs was also a major focus, with continual emphasis upon not only keeping courses up to date, but also closing courses once they were no longer in labour market demand or filling community needs. However, while courses and the levels of courses kept increasing, there was also criticism of course components that were out of date.

TAFE educators, coming from industry and academic training backgrounds were increasingly under scrutiny with various schemes to develop specific TAFE teaching qualifications, drawing more from the adult education models than school teaching. TAFE teaching was becoming a different type of job than school teaching and even the old trade teaching. Developing professional TAFE educators has been a continual challenge for the educators and management as well as the education unions, seeking to maintain and improve salaries and conditions as the work skills and practices of the occupation continue to evolve. The focus of the unions, has always been upon the students' experience and success and the quality of the training qualifications.

In South Australia further inquiries informed policy development with TAFE's 29 colleges being administered by the Department of Further Education (later renamed the Department of TAFE) to ensure that the needs of 'special groups' including 'Aboriginal people, migrants, women and people in the country' were addressed. The need to particularly focus upon unemployed youth in the city and regionally became a bigger issue as youth unemployment rose, as jobs for early school leavers without qualifications rapidly declined. Colleges though "would need to be more flexible and sensitive to the needs of industry than they had been in the past." (Goozee, 2001)

Control, funding and restructuring

The rapid growth in expenditure on education, easily the largest area of the State budget was causing alarm, with much of this expansion in TAFE and improving schools in disadvantaged and regional areas. Expanding post-secondary – vocational and higher - education was costly and most university funding was now directly from the Commonwealth. The expectation of the public and industry was that mass tertiary education was the new norm and for both school leavers and adults returning to upskill and re-skill.

The States and the Commonwealth have continuously clashed over control and funding of TAFE/VET with the States left to fund much of the system and manage and account for expenditure of Commonwealth funds. Through funding levers the Commonwealth has successfully shaped the States' capacity to implement their policies and preferred directions. The Commonwealth's national system has evolved over time, but also undertaken dramatic changes with successive government's introducing and abolishing the magnitude of national control, direction, management and funding.

National mechanisms evolved through the 1980s and 1990s responding to cost and control pressures. The greatest change which has defined other national level developments has been the shift to a competitive market to deliver technical and further education, renamed as VET, as the former nomenclature was identified with public TAFE system, run by the states and territories.

The Hawke-Keating Labor government (1983-96) profoundly changed TAFE in many ways. Sometimes overlooked were changes which contributed to largely disconnecting technical/vocational and further education from higher education as the two components of post-secondary or tertiary education. Since then, it has been harder to maintain the 'parity of esteem' claim. There were two ways this was done, firstly by early education policy change that established commissions aligned to school and higher education, while TAFE disappeared into another commission named Employment and Skills. These changes arose out of the 1987 Skills For Australia report which sought to respond to the pressures upon the Australian economy in a globalising world market place and rapid changes to the Australian economy and industry profile. The need for workers to upskill or multi-skill became a focus with the need for better literacy and numeracy, as well as communication and team work skills.

The other change was through implementation of the Higher Education White Paper which created a unitary university system merging the CAEs, teachers' colleges and technical institutes into universities. (Dawkins, 1988) Some TAFE entities were rolled into universities particularly in Victoria, but in general the demarcation became that TAFE's offered sub-degree courses, while the new universities were largely focused upon bachelor and higher degrees, and also notably on research.

The long-term focus upon pathways across tertiary education was actually made more difficult as the narrative was established about

the difference between vocational and higher education was that vocational was 'hands on' and job oriented, while university focussed upon theory. Considering that a large proportion of university courses are to qualify to enter professions and the 'hands on' component of many courses has always been high (from surgery to music), this is a flimsy dichotomy. It has become even more problematic today as both vocational and higher education institutions compete in offering sub-degree and degree courses.

The irony though of this demarcation of vocation and higher education was that it is also went against the grain of a core component of the Australian Council of Trade Unions and Trade Development Council's Australia Reconstructed agenda which sought to recreate the Australian economy and workforce focusing upon lifelong learning and earning. (ACTU & TDC, 1987) The key component was that people should be able to move from a trade to a PhD with recognition of prior learning, pathways and advanced standing. This was later articulated in the Australian Qualifications Framework (AQF) (1993) which sought to categorise and describe levels of training for greater consistency, and also to assist the development of pathways for lifelong learning for qualifications.

Core ideas of Australia Reconstructed were implemented through the 1988 national wage case and specifically aligned increased wages and career progression with skill acquisition and/or recognition of prior learning. (Bowman & McKenna, 2016)

The gradual development of a national approach to TAFE course recognition and mobility across borders positioned the development of what became the National Training Packages. These packages described skills in detail and how competencies would be assessed utilising the method of CBT (Competency Based Training). These aligned with skill definitions and pay rates in the industrial instruments.

Bowman and McKenna in "The development of Australia's national training system: a dynamic tension between consistency and flexibility" observed, picking up from Goozee's 2001 analysis, that:

By 1991, the views expressed by the Commonwealth on the value of vocational education had been adopted by most states and territories. The emphasis altered and became focused on the needs of industry, rather than on those of the individual. (Bowman & McKenna, 2016)

Burke (2021) argues that:

The late 1980s and early 1990s saw a change in emphasis back towards the instrumental role of VET with greater stress on 'skill formation, skill enhancement, skill flexibility and overall training' as advocated in Australia Reconstructed.

Creating the training market place

The Commonwealth government tried to take over vocational education in 1992, but the States resisted, but they did, including in South Australia reorganise TAFE again into new skills focused government department portfolios, continuing to draw away from education to training for economic development. A further significant development in this period was for State Governments to demand TAFE Colleges, often operating more autonomously at this stage notably in South Australia, to enter into commercial activities to try and cover some of the costs of funding continuously expanding demand for places. (Goozee, 2001, p78)

In 1992 the States and Commonwealth agreed to cooperate and coordinate, what is now called VET, through the Australian National Training Authority (ANTA) Agreement. The profound change for TAFE was the creation of a training market, which was to include "an efficient and productive network of publicly funded providers that could compete effectively in the training market". The training market was to "consist of industry and VET providers to ensure that the training system operates within a strategic plan that reflects industry's needs and priorities." Further there was to be "public and private provision of both high level, advanced technical training and further education opportunities for the workforce and community generally" (Goozee, 2001, p85)

TAFE institutions immediately found themselves at a disadvantage in being able to compete in a fee-for-service market as new providers competed to deliver courses, often offering cheaper and more flexible options. TAFE had to maintain the significant infrastructure, staff, and other resources base, as well as a community and industry expectation that they would provide courses in thin markets and to disadvantaged cohorts.

The immediate and ongoing concerns with maintaining quality across the system, led to the still present complex systems of regulation of Registered Training Organisations (RTOs) and focus upon quality assurance. In 2011, the Australian Skills Quality Authority (ASQA) was established to audit and licence RTOs.

Consumer choice

While the initial explanation for a competitive training market was to help alleviate the costs to government of funding the provision of public TAFE, there was also an ideological dynamic. The onus was already on 'user-pays' for post-secondary education with the re-introduction of fees for university with the deferred loans scheme in 1989. In TAFE unsubsidised nor otherwise supported students face full cost recovery level fees, with limited access to loans. The removal of cost as a barrier to tertiary education was significantly diminished.

Instead, the ideological debate shifted to highlighting what portion a 'user' of education products should pay balancing up their individual and society benefit. Fees for Commonwealth Supported Places (CSP) in higher education are now calculated and justified around variations on this theme, but are skewed to fit with already determined funding levels. This is a long way from the argument that education is a human right. However, the introduction of Fee Free courses funded nationally and supported by the States and largely allocated to TAFE are again changing the dynamic and the debates.

Once competitive tendering for publicly funded VET was introduced in 1995 with funding provided through ANTA and through State funds, TAFE's status changed fundamentally, as they became one of the RTOs, but with extra baggage and responsibility. For some of the advocates for the competitive training market this was the purpose of the reform, for it was argued that TAFE as a public provider was not responsive enough to industry. The solution was to create a market where 'consumers' would purchase the best option for them.

However, the reality is that the VET training market is inevitably compromised as a free market when the Government remains the major player in determining which courses will be listed and subsidised. Governments, including South Australia, have created a 'hands-off' approach through the Skills Commission, being responsible for regulation and the development of Industry Skills Councils advising on policy and practice.

An Australian Background paper to the OECD noted that:

The major reforms to the organisation of vocational education and training in Australia since the mid-1970s have been designed to reduce the monopoly of the public training providers and introduce a more open training market, develop a more demand and industry led VET system, and provide a national framework to achieve consistency in quality and the common recognition of VET awards. Part of the reform effort has been to expose the established providers of VET to market competition by the registration of private providers. The reforms have involved an overall shift from provider-driven training to industry-driven training, with competency outcomes for agreed levels of workplace performance specified by national industry advisory bodies. (OECD, 2003)

Despite careful monitoring, quality has been comprised at times by poor quality private providers with poor reputations resulting in students not graduating and/or not having their qualifications recognised by employers or universities. At worst these companies did not even provide any training. Many of these sorts have now been removed, some providers lost their registration and others went out of business, but the extreme behaviour damaged the standing of and trust in VET/TAFE. (TAFE SA itself faced reputational damage when ASQA withheld re-licencing in 2016 due to several instances of assessment quality issues, which TAFE SA corrected within a few months and passed the audit. Since then, TAFE SA has had its license rolled over without issue.)

To 2023

Apart from maintaining and monitoring the competitive market system, national attention upon VET (and TAFE) deteriorated especially after the abolition of ANTA by the Howard Coalition Government (1996-2007). The Albanese Labor Government, since coming to office in mid-2022 has focused upon skills and training and jobs with the formation of a new statutory body Jobs and Skills Australia replacing the National Skills Commission. A major review of VET qualifications is underway and a new National Skills Agreement for funding is in negotiation.

The South Australian Government has a renewed opportunity to leverage off these national developments to reposition TAFE SA in leading vocational and further education and training, as well as contributing to national reform.

In the next section, the current structure and mission of TAFE SA is outlined along with a snapshot of current key data on TAFE SA, VET and South Australia.



Part 1

The Context

Section 2 TAFE SA, VET and Skills

TAFE SA structure and governance

In 2012 TAFE SA was established in its current form as a statutory corporation under the TAFE SA Act 2012. Before this TAFE SA was a part of the South Australian Government Department of Further Education, Employment, Science and Technology (DFEEST) and was made up of three TAFE SA institutes, Adelaide North, Adelaide South, and Regional. Each institute had a Managing Director with their own corporate units. Prior to 2005, there were several TAFE Institutes that were likewise part of DFEEST, including institutes for Adelaide, Douglas Mawson, Onkaparinga, Spencer, Murray, Regency, South East, and Torrens Valley.

The establishment of TAFE SA as a statutory corporation was a key part of the Skills for All reform agenda. As the South Australian Minister of the day noted “the establishment of TAFE SA as a statutory corporation is a key component of Skills for All because it modernises governance arrangements to enable TAFE SA to operate in the more commercial and competitive environment Skills for All will bring.” (Kenyon, 2012)

Following on from this, it was highlighted that there were three main outcomes achieved by introducing a statutory corporation model for TAFE SA:

“Firstly, ... TAFE SA will be provided with greater commercial autonomy and accountability through a board of directors, and flexibility and independence from government processes. This will enable TAFE SA to be even more responsive to market needs...

Secondly, ... greater separation of the role of TAFE SA and the Department of Further Education, Employment, Science and Technology (DFEEST) will be achieved. This is important in the development of the demand-driven and market-based model introduced by Skills for All, to ensure that the relationship between the funder and the provider of the training is transparent for all participants of the training system...

Thirdly... the State will meet an important requirement of the Commonwealth government’s reform of the VET system. The proposed governance changes for TAFE SA satisfy the Commonwealth’s National Skills Reform agenda.” (Kenyon, 2012)

In addition to the TAFE SA Act 2012, TAFE SA is subject to the Public Corporations Act 1993. TAFE SA is also subject to the control and direction of the Minister for Education, Training and Skills.

TAFE SA’s functions are set out in Section 6 of the TAFE SA Act 2012 and include:

(1) The functions of TAFE SA are—

- a. to provide technical and further education in a manner that is efficient, effective and responsive to the needs of industry, students and the general community; and
- b. to undertake or facilitate research that relates to technical and further education; and
- c. to provide consultancy or other services, for a fee or otherwise, in any area in which staff of TAFE SA have particular expertise developed (whether wholly or partly) in the course of, or incidentally to, the provision of technical and further education; and
- d. to undertake or provide for the development or use, for commercial, community or other purposes, of any intellectual property, product or process created or developed (whether wholly or partly) in the course of, or incidentally to, the provision of technical and further education; and
- e. to perform any other function assigned to it by the Minister.

TAFE SA has a Board of Directors established as the governing body of TAFE SA under the TAFE SA Act 2012. The TAFE SA Board has three supporting sub-committees. These are the:

- Academic and Quality Committee,
- Audit and Risk Committee, and
- People and Culture Committee.

The Chief Executive of TAFE SA is appointed by the TAFE SA Board with the approval of the Minister for Education, Training and Skills. The Chief Executive is supported by six executive directors leading corporate and educational matters across TAFE SA.

TAFE SA operates under a centralised model with functions, including people and culture, quality and compliance, finance planning, procurement and contract management, ICT services, marketing, student engagement, and industry partnerships, provided across the whole organisation.

In line with the Public Corporations Act 1993, a Ministerial Charter and Performance Statement is required to be prepared for TAFE SA by the Minister for Education, Training and Skills. These set out TAFE SA’s performance targets, deliverables, and reporting requirements for each financial year.

Ministerial Priorities currently exist for TAFE SA which TAFE SA are regularly required to report against to the Minister. These include a range of priorities under the following:

- Election Commitments
- 12 Month Skills Agreement
- Responding to Economic and Community Needs
- Supporting Students to Succeed
- Sector Leading Teaching and Learning
- Build the Brand of TAFE SA
- Valuing the TAFE SA Workforce
- Maximising TAFE SA's Assets as the Public Provider
- Sustainable and Efficient Delivery (TAFE SA, 2022)

TAFE SA's strategic plan 2019-22 included four focus areas:

- Innovation in Teaching and Learning Focused on the Needs of our Customers;
- Partnership Approach to Delivering our Commitments;
- A Culture of Leadership and Accountability; and
- Sustainable Performance.

TAFE SA commenced development of a new strategic plan for 2023-2026 in 2022, but this was put on hold in late 2022 until the development of the Roadmap for TAFE SA is completed.

TAFE SA governance related frameworks include a:

- Risk Management Framework,
- Delegations Framework,
- Quality Management Framework, and
- Resilience Planning Framework, etc.

TAFE SA also has a large number of policies and procedures covering a range of issues, including Assessment, Asset Management, Industry Engagement, Marketing, and Respectful Behaviours. TAFE SA is currently working to rationalise and consolidate their policies and procedures and to streamline review and approval processes.

TAFE SA snapshot

Staff

Currently TAFE SA is organisationally set up under several divisions, including:

- Strategy and Infrastructure
- People and Culture
- Academic Development

- Finance and Performance
- Student and Community Engagement; and
- Education Operations.

TAFE SA (as of 31 March 2023) has a total workforce of 1830.4 FTEs, excluding casual and hourly paid instructor (HPI) staff. This includes 991 FTE educational staff (lecturers and educational managers) and 839.4 other FTE staff (including corporate, educational support and executives). This represents a decrease in overall staffing levels compared to November 2012 levels, when TAFE SA had a workforce of 2355.3 FTEs, excluding casual and HPI staff. (TAFE SA Data, 2023)

Notably, educational staffing levels have decreased from 1452.45 FTEs in November 2012 to 991 in 2023. Across the same period educational manager staff levels have decreased from 85 in 2012 to 26 in 2023, albeit with the number of average direct reports to educational managers increasing from 19.5 in 2012 to 40.2 in 2023. (TAFE SA Data, 2023).

While across the same general period the number of executives (Chief Executive, Executive Directors and Directors) in TAFE SA have increased from 20 in 2012-13 to 28 at present in 2023, with an additional executive due to commence soon and another executive currently on a temporary contract. (TAFE SA Data, 2023 and Government of South Australia, 2023)

Notably, five of the current executives operate in the Education Operations Division with responsibility for approximately 1160 staff, while the remaining 23 executives are responsible for approximately 670 staff across the other divisions of TAFE SA. (TAFE SA Data, 2023)

Students, campuses and courses

Back "in 2011, TAFE SA delivered training to over 81,000 students in more than 800 courses across 50 campuses." (Government of South Australia, 2012)

By 2022 delivery had reduced significantly, with training delivered to 41,742 students in 2022. Metro campus-based students made up 85.1% of students at TAFE SA, with 65.6% based at Regency Park, Tonsley, and Adelaide City campuses. 4.7% of TAFE SA students identified as having a disability, 4.5% identified as Aboriginal and/or Torres Strait Islander, and apprentices/trainees made up 14.4% of TAFE SA students (Data supplied from TAFE SA, 2023).

The number of TAFE SA campuses has also decreased to 24 campuses with 9 campuses in the metro area and 15 in the regions currently. Additionally, TAFE SA has 6 learning centres in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands.

Between 2013 and 2022 19 campuses were closed and two additional campuses closed for training purposes (Port Adelaide and Tea Tree Gully), albeit a childcare centre remains open on these two sites. Eleven of the campuses closed were regional campuses and 10 were metro campuses.

TAFE SA data also indicates that the number of courses delivered by TAFE SA has also reduced to 509 courses in 2022. This included 370 award courses and 139 non-award courses. The top five campuses in terms of the number of courses delivered were:

- Adelaide City - 197 courses (157 award, 40 non-award)
- Regency Park – 151 courses (110 award, 41 non-award)
- Mount Gambier – 89 courses (64 award, 25 non-award)
- Tonsley – 88 courses (62 award, 26 non-award)
- Elizabeth – 88 courses (68 award, 20 non-award)

In addition to Mount Gambier, other regional campus course delivery included:

- Berri – 71 courses (55 award; 16 non-award)
- Barossa Valley – 57 courses (37 award, 20 non-award)
- Port Augusta – 35 courses (21 award, 14 non-award)
- Ceduna – 13 courses (4 award, 9 non-award)

(Data supplied from TAFE SA, 2023).

Based on the number of students, the top five award courses delivered by TAFE SA in 2022 were:

- Certificate III in Electrotechnology Electrician (1,709 students)
- Certificate I in Spoken and Written English (1,536 students)
- Certificate II in Spoken and Written English (1,069 students)
- Certificate III in Plumbing (899 students)
- Diploma of Nursing (859 students)

(Data supplied from TAFE SA, 2023).

Campus course profiles for 2022 for four campuses are noted below indicating the spread of courses and numbers of enrolments. (Data supplied from TAFE SA, 2023).

Adelaide City – 27.7% of all TAFE SA students (11,554 students); 62.4% of Adelaide City students involved in an award course; Award courses with the most number of students - Certificate I in Spoken and Written English (808 students), Certificate II in Spoken and Written English (744 students), Certificate IV in Cyber Security (307 students); Non-award courses with the most number of students – Director Approved Module(s) (2254 students), Course in Preliminary Spoken and Written English (931 students), Accounting and Bookkeeping Short Course (152 students), TAFE SA First Aid Program (152 students).

Regency Park – 24.4% of all TAFE SA students (10,202 students); 51.7% of Regency Park students involved in award courses; Award courses with the most number of students – Certificate III in Engineering – Fabrication Trade (362 students), Certificate III in Light Vehicle Mechanical Technology (320 students); Non-award courses with the most number of students – Course in Firearms Safety Training (2086 students), TAFE SA First Aid Program (1815 students), Responsible Service of Alcohol (202 students).

Mount Gambier – 4.9% of all TAFE SA students (2,028 students); 79% of Mount Gambier students involved in award courses; Award courses with the most number of students – Diploma of Nursing (323 students), Certificate IV in Training and Assessment (168 students), Certificate III in Retail (105 students); Non-award courses with the most number of students – Low Voltage Rescue and Resuscitation (142 students), Individual Support – Manual Handling Training Non-Accredited (60 students), Course in Preliminary Spoken and Written English (42 students).

Victor Harbor - 0.6% of all TAFE SA students (265 students); 90.2% of all Victor Harbor students involved in award courses; Award courses with the most number of students – Certificate III in Health Administration (45 students), Certificate III in Business (33 students), Certificate III in Individual Support (Disability) (31 students); Non-award courses with the most number of students – Individual Support – Manual Handling Training – Non-Accredited (36 students), Short Course in Children’s Services (13 students).

TAFE SA also provides VET for school students, noting that this represents a small proportion of training provided by TAFE SA. In 2022, approximately 2.8% (1166) of students at TAFE SA were school students doing VET. This primarily involved non-award courses, such as White Card training, Introduction to Make Up, and Introduction to Barista. While around 25% of VET in Schools students were involved in award courses, such as the Certificate III in Information Technology, Certificate III in Beauty Services, and the Certificate I in Hospitality. (Data supplied from TAFE SA, 2023).

Fee Free Places

2023 has seen the introduction of Fee Free TAFE and Vocational Education, funded by both the national and South Australian governments, with 12,500 free training places made available for students to train, retrain, and upskill with no tuition fees at TAFE SA and selected non-government vocational training providers in South Australia.

Fee Free TAFE and Vocational Education in South Australia is intended to support industries facing skills shortages and jobs of the future. Priority areas include: Care industries such as aged and disability care, health care and child care; technology and digital; hospitality and tourism; construction; agriculture; defence and manufacturing; creative industries; and education including ECE. (Government of South Australia, 2023)

Data from TAFE SA indicates a significant increase in students in 2023 so far compared to 2022. The data for the best part of the first three months in 2023 (up to 23.3.23) shows 26,081 students with TAFE SA, compared to 41,742 students for all of 2022. (TAFE SA Data, 2023) This is most likely due to Fee Free TAFE, with TAFE SA allocated 84% of Fee Free places in South Australia in 2023 (10,500 of 12,500 places).

South Australian VET and Skills snapshot

The South Australian Skills Commission (SASC) provides independent, industry led advice to the South Australian Government on workforce development priorities; provides oversight of the skills system in South Australia; and promotes career pathways and lifelong learning.

Skills SA within the South Australian Department for Education is the lead South Australian Government agency regarding skills and vocational education and training in South Australia. Skills SA works in partnership with learners, businesses, representative groups, training providers, and the community to amongst other things:

- increase skill levels so that more people have job and career opportunities
- enable a quality, accessible and relevant training eco-system
- respond to current and emerging skill needs
- promote VET pathways and make it easier to navigate the options available through VET.

In particular, the South Australian Government through Skills SA provides funding to subsidise over 700 vocational education and training (VET) courses. Courses subsidised are determined based on industry demand, market insight, trends, and training provider feedback. To receive government subsidies towards the cost of a subsidised course, training providers are required to have a Funded Activities Agreement in place with the Minister for Education, Training and Skills. TAFE SA also has a funding agreement in place with the Minister for Education, Training and Skills regarding funding, including subsidised training.

Subsidised training, or subsidised places, means that the Government pays a subsidy to the training provider to reduce the cost of course fees. The Government subsidy enables students to study a VET course at a reduced rate. As a result, the student, or whoever is paying the course fee, is generally left to pay a reduced course fee, sometimes referred to as a gap fee. However, when a course is not subsidised, a full fee is generally charged for the training by the training provider.

Students

Most recent publicly available National Centre for Vocational Education Research (NCVER) data shows that in 2021 there were 266,660 students in VET delivered in South Australia. This represented a 9.5% increase compared to the previous year (with student numbers up from 243,500 to 266,660). However, across the same period TAFE saw a 6.8% decrease, with student numbers at TAFE down from 49,185 in 2020 to 45,820 in 2021. While 27.1% of VET hours delivered in South Australia in 2021 were delivered by TAFE (11,267,615 of 41,629,480 hours). (Note: The figures for TAFE here and below in this section may include training delivered in South Australia by TAFE Institutes from interstate based on NCVER definitions and counting methodology.) (NCVER, 18 August 2022)

NCVER data also shows that VET qualification completion rates are below 50% in South Australia. Most recent publicly available NCVER data indicates a VET qualification completion rate of 44.3% for training delivered in South Australia, with a lower completion rate of 34.3% for TAFE. (These figures represent most recent observed actual completion rates). (NCVER, 30 August 2022)

South Australia had 30,660 apprentice and trainees in-training at 30 September 2022 according to the most recent publicly available data from NCVER. This represents a 22.8% increase compared to a year earlier at 30 September 2021 (with apprentice and trainee in training numbers up from 24,975 to 30,660). TAFE was the training provider for 29.0% of apprentices and trainees in training at 30 September 2022, down from 34.6% a year earlier at 30 September 2021. (NCVER, 2023)

In addition, NCVER apprentice and trainee completion rate data indicate actual completion rates for contracts that commenced up to 2017. This data indicates a contract completion rate of 54.7% for apprentices and trainees in South Australia that commenced in 2017 (the most recent actual contract completion rate data). (NCVER, 11 August 2022)

The low rate of VET qualification completions and apprentice and traineeship contract completions, Australia wide, is understood as a significant challenge to the viability of current arrangements to produce a skilled workforce to meet current and emerging economic and community needs. A national taskforce is currently investigating how to address low completion rates to inform the new National Skills Agreement.

SA Skills shortages, business, and population

As reported by Skills SA recently, there are 285 occupations in shortage, up from 149 in 2021. While 190,000 people with VET qualifications will also be needed by 2032. (Skills SA, 2023)

Small and medium sized enterprises

Small and medium sized enterprises (SMEs) play an important role in South Australia's economy, accounting for more than 99.8% of all businesses. Overall, it's estimated that the 157,600 SMEs in South Australia are making an annual contribution of around \$84 billion to the state's economy and employing over 600,000 people. Just over 70% of South Australia's SME businesses are in construction; rental, hiring and real estate services; agriculture, forestry, and fishing; professional, scientific and technical services; transport, postal and warehousing; health care and social assistance; and retail trade. (Department for Industry, Innovation and Science, (DIIS) 2023)

More SMEs are also choosing to do business in South Australia with a strong increase in the number of SMEs entering the state's market in 2021-22, which outweighed the increase in the number of SMEs exiting. Further to this, SMEs that enter the South Australian market are more likely to survive in comparison to the national market - 54.9% in South Australia are still operating three or four years after entering the market compared to 51.8% nationally. (DIIS 2023)

The pre-dominance of SMEs in economic activity and as employers in South Australia, points to the value of TAFE SA focusing support, partnerships and training on SMEs in this Roadmap.

Population

Most recent data from the ABS for the September quarter 2022 indicate that South Australia has a population of approximately 1.829 million people. This reflects a 1.4% increase compared to a year earlier, with this population growth supported by a large annual increase from net overseas migration to South Australia and a large boost from a net interstate inflow into South Australia. (ABS, 2023). Over the next decade, the South Australian population is expected to grow to close to 2 million people at an average growth rate of 0.75% per year. (Department of Planning, Transport, and Infrastructure, 2019)

In 2021, 77.9% of South Australia's population had their usual place of residence in Greater Adelaide and 21.9% in regional South Australia. Most of the remaining 0.2% share of the population in South Australia had no usual address. A relatively low share of South Australia's population is Aboriginal and Torres Strait Islander at 2.5%, which was the second lowest of the states and lower than the national share of 3.4%. A relatively high share of South Australia's population lives with a disability with 7.0% of the population requiring assistance with core activities, which was the second highest of the states and higher than the national share of 6.1%. (ABS, 2021)

Just over half (56.1%) of people in South Australia aged 15 to 74 years have a non-school qualification at the Certificate III level or higher. This was the second lowest of the states and lower than the national proportion of 59.1%.

In addition, 59.7% of people in South Australia aged 15 to 74 years have attained year 12 or equivalent. This was again the second lowest of the states and lower than the national proportion of 66.1%. (ABS, 2022)

Increasing school completions as well as increasing enrolment and successful completion of post-secondary qualifications is critical for South Australia's economic and social development. Therefore, creating the conditions to facilitate successful access and completion with real job outcomes is the focus of this Roadmap for the Future of TAFE SA.



Part 2 Explanatory Notes

These Explanatory Notes support the Actions to implement the Goals and meet the Statement of Achievement.

The Roadmap for the Future of TAFE SA has been developed through conversations drawing upon people’s experiences and their ideas and proposals for change.

Part 1 of this report, The Context, along with the Introduction have described and discussed TAFE SA from the early days to today. Many of the contributions to the consultations have been informed by this context. And this has informed the six Goals.



Goal 1: Transforming South Australia

The 2023-33 Roadmap covers a period of economic transition and social transformation as South Australia heads into economic re-alignment, zero carbon emissions by 2050 and continues to increase equity through social and economic inclusion. The contributions of First Nations cultures, histories, knowledges and skills to South Australian society are recognised and celebrated as TAFE SA works respectfully with First Nations communities to ensure equitable participation to gain the benefits of employment, economic and social inclusion. TAFE SA is the foremost and the public provider of, and advocate for, vocational education and training (VET) and further education. TAFE SA is highly respondent to government economic development and social equity policy directions, planning and funding. TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions and further education. The structure and operations of TAFE SA enables this broader ambit and ambition.



Goal 2 Industry Partnered

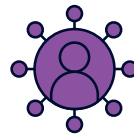
Employers across businesses and industries can expect supportive, transparent, collaborative, good-faith negotiated relationships with TAFE SA to ensure that courses fulfil current employer and student needs. TAFE SA collaborates with government, business and

industry in identifying, developing and providing current and future vocational training and further education programs focussed upon job outcomes, utilising resources to connect employers, community, unions, employment facilitators and government.



Goal 3 Job Outcomes

Students access job and career advice from their initial query and throughout their courses, towards a successful employment outcome upon course completion. TAFE SA hosted job centres are developed in partnership with employers and communities at TAFE SA sites across the State.



Goal 4 Student Centred

All students experience ongoing prompt and expert support from their first contact through to successful outcomes. Administrative processes, communication, personal and learning services, amenities and facilities supporting student learning are designed and maintained for student wellbeing, engagement and course completion.



Goal 5 Place-Based

The provision of courses and support services respond to regional and local economic and social development. Decision-making processes are representative and inclusive of all interests, recognising the diversity of expectations and needs across local areas, including First Nations communities. Organisational structures and operations reflect a place-based approach of recognising the uniqueness of the local, while sharing wider knowledges and experiences.



Goal 6 Future Focused

Learning programs are designed for current and future knowledge and skills needs with flexibility to provide learning opportunities as needed. Students and expert educators are supported with up-to-date innovations in learning techniques and technologies.

Roadmap for the Future of TAFE SA Statement of Achievement

By 2033 TAFE SA leads in quality job focussed vocational and further education facilitating inclusion for all people through connecting industry, community, unions, schools, universities and governments in responding to current and future workforce needs and facilitating life-long learning. TAFE SA advocates for, and models better practice in course innovation development and provision to ensure successful student outcomes and community wide benefits.



Goal 1 Transforming South Australia

The 2023-33 Roadmap covers a period of economic transition and social transformation as South Australia heads into economic re-alignment, zero carbon emissions by 2050 and continues to increase equity through social and economic inclusion.

The contributions of First Nations cultures, histories, knowledges and skills to South Australian society are recognised and celebrated as TAFE SA works respectfully with First Nations communities to ensure equitable participation to gain the benefits of employment, economic and social inclusion.

TAFE SA is the foremost and the public provider of, and advocate for, vocational education and training (VET) and further education. TAFE SA is highly responsive to government economic development and social equity policy directions, planning and funding. TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions and further education. The structure and operations of TAFE SA enables this broader ambit and ambition.

ACTIONS

1.1 Commitments to Aboriginal and Torres Strait Islander peoples and communities

- 1.1.1: Recognition and respect of First Peoples foreground TAFE SA's work. The meaning and purpose of the Welcome to Country and Acknowledgement of Country policy and other protocols are understood and become part of the practice of staff and students.
- 1.1.2: TAFE SA prioritises and allocates resources to ensure progress on initiatives (including the Elders Advisory Group, Aboriginal Engagement network and RAP Working Group) intended to increase trust with Aboriginal and Torres Strait Islanders staff and students and communities.
- 1.1.3: The Reflect Reconciliation Action Plan (RAP) 2022-24 and subsequent plans are comprehensively implemented. Outcomes are monitored to ensure that the needs of people and communities are met in the spirit and practice of reconciliation, recognising sovereignty, committing to self-determination, addressing past injustice, listening, and learning true history and respectfully creating spaces and opportunities for First Nations voices to be heard and responded to with meaningful actions.

- 1.1.4: TAFE SA management, staff and students undertake cultural learning, determined by Aboriginal leaders, and anti-discrimination practice through professional development and courses, recognising that the lack of cultural safety is a major impediment to participation of Aboriginal and Torres Strait Islander peoples in working and studying at TAFE SA.
- 1.1.5: TAFE SA implements First Nations employment targets.
- 1.1.6: Aboriginal and Torres Strait Islanders of all ages and from all locations have access to TAFE SA courses and programs, recognising the need to address ongoing impacts of dispossession and oppression with specific and adequately funded, ongoing support programs for individuals and communities.
- 1.1.7: TAFE SA's Aboriginal Access Centre (AAC) is consistently supported with ongoing funding for staffing, centres, and programs.

1.2 Reposition TAFE SA

- 1.2.1: TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions.
- 1.2.2: TAFE SA connects training and skills expertise in partnerships in developing current and future policy and implementation.
- 1.2.3: The TAFE SA Act 2012 is reformed to articulate repositioning of TAFE SA, with reforms reflected in functions, governance and the management structure.
- 1.2.4: The organisational structure is changed to reflect strategic repositioning of responsibility at managerial and operational levels.

1.3 Future industry and emerging sectors

- 1.3.1: TAFE SA is at the forefront of course development and innovation for industry and community advancement focussing upon particular areas; e.g. place-based health and community services, renewable energy including hydrogen, space and defence manufacturing, decarbonising agriculture, industrial application of artificial intelligence as well as having a pivotal role in the transformation of SMEs for environmental sustainability.
- 1.3.2: TAFE SA seeks further international engagement, including expanding international education and drawing upon the international business connections of students, staff and communities.

1.4 Pathways in education and training

- 1.4.1: TAFE SA provides high level and local advice, cooperation and support in continued collaboration with schools, universities and other providers in designing, implementing and reviewing pathways through vocational education and training that reflect rapidly evolving demands for current and future knowledge and skills.

1.5 Collaborative and applied research

- 1.5.1: TAFE SA leads vocational education responses in a consortium negotiated with government departments and agencies, universities, industry and community organisations focused upon emerging industries.
- 1.5.2: The performance of TAFE SA is constantly monitored, including tracking of graduate careers.
- 1.5.3: TAFE SA undertakes research to operationalise better practice drawing upon local to international experiences.

1.6 Improved funding arrangements

- 1.6.1: Discretionary funding at a local level and targeted funding to support disadvantaged cohorts are built into recurrent funding.
- 1.6.2: Particular purpose funded projects are rigorously monitored on costs and outcomes, simplifying arrangements, and built into recurrent funding.
- 1.6.3: South Australia's subsidised training program is simplified and transparent and recognises TAFE SA's particular circumstances as the public provider with community service obligations.
- 1.6.4: TAFE SA's costing model is made transparent and is reformed to enable fairer access to courses.
- 1.6.5: TAFE SA seeks out partnerships and sponsorships with allied organisations and businesses to deliver better practice, which are rigorously investigated leading to transparent contracts and MOUs.

Goal 1 Explanatory Notes

Commitments to Aboriginal and Torres Strait Islander peoples and communities

ACTION: Recognition and respect of First Peoples foreground TAFE SA's work. The meaning and purpose of the Welcome to Country and Acknowledgement of Country policy and other protocols are understood and become part of the practice of staff and students.

TAFE SA has a demonstrated long-term commitment and engagement with Aboriginal and Torres Strait Islander peoples and communities. This has been demonstrated in Aboriginal education units and activities on a number of campuses for decades. The Aboriginal Access Centre (AAC) has been coordinating work across campuses for the last sixteen years, and there are six TAFE SA sites on the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands.

However, and despite the efforts of Aboriginal staff and communities, and allies amongst management, staff and students, this engagement has been patchy and inconsistent. The ongoing resourcing, staffing, and housing of programs targeted for Aboriginal people and communities seem to always be a struggle to hold onto resources and to a level of autonomy. Today the lack of cultural safety and respect continues to deter the involvement of Aboriginal people and communities in TAFE SA as staff, as students, and as community partners. Racist and prejudicial attitudes and behaviours make it impossible for many to continue with their courses, or their jobs, with confidence for positive change.

The situation with TAFE SA is not an exception, as these issues are prevalent across organisations and institutions and businesses. However, TAFE SA is a public education provider and so should be held to a higher standard with responsibilities to model better practice. Welcome to Country and Acknowledgement of Country protocols are widely agreed to contribute to increasing awareness, interest, questions and concern, as people hear them and participate in the practices. TAFE SA's comprehensive Welcome to Country and Acknowledgement of Country policy was introduced in 2020, and should be consciously implemented across the organisation. The scope should be broadened from the focus on meetings and events to becoming common practice to begin each learning module, with an Acknowledgement of Country, accompanied by explanations from lecturers trained and confident in engaging this discussion. This is a demonstration of respect.

(Note on terminology: As First Nations is becoming the preferred way of describing the First Peoples of Australia, this terminology is used in this document. Aboriginal and Torres Straits Islander peoples and communities is also used as it is currently still a more extensively used and preferred term. As has been the practice at TAFE SA, and more broadly in South Australia, Aboriginal peoples can be used after first using the inclusive terminology of Aboriginal and Torres Straits Islander peoples. Aboriginal peoples is also specifically used when writing of the Aboriginal peoples and communities on Country.)

ACTION: TAFE SA prioritises and allocates resources to ensure progress on initiatives (including the Elders Advisory Group, Aboriginal Engagement network and RAP Working Group) intended to increase trust with Aboriginal and Torres Strait Islanders staff and students and communities.

TAFE SA is currently working to improve engagement with First Nations peoples and communities including with the recent establishment of the Elders Advisory Group and other initiatives. It is critically important that these initiatives are provided with time, space and resources. This is required to build trust. There are too many memories of initiatives fading away because of a lack of commitment and resources.

ACTION: The Reflect Reconciliation Action Plan (RAP) 2022-24 and subsequent plans are comprehensively implemented. Outcomes are monitored to ensure that the needs of people and communities are met in the spirit and practice of reconciliation, recognising sovereignty, committing to self-determination, addressing past injustice, listening, and learning true history and respectfully creating spaces and opportunities for First Nations voices to be heard and responded to with meaningful actions.

TAFE SA has embarked on the second phase of a Reconciliation Action Plan (RAP), which will include many commitments and targets for action, as was the case in the first RAP. Ambitious plans should be encouraged, but need to be comprehensively implemented addressing specific anticipated outcomes. Monitoring mechanisms should also facilitate reflection upon what has not worked and what to do about that.

On 26 March 2023 the South Australian Government became the first Australian jurisdiction to create a First Nations Voice to Parliament.

Commissioner for First Nations Voice Dale Agius explained that:

This is about Aboriginal and Torres Strait Islander people having a platform to share knowledge, wisdom, and aspirations for the future, and to be included in the decision-making process. (GoSA, 2023)

The Attorney General said that:

The Voice is empowered to speak to the parliament, to speak to the ministers, to speak to the government departments, to speak directly to the decision-makers who have so often struggled to make meaningful change. A voice will help decision-makers make enduring, positive change for the future. (McClaren and Prestin, 2023)

The onus is now on SA government agencies, including TAFE SA, to interrogate their governance and management and operations to ensure that there are ongoing and consistent mechanisms for First Nations Voices to be heard and proposals acted upon.

ACTION: TAFE SA management, staff and students undertake cultural learning, determined by Aboriginal leaders, and anti-discrimination practice through professional development and courses, recognising that the lack of cultural safety is a major impediment to participation of Aboriginal and Torres Strait Islander peoples in working and studying at TAFE SA.

TAFE SA has started a process of cultural learning drawing upon internal and external resources in partnership with Aboriginal community advisors. TAFE SA's Aboriginal Cultural Respect Footprint is a four-step program. The first step is a 30-minute online module for all staff and the second an external program focused upon key issues 'in Aboriginal and contact history' which around 60 educators and senior leaders completed in 2022. In 2023 the third step, cultural awareness and sensitivity focused upon the workplace commences, led by an external provider with the intention of rolling this out to all staff. Step four for the Board and senior management addresses cultural respect and safety. This program follows a well-trodden practice in cultural learning, starting with cultural awareness, developing cultural sensitivity, enabling culturally safe practice, and continuous learning and improvements with increasing cultural competency.

Cultural Safety specifically focuses on making behavioural and environmental adjustments to the organisational systems and operations. Whilst the Board and senior executive are a starting place for the cultural respect and safety workshop, this TAFE SA Aboriginal Cultural Respect Footprint must be accelerated as the lack of respect and cultural safety continues to alienate First Nations people's participation in TAFE SA. In conversation, Aboriginal staff and students point to specific instances of racism, but also the persistence of institutional racism enabling discrimination and prejudicial attitudes and behaviours from staff and students.

These programs need to also include students. Having a student association/union would assist with this, as student unions are central to both co-designing and popularising such equity and social justice initiatives in other tertiary education settings, and in including leadership by Aboriginal and Torres Strait Islander students.

Education programs are a critical site for addressing Aboriginal cultural respect and TAFE SA can draw upon the expertise of their staff and

students with the Elders Advisory Group and Aboriginal Engagement network in developing appropriate curriculum across all courses. TAFE SA's submission to the Roadmap recommends that "First Nations pedagogies are incorporated into TAFE SA's training model"

There is increasing attention across tertiary education to designing curriculum specific to particular industries and occupations and changes being made to the National Training Packages and to university qualifications, and will be required for ongoing accreditation with professional bodies. This is likely to, and hopefully will, become wider practice over the next few years.

TAFE SA has an opportunity to provide leadership on this, with, maybe, particular focus upon adapting education materials for South Australian regions, co-designed with local Aboriginal community organisations and RTOs. In some places, these connections are already deep and long term, but establishing and maintaining local relationships has to be prioritised by TAFE SA. First Nations peoples and communities have had too many negative experiences of plans and projects that start but then fade away.

Aboriginal staff and students and community though are also very concerned with non-Aboriginal staff taking the lead in addressing these matters in classes and amongst staff, particularly if they have not had training to do so. The objective should be that Aboriginal staff lead, create and teach cultural learning modules. Staff and students should be encouraged to identify racist and other prejudicial teaching and professional development materials, which can then be redesigned.

In a personal submission drawing upon their experiences in Nunkuwarrin Yunti (NYS), a South Australian Aboriginal organisation with over one hundred staff delivering a diverse range of health and community services and a RTO, a contributor noted that with Commonwealth funding for Aboriginal RTOs declining, or discontinued, there are concerns Aboriginal staff will only be able to enrol in training with mainstream training providers. They said:

Questions are being raised of the cultural competence of mainstream training providers to deliver culturally appropriate training to ATSI people/workers.

The contributor noted that TAFE SA needs to genuinely and meaningfully consider how they will develop cultural capability to deliver specialist courses for Aboriginal and Torres Strait Islander people and Aboriginal Health Workers which are in heavy demand.

Overall, more Aboriginal staff will need to be employed across education and corporate positions. Existing staff cannot just have their workload added to, nor be expected to provide ad hoc and ongoing advice and support to non-Aboriginal staff.

ACTION: TAFE SA implements First Nations employment targets.

TAFE SA has identified targets (currently at 3%) to increase the employment of Aboriginal and Torres Strait Islander staff. These targets require active implementation plans to employ staff across

the State and at all levels, in both targeted and mainstream positions. Employing Anangu in assistant lecturer positions in the APY Lands is supported and is indicative of an approach of targeting positions that will increase employment and local trust, which can lead to more successful implementation and course outcomes for Anangu individuals and communities.

ACTION: Aboriginal and Torres Strait Islanders of all ages and from all locations have access to TAFE SA courses and programs, recognising the need to address ongoing impacts of dispossession and oppression with specific and adequately funded, ongoing support programs for individuals and communities.

TAFE SA has targeted programs for Aboriginal and Torres Strait Islander peoples in specific communities and circumstances. Such programs are critical to addressing the specific circumstances and must be supported with adequate support services and funding – and be co-designed, implemented and reviewed with Aboriginal staff, community leaders and participants. Additionally, ensuring that mainstream courses and programs are welcoming and supportive of Aboriginal students and their communities is critical to success. Staff working in these programs would benefit from additional training in best supporting First Nations participants.

ACTION: TAFE SA's Aboriginal Access Centre is consistently supported with ongoing funding for staffing, centres, and programs.

The Aboriginal Access Centre (AAC) for the last sixteen years has carried TAFE SA's work with Aboriginal and Torres Strait Islander communities, by organising and supporting enrolment in general courses as well as running specific programs for First Nations students. The Training Support Officers located across 11 campuses are critical in encouraging and supporting participation and liaising with job providers and others.

The AAC developed out of separate Aboriginal Education units on 3 sites, bringing them together and extending the scope and practice. The AAC now has a presence on 11 campuses, creating safe places and facilitating community members and leaders to come onto TAFE SA campuses. On campus students and staff, regardless of their position or study area, also come to the AAC's space for safety and respite. The importance of the AAC cannot be underestimated in not only bringing people into TAFE SA, but also in encouraging retention and community confidence and trust. The AAC must continue to be supported and resourced adequately.

Over the next decade, expectations of public institutions like TAFE SA to comprehensively address with First Nations, disadvantages and ongoing legacy of colonisation and dispossession will increase, along with respect for the experiences, knowledge and skills of First Nations in caring for Country and Culture.

Reposition TAFE SA

ACTION: TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions.

Implementing the broad and specific actions proposed in this Roadmap state-wide and in specific locations will increase TAFE SA's understandings of knowledge and skills needs to propose and facilitate job focussed training solutions at a state-wide and regional level. These changes will position TAFE SA to exercise the ongoing the leadership expected in connecting government economic and social development policy with industry and community needs in determining vocation education and training requirements and ensuring inclusion of all people.

There is long running debate about the role of vocational education, about whether the purpose is to respond to predicted labour market trends or about also anticipating trends and influencing these through education and training. (See Part 1 Section 1) Courses must be responsive, but there is a difference between passively reacting to the demand for particular competencies and proactively influencing the adoption of new tools, techniques and organisation of work.

This debate is probably worn out now as employers and industry leaders are calling for vocational education to prepare graduates to take on what's next, not just to do the current job. From a focus on current specific skills the interest now is whether vocational education is setting students up with skills for the future. What is wanted now are workers who have the knowledge and skills not only to pivot to new tasks and work organisation – but to actively and knowingly develop these on the job. This has put the emphasis back onto generic and transferable skill sets particularly around digital literacy, communication and teamwork.

ACTION: TAFE SA connects training and skills expertise in partnerships in developing current and future policy and implementation.

TAFE SA through its state-wide reach, high profile, size, and public policy-based funding is uniquely positioned to lead in partnering with industry and businesses, community, unions, schools, universities and governments in developing current and future policy and implementation.

TAFE SA is poised to become the 'connector' bringing interests together. With the focus upon developing big responses to emerging industries including in decarbonising transitions, TAFE SA can be both the preferred training provider, and through new curriculum and delivery methods can lead in shaping new industry. This connecting role is further explored throughout the Actions across all six goals.

ACTION: The TAFE SA Act 2012 is reformed to articulate repositioning of TAFE SA, with reforms reflected in functions, governance and the management structure.

In 2012 TAFE SA was established in its current form as a statutory authority under the TAFE SA Act 2012. Before this TAFE SA had been situated within a series of Government departments with some powers devolved to individual campuses with their own managers across the State. In 2005 campuses were re-organised into three institutes, two in Adelaide and one covering the regional areas of South Australia. Each institute had its own managing director with their own corporate units. (See Part 1 Section 2)

The status as a statutory authority was argued to better facilitate operating in a more commercial and competitive environment. A decade on, it is worth appraising what advantages and disadvantages there are to this positioning. The 2012 legislation was apparently rushed and never fully completed, leaving, for example, the anomaly that whilst a supposedly independent entity, TAFE SA corporate staff remain in the South Australia Public Service. This arguably weakens the independence originally sought by being outside a government department. On the other hand, with the expanded Department for Education, TAFE SA could well sit comfortably within its structure and portfolio range.

After 2016, TAFE SA centralised operations in 'One TAFE', with a highly centralised management and organisational structure. Whilst the rationale was to cut costs and tighten reporting lines and accountability, the governance and management structure are due for re-appraisal. The reality is that approval, supervisory and reporting lines are very bureaucratic and cumbersome. Operationally managing day to day activities are very remote with staff and managers often having no direct supervision with decisions often taking a long time, especially decisions that involve central or corporate areas.

The recent ICAC evaluation of practices, policies and procedures of TAFE SA (2023) found that there were several reports of staff and students and inappropriate behaviour. ICAC's recommendation was that TAFE SA management introduce tightened reporting and declaration processes, including for example declarations of interests, along with ramping up staff training to increase awareness and adherence to already existing and new requirements. A lack of knowledge seems to have been a significant part of the problem as well as staff being left to manage problematic situations without recourse to their manager's support or advice as they may be several hours away. A lack of rigour flowing through is not at all surprising when often supervisors are on another campus and the capacity for executive directors and directors to supervise large numbers of staff and oversee daily operations is too much considering their already full portfolios. TAFE SA management is already acting on a number of recommendations from ICAC and expect to implement the balance in 2023.

However, this centralisation model will continue to be difficult to manage and vulnerable to wrong-doing even with improved systems of reporting and communication. As such, change is required. (See also the following Action and other relevant Actions in the Roadmap as well.)

The membership of the TAFE SA Board needs to be reviewed. The Board should better reflect the range of stakeholders and be inclusive of the diversity of the South Australian population.

In this new environment of elevating and amplifying TAFE SA's standing and with a welcome return to tripartite (government, employers and unions) arrangements it would be timely to add a nominee from SA Unions. Staff should also be directly represented on the TAFE SA Board, as should students.

In addition to being subject to the TAFE SA Act 2012, TAFE SA is subject to the Public Corporations Act 1993. TAFE SA is subject to the control and direction of the Minister for Education, Training and Skills. TAFE SA's functions are set out in Section 6 of the TAFE SA Act 2012 (See Part 1 Section 2 for further detail). These need to also be updated to reflect current government priorities.

TAFE SA's submission to the Roadmap also recommends changes to provide TAFE SA with the ability to accredit local training curriculum, as well as expanding TAFE SA's role "to include full accountability for provision of vocational education in South Australia, including program development, funding and quality assurance." These two changes would radically reposition TAFE SA as the leader in VET in South Australia.

The TAFE SA submission also notes that to make it clear that provision of VET to disadvantaged groups are a core function of TAFE SA and that there is "clear articulation of TAFE SA's community service obligations in the renewed purpose and vision for TAFE SA". The submission also recommends:

...the inclusion of explicit outcomes (in relation to women, LGBTIQ+, Aboriginal, persons of non-English speaking background, persons with disabilities and persons in rural areas) in purchase and performance agreements... and the appointment of representatives from these groups, alongside educators and industry specialists, to future appointments to the TAFE SA Board. (TAFE SA submission).

There are further recommendations which are also addressed throughout these Actions and overall point to the need for a robust and ambitious revision of the Act for a renewed TAFE SA.

ACTION: The organisational structure is reformed to reflect strategic repositioning of responsibility at managerial and operational levels.

Later Actions call for reviews of the organisational structure with focus upon re-aligning the workforce to respond to current and future TAFE SA operational priorities. For example, an appropriate balance between executive level management and operational areas needs to be restored noting the decrease in staff overall since 2012 but increase in executive staff from 20 to 28 at present. (See Part 1 Section 2 for further detail.)

Whilst there is always some room and opportunity to re-organise some jobs, the reality is that there are not enough staff across TAFE SA to cover the current demands, let alone a re-invigorated TAFE SA expanding into new areas of education provision and other activities. More staff are required.

A key change has to be a return to campus/regional heads, whose job descriptions are clear, including a mix of internal management, operational duties and external stakeholder leadership. Their main focus immediately needs to be on the 'face of TAFE SA'. Currently TAFE SA is missing out on many opportunities because potential business partners, as well as potential students, can't find out what TAFE SA does or who to talk to. Staff and managers on metro and regional sites are acutely aware of this and spoke about opportunities missed and dissatisfied communities.

The organisational structure needs to be reformed as a matter of priority.

Future industry and emerging sectors

ACTION: TAFE SA is at the forefront of course development and innovation for industry and community transition focussing upon particular areas; e.g., place-based health and community services, renewable energy including hydrogen, space and defence manufacturing, decarbonising across industries, industrial application of artificial intelligence as well as having a pivotal role in the transformation of SMEs for environmental sustainability.

South Australia has long term industries in heavy and light manufacturing, energy production, mining, agriculture and food, forestry, as well as in tourism, fashion, creative arts, health, education and community services. Most of these are undergoing transitions at present which will accelerate over the next decade due to both local trends and the megatrends identified in the Introduction section.

South Australia is already making a mark in decarbonising and in environmentally sustainable initiatives across many of these areas. The recent announcement by Liberty Steel in Whyalla who have signed a contract aimed at ending coal in steel production is indicative of rapid production changes. (Forbes, 2023)

The challenge at present is to grab onto new initiatives before the declining areas have too much of an adverse impact upon the State and local economies, as well as people's livelihoods. This is where TAFE SA can step up in collaborating with both big and small business in co-designing the training and development needs of new enterprises.

South Australia has already stepped up in space and defence collaborative initiatives attracting national and international partners. For example, naval shipbuilding has been a mainstay in South Australia with direct employment in shipyards and then the many up and down stream businesses. Even before the recent announcements, there was much planning already well underway, such as in a proposal to expand the Osborne Naval shipyard into a state of the art marine engineering precinct including workforce development and planning. A proposal titled 'Building Australia's Future: The enduring workforce and industry development benefit of an Australian marine engineering build', from the Australian Shipbuilding Federation of Unions (ASFU) (2022) is already part of tripartite discussions. TAFE SA could have a prominent role in progressing this and similar proposals in leading the VET response – and following through in implementation.

TAFE SA should expand work with small and medium size enterprises (SMEs) in the manufacturing area, but also across other areas as well in anticipating new curriculum and delivery. Small and medium sized enterprises (SMEs) play an important role in South Australia's economy, accounting for more than 99.8% of all businesses. Overall, it's estimated that the 157,600 SMEs in South Australia are making an annual contribution of around \$84 billion to the state's economy and employing over 600,000 people. (DIIS, 2023) (See Part 1 Section 2 for further detail)

The pre-dominance of SMEs in economic activity and as employers in South Australia, points to the value of TAFE SA focusing support, partnerships and training on SMEs, connecting stakeholders and adapting existing and co-designing new training solutions.

TAFE SA cannot and should not try to do everything, nor spread resources thinly. TAFE SA would be more effective if, in discussion with potential partners and often at a regional and/or industry level, a few projects or areas of focus are chosen where TAFE SA can bring some existing resources, facilities and experiences to the project.

ACTION: TAFE SA seeks further international engagement, including expanding international education and drawing upon the international business connections of students, staff and communities.

In advocating for policy frames that support the international student market, the focus is generally upon the income from student fees, on their filling job vacancies in often hard to staff areas, and seeking residency through qualifying and working in designated areas of skills shortage. What is often overlooked is that, like other guests

and migrants, international students also bring their connections from their origin country that lead to business initiatives focused upon trading internationally, and also bring new ideas in business organisation as well as products and services.

If Australia is to continue to focus upon an international student market and on temporary and permanent migration programs to fill areas of skill shortages, reforms should be investigated to smooth the path to gaining qualifications to work and live in Australia, particularly regional South Australia. TAFE SA working with regional stakeholders can support international students and newly arrived migrants into jobs, to assess skills, and guide into new Australian qualifications. TAFE SA can streamline advanced standing and RPL and could also explore relaxing international level fees for students who have already studied and lived in Australia.

In their submission Global Adelaide make the case for the value-add of encouraging international students to study and work in regional areas recommending the introduction of a regional sectoral skilled migration visa.

At present, international students are primarily attracted to TAFE SA's small group of higher education courses, with increasing interest in certificate courses in skill shortage areas. Whilst some students return to their home country, others want to migrate. TAFE SA's International Unit has ambitious targets in increasing enrolments and income, as they broaden target countries for recruitment and also focus upon international students already in Australia. This latter group includes school leavers articulating in VET and university graduates who are now seeking VET qualifications to expediate employment and residency.

Pathways in education and training

ACTION: TAFE SA provides high level and local advice, cooperation and support in continued collaboration with schools, universities and other providers in designing, implementing and reviewing pathways through vocational education and training that reflect rapidly evolving demands for current and future knowledge and skills.

Education pathways are understood as critical to career progression and career change. For both young people and older adults initial job qualifications will need to be enhanced by further education, whether that be in whole accredited awards or in bite-sized courses in new skills and knowledge – lifelong learning. There is already a growing preference for the latter which will challenge the current reliance upon people completing a course composed of a series of units/modules, a study plan, and inflexible attendance and placement requirements.

Currently the Australian Qualifications Framework (AQF) identifies what is required at each level of study and people can progress through a hierarchy of levels and qualifications. However, the reality is that for many people, a collection of certificates and diplomas, skill sets, and even degrees around the same level is common. And this is often because people have to add skills and qualifications to keep, or advance in their occupations, or when changing careers. It is often preferable and possible to take existing qualifications as entry to higher level awards. And particularly important with credit or 'advanced standing'. This decreases the costs and time to complete the next qualification. However, many people are not aware of these opportunities or have been advised to pay for training in skills they already have. TAFE SA could assist with clear advice on the website and the invitation to seek further advice in person, which may even result in a TAFE SA enrolment.

Pathways from schools have become well developed as VET in Schools has enabled young people to start and even complete certificates while at school and have these counted towards their end of school certificate (SACE). Many are then ready to progress into vocational or higher education. This type of integration is likely to develop further and is an important part of TAFE SA's work and so it is important TAFE SA is able to accommodate schools and negotiate fair costs and timely delivery.

Pathways across vocational educational courses, with credit or exemptions continue to often be difficult for students to organise, and even more so as they seek higher education degree entry. Dual awards where students undertake two awards at the same level or roll two levels into one are a good option, but only available in a few fields at present. Constructing new dual awards and even pathways with credit from one level to the next have not been widely embraced across TAFE SA and the universities in South Australia and have been fairly ad hoc and individually negotiated in most fields.

Some policy direction and incentives from Government could assist in developing common templates and agreements for credit and equivalences, as well as new cross-sectoral courses would fit with changing education and training landscape. Notably, in the current process to design a national accord for universities, higher education institutions from the dual sector university group and the research-intensive Group of Eight universities are calling for greater integration across vocational and higher education.

TAFE SA is currently looking into expanding and increasing the ease of travelling on pathways. This activity should be accelerated so TAFE SA is well positioned to offer new schemes and ideas. One challenge will be how to account for non-award micro-credentials in these arrangements – and how to accommodate the public demand for bespoke courses to fit their jobs requirements and career paths.

Collaborative and applied research

ACTION: TAFE SA leads vocational education responses in a consortium negotiated with government departments and agencies, universities, industry and community organisations focused upon emerging industries.

There is a focus upon forming consortia at present to pool knowledge, expertise, resources and experiences to undertake applied research focussed upon emerging industries. TAFE SA as the largest and public provider of vocational and further education across many areas is very well placed to make bids for inclusion in leading vocational education and training components. Such involvement, for limited investment, would increase TAFE SA's standing, its connection with other research organisations, and would bring more activity to TAFE SA's existing and new business.

ACTION: The performance of TAFE SA is constantly monitored, including tracking of graduate careers.

There is a multitude of data collected by NCVET and Skills SA on VET, monitoring the performance of RTOs and students. The TAFE SA Board also oversees detailed performance data on all aspects of the organisation's performance. TAFE SA's data systems have become stronger overtime and would certainly have contributed to TAFE SA's ASQA licence being extended for another seven years after the previous renewal of the license was delayed while issues around robust assessment in several courses were remedied.

However, course progression and completions continue to range significantly across courses and cohorts. The national figures are daunting – less than 50% complete VET courses. In TAFE SA some areas have good completion records, and others poor. The data tells some of the story, but not enough. Confirming and querying data often involves anecdotes rather than rigorous longitudinal research. Investigation into areas such as student progress would assist in designing more pointed interventions.

With the focus upon job outcomes, research and interrogation of graduate outcomes, job retention and career progression would assist in informing course advice, preparation, content delivery and learning and personal support. TAFE SA could lead this work in VET in South Australia and contribute nationally.

ACTION: TAFE SA undertakes research to operationalise better practice drawing upon local to international experiences.

The TAFE SA Act 2012 includes amongst the organisation's functions: "to undertake or facilitate research that relates to technical and further education."

A number of submissions all pointed to the need for TAFE SA to engage in research, in terms of monitoring its own performance, and the wider VET system, but also in exploring new ways of thinking about and operationalising vocation and further education. In conversations people often cited international examples they had seen.

This is quite a wide ambit for TAFE SA to undertake and facilitate research. TAFE SA corporate and education staff do draw upon international and national experiences to improve practice. Being part of a national training system, with national training packages prescribing curriculum and assessment does facilitate TAFE SA drawing upon and contributing to national discourse and product and policy development.

TAFE SA, should coordinate some research projects drawing upon international experience to operationalise better educational practice. Such projects could involve TAFE SA staff, undertaking research degrees, but could also involve chosen researchers. Handing over this type of work to external consultants may be efficient but is unlikely to have as big an impact on internal operations and implementation of better practice in classrooms.

Improved funding arrangements

ACTION: Discretionary funding at a local level and targeted funding to support disadvantaged cohorts are built into recurrent funding.

Over time there have been a plethora of special funding sources to support delivery of courses in 'thin' markets and to support disadvantaged cohorts. These come and go from one budget cycle to the next, and often there is low awareness of what may be available. If the need for these funding sources is recognised as necessary for access and inclusion across populations across the State, there is little justification for turning the tap on and off. Removing these funding sources denies equity of access.

An audit of what funds currently exist through VET, TAFE SA, state, local and national government funding sources should be undertaken. This would identify gaps but also areas of duplication. Where the discretionary funds are permanently needed for access, then the argument is strong to build these into recurrent funding. past programs and other practice around Australia to draw out best . And get rid of duplication

ACTION: Particular purpose funded projects are rigorously monitored on costs and outcomes, simplifying arrangements, and built into recurrent funding.

Likewise, if particular purpose projects are regularly required for access and improving successful outcomes, they should be built into recurrent funding. Running ongoing programs on 'project' funding is inefficient as too much staff time and resources are spent on re-submitting. And it means the program is always unstable – and also impacts upon program partners. All parts of budgets have to be justified and projects that are not really projects should become part of this process.

ACTION: South Australia's subsidised training program is simplified and transparent and recognises TAFE SA's particular circumstances as the public provider with community service obligations.

TAFE SA should take on greater responsibility for VET in South Australia, not in doing everything, but in leadership and direction. In their submission Skills SA noted that TAFE SA has a central role in promoting the value of VET and the breadth of what it can offer to learners, workers and employers.

Skills SA also commented that the shift in the national policy context for VET has moved TAFE to the centre. It is now the time for TAFE SA to reorient itself to build its reputation as a leader with industry, employers, communities and other training providers.

However, TAFE SA also attracts critical feedback from other VET providers that it is funded at significantly higher levels to deliver the same services. TAFE SA's higher rates of funding are often associated with meeting its social obligations, higher costs of delivery, or supporting specific groups of students. Skills SA notes that

Increasing transparency of the funding arrangements for TAFE SA will be important to support greater collaboration with RTOs and community organisations. (Skills SA submission)

ACTION: TAFE SA's costing model is made transparent and is reformed to enable fairer access to courses.

The onus on education programs to carry on-costs that go to support the organisations infrastructure and corporate side as well as education is common practice. However, in a competitive market this practice has costed TAFE SA out of the market, even where the purchaser would prefer TAFE SA delivery. In 'thin' markets, TAFE SA becomes too expensive and there are no competitors, so courses do not run.

The costing formula needs to be recalibrated with loadings that, in particular address the reality of 'thin' markets. TAFE SA cannot just cancel training when there is urgent industry and community need for qualified workers and students ready to participate. The enrolment minimums were cited as a constant source of frustration, anger and despair amongst those consulted in developing this Roadmap.

The costing model must be more transparent and nuanced to account for particular cohorts and delivery sites. For example, rather than discreetly costing for each delivery, but instead costing on total deliveries of that course over a year could mean that it balances out and can support small numbers in some deliveries if others are fully subscribed.

ACTION: TAFE SA seeks out partnerships and sponsorships with allied organisations and businesses to deliver better practice, which are rigorously investigated leading to transparent contracts and MOUs.

TAFE SA could, as long as there are transparent and carefully considered contracts and MOUs, work with allied organisations and businesses to deliver courses and programs. This could facilitate a wider take-up of sharing delivery sites – utilising TAFE SA’s facilities and those of the business partner and maybe even another place like a school or municipal site. Such cooperation would increase TAFE SA’s capacity and breadth of delivery and maybe also increase flexibility in timing. This proposal is further developed in later Actions in Goals 2 & 5.

Jen is the owner of a business with several premises around South Australia. He wants to update his premises to respond to zero global warming gas emissions targets quickly and wants to also amplify the environmental sustainability of his whole production process. He is committed to this, but also aware of government regulations to meet change targets, and the reputation of his product in the international market. He needs to update machinery, and he is tied into whole-of-industry plans in cooperation with the government to do this. His challenge is with changed work processes and skill requirements. He wants to re-train his employees and recruit workers already trained on the new equipment and work processes. In 2023 he approached TAFE SA to assist in updating the content of courses. He was offered reworked skills sets, which were a stopgap. But he wants a more comprehensive change, not just an update. In 2024 ongoing work on the national qualifications framework and national training packages is improving timelines, content, transferability, mobility and flexibility in delivery. By 2025 TAFE SA and Jen agree to pioneer development and implementation of new training targeting his workforce. All are confident that this work will have follow on impact and application in Jen’s industry and more broadly. This is part of TAFE SA repositioning to lead VET in South Australia and to contribute to national reform as well.



Goal 2 Industry Partnered

Employers across businesses and industries can expect supportive, transparent, collaborative, good-faith negotiated relationships with TAFE SA to ensure that courses fulfil current employer and student needs. TAFE SA collaborates with business and industry in identifying, developing and providing current and future vocational training and further education programs focussed upon lifelong learning and job outcomes, utilising resources to connect employers, community, unions, employment facilitators and government.

ACTIONS

2.1 Connecting industry, training providers and community in a transitioning economy

- 2.1.1: TAFE SA fully utilises its unique position as the public provider of vocational education, with resources and assets across South Australia, to connect employers, community, schools, training providers, employment facilitators and government to meet most expeditiously current and arising training needs and the aspirations of young people, as well as adults upskilling and changing careers.
- 2.1.2: TAFE SA does not provide training and other programs where other organisations are better placed to do so to the mutual benefit of businesses, students/workers' and the community.

2.2 Greater flexibility in training scheduling and siting for better practice

- 2.2.1: Training is reliably provided by TAFE SA at times and places that best cater for business and student/workers' needs.
- 2.2.2: Barriers and constraints over funding and costing, scheduling, and siting are negotiated transparently, including at regional levels, drawing upon all resources available.
- 2.2.3: Businesses and TAFE SA share training sites, within negotiated agreements.

2.3 Focus upon SMEs

- 2.3.1: TAFE SA develop a SME policy in collaboration with industry and government.
- 2.3.2: Recognising that significant economic activity and the workforce are in Small and Medium Businesses, TAFE SA focuses more upon supporting SMEs in facilitating consultation, accessing training and workforce development.
- 2.3.3: Short courses and micro credentials are tailored to SMEs for specific industry or business needs as well as economic and environmental transition requirements. Bite sized courses are available in meeting net zero emissions, anti-discrimination and inclusive practices; fair work law changes, gender equity and culturally safe workplaces.

2.4 Business start-ups and incubators

- 2.4.1: TAFE SA encourages and advises business start-ups onsite and online co-designed with established experts.
- 2.4.2: TAFE SA assets and resources are utilised to support incubators where TAFE SA students/graduates are participants.

2.5 Young and new workers

- 2.5.1: TAFE SA provides support for employers in managing and retaining young and new workers, starting with creating a short module drawing upon internal and external expertise.
- 2.5.2: TAFE SA provides new and young workers with information on their work rights and responsibilities.

2.6 Apprenticeships and Traineeships

- 2.6.1: TAFE SA develops and implements a better practice model supporting employers and supervisors of apprentices and trainees, particularly small business and first-time employers, including mentoring, supervisor training and networking to assist with successful completions.

Goal 2 Explanatory Notes

Connecting industry, training providers and community in a transitioning economy

ACTION: TAFE SA fully utilises its unique position as the public provider of vocational education, with resources and assets across South Australia, to connect employers, community, schools, training providers, employment facilitators and government to meet most expeditiously current and arising training needs and the aspirations of young people, as well as adults upskilling and changing careers.

TAFE SA has a public interest obligation as the public provider to ensure that public resources are fully utilised. TAFE SA is in a unique position in terms of geographical range; and breadth of courses; well-regarded educators; along with preparatory and foundation programs and student welfare and learning support. TAFE SA's capacity to be a lead connector is also because it is a direct avenue for the implementation of government policies for economic and social development including facilitating inclusion of all South Australians.

The SA Skills Commission in its submission, noted that since the last strategic review in 2018, TAFE SA has made efforts to clarify its strategic direction and vision and lift the perception of VET, but is subject to the public policy settings.

Public policy settings can either support or constrain TAFE SA's capacity to meet the needs of industry, students and the South Australian community more broadly. It is critical that South Australia has the right public policy settings to enable TAFE SA to deliver high quality training which contributes to raising the education levels of our workforce and positions South Australia to meet the challenges of increasingly sophisticated work and business practices. (SASC submission)

Stakeholders in regional areas emphasised that TAFE SA should use its advantages to lead on bringing people together to tackle persistent issues with a vocational education and training dimension from youth unemployment to establishing a new industry to mitigating climate change.

A more systematic leadership approach to connecting across stakeholders would be welcomed. It could start with TAFE SA making it easier for people and organisations, with a training need or even a new idea. Readily identifiable campus heads would assist with this as well as upgrading the website with contact capacity beyond a general email and 1800 number. Many businesses consulted for this Roadmap wanted to easily connect with appropriate staff, to find contact details on the website, including a name and phone number, which is essential to kick start or renew a relationship with TAFE SA.

ACTION: TAFE SA does not provide training and other programs where other organisations are better placed to do so to the mutual benefit of businesses, students/workers' and the community.

TAFE SA should not seek to replace training by other providers and other services already meeting industry and community needs. Skills SA the SA Skills Commission are organised to assure quality and propriety across RTOs receiving subsidised funds. However, there is scope for greater partnering and more sharing of resources, along with TAFE SA referring potential students to a better option for them.

Rather than seeing other organisations only as competitors, a more collaborative approach would benefit all, especially students and job seekers. This has been difficult in the past as TAFE SA and other providers have been pitted against each other and manipulated by government interventions, such as closing TAFE SA out of delivery in particular industries and places.

A more rational approach would be welcomed, noting that intense competition in more popular markets has at times not improved the quality of the desired product – confident well trained and fully qualified job applicants - but rather promoted cultures of cutting corners with inferior outcomes. Decades of experience has shown that issues of the quality, content currency, and delivery of courses are not resolved through market competition.

Greater flexibility in training scheduling and siting for better practice

ACTION: Training is reliably provided by TAFE SA at times and places that best cater for business and student/workers' needs.

TAFE SA has a reputation for saying No. Businesses, job facilitators, students and workers, as well as TAFE SA staff, repeatedly reported that TAFE SA is now known for expecting clients to fit in with their needs and training schedules. This lack of sensitivity drives business and potential students to other providers, and also results in no training provision in thin markets, even in areas of need for skills to fill available jobs.

A purely market driven approach to VET funding does not consider the complexity or sustainability of the whole VET system. As public provider TAFE SA is better placed to deliver where there may not be a strong economic proposition but instead a social benefit, and funding should reflect these responsibilities. (SA Skills Commission submission)

ACTION: Barriers and constraints over funding and costing, scheduling, and siting are negotiated transparently, including at regional levels, drawing upon all resources available.

TAFE SA must change and improve timely responsiveness. The reasoning behind not proceeding with courses, including late cancellation of courses which already have enrolments, should be avoided, but if it happens the reasons are promptly and clearly explained. However, TAFE SA cannot just claim internal organisational and budgetary constraints. These are matters for TAFE SA to solve.

Course availability and training scheduling need to be negotiated, especially at regional levels, to find solutions. Greater scheduling flexibility, regional delivery loadings, and reduced minimum class size requirements should be utilised.

However, sometimes it will not be a good decision to expend public funds to provide a full range of full courses in a regional area. It is also difficult sometimes as there is a shortage of educators available either locally or able to travel to sites. However, the opposite expectation of students to excessively travel, especially to metro sites is unrealistic and unsafe. Students are often too young or cannot easily find appropriate accommodation. Adults often have family and carer responsibilities, as well as needing to attend to their current jobs.

This is where polysynchronous learning and online options come into their own, if educators and students have learned how to work in these environments and there is support as required. TAFE SA was a pioneer in video conferencing to manage simultaneous and pre-recorded learning across sites back in the 1980s. Education technology including delivery platforms will keep changing and how we learn by 2033 may be quite different to 2023. There is already wide take-up of digital technologies, spurred on by learning experiences during the COVID pandemic. Equity and safety always have to be considered in exploring how to offer courses, and where students do need to travel, financial support programs should be reviewed and built into program costs.

There are areas of specialised training and also areas where only a few people are needed with particular skills and qualifications. In these cases, a regional to national approach is needed to find solutions, which may involve, for example, people travelling even interstate for practical components of a course. This is an area that TAFE SA could initiate investigation to find solutions and seek National Skills and Jobs funding and cooperation.

The SA Skills Commission advised in their submission to the Roadmap that as a part of the broader national TAFE network, TAFE SA should continue to leverage the network to drive innovation; collaboration in delivery particularly in specialist areas not available in SA; development and sharing of learning resources; and capability building of the VET workforce.

ACTION: Businesses and TAFE SA share training sites, within negotiated agreements.

While there is already some sharing of sites and facilities with businesses and even other training providers, this could be more widespread. It will be demanded as outfitting workshops and practice laboratories from IT and hospitality to hairdressing to aged care, automotive to viticulture will become prohibitively expensive and duplicating resources with patchy usage levels will not be tolerated.

Companies, local to international, already assist in outfitting and updating workshops and laboratories, and this has been a long-term practice in trade and other areas. In rapidly changing areas like electrical and engineering and nursing, as well as new areas like cyber security, educators have been reliant upon key companies supplying equipment, hard and software. This should be encouraged, but it should not be left to educators to broker these formal arrangements. They already have a job - educating. They often have the contacts and provide the expert advice on what is required, but contracts should be organised by specifically trained staff. The same should apply to arrangement to hire out TAFE SA space; educators are the site of expert advice but should not be the organisers of such arrangements.

There is already experience of businesses inviting TAFE SA to use their sites and facilities. However, this needs to be further encouraged and occur more often. While it needs to be organised around business schedules, it could be worked out. The advantages to businesses and students, not in employment-based training, being on work sites would be valuable. Students could experience workplaces; students, employers and other staff could connect and collaborate; and businesses can focus upon recruiting new staff.

Focus upon small and medium businesses (SMEs)

ACTION: TAFE SA develop a SME policy in collaboration with industry and government.

The Government has prepared a new Small Business Strategy (2023-26) due for release soon. A draft of the strategy indicates that the goals and objectives align for TAFE SA, focusing upon increasing skills capability and capacity of small business owners and their workforce and to drive jobs growth.

The draft strategy states that, “Small businesses are the engine room of the South Australian economy... They are the lifeblood of our communities, creating jobs, supporting workers, suppliers and families across South Australia.”

Forty percent of South Australia’s workforce are employed in small business (under 20 employees) and many more employed in medium sized businesses (20 < 200 employees, and small and medium sized businesses account for more than 99.8% of all businesses in South Australia. (See also Part 1 Section 2 and Goal 1 Future industry)

The impending release of the Government small business strategy and the importance of small and medium sized business to the South Australian economy and workforce support TAFE SA in developing a TAFE SA SMEs policy with industry and government.

A 2020 report from TAFE Directors Australia (TDA) explored ways that SMEs and TAFEs could collaborate through applied research with a focus upon business and economic growth. (TDA, 2020) Through a policy and action plan TAFE SA could further pursue such ideas with SMEs partners and networks.

ACTION: Recognising that significant economic activity and the workforce are in Small and Medium Businesses, TAFE SA focuses more upon supporting SMEs in facilitating consultation, accessing training and workforce development.

There are enormous opportunities for TAFE SA to collaborate with SMEs on identifying training needs and co-designing courses for owners, managers and employees.

The new South Australian Small Business Strategy also intends to diversify the sector supporting under-represented business owners including women, regional (31%), First Nations, people living with disabilities, and culturally and linguistically diverse people.

SMEs are often a site of development of new ideas responding to both gaps in the market and/or creating a demand. There is a freedom to innovate and to take risks. This is what makes starting their own business particularly attractive to people and communities often unable to access or progress in bigger businesses and organisations. Women are drawn to starting small business, as are First Nations and culturally and linguistically diverse communities – and these initiatives are in urban and regional areas.

TAFE SA has an enormous reservoir of expertise and experience and could readily adapt courses and develop both stackable skill sets to meet specific SME needs, as well as looking to what new content and assessment could respond better to specific cohorts. This could become a specialised area for TAFE SA.

ACTION: Short courses and micro credentials are tailored to SMEs for specific industry or business needs as well as economic and environmental transition requirements. Bite sized courses are available in meeting net zero emissions, anti-discrimination and inclusive practices; fair work law changes, gender equity and culturally safe workplaces.

Business owners and managers are always having to learn new things just to remain up to date and compliant with ever changing laws and regulations, as well as to improve their business practice and workforce relations. TAFE SA could jump into this market offering general and tailored bite sized courses (~one hour), as well as short courses and developing micro credentials. There could be business sponsorship available to develop and even deliver such initiatives.

Business start-ups and incubators

ACTION: TAFE SA encourages and advises business start-ups onsite and online co-designed with established experts.

TAFE SA should focus on mobilising its considerable expertise and resources with other experts and practitioners to develop a package (digital and in-person delivery) to support business start-ups that can be tailored for specific cohorts.

Start-ups encourage innovation, create jobs, and support economic growth. However, there are several challenges and potential pitfalls to be avoided. Bringing entrepreneurial minds together with personal support and advice from experts could assist TAFE SA to better support students, to attract students, and to be seen as a more alive, vibrant, and connected place.

ACTION: TAFE SA assets and resources are utilised to support incubators where TAFE SA students/ graduates are participants.

One of the issues raised often in conversations informing this Roadmap is that the assets of TAFE SA are underutilised, particularly but not only in regional areas. TAFE SA could seek industry and government partnerships to set up and support starts-ups and incubators on site. TAFE SA sites could provide business start-up and co-working site availability for TAFE SA students and others to explore ideas, test, start, and scale up. The point of difference would be the participation of TAFE SA students and graduates.

Young and new workers

ACTION: TAFE SA provides support for employers in managing and retaining young and new workers, starting with creating a short module drawing upon internal and external expertise.

Employers have identified increasing concerns with managing and retaining young workers – and even older new workers. Attitudes and behaviours and expectations of the workplace are rapidly changing and employers are seeking help in responding to a changing environment. TAFE SA can contribute by developing a module, in the first instance, for current business and industry partners.

TAFE SA could learn from, and collaborate with, initiatives like the Employer Champion Toolkit, recently launched by the Gold Coast Community Investment Committee arising out of youth employment programs. What is particularly noteworthy about this initiative is that it arose from acting upon findings that a mismatch of expectations was leading to misunderstandings between employers and young workers. Employers welcomed help and the toolkit was co-designed by employers and young people supported by the community organisation and launched at TAFE Gold Coast. (GCCIC, 2023)

ACTION: TAFE SA provides new and young workers with information on their work rights and responsibilities.

Whilst there is content in some training packages on work rights and responsibilities, materials developed and how they are used in delivery vary. New and young workers, if not informed by their employer or trade union of their rights and responsibilities, are often not confident to speak up or seek support to protect their rights. It is sometimes the reason for abandoning a job. TAFE SA should initiate the production and distribution of information on work rights and responsibilities, along with SA Unions and on campus unions (AEU and PSA) and the student union/association if these are re-established.

Apprenticeships and Traineeships

ACTION: TAFE SA develops and implements a better practice model supporting employers and supervisors of apprentices and trainees, particularly small business and first-time employers, including mentoring, supervisor training and networking to assist with successful completions.

TAFE SA is the training provider for around one third of apprentices and trainees in South Australia, making it the biggest single provider and well placed to continue to intervene in the ongoing discussions about how to improve the experience of apprentices and trainees. TAFE SA needs to work with SA Skills and SASC and Industry Skills Councils to improve the experiences of apprentices and trainees and employers and other factors to address the low level of completions.

In South Australia only around 54% of those who commenced in 2017 completed their training contracts. (NCVER, 2022) This is slightly higher than the overall Australian rate of 48%. However, low levels of apprenticeship and traineeship completions constitute a significant challenge to the viability of current arrangements to meet current and emerging industry needs. There is massive investment in apprentice recruitment, training and support, including subsidising employers to take on apprentices for four years. Employers passing more costs onto apprentices and trainees, and in particular the cost of changing employers contribute to disenchantment.

A recent synthesis of research into issues in apprenticeships and traineeships confirmed 'pain points' around the issues of completions and incentive payments and support to employers, as well as the interface with training providers and the relevance of the current model of apprenticeship training. (Stanwick J, Ackehurst, M & Fraser, K, 2021)

Notably, workplace or employment related reasons are among the most common reasons for not completing. Business size and level of experience with apprentices and trainees are relevant factors. Employers have suggested that small business and first time and inexperienced employers and supervisors would benefit from mentoring, supervisor training, and networks beyond what they may have accessed through industry and GTO networks.

Developing and implementing a better practice model of support for employers should be a focus for TAFE SA. TAFE SA should assist in facilitating mentoring, supervisor training and networking. Employers with success in completing apprentices and trainees should be involved. Employer to employer mentoring and professional development workshops could be a part of the model.

Industry partnerships are further explored in Goal 5 Place Based.

Jo had always wanted to work in automotive mechanics, coming from a family who had worked in the South Australian car industry since migrating to Australia two generations ago. She wanted to take on an apprenticeship, but in 2023 was confused by the long list of specific options. However, she participated in a VET in Schools program, which connected her with TAFE SA lecturers and industry representatives. It was a great start. By 2025 she had an apprenticeship at a small company with her training at TAFE SA. Jo was finding being the only young woman hard work though, despite her employer encouraging her and even introducing her to women mechanics. While at TAFE SA for classes in 2025 she met other women in trades and was happy to see posters about support groups for women in male dominated work areas. She also saw a poster about a LBGTIQ+ and allies' group. Jo felt more comfortable at TAFE SA and this carried over to her workplace, particularly as she also learned more about her rights and responsibilities through her union. She persevered, but thought that the apprenticeship was too long and restrictive. She responded to an invitation from TAFE SA to join a senior level project exploring restructuring apprenticeships. By 2033, Jo is a leader, mentor and co-owner of a heavy automotive service centre business focused upon meeting hard transition targets out of fossil fuels, while also involved in collaborating with TAFE SA on continuous improvement in VET.



Goal 3: Job Outcomes

Students access job and career advice from their initial query at TAFE SA and throughout their courses, towards a successful employment outcome upon course completion. TAFE SA hosted job centres are developed in partnership with employers and communities within regions and across the State.

ACTIONS

3.1 TAFE SA Job Centres

- 3.1.1: Job centres are established on TAFE SA sites (and online) to support students in gaining and retaining jobs, including change of career planning. Students are provided with initial career advice through to individual matching with employers.
- 3.1.2: Placements are jointly organised through job centres and course programs.
- 3.1.3: Job centres work in partnership with schools and employers at a local and wider level in co-sponsored arrangements to showcase and promote jobs to drive interest in areas with current and future skills shortages.

3.2 TAFE SA as an employer

- 3.2.1: TAFE SA employs students and graduates.

3.3 Preparatory and Foundation Programs

- 3.3.1: Assessing students/workers study and work readiness status is achieved through methods appropriate to the candidate's situation and vocational and educational aspirations.
- 3.3.2: There is open access to course materials online.
- 3.3.3: The Women's Education Course and other programs addressing ongoing gender inequity are supported and made more widely available to address the ongoing gender imbalance in training and occupations.
- 3.3.4: TAFE SA preparatory and foundation programs are shared with other appropriate and credentialled providers (including ACE) to increase access and availability.
- 3.3.5: Language, Literacy and Numeracy (LLN) as well as digital literacy and work readiness programs are consistently provided.

Goal 3 Explanatory Notes

TAFE SA Job Centres

ACTION: Job centres are established on TAFE SA sites (and online) to support students in gaining and retaining jobs, including change of career planning. Students are provided with initial career advice through to individual matching with employers.

For those in employment-based training, the crucial interplay between knowledge and skills acquisition at TAFE SA and application on the job is much clearer. These student workers have access study plans that incorporate their studies around their paid practice on the job in apprenticeships and traineeships. They also gain significant connection with employers and understanding about the job and workplace expectations.

However, most students are enrolled in courses which qualify them to work or align them to work in a particular occupation, but successfully completing the course does not mean walking into a job. Also, many students have not had the opportunity to connect with employers or gain experience in the relevant job during their training. The gap between qualifying and getting a job, even in areas of workforce shortages, can take time and can be complex. In some areas graduates never get work using the qualification, contributing to disenchantment with acquiring qualifications. The purpose of the proposed TAFE SA Job Centres is to smooth that path for students and for employers.

From that first query even prior to enrolment with TAFE SA about skills, jobs and courses, throughout the course and even after completion, the connection with a Job Centre continues.

This is a broader, and more specific, approach to career planning and advice for TAFE SA, potential students, students, and graduates. It requires collaboration with employers, industry, and job facilitators to closely track where the job vacancies are and match up these jobs, employers, and workplaces with students. It is more than an active Jobs Board, instead the contact would be continual, personal, and direct. Too many employers have reported that they cannot connect with their local TAFE SA campus and come and talk about jobs they can offer to students. Students have reported that they get to the end of their course and if their placement did not lead to a job offer, they are left stranded. Students and employers both want a personalised and connected approach.

This was a continual theme during consultations and in the submissions. RDA (Adelaide Hills Fleurieu and Kangaroo Island) commented that career development services should be included as a core offering across all TAFE SA campuses and should be available to all current and potential students.

The North West Country Region Local Jobs Program (which covers Port Lincoln, Whyalla, Port Augusta and the broader Eyre and Upper Spencer Gulf Regions) is the local jobs program for the region, with independently contracted employment and support officer teams, local jobs plans, and local jobs and skills taskforces. They argued in their submission that TAFE SA is well placed to deliver comprehensive career development services for people career transitioning or seeking jobs.

There has been comprehensive work done in SA on policy and practice in Career Development, which has now all been defunded. Reinvigorated this process will contribute to unlock the workforce potential of those not currently participating. (North West Country Region Local Jobs Program)

Some contributors noted that a job service could attract a number of sponsors/partners as it is in everybody's interest. However, whilst welcoming sponsors and partners the emphasis in this Roadmap is that this would be TAFE SA managed centre on a TAFE SA campus to gain the advantages of being tied into the TAFE SA site and overall operations and resources.

Currently, educators are relied upon to advise students, drawing upon their own networks, and to also respond to calls from employers looking for workers. Whilst these connections are invaluable, educators should not be expected to provide a de facto job service. Regularly adding and updating their knowledge to a Job Centre's data base would be a better practice.

While the current focus is upon young people on the trajectory from school to TAFE SA and into a job requiring post-secondary qualifications, the numbers of adults needing to upskill, re-skill, and change careers will become a greater proportion of TAFE SA's enrolments. An effective Job Centre can augment the support they may already be eligible for through other employment programs.

TAFE SA already has a (very small) dedicated careers team in Student Services providing individual, online, and face to face services on some sites, including advice on composing resumes, writing applications, preparing for interviews, and other helpful tips. This advice is often prepared and curated for TAFE SA cohorts. However, this is not resourced nor promoted to assist all students seeking or needing assistance. Notably, the focus is upon advice, not connecting students to actual jobs and employers.

Job Centre staff would work with TAFE SA colleagues in corporate and education areas. This is best facilitated by the Job Centres being part of TAFE SA – not subcontracted from another organisation.

Job Centres would not be taking over nor duplicating existing services, but fill the current gap between getting a qualification and starting a job using that qualification.

The benefits will be in students and graduates getting into jobs and thus accruing the benefits of employment, filling job vacancies promptly including in addressing areas of shortages. Being exposed to employers and learning more about the jobs and industry throughout their courses will also add to student retention. It may seem surprising, but many students, even whilst having undertaking work placements, remain ignorant of the range of jobs and the expectations of employees in an industry. Closer relationships with employers throughout their time with TAFE SA would assist in demystifying what happens after study.

TAFE SA advice may well propose that the course/job seeker not enrol at TAFE SA at all, but go to another training provider or straight to an employer. The best advice could be referral to a job vacancy and advise negotiating with their employer for assessment to pick the right level of course if they want further training. The practice of enrolling people into courses first and then slowly exploring if they are eligible for advanced standing or recognition of prior learning has been cynically used to boast enrolments and revenue across post-secondary education in Australia.

Job Centres would add to TAFE SA campuses becoming the 'place to go' to find out about education and training and fulfil the imputed promise of vocational education - that there is job outcome.

This an ambitious proposal and would benefit from starting with a few Job Centres to pilot the approach in different places, and then making adjustments based on learnings from the pilots, before rolling out the proposal across South Australia. Staffing and set-up costs and then recurrent costs could be augmented by sponsorship from employers and other stakeholders.

ACTION: Placements are jointly organised through job centres and course programs.

Work Placements are an essential and mandatory component of many courses to achieve the qualification and work in the industry. However, they can be complex and time consuming to organise and monitor to achieve successful outcomes for students and employers. Additionally, the demand for placements in areas of workforce shortage is particularly daunting as demand for workers and for placements can outstrip immediate availability. In some health, education and community services areas, for example, this will continue to put pressure on finding ways to satisfy the placement hours and assessments.

It could be advantageous for TAFE SA sites to centralise placements drawing together the program expertise, and also sharing common knowledge and skills, as well as administration and reporting. The current state wide placement systems organised on an industry grouping basis can be overwhelming. Placements should become part of the Job Centres, due to the clear overlaps between connections with employers for placements and also for jobs. This may also prevent some duplication.

ACTION: Job Centres work in partnership with schools and employers at a local and wider level in co-sponsored arrangements to showcase and promote jobs to drive interest in areas with current and future skills shortages.

There are many activities organised to encourage young people into considering particular occupations and careers. Schools have career advisers, and along with teachers and families, encourage students to go to career events, job fairs and open days at education institutions. Sometimes employers and successful practitioners are encouraged to come to schools to talk about career paths and further aspirations. Some schools and employers even organise tours of their worksites. VET in Schools is often well integrated into these activities. Industry groups also often contribute with campaigns to encourage a wider diversity of people to work in their industry, emphasising the range of careers. The Master Builders Association's Born To Build campaign which was launched with the State Government in early 2023 is a good example. (MBA, 2023)

However, a lot of this enthusiastic work is not sustained nor sustainable, due to relying on, or being boosted by, one-off grants or projects. Too many young people and adults are reliant on information from families and friends, and social media and desultory internet searches. The data on ongoing job vacancies and still high rates of unemployment and low rates of education completions amongst some cohorts indicates that this ad hoc and serendipitous approach is not working to capture and channel a spark of interest into a career path.

TAFE SA Job Centres should play a coordinating role, particularly in regional areas, of linking together schools and employers along with government agencies, job facilitators and community organisations in co-sponsored arrangements to showcase and promote jobs to drive interest in areas with current and future skills shortages.

Ideally, events and campaigns would be planned and sustained, avoiding duplication of effort in some areas of workforce need, while others do not receive enough focus. As outlined in Goal 5 Place based, attention to the specificity of local circumstances is a strength in organising at a local to regional level, including in shaping state-wide initiatives to local culture and ambitions.

TAFE SA as an employer

ACTION: TAFE SA employs students and graduates.

Many people who work in TAFE SA have at some stage studied through TAFE SA, and many staff continue to enrol in further courses to upskill and/or change career direction. TAFE SA sites should make more of their confidence in TAFE SA graduates and even current students, by employing them and publicising this practice. This would be particularly welcomed in suburban and regional areas where it would also add to TAFE SA's positive reputation as a local employer investing in local talent, as well as having proponents for TAFE SA on board across different parts of the organisations.

Other organisations working on and around TAFE SA sites should be encouraged to also employ TAFE SA graduates, as well as offering work placements to TAFE SA students.

Preparatory and Foundation Programs

Preparatory and Foundation programs are a core and critical part of TAFE SA. However, whilst they are widely promoted as a TAFE SA core activity these programs are not consistently funded and so experiences can be patchy – from entry level through to specific preparation for a particular course to ongoing support through a course – and maybe onto the next course. Preparatory and Foundation programs are included here in Goal 3 Job Outcomes in recognition that they are often the trigger for people to approach TAFE SA as the starting point towards studies to qualify for an occupation.

Despite the efforts of staff to run these programs and pick up students' needs, there is simply not enough funding invested in this critical area. Every time a student abandons their course at any stage because they needed more study preparation and support to succeed, it has a negative impact upon the individual, and is also wasteful of resources.

Locating Preparatory and Foundation programs in Job Centres could assist with more consistent funding and sustainability.

ACTION: Assessing students/workers study and work readiness status is achieved through methods appropriate to the candidate's situation and vocational and educational aspirations.

Most applicants for TAFE SA courses are required to complete the CSPA (Core Skills Profile for Adults), test of 'everyday' applications of reading, writing and numeracy. It has two purposes. The first is as a requirement for admission to some courses and for eligibility for subsidised training or for student loans. The second purpose is to assess the applicants support needs to get up to the level to successfully progress through a course. Applicants can then be offered this support – if there is capacity to provide it.

The CSPA has in practice become another barrier to finishing an application and being onboarded into TAFE SA, as it is used too broadly. It has become a deterrent to pursuing enrolment. For some, especially mature people, starting their TAFE SA encounter with a test is too much, for others already holding a raft of qualifications it is viewed as unnecessary and even offensive. The use of the CSPA should be reviewed, and more judiciously applied.

There is much discussion about the extent of 'work readiness' of young people, but also of adults returning to work. The organisation and expectations of workplaces is also rapidly changing, and people are also often uninformed about their rights and responsibilities. 'Work readiness' criteria are often confined to turning up on time, dressing

correctly, using appropriate language, listening to directions, and working in a team. These, sometimes called 'soft skills', focus around attitudes and behaviour and are often critically skewed at young people. However, work readiness is also about managing in a work place environment, working with peers and supervisors, and learning to mentally, physically and emotionally manage in the workplace on a day-to-day basis. With completion levels across many courses too low, along with poor workforce retention, these issues have to be explicitly addressed.

Better practice study and work readiness tools and approaches should be explored and trialed. This could be a TAFE SA led project in partnership with others, with state and/or national funding contributing.

ACTION: There is open access to course materials online

The global demand for open access to all types of course materials is a growing movement which will intensify over the next decade. This is certainly on the higher as well as vocational education agenda. This will accelerate over the next decade as delivery platforms and provision of post-secondary education and qualifications is profoundly disrupted by AI and digital communication developments.

Preparatory and foundation course materials is a fair place to start this discussion in TAFE SA. Many of these materials are already available through other providers, along with free online courses for South Australians funded by the Department for Education through Adult and Community Education providers.

TAFE SA should seek extra resources to investigate open access, noting that this could quickly attract domestic and in international enrolments.

ACTION: The Women's Education Course and other programs addressing ongoing gender inequity are supported and made more widely available to address the ongoing gender imbalance in training and occupations.

For decades TAFE around Australia ran programs to prepare women to go onto further study, jobs and careers. These have been very successful. However, gender inequity is still persistent in the Australia, noting the gender pay gap is still above 13% and that deeply gendered occupational divisions barely move, primarily disadvantaging women in accessing better remunerated, secure work. These inequities are greater too for Aboriginal and Torres Strait Islander women, linguistically and culturally diverse communities, older women, those living with disabilities and LGBTIQ+ people.

Whilst the pressure to address gender inequity in the workforce is often focused on the need to widen the cohorts of people available to fill skill and job gaps, the debate is fortunately also inclusive of civil rights and social justice.

It is the time to invest further in TAFE SA's women's and equity programs, and recognise the impact of the Women's Education Course over many years in bringing, especially mature and linguistically and culturally diverse women into study and onto qualifications and careers with confidence and preparedness to stand up for their rights.

The learnings from women's programs should inform the development of contemporary curriculum and professional development addressing remedies to the persistence of sexist attitudes and behaviours in TAFE SA and the broader workforce. Such an approach also points to the need for childcare and early learning facilities, flexible delivery and safety on and travelling to and from campuses. It is no accident that the success of (Adult Migrant English Programs) AMEP courses with women, at for example Adelaide City, is due to aligning of childcare facilities and encouragement to keep studying in a vibrant and inclusive learning environment.

ACTION: TAFE SA preparatory and foundation programs are shared with other appropriate and credentialled providers (including ACE) to increase access and availability.

Community Centres South Australia is the major provider of Adult and Community Education (ACE), with well-established online and face-to-face courses available at numerous locations across the State. Community centres have played an important role in attracting initial queries about preparing to (re)enter formal learning and the workforce.

The welcoming and informal culture, as well as gaining the attention of people who are there for another reason, are advantages of community centres. People are also mentored as they begin their study journey, with many being referred onto TAFE SA. TAFE SA does not need to duplicate nor compete with ACE in community centres but greater collaboration would advantage both organisations. (See also Goal 6)

ACTION: Language, Literacy and Numeracy (LLN) as well as digital literacy and work readiness programs are consistently provided.

The whole area of LLN (Language, Literacy, and Numeracy) requires review and revision as has been emphasised by those working in this area and across education programs and by employers. One of the big issues for employers, whether in apprentices and traineeships, or in providing placements, or in offering jobs, is that both school leavers and adults do not have the levels of LLN necessary for the job.

Educators and employers argue that digital literacy should also be part of the LLN curriculum. While people of all ages are engaging with digital communication devices daily, their knowledge and skill base can be very underdeveloped. This will become a bigger issue over the coming decade.

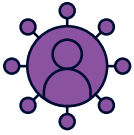
Adult Learning Australia CE, Jenny Macaffer recently observed that, “We all need to learn new things as the world evolves”. She was responding to an announcement from the Federal Skills Minister that the Government was planning to fund a new assessment of Australian literacy, numeracy and digital skill levels, including a ‘feasibility study into how to assess this in First Nations communities” (Crowe, 2023)

Work readiness alongside LLN & D (Digital) can all be addressed in explicit preparatory programs, but also reinforced and developed throughout a course – and often are. These so called soft or generic skills are also included explicitly and implicitly in training packages. However, they can be downgraded as educators must prioritise the technical skills for assessment and also specialist staff are not available to support this work. Employers can also be anxious that the ‘hard’ skills are prioritised. Students then also get the message, that soft skills do not matter so much.

As noted above, these programs are often unable to be provided when needed to support students to start or proceed successfully, due to a lack of staff. Staffing levels need to be increased to support LLN & D and work readiness programs, alongside investment to explore and popularise new forms of delivery, especially noting continual advances in digital technologies and widespread availability of digital devices.

These programs must be core business and not treated as easy targets for budget cuts.

Ged was interested in cooking and through VET in Schools learned a bit of what being a chef involved. In 2024, with the support of a GTO he took up an apprenticeship while working in a local hotel. However, by the end of the first year Ged did not want to be a chef anymore despite doing well at work and TAFE SA. Ged thought he had let everybody down. But because of his connection with TAFE SA, he sought help from the TAFE SA Job Centre explaining that he wanted to be involved in food production. Following advice and support he subsequently pursued qualifications in agriculture, picking up a job quite quickly while still pursuing the diploma. By 2028, Ged was fashioning new tools and thinking of new processes, so he went back to the local TAFE SA Job Centre to get advice on which way to go now – learn more on tool making and manufacture or focus upon a setting up a business? TAFE SA then reorganised skills sets to fashion qualifications to cover both areas. Ged found his niche in business taking advantage of South Australian government small business initiatives and was subsequently able to realise his other passion to give other migrants a go. Working alongside migrants from farming backgrounds and contributing to exploring how to improve processes drawing upon their various cultural backgrounds inspired Ged. Valuing multicultural knowledge and skills is setting Ged up well to grow his business into international markets. In 2033 Ged is on the board of his local TAFE SA, is on the industry council, and is an advocate for designing flexibility into VET packages that better recognise and reward prior learning.



Goal 4 Student Centred

All students experience ongoing prompt and expert support from their first contact through to successful outcomes. Administrative processes, communication, personal and learning services, amenities and facilities supporting student learning are designed and maintained for student wellbeing, engagement and course completion.

'Student centred' in this context extends learner-centred education thinking to the whole of students' experience with TAFE SA. Student centred learning puts the learner/student first and calls for the design and content of materials and learner/educator interaction to respond to the student, rather than a passive generic delivery of content. The focus is upon creating a lifelong and independent learner. This has been the practice of TAFE educators for decades. The best outcomes are achieved when students have personal and learning support in safe and accessible physical and digital learning environments. TAFE SA clearly values a student-centred practice, but there are gaps in this 'wrap around', which are considered in this section.

ACTIONS

4.1 Student portals

- 4.1.1: Applications, enrolment, changes in status, results, progress reports & completion statements are all accessible to students in their portal; with the capacity to flag queries and advise of any changes.
- 4.1.2: The student portal is customised from initial design for cohorts requiring further support in digital access and use.
- 4.1.3: Where appropriate employers of students in employment-based training have restricted access.

4.2 Communication

- 4.2.1: Digital, hard copy and in person internal and external communication and information is clear, consistent, correct and up to date.
- 4.2.2: Regular testing of student experience and satisfaction ensures efficacy of communication and communication channels in terms of response times and accuracy of information and advice.

4.3 Inclusion as practice

- 4.3.1: Aboriginal and Torres Straits Islander individuals and communities are respected and acknowledged in program and service design and delivery, in consultation with community and through recruitment of more Aboriginal staff.
- 4.3.2: To facilitate access and success, strategies for respect and support for diversity are included in well-resourced services addressing cultural, language, religious, race, ethnicity, living with disabilities, gender, and sexual identities; recognising the intersections between these as well as class, income and location.
- 4.3.3: A course and/or micro credential is co-designed by TAFE SA, with diversity and inclusion experts, on how to study and work in a discrimination and prejudice free environment encouraging inclusion of all cohorts.

4.4 Amenities & facilities

- 4.4.1: TAFE SA amenities and facilities are accessible to all students to support completion of their courses.
- 4.4.2: Student experience is enhanced on campus with childcare facilities, safe and updated classrooms and workshops, places to meet, eat and study with peers, IT support (on and offsite); library/resource centres with laptop hire, and access to transport.
- 4.4.3: Students are consulted and involved in developing new facilities, noting that TAFE SA buildings and services are being modified to comply with net zero emissions and environmental sustainability targets over the next decade.

4.5 Student support services

- 4.5.1: Financial and personal advice, counselling and evaluation processes and services respond promptly, are consistent and appropriate for the needs of diverse cohorts.
- 4.5.2: There is increased focus upon student mental health and wellbeing through personal support services, but also public health communication campaigns co-designed with students and external organisations.
- 4.5.3: The specific needs of international students are supported.
- 4.5.4: The Aboriginal Access Centre's student support services continue to be resourced, and the better practice model of supporting individual students from first contact and through their lifelong learning is recognised and respected.

4.6 Student association & representation

- 4.6.1: A formation of student association/union is supported organisationally and financially by TAFE SA.
- 4.6.2: Students and alumni are represented on management and governance bodies.

4.7 Supported staff

- 4.7.1: The staffing structure is reviewed, adjusted and numbers increased in areas of need to appropriately support a student-centred culture and practice through change management plans negotiated with unions.
- 4.7.2: Focus upon staff wellbeing in a safe and respected environment.

4.8 Up to date industry aligned courses (Further developed in Goal 6)

- 4.8.1: Courses are up to date and industry aligned.
- 4.8.2: Education staff are respected and provided opportunities for continual professional development to support a student-centred practice.

Goal 4 Explanatory Notes

Student portals

ACTION: Applications, enrolment, changes in status, results, progress reports & completion statements are all accessible to students in their portal; with the capacity to flag queries and advise of any changes.

TAFE SA is implementing improvements to connect information systems, which seek to fix many of the issues identified about difficulties from initial application through to final results and completion advice.

Students expect it to be easy to apply and enrol, to contact appropriate staff in TAFE SA, to make changes to their status, and to be notified of actions they need to take. They are used to portals and to apps. By 2033 there will be new ways of collecting and holding information safely and efficiently, with easy access by users. But improvements need to be rolled out now. There is a serious reputational issue in not achieving a solution to administrative and communication problems quickly.

ACTION: The student portal is customised from initial design for cohorts requiring further support in digital access and use.

TAFE SA has policies and practices addressing supporting people living with disabilities and these need to be implemented in the design of new systems and so are part of the initial roll out – not an add-on.

Whilst most people have access to digital communication devices and some competency with using these, sometimes devices and software may be too old so cannot readily access the TAFE SA systems. There are people, in urban and regional areas, with no experience in digital communication. Innovative training on using the systems, a portal and apps needs to be created, available and reinforced. This advice must always be current.

ACTION: Where appropriate employers of students in employment-based training have restricted access.

Employers and job facilitators have identified a problem in timely notification of the status and progress of employment-based apprentices and trainees, which can impact upon, for example, wage rises. A secure method by which employers could have access to relevant information could assist – but the key issue is still with efficient systems that can update automatically.

Communication

ACTION: Digital, hard copy and in-person internal and external communication and information is clear, consistent, correct and up to date.

Current, correct, consistent, and readily accessible information and communication is obviously critical to TAFE SA's brand. Good communication ranges from a well-placed poster, SMSs, internal and external emails, use of social media platforms, and user-friendly websites and internal data systems. At times TAFE SA information is out of date, inconsistent, or difficult to find. This applies to internal and external facing information. Staff, students, businesses and others need to have confidence in the information provided and available.

Promotion, marketing and communications are essential to an organisation – and particularly to one seeking to improve their profile and to expand activities. More experienced and qualified communications staff are needed throughout TAFE SA. Communications also needs to be a specified part of the job of strategically placed staff – and professional development provided to ensure currency of skills. There needs to be trust and training to delegate staff at local levels to produce on-brand materials. Improved communications pay off in increased business and reputation.

ACTION: Regular testing of student experience and satisfaction ensures efficacy of communication and communication channels in terms of response times and accuracy of information and advice.

Proactive and regular research on student (and staff and partners) satisfaction with their user experience is needed – rather than reactive responses to criticism and reports of poor experience. An active student union/association could be a real asset in monitoring and student experience and satisfaction.

Inclusion as practice

ACTION: Aboriginal and Torres Straits Islander individuals and communities are respected and acknowledged in program and service design and delivery, in consultation with community and through recruitment of more Aboriginal staff.

Aboriginal and Torres Straits Islander students are more likely to enrol and continue courses to successful completion if they experience cultural respect and safety across their interactions with TAFE SA and from staff and students. They are also more likely to develop trust in TAFE SA if they see other Aboriginal and Torres Straits Islander students and staff.

The Aboriginal Access Centre has over many years demonstrated successful outcomes when students are supported in their learning and in experiences. AAC spaces on campuses are particularly

important. The six TAFE SA sites on the APY Lands also point to an ongoing commitment by TAFE SA. There are employment targets in the Reconciliation Action Plan (RAP) and Aboriginal and Torres Straits Islander individuals and communities will closely observe the reaching and exceeding of targets.

Further current activities and recommended actions are outlined in Goal 1 Transforming South Australia, which states:

The contributions of Aboriginal and Torres Strait Islander cultures, histories, knowledges and skills to South Australian society are recognised and celebrated as TAFE SA works respectfully with First Nations communities to ensure equitable participation to gain the benefits of employment, economic and social inclusion.

In Goal 1 there is a set of actions to support commitments to Aboriginal and Torres Straits Islander peoples and communities.

Over the next decade expectations are that inclusion will improve and deterrents removed. Aboriginal and Torres Straits Islander staff and students will experience respect in programs and service design and delivery, particularly with increased community involvement through the Elders Advisory Group, and the Aboriginal Engagement network, which should also include students (younger and older).

As well as recognising the contributions of Aboriginal and Torres Strait Islander cultures, histories, knowledges and skills to South Australian society, a significant shift over the next decade will be Aboriginal and Torres Strait Islander experiences and ways of seeing and doing becoming part of the curriculum. This is already evident in courses which draw upon Aboriginal and Torres Strait Islander knowledge and skills in Caring for Country, but will expand into other areas walking together with Aboriginal and Torres Strait Islander educators and community leaders.

ACTION: To facilitate access and success, strategies for respect and support for diversity are included in well-resourced services addressing cultural, language, religious, race, ethnicity, living with disabilities, gender, and sexual identities; recognising the intersections between these as well as class, income and location.

TAFE SA has developed policies and strategies for greater inclusion and these also address respect. Ignorance is no excuse. Tools like the TAFE SA Inclusive Language Guide (2022) are useful in teaching inclusive practice as well as challenging discriminatory attitudes and behaviours. These are part of campaigning for equity and respect. However, targeted funds to support individuals and communities from vulnerable cohorts are also required.

Intersectionality and positionalities must also be recognised, respected and appreciated in designing and delivering and allocating resources for services.

ACTION: A course and/or micro credential is co-designed by TAFE SA, with diversity and inclusion experts, on how to study and work in a discrimination and prejudice free environment encouraging inclusion of all cohorts.

There are many learning and teaching materials available, but TAFE SA could also co-design a short course or even a micro credential targeted towards TAFE SA's student cohorts. This would also be a conduit to extend and consolidate TAFE SA's commitments and attract further supporters to TAFE SA.

Amenities & facilities

ACTION: TAFE SA amenities and facilities are accessible to all students to support completion of their courses.

TAFE SA does have a number of sites, and whilst some buildings and facilities are in need of refurbishment or replacement, there has also been national and state investment in rebuilding and upgrading facilities. Where this are relatively recent, contemporary regulations and guidelines for access for example, for people living with disabilities are observed. However, older facilities and amenities need to be upgraded too – along with ongoing modifications to equipment and materials. The poor state of some of TAFE SA's buildings and facilities was repeatedly commented upon in the consultations, and added to the impression that TAFE SA was winding down.

Seeking unrelated commercial tenants has not been the answer as the campus begins to lose its identity. However, encouraging co-location of like organisations and sharing the costs of refurbishment and refitting should be explored.

ACTION: Student experience is enhanced on campus with childcare facilities, safe and updated classrooms and workshops, places to meet, eat and study with peers, IT support (on and offsite); library/resource centres with laptop hire, and access to transport.

Recent surveys of TAFE SA student experience confirm that students will spend time on campus if they are attractive and look like someone cares! They are more likely to spend time on campus if there are low-cost cafeteria and recreation facilities, but these have been closed in places. As campuses are often away from shops, this is a problem. Perhaps coffee and food trucks could be encouraged? A number of campuses offer commercial cookery and hospitality courses and even have restaurants. Finding ways to support restaurants being more open to the campus and public would be worthwhile in raising the campus profile. But this cannot just be left to the educators to organise.

Students also need access to kitchen facilities. On campuses visited, where these facilities were available, there were students socialising and studying together. Offering food too always works to bring people onto campus.

The lack of proximity to public transport was noted in a number of submissions. Students will stay away from campus if they cannot get there! The Public Service Association (PSA) submission noted community disappointment at the closing of campuses which were served by public transport. In a submission from an individual contributor they wrote that they rarely see their regional TAFE SA campus being used by young people due to the difficulty of access and limited options available.

Childcare centres on (or next to) the campus matter. With the expectation now of expanded Early Childhood Education opportunities, TAFE SA will need to explore provision for students and staff. There are opportunities for TAFE SA to focus again upon comprehensively providing childcare and ECE facilities that can also be used for teaching – and provide placements and employment.

There are other important access issues too including cultural safety as noted above, and also an environment free of other harassment and violence. Some of these are facilitated through the design and usage of physical facilities. External access to Aboriginal Access Centres, for example, is more welcoming than sending visitors and potential students down a series of corridors. Decent lighting, including in carparks, along with emergency buttons for those needing assistance should be standard. Transport to and from campuses has been provided at times, but should be explored more widely, if it is preventing access.

WiFi access needs to be strong and reliable. Strong connectivity is especially important in regional and remote areas. By 2033 there will likely be different communication technologies. However, TAFE SA will have to keep up with the latest!

ACTION: Students are consulted and involved in developing new facilities, noting that TAFE SA buildings and services are being modified to comply with zero emissions and environmental sustainability targets over the next decade.

Consulting and involving students in transitioning, decarbonising, and in creating environmental sustainability in TAFE SA sites not only taps into the high levels of concern by young (and older) people with climate change and environmental deterioration, but is also an opportunity for improved student experiences and the chance to learn new skills and make friends.

Some students could even engage in and be assessed on activities as part of their learning program. There are many opportunities for TAFE SA sites to model better practice – maybe by starting with using solar panels on all those roofs!

TAFE SA will develop a zero emission and environmental sustainability transition plan across the organisation and implement it on urban and regional sites. Students should also be involved in these development and implementation activities.

Students are very likely to find that employers and community will be eager to draw upon their knowledge and skills. The range of 'green' jobs and occupations is increasing all the time and across industries. (See also Introduction)

Student support services

ACTION: Financial and personal advice, counselling and evaluation processes and services respond promptly, are consistent and appropriate for the needs of diverse cohorts.

Currently it is difficult for students to access support services because most students do not know they are available and/or these services are inadequately staffed.

Providing an increased level of support services and a personalised approach is essential, along with ensuring the services are well promoted to the TAFE SA student population. If a service is listed, it needs to be available and accessible. If not, student welfare and wellbeing suffer and students may fail or abandon their studies. Timely assistance can keep students engaged and able to complete their studies.

ACTION: There is increased focus upon student mental health and wellbeing through personal support services, but also public health communication campaigns co-designed with students and external organisations.

Mental health and wellbeing are at last better recognised and addressing individual and community needs, while still inadequate, is improving. Increased resourcing and additional specialist staff are required to raise the level of personal support services regarding mental health and wellbeing available at TAFE SA to assist all students and particularly those already in vulnerable cohorts.

There are already public health communication campaigns materials on some TAFE SA sites. TAFE SA could support students in developing with mental health organisations, the promotion of understanding of mental health, as well as how to support others and to seek assistance.

ACTION: The specific needs of international students are supported.

International students experience many of the issues faced by all other students, as well as those who are culturally and linguistically diverse and people of colour. Additionally, they may be new arrivals in South Australia, and have left families and friends to study in

Australia. They also carry the expectations of families. They also face employment exploitation and can be hungry and homeless.

TAFE SA international education unit supports students, but this is only part of the portfolio. International students also access all other student services if they know about them.

If TAFE SA wants to increase numbers of international students, there needs to be more general and targeted support. International students must not be largely viewed through a lens of export income and stopgap job fillers.

If TAFE SA can continue to have a positive reputation in hosting international students, this will not only encourage others but will have a positive impact on TAFE SA's reputation with local multicultural communities and businesses. (See also Goal 1)

ACTION: The Aboriginal Access Centre's student support services continue to be resourced, and the better practice model of supporting individual students from first contact and through their lifelong learning is recognised and respected.

As noted above the AAC has a critical role in attracting and retaining Aboriginal and Torres Strait Islander students. The AAC's experience demonstrates a lifelong learning model of supporting individual students from first contact, through their initial time with TAFE SA, and again on their return. (See also Goal 1)

Student association & representation

ACTION: A formation of student association/union is supported organisationally and financially by TAFE SA.

TAFE SA sponsors a Student Voice which does facilitate a student sounding board to provide feedback and raise issues. However, this is a consultation body to assist managers.

A student union or association is a membership organisation. Students may join it and then choose the extent to which they want to be involved in the organisation. They can become involved in running the organisation, standing for election for the executive committee and participate in standing committees and ad hoc groups and campaigns.

A student union/association could provide student nominees for management and governance bodies such as a renewed TAFE SA Board and standing committees - with an annual turnover of nominees.

It is often argued that many TAFE SA students are only doing short courses compared to, for example, university students, so their involvement is only over a short period time. This same argument is used against university student associations - that students are not there long enough. Others argue that TAFE SA students are more likely to get involved in their trade union if in employment, but this is not mutually exclusive.

TAFE institutes used to have student associations affiliated to state and national bodies. These were removed from TAFE around the same time that university student unions were legislated against by the federal government. Higher education institutions have re-instituted student unions/associations financially supporting them. TAFE SA could organisationally and financially support a student union/association by assigning a staff executive officer to develop the proposal with interested students.

Student unions/associations provide a representative voice for students on education and organisational matters, as well as organising campaigns and events around popular issues of social and environmental justice and equity.

ACTION: Students and alumni are represented on management and governance bodies.

Student and alumni positions could be included on a renewed TAFE SA Board and standing committees that support the Board - currently the Academic and Quality Committee, Audit and Risk Committee, People and Culture Committee, and Higher Education and Academic Board, as well as nominated management bodies.

This would provide a direct student voice on a range of matters rather than via a report of consultation. These latter processes can be productive, but is not the same input as a student and alumni in the meeting able to comment from a student perspective, and who can also be asked of their experiences and opinions.

If there was a student union/association the student could be nominated from the student body and charged with representing to the governance and management bodies the (often diverse) perspectives of students.

Supported staff

ACTION: The staffing structure is reviewed, adjusted and numbers increased in areas of need to appropriately support a student-centred culture and practice through change management plans negotiated with unions.

This action is inclusive of both education staff and corporate staff, but here is focussed on corporate staff whose roles are around supporting students to achieve vocational education goals. These staff range from direct student contact roles to backroom administrative and finance officers to facilities and infrastructure staff. See Goal 6 Future Focussed for more on education staff. (See Goal 6 Expert educators on education staff)

As of 31 March 2023, TAFE SA had a workforce of 1830 FTE (excluding casual and HPI staff) of whom 991 FTE were education staff and managers and 839 FTE corporate including education support staff and executives). Back in 2012 the workforce was 2355 FTEs. Then TAFE SA was a bigger enterprise but Government decisions shifted TAFE SA's core business to other RTOs. (TAFE SA Data, 2023)

Staff cuts, course cuts, and campus closures have resulted in a downward spiral for TAFE SA. While it appears that corporate staff levels have been maintained with a dramatic contraction of education staff, TAFE SA has increased the number of executives from 20 in 2012-20 to 28 in 2023, with an additional executive due to commence soon and another executive currently on a temporary contract. (TAFE SA Data, 2023 and Government of South Australia, 2023)

TAFE SA salaried workforce has been decimated over the years through cost cutting and separation packages. In many instances this has been a sugar hit in terms of savings, but when it is realised that the business cannot function without those staff, more have had to be hired again. (Public Service Association submission)

It was very clear from consultations with TAFE SA staff and managers, as well as students, and industry and community that the contraction of educational and operational corporate staff is well beyond a response to decreased business. The constant complaint, internal and external, was that there is no one available to respond in a timely way, or at all, resulting in a loss of potential enrolments as well interrupted workflow inside TAFE SA. Partners and potential partners just could not find anyone to talk to. While a range of support services are promoted to prospective students, there are often insufficient staff to respond to demand. Similar criticisms are made across all areas. The approach appears to have been to abolish roles like campus heads and then spread the tasks across other management roles, whilst also expecting staff to report to supervisors located across the State, who are also overloaded.

The claim of a 'wrap-around' service to support students cannot be substantiated in practice.

Staff have had more duties added to their workloads without any removed, nor reclassification considered. Staff have also taken on more and more extra work, because it just has to be done and others are relying on them. This is exploitative of staff good will and loyalty to colleagues and TAFE SA. It is unsustainable long term and experienced staff are reportedly exhausted, disenchanting and leaving.

Staff are always concerned when a staffing review is proposed as it usually results in job losses. However, the TAFE SA corporate staff (and education staff) structure is out of balance and needs to be reviewed through the lens of what will support a student-centred approach. Whilst there may be some capacity for re-adjusting the distribution of staff, more staff will be required to continue the current level of business.

Ambitions to increase TAFE SA's role in VET leadership in South Australia's economic and social development will require a different staff structure and more staff. Any review must be managed from the beginning through change management plans negotiated with the Public Service Association (and Australian Education Union for education staff.)

ACTION: Focus upon staff wellbeing in a safe and respected environment.

Reduced staffing levels and increased staff workloads have had, and are continuing to have, a detrimental effect on staff.

An increased focus on approaches to better support staff wellbeing is essential. A culture of support with reduced stigma and fear of asking for help is important. There should also be a focus upon staff wellbeing as part of professional development in a safe and respectful environment.

In their submission, the Australian Education Union (AEU) South Australian branch stated that:

There has been a significant increase in TAFE SA staff taking leave or lodging Workcover claims due to mental health injuries in the workplace. TAFE SA has conducted several employee surveys over many years which have directly outlined the issues negatively impacting staff mental health and wellbeing, but these issues remain unaddressed. (AEU SA Submission)

Up to date industry aligned courses (Further developed in Goal 6)

ACTION: Courses are up to date and industry aligned.

Goal 6 Future Focused recommends actions on courses. However, in this section on student-centred practice it would be remiss not to draw attention to the need for courses to be up to date and provide knowledge and skills for undertaking the occupation in which students are seeking the qualification, as well as preparing for further studies.

ACTION: Education staff are respected and provided opportunities for continual professional development to support a student-centred practice.

Education staff need the opportunity to maintain currency in their industry as well as their education practice. In this period of rapid change in occupational and workplace expectations, appropriate professional development must be consistently available and part of educators' core work load. The concept of lifelong learning also applies to educators in both their industry and education expertise.

Hue wanted to apply for a Certificate III Fee Free TAFE course in 2023. She was eligible, but could not work out how to enrol from the TAFE SA website, and could not find someone to phone. She also needed to know attendance requirements to organise around her small children. In 2024 Hue tried again as there was a number to call and she had her questions answered, but still could not proceed due to the attendance requirements and no on-campus childcare. In 2026 she tried again as her children were all at school. She spoke to the program administration officer who explained that the classes were now organised to better fit with school hours. A decision had been made to change the timetable as the qualification was in an area of skill shortages and women with children were keen to participate, but were prevented by their carer responsibilities. Fortunately, Hue had a car so she could get to the campus and to the school. Hue struggled with the literacy and language in the course, as English was her 3rd language and she had not completed secondary school. However, consistent and personalised support from the LLN team kept her on track. She completed the course and was offered a job with the company where she had done her placement. By 2033, she was a senior manager at the company, having also completed a Diploma in Leadership and Management sponsored by her employer.



Goal 5: Place-Based

The provision of courses and support services respond to regional and local economic and social development. Decision-making processes are representative and inclusive of all interests, recognising the diversity of expectations and needs across local areas. Organisational structures and operations reflect a place-based approach of recognising the uniqueness of the local, while sharing wider knowledges and experience.

The term 'place-based', is currently used in public policy making to describe a range of approaches aimed at achieving significant change. The purpose of place-based approaches is to build the capacity of the community to take charge of its own future, to speak for itself, and to build social capital and connections within the community. Place-based approaches target the specific circumstances of a place and engage local people as active participants in development and implementation of interventions. They can complement the bigger picture of (governmental) services and infrastructure requiring governments to share decision-making. It is more than just a term to describe the target location of funding or programs; it also describes a style and philosophy of approach which seeks to achieve 'joined-up' systems change. (de Corten, 2021)

ACTIONS

5.1 Regional Committees respond to local conditions

- 5.1.1: Regional and local advisory bodies are established with decision-making powers.
- 5.1.2: Medium and long-term vocational education and training needs respond to communities' growth, development and diversification contextualise committee decision-making.

5.2 Strategic re-alignment of management and operations

- 5.2.1: On site campus heads take on the role of day-to-day site operational managers, are the 'face of TAFE SA', and lead relationship building with local students, businesses and communities, including Aboriginal communities.
- 5.2.2: Efficiencies are created and monitored by onsite management of maintenance, facilities and administrative services.

5.3 Leading collaboration

- 5.3.1: Courses are available and scheduled to meet with local and regional requirements through collaboration to facilitate timing, location, and financing.
- 5.3.2: TAFE SA campuses prioritise co-location with outside organisations and businesses who collaborate with TAFE SA activities including supporting student experience.
- 5.3.3: Local research and new initiatives are developed and shared with other regions.

5.4 APY Lands

- 5.4.1: TAFE SA's presence and operations on the APY lands are strengthened through adequate planning and funding, and in collaboration with communities, schools and businesses that better reflect the specificity of needs and recognise the knowledge and skills of Anangu.
- 5.4.2: TAFE SA contributes to community empowerment through facilitating a stronger voice in decision-making on jobs and community development focussed skills training.
- 5.4.3: An active campaign is supported to recruit, train and mentor Anangu for employment with TAFE SA.

Goal 5 Explanatory Notes

Regional Committees respond to local conditions

ACTION: Regional and local advisory bodies are established with decision-making powers.

TAFE SA has begun a process to establish Regional Skills Advisory Committees, commencing with the Limestone Coast. The committee members are chosen by TAFE SA from applicants representing local business and industry, employment facilitators, local government and government agencies, community, Aboriginal organisations, and students. The purpose of these committees is to provide advice to the TAFE SA Board and management on community and industry needs and wants, to influence the course delivery profile, and other activities of the local TAFE SA campuses.

Skills SA is also looking to establish local advisory committees on skills and jobs. Local advisory committees convened by national and state agencies already exist to provide input on targeting local expenditure and grant recipients. There is a plethora of organisations, funded largely by government at all three levels, in regional areas focused upon employment. Many of these have their origins in targeted grant programs for particular cohorts of the population including unemployed youth, workers displaced by company and industry closedowns, local Aboriginal communities, responses to 'natural disasters', and now transitions from the carbon-based economy. Networks overlap and, in smaller populations, people know one another and there are local understandings and ways of operating.

When local TAFE colleges were separate institutes with local governance and leadership, they were a key stakeholder in local networks and the key adviser and provider of vocational and further education. Merging the separate TAFE institutes into one TAFE entity, centralising decision making, removing local campus leadership, closing campuses and courses, and renting out TAFE SA premises, have left the local TAFE SA colleges a shadow of their former selves. This is not to detract at all from the herculean efforts of TAFE SA staff and community supporters to provide as broad a service as possible in the face of limited local control and budgets.

In this context, it could have been difficult to rally local industry and community interest in new regional skills advisory committees. However, from all reports, this has not been the case and TAFE SA has received many nominations to participate in these new committees. This is indicative that, even allowing for some nostalgia to restore the 'old TAFE', there are strong views that TAFE SA is the publicly funded public provider and needs to step up.

Therefore, providing a voice for local people to provide advice is a positive first move. However, local stakeholders are after more than providing information to central TAFE SA. From conversations

informing this Roadmap, people are seeking influence and want to be involved in decisions impacting on vocational and further education at a local level and on TAFE SA's local role. There is, though, an understandable level of cynicism in providing advice on nuancing the TAFE SA training profile; gearing up for new courses for qualifications needed for new jobs; changing the mix of delivery options, preparatory and foundation programs; considering relationships with schools, other VET providers and universities operating in the region; expanding programs for Aboriginal communities and more, - if the response is just going to be thanks, but there is no budget for this and these are not priorities.

The siting, composition and powers of regional and local advisory committees needs to be considered further. Notably, decision making powers need to be added to the powers of these regional and local committees. TAFE SA will certainly benefit from local advice and local champions and advisory committees will certainly contribute to this. However, local committees should be making some decisions on, for example, utilisation of the campus, local delivery, and local level marketing, and they should have a budget. Such a budget would be small to start with, but would assist in reconfiguring TAFE SA to more place-based thinking and action. It would also demonstrate confidence in local decisions.

ACTION: Medium and long-term vocational education and training needs respond to communities' growth, development and diversification contextualise committee decision-making.

Further to the commentary above, local committees must be provided with relevant data from TAFE SA, Skills SA and other relevant organisations to assist in decision making and determining workforce planning and skills needs at a local level. Committee members will also bring their own data and other contributions. There is no shortage of information. Importantly, training should respond to local community demand, growth, development, and opportunity. The task is for TAFE SA to identify their part in local economic and social development focusing upon leading, advocating, and ensuring accessible and appropriate delivery of vocation and further education.

The North West Country Region Local Jobs Program (which covers Port Lincoln, Whyalla, Port Augusta and the broader Eyre and Upper Spencer Gulf Regions) argued in their submission that place-based and strategic approaches working with communities, all levels of government, employers, service providers and community organisations is needed. They consider that TAFE SA is well placed to deliver if they have a reinvigorated structure and ability for local place-based decision making.

Regional Development Australia, Yorke and Mid North agreed noting:

Decision making regarding course availability and delivery needs to substantively occur at local levels to ensure it meet the needs of local communities. (RDAYMN)

If the role of TAFE SA was expanded to include full overview for the provision of VET in South Australia, including program development, funding, and quality assurance, as proposed in a number of submissions and conversations a place-based approach would become invaluable to reduce unnecessary complexity and costs.

Strategic re-alignment of management and operations

ACTION: On site campus heads take on the role of day-to-day site operational managers, are the 'face of TAFE SA', and lead relationship building with local students, businesses and communities, including Aboriginal communities.

TAFE SA campuses urgently need a local head. This is an overwhelming general consensus across consultations and submissions. The actual title and where it fits in the structure will need to be negotiated and decided. This person, first and foremost, will be the 'face of TAFE SA' at local levels. A common observation by locals (in urban and regional areas) whether in business, government, community, education or even the local bakery or chemist was that they did not know who runs TAFE SA, who they can contact with a business proposition or who to invite to a local event. They asked who takes responsibility for issues and who they can congratulate on a job well done. If TAFE SA is to take on a greater leadership and partnership role, it cannot be anonymous.

The campus head cannot do everything and be everywhere – and would obviously need back-up staff, but this can be achieved with some re-organising. They would also be the lead internal advocate for 'their' campus and their staff, students, and partners.

ACTION: Efficiencies are created and monitored by onsite management of maintenance, facilities, and administrative services.

The need for a review of the operational structure was discussed in Goal 4 Supported Staff. Clearly a review of the operational structure is premised upon establishing greater clarity over current operations, but also in planning for change.

TAFE SA operations were centralised to achieve greater central purview, accountability, and cost efficiencies. The consequences of these actions now need review. At a very practical level centralised procurement, maintenance, and facilities management over such a vast area as South Australia is unwieldy. The time delays in having matters attended to and time spent chasing responses up leads to staff being unable to act, deterioration of sites, and potential health and safety breaches, which can all increase costs as well as the burden on staff and students.

The current centralised approach should change to ensure greater onsite and local management of maintenance and facilities related matters. There is also a good argument for employing local businesses, as this would position TAFE SA favourably in the community and may well lead to a better service, provide local employment, and even increase training opportunities. A focus on the big picture is important in widening TAFE SA's vision on operations.

Local appointment and supervision of local administrative staff would also increase TAFE SA's responsiveness and could come within a campus head's responsibilities. ICAC's recent evaluation of TAFE SA's policies, practices and procedures did draw attention to increased risks of corruption with remote supervision of activity. (ICAC, 2023) Arguably all staff, including education staff, would benefit from some reworking of delegations by People and Culture. For example, education staff are currently supervised through their industry grouping. It could be more effective for education staff to be supervised and supported to some extent at the local level, as there are more matters that they have in common as educators and staff at a local level rather than specificities of the industry alignment.

Leading collaboration

ACTION: Courses are available and scheduled to meet with local and regional requirements through collaboration to facilitate timing, location, and financing.

TAFE SA has lost the confidence of employers and students in being a reliable provider of training in many regional areas.

There are several components to this starting with the application of a costing model that requires more enrolments than can reasonably be found for the scheduled time. While there have been allowances for thin markets in terms of regional loadings at times these are not comprehensive. The enrolment minimum per class threshold has to be reduced – along with the extraordinary costs, which are discussed further in Goal 1 Improved funding arrangements. The current scenario is that courses are cancelled with little notice as the enrolment minimum course size threshold is not met – leaving the students and employers stranded as this training had been built into work and study programs. In some cases, the training and assessment is required before the trainee can move to the next level.

Job facilitators, other RTOs and TAFE SA already co-operate in supporting students by trying to get them into another course delivery and also assist one another in filling a course delivery. This is indicative of local behaviours, where the focus is upon longer term community capacity and collaboration rather than immediate competition. Carrying out training at a variety of sites – TAFE SA, company, government agency, other training providers, schools - which are convenient to the students and better utilise equipment already occurs, but should be further encouraged.

There are difficulties, but finding solutions should be the focus. TAFE SA should take a leading role in facilitating local solutions and become a trouble shooter. This is not a bid to get more business for TAFE SA, but as an honest broker finding the best outcome.

As the SA Skills Commission pointed out in their submission, TAFE SA must lift the reach and quality of regional and remote VET delivery, but also ensure quality private providers can coexist sustainably. Public policy settings that support greater collaboration between TAFE SA and private providers are important to move away from the competitive model. SASC recommends a principles-based framework for TAFE SA to develop the right collaborative arrangements in industry sectors and regions.

Workforce shortages are genuine and immediate problems that need resolving, and so finding qualified staff and providing assessment should be part of TAFE SA's role, including implementing the Goal 3 Job Centres proposal.

However, it is not realistic to expect that everything be available at a local level when there is both limited demand and limited availability of resources, including qualified education staff. Increasing the pool of qualified staff would assist in some cases and so encouraging eligible people to undertake the required Certificate IV in Training & Assessment (TAE) would help. TAFE SA collaborating with local industry in identifying and supporting people interested in becoming a VET educator would also help.

The TAE is currently listed on the Fee Free list this and is an incentive, but it is a big commitment and still takes a long time. As discussed in Goal 6 the TAE, despite some recent amendments, is in need of a thorough review as to whether it is fit-for-purpose. There are circumstances where an industry expert can participate as a guest lecturer and some utilisation of the casual positions can fill gaps. (Also see Goal 6 Expect educators)

However, having an ongoing need for casual hiring or having educators on the road for many hours of each week is poor practice and unsustainable. In some circumstances there will still be a need for some students to travel to complete their training, as has always been the case. The intention of communities is to try and contain this, rather than just accept it as the only option.

The challenge, though, is the same as for other industries in regional and remote areas. People need to be encouraged and supported to move themselves and their families into these areas. The availability of even subsidised housing is a major issue, but the overall proposition of attracting workers and businesses to areas is a challenge being faced by community leaders collectively. TAFE SA could be playing a greater role in these initiatives identifying vocational and further education opportunities to add to the mix of attractors. TAFE SA could also be supporting and encouraging staff interested in the opportunity to move to a regional or remote area.

TAFE SA has always led in video conferencing. Back in the 1980s educators were recording their classes and workshops and sending the video cassettes in the mail. Live streaming with clunky machines and amateur camera work was widely undertaken so that a group of students in another location could watch a class in real time. Updating equipment and employing specialist technical staff was soon seen as a worthwhile investment and resulted in improved quality and student experience.

The technology has come a long way since then and the COVID-19 pandemic provided the impetus to popularise both synchronous (live) and asynchronous (pre-recorded) digital learning. The former had educators (from early childhood to university) managing participants joining from individual sites. Technologies, including AI based technologies will continue to improve as will access to more robust equipment and connections. A challenge for educators is simultaneously teaching a face-to-face class with another group of students on another site plus other individual participants. However, this is not just TAFE SA's challenge but a challenge for other education providers too, so there certainly are opportunities to pool resources and work together with other organisations and providers.

There is a justified concern of people in regional and remote areas that online learning will be taken as the easiest and cheapest solution, and this may disadvantage many students and potential students. The research done over the last few years and even before COVID found that online learning has proliferated for poor and disadvantaged communities while the more privileged gain the benefits of on-site learning and education environments. Digital learning can provide access, but can also contribute to inequity. It was no accident that the United Nations 2023 International Women's Day theme was 'bridging the digital divide'. (Mohede, 2023) TAFE SA must be considerate of the digital divide in implementing the polysynchronous learning policy, and should retain some focus on face-to-face delivery.

ACTION: TAFE SA campuses prioritise co-location with outside organisations and businesses who collaborate with TAFE SA activities including supporting student experience.

Over the past decade TAFE SA has been encouraged to commercialise activities. One area has been leasing out TAFE SA buildings. The outcome is TAFE SA sites with a number of unrelated commercial entities including training providers on site. In most cases the focus does not seem to have been on working with these tenants for TAFE SA students. If this practice is to continue, at the very least TAFE SA could write into contracts that tenants provide placements or even employment opportunities to TAFE SA students and also seek other ways of collaborating.

Co-tenancies with mutual interests are also established on some sites. The most obvious of these are regional university hubs, which bring another group of students on site – and can also increase the ease of

local students on the pathway between vocational and high education. Other co-tenants are libraries and community organisations. The establishing of education and community hubs also leads to convenient located synergies. However, these do need to be carefully nurtured. Campus heads could have a role in this. (see above)

TAFE SA could approach local and state-wide organisations to investigate collaboration using their campuses. The Repair Café is a good example. These started in Europe just a few years ago, but have rapidly expanded to an international movement with 10 Repair Cafes in South Australia already. (Sustainable Communities SA, 2022) TAFE SA could collaborate with Sustainable Communities SA to explore the feasibility of locating these once a month drop-in centres on TAFE SA sites. Often Repair Cafes are located on education sites because of the access to safe workshop facilities; and volunteer repairers could include retired staff.

ACTION: Local research and new initiatives are developed and shared with other regions.

Place-based approaches bringing communities together to find solutions facilitate research and a learning culture and practice. Sharing this learning helps others, and also avoids duplication of effort. TAFE SA with a state-wide structure and operations has the reach and expertise to lead in this work, especially if TAFE SA takes on applied research as part of its role. (See Goal 1 Collaborative and applied research)

Anangu Pitjantjatjara Yankunytjatjara (APY) Lands

ACTION: TAFE SA's presence and operations on the APY lands are strengthened through adequate planning and funding, and in collaboration with communities, schools and businesses that better reflect the specificity of needs and recognise the knowledge and skills of Anangu.

TAFE SA has six learning centres on the APY Lands with a lecturer on each site, a manager based at Gilles Plains campus regularly visiting the APY Lands and Coober Pedy campus, which is also focussed upon Aboriginal programs and managed by the Aboriginal Access Centre Manager based at Regency campus. SA Government and TAFE SA recognise that this is an important demonstration of commitment to the APY communities on Country and sits with the ongoing commitments to First Nations people and communities across South Australia.

The APY Lands were handed back to the traditional owners in 1981 and community leaders want local people to be employed in local jobs, rather than outsiders; emphasising that this has to be organised with respect to Anangu culture, knowledge and skills. TAFE SA has worked with local people and organisations to this end. Recently

this work was recognised when TAFE SA partner, RASAC (Regional Anangu Services Aboriginal Corporation), the largest employer of Anangu workers across the APY Lands, won the 2022 Small Employer of the Year at the Australian Training Awards. (Pillarisetty, 2022; RASAC 2022)

TAFE SA's decade long partnership with RASAC started with exploring what accredited qualifications existed for municipal workers and community safety patrols. The local TAFE SA staff start with preparatory learning and then visiting lecturers come in to teach certificates 1-3. At all stages materials and ways of learning are reworked for Anangu ways, including translation into Pitjantjatjara. RASAC's internal training is also mapped and assessed by TAFE SA local and visiting lecturers, while also working with RASAC supervisors to gather workplace evidence for recognition of prior learning (RPL). A learning culture has been developed and directly links to work roles.

This has taken time and intensive listening and learning as two cultures ways of learning and working have walked side by side. The challenge for TAFE SA on the APY Lands is to find more partners to also work with in developing appropriate training with real paid job outcomes. There are opportunities for collaboration in many areas from health and horticulture to arts and education, mechanics and engineering, construction and environment, community development and business management.

A more realistic approach to planning and implementing new training initiatives is needed. A standard training needs analysis model is insufficient. However, there is experience to draw upon including from amongst government NGO and company potential partners.

Relationships with other public education providers need to be better aligned to reduce gaps and duplication of effort. Similarly, communication and sharing of knowledge and resources needs to improve so that initiatives and funding from government business, NGOs and community organisations are most efficiently utilised.

Applying TAFE SA's template for the rest of the State does not work in the APY Lands – and indeed some of the challenges of working on the APY Lands are at the pointy end of issues elsewhere, particular in working in communities facing economic poverty and prejudice, and of course distance. Lessons learned from TAFE SA nuanced approaches on the APY Lands could be valuable for others across TAFE SA. Importantly, TAFE SA's work on the APY lands needs to reflect the specificity of needs and, at all times, respect the Country, culture, knowledge and skills of Anangu.

ACTION: TAFE SA contributes to community empowerment through facilitating a stronger voice in decision-making on jobs and community development focussed skills training.

TAFE SA could co-design training opportunities focused upon community capacity building, including leadership and management, in collaboration with local community leaders. As the recent First Nations Voice legislation is rolled out, TAFE SA, as will be the case with other SA government agencies, will be called upon to once again re-consider its practice.

For example, over time, on the APY Lands, as is also the case in other communities, too many economic activities in the community have been taken over by external companies with limited local empowerment focused engagement or preparedness to be involved in building capacity. TAFE SA could offer expertise to support community interventions to change these practices.

ACTION: An active campaign is supported to recruit, train and mentor Anangu for employment with TAFE SA.

The proposal to recruit, appoint and train Anangu in assistant lecturer positions at the six TAFE SA sites is indicative of the direction wanted by Anangu to best build community self-determination, voice, power and prosperity. The longer-term objective would be for these recruits to be promoted to lecturer and put in charge of the TAFE SA site. This thinking needs to be extended into other possible employment with TAFE SA on APY Lands, as well as in Coober Pedy - and elsewhere.

Marli finished her SACE in 2023 and wanted a break from studying. By the middle of 2024 she got a job and found she was eligible to apply for a subsidised Certificate IV in a field that was in-demand. Marli went to her local TAFE SA Job Centre who advised that this course was only available at one private Registered Training Organisation (RTO) in Adelaide. The TAFE SA Job Centre rang the RTO and passed the phone onto Marli to start talking. Marli was very keen, so in 2024 she moved to Adelaide and did the course. Her current employer also lined Marli up with a job related to her studies in Adelaide. After she finished, she returned to her hometown as there was a job waiting for her with her original employer. She decided she wanted to go further and so went back to the local TAFE SA job centre who referred Marli to the co-located Unihub for advice. In 2028 Marli enrolled in a degree and studied on the TAFE SA site, going to Adelaide for some practical requirements, but did her placements locally. Marli would have permanently moved to Adelaide if she had not been consistently supported by her local TAFE SA campus, including the Aboriginal Access Centre, in finding her way. As a First Nations woman she is proud to be living and working on Country.



Goal 6: Future Focused

Learning programs are designed for current and future knowledge and skills needs with flexibility to provide learning opportunities as needed. Students and expert educators and are supported with up-to-date innovations in learning techniques and technologies.

ACTIONS

6.1 Continuous improvement

- 6.1.1: TAFE SA is exemplary in the continuous review and updating of accredited and non-accredited courses and skills sets, ensuring courses are innovative and meeting current and future needs and expectations, inclusive of all people, for the economic and social development of South Australia.

6.2 New initiatives prioritising South Australia

- 6.2.1: Building upon stackable skill sets, TAFE SA initiates new and revised courses as well as developing new training packages.
- 6.2.2: Short courses and micro credentials are developed targeted to local and state-wide industry and community demand and need in economic transition, environmental sustainability, and social equity.
- 6.2.3: TAFE SA leads in co-designing and delivering learning programs to counter racism, sexism and other forms of discrimination and prejudice, and to promote employment rights and responsibilities.

6.3 Expert learning design

- 6.3.1: Resources are allocated to the continued development of cutting-edge course materials utilising internal and external expertise in digital design and delivery.

6.4 Flexibility for access and success

- 6.4.1: A full range of learning techniques and technologies are utilised to improve options for prospective students to access courses that suits their lives and preferences.
- 6.4.2: Learning environments and technologies (for face-to-face and digital) are continually reviewed as fit for purpose.
- 6.4.3: Arrangements continue to be improved to provide vocational education to prisoners to assist in reducing recidivism.

6.5 Expert Educators

- 6.5.1: Lecturers are supported in maintaining their educator expertise including in applying digital learning design.
- 6.5.2: Lecturers are supported to maintain industry currency.
- 6.5.3: A new generation of educators are recruited with consideration of roles and qualifications most appropriate to developing the profession and responding to students.
- 6.5.4: The appropriateness of the Cert IV in Training and Assessment as the initial TAFE SA educator qualification is reviewed.

6.6 Further education

- 6.6.1: The further education role of TAFE SA is revitalised with foundation and preparatory programs as well as other award and non-award courses utilising TAFE SA facilities, complementing and collaborating with Adult Community Education provision.

6.7 Pathways and dual awards

- 6.7.1: Student progression and processes to change courses with advanced standing is facilitated through agreed pathway templates and processes with universities.
- 6.7.2: More dual awards are negotiated with universities for domestic and international students.
- 6.7.3: Delivery is facilitated in regional areas through co-operating with further development of university hubs sharing facilities and other resources.
- 6.7.4: Explore feasibility of including accredited university units of study in sub degree programs.

6.8 TAFE SA and Schools

- 6.8.1: In partnership with schools, the range of VET programs in schools are reviewed and consolidated and focussed upon entry to further vocational education.
- 6.8.2: TAFE SA works with schools on supporting young people who have left school without completing SACE.

6.9 Assessment, progression and RPL

- 6.9.1: Focus is moved onto assessing applicant's skills and knowledges, particularly those already in work, including recent migrants, and facilitating individual training plans to progress their career.
- 6.9.2: TAFE SA supports a national review to simplify RPL facilitating entry and progression into jobs and career.

Goal 6 Explanatory Notes

Continuous improvement

ACTION: TAFE SA is exemplary in the continuous review and updating of accredited and non-accredited courses and skills sets, ensuring courses are innovative and meeting current and future needs and expectations, inclusive of all people, for the economic and social development of South Australia.

TAFE SA already demonstrates commitments to continuous review and updating courses in responding to current and future projections of vocational education demand.

However, innovation is constrained for TAFE SA, as a provider in the Australian VET system. The achievement of a national accreditation system three decades ago has facilitated consistent training expectations within qualifications across the country. A highly prescriptive system has sought to guide and regulate the hundreds of registered VET training providers. However, the system is well overdue for an overhaul. (See Part 1 Section 1 for a historical overview.)

Qualifications reform is underway with a new model in development drawing upon expertise across Australia. The focus, as stated in a recent public webinar, is upon “simplifying, streamlining and rationalising VET qualifications to better meet the needs of employers and learners now and into the future.” (DEWR, 2023)

Mooted changes to the AQF (Australian Qualifications Framework) will improve the ways that expectations of qualifications are described and hopefully will also shift away from the hierarchical biases built into the configuration of movement through the framework.

There is consensus that the VET system is cluttered and difficult to navigate with “55 national endorsed training packages, over 1,200 qualifications, 1,500 skill sets, 15,400 units of competency, 700 accredited short courses and qualifications and 9,000 accredited course units and modules.” (DEWR, 2023) This proliferation is indicative of a system that has added more and more detail, rather than keeping focus upon the big picture of the purpose of the system.

The new model proposes skill standards to replace units of competency with the standards describing the industry specifics, cross sectoral and foundation skills required. It is recognised that broader vocational qualifications are needed - rather than the current system where most qualifications are for the needs of just one job. This is untenable and no doubt a contributor to the high levels

of dissatisfaction with the VET system and the training packages demonstrated in the less than 50% completion rate across the system.

What is needed now is a broader conversation about the underpinnings of this system. At the core, it was originally developed to align skills with pay rates, tied into a training system to facilitate people acquiring the knowledge and skills, with the focus upon career progression and lifelong learning. Competency based training (CBT) was adopted both as a way to teach, and critically to assess learning. This works where the level of skill attainment can be objectively determined. It has become very messy when trying to break down and describe even something as generally expected as capacity to work in a team (a core expectation of today’s employers).

There is a need for some big picture reconceptualising of the system, rather than only fixing what already exists. This includes a long overdue interrogation of a national accreditation system, which while having origins in developing a high-quality national system, was skewed to support the marketisation of VET in Australia.

TAFE SA has decades of experience and expertise and should take a leading role on this task for the South Australian Government, as a means of contributing to local and national transformational vocational education and training change.

New initiatives prioritising South Australia

ACTION: Building upon stackable skill sets, TAFE SA initiates new and revised courses as well as developing new training packages.

The approach to updating existing and developing new training packages has tended to be one of adding to existing packages and ways of thinking about these. Making changes takes a very long time (3-5 years is often cited), with comprehensive reviews, then revisions, then the roll out of new packages and onto the educators to develop the materials to teach their cohorts. Focussing upon skill sets has become the way to break this down and gain approval for making strategic changes and additions, often around changed technology and work processes.

Stacking skill sets has become the option offered to school students seeking to accumulate a collection of skills to break into the workplace and/or work towards a full accredited qualification. Employers and industries are also offered stackable skill sets to answer their pleas for new courses to fit with changed workplace needs. There is a limit to relying upon stackable skill sets to maintain currency and future proof. Eventually, this approach will also undermine the integrity of the training package model.

However, stackable skill sets can be the way to construct the spine of new courses, leading to new qualifications, for new jobs. TAFE SA should respond to local industry and community advice and lobbying

for training for new qualifications. In the course of developing the Roadmap, a number of people from diverse perspectives spoke of their ideas for new qualifications across existing and new areas, including in aquaculture, aviation management, and modern manufacturing packing and distribution. (Examples are not detailed here as those involved are in discussions and negotiations to further their ideas.)

If TAFE SA is to lead, there needs to be a preparedness and capacity to entertain new ideas and commence discussions. The eventual outcome may not be another course provided by TAFE SA, but leadership is about connecting and energising and utilising the expertise and resources of the organisation.

TAFE SA needs the legislative authority to accredit local training curriculum.

ACTION: Short courses and micro credentials are developed targeted to local and state-wide industry and community demand and need in economic transition, environmental sustainability, and social equity.

In recent years TAFE SA's short course offering has largely focused on initial training required to get into jobs and further training – e.g., White Card, First Aid, RSA, prepare for car license and so forth. Some other courses are available online - bookkeeping, IT support, and website design, as well as a few hobby courses. Skill sets are also promoted as short courses such as in individual support (ageing or disability) or basic skills for the food industry, where students who complete the assessment get a Statement of Attainment.

And then there are some micro-credentials jumping into the new and expanding areas including naval shipbuilding, hydrogen fundamentals, cyber security for small business, boosting tourism revenue, and drones in agriculture. The attractiveness of the micro credential will depend on the costs, and the potential for adding into an accredited course. Whether courses run or not depends upon enrolments and availability of education staff, as well as facilities. This is a fairly ad hoc collection and probably difficult to navigate and find, unless advised to undertake a particular course, or someone chooses to investigate.

The role of curiosity in enriching lives and sparking job and career directions should not be underestimated. TAFE SA's first five micro credentials fit into the curiosity or 'tester' category at present, but if this form of short course takes off then fitting them within accredited programs, utilising as pathways and so forth should be explored.

TAFE SA would increase its profile and popularity if more short courses were available at a reasonable or no cost, and would also get people in the actual or digital door. New short course ideas proliferated during consultations. Perhaps this is an area where different TAFE SA campuses could explore some ideas and try out something new.

Bite size courses would also find popularity amongst busy people. In Goal 2 Industry focused (very) short courses are suggested for supporting employers. These include courses in understanding and

managing implementation of workplace laws and practices, equal opportunity and anti-discrimination – and the new area of compliance with environmental sustainability legislation and regulation with focus upon eliminating global warming gas emissions.

TAFE SA could create a niche in this latter area co-designing and delivering bite sized courses, for example on creating a local circular economy. Learning and materials developed for such bite sized chunks can readily draw upon and contribute to existing materials across other courses.

ACTION: TAFE SA leads in co-designing and delivering learning programs to counter racism, sexism and other forms of discrimination and prejudice, and to promote employment rights and responsibilities.

Co-designing with existing and new partners would be welcoming across the social equity and justice field as well. For example, youth focussed organisations, including Multicultural Youth South Australia (MUSA) have impressive track records in developing and implementing high quality training. Collaboration could be mutually beneficial.

Expert learning design

ACTION: Resources are allocated to the continued development of cutting-edge course materials utilising internal and external expertise in digital design and delivery.

Cutting edge course materials are expensive to develop and take time. TAFE SA must make an ongoing commitment to resourcing expert learning design and development

It cannot be left to educators to take on as extra work developing and updating learning management systems (LMS), when they are already overloaded. Lecturers interested in this work though, should have opportunity for professional development and then allocated time working on the LMS and creating new materials, alongside digital educational design professionals.

TAFE SA staff, at times with external support, have created cutting edge materials, but this has tended to rely upon special project funds. The challenge for TAFE SA is to resource digital design and production costs into ongoing budgets.

There are also co-sponsors to support this work. As TAFE SA continues increasing its role as the vocational education partner in expanding and emerging industries from shipbuilding to early childhood education, renewable energy and tourism, and digital media and creative arts, there will be many such opportunities. TAFE SA should also be collaborating with schools and universities, taking on the connecting role – which may also avoid duplication.

Flexibility for access and success

ACTION: A full range of learning techniques and technologies are utilised to improve options for prospective students to access courses that suit their lives and preferences.

Unfortunately, discourse around introducing new learning techniques and technologies has tended to pivot around cost. Primary amongst these are the costs of bringing educators and/or students to study and work sites and maintaining up to date classrooms and workshops. The purchase and maintenance costs of delivery technologies is a key issue, along with reducing costs by removing or replacing qualified education staff; and shifting costs onto students to purchase digital communication equipment and find safe and secure study places. Cost and impact upon users should be significant determinants of what technologies are purchased and how they are utilised over time.

However, the first consideration should be whether the technologies and techniques improve learning and teaching activity and outcomes – and notably increase access to education and training.

As noted in Goal 5 on place-based solutions, a mix of types of digital delivery and in-person work well for many courses and cohorts. For others online is fine and convenient. However, for some student cohorts, in person delivery is preferred, not just because of limited access and ease with digital technology, but because there are sound pedagogical as well as philosophical arguments for the value of literally ‘hands on’ and ‘feet on the ground’ learning environments, even beyond the obvious need to be assessed on competency in using tools and techniques.

ACTION: Learning environments and technologies (for face-to-face and digital) are continually reviewed as fit for purpose.

TAFE SA will need to make decisions on investment in new technologies and learning environments, recognising that the expectations from students and industry and community are that they expect their chosen education and training provider will be utilising the latest technologies, and teaching how to use them.

Learning and communication technologies are developing at rapid rate, as demonstrated by the launch of generative AI product ChatGPT4 in the last few months. ChatGPT4 is already a severe disruptor in training and education, not only causing conceptions about cheating on assessment, but even more significantly throwing into question what skills need to be taught in courses leading to a whole range of qualifications.

Replacing jobs done by people with machines has a long, long history. The advance of robotics and AI has transformed jobs and industry, from mining and manufacturing industries to health and community services, but is now in education and training. It is

exciting, but the concerns of, and for, workers in industry transition applies to education as it does to any other industry. TAFE SA has responsibilities as an employer, as well as to students and industry and community partners when introducing new technologies to consider impact upon staff.

ACTION: Arrangements continue to be improved to provide vocational education to prisoners to assist in reducing recidivism.

TAFE SA has worked with the corrections systems for decades in providing education and training for prisoners. TAFE SA's focus upon lifelong learning, foundation skills, and accredited training qualifications leading to jobs has made it the core education and training partner alongside schools and universities.

People who are able to get and keep a job are less likely to end up in prison again. Poverty and lack of education and employment are major characteristics of the prison population. It is important that TAFE SA and the Department for Corrections work together to develop and deliver education and training, finding ways around the particular circumstances of prisons to ensure that people can successfully complete training and assessment, and on release have a qualification. This, at times, requires some extra considerations and flexibility.

However, TAFE SA's budgetary constraints and costing model has had an adverse impact on the provision and completion of training in prisons. The costing of prison-based education and training should be re-considered.

Expert Educators

As of March 2023, TAFE SA employed 991 FTE education staff (lecturers and educational managers, but excluding casually employed HPI's). Education staffing levels have decreased from 1452 FTE in November 2012.

Across the same period educational manager staff levels have decreased from 85 in 2012 to 26 in 2023, with the number of average direct reports to educational managers increasing from 19 in November 2012 to 40 in 2023 (See Part 1 Section 2 for further detail).

Whilst much has been said and written about the high value placed on the expertise and commitment of the TAFE SA education workforce, this is not well reflected in the messaging with staff, nor in the organisation of their work. Repeatedly in consultations for this Roadmap, not only educators themselves, but also corporate and administrative staff, industry and business partners, employment service providers, school spokespersons and other stakeholders with direct relationships with TAFE SA expressed their concerns about the unrealistic expectations placed on education staff. There was generally widespread praise and satisfaction with the quality of teaching and support provided by lecturers organising course delivery. The key problem was identified as the shortage of staff to provide training when and where it was needed, as well as inadequate equipment and facilities.

That the issues of course delivery are seen as problems with the education workforce is indicative that for most stakeholders, the education staff are the face of TAFE SA. A number commented that the Enterprise Agreement (EA) between TAFE SA and the Australian Education Union (AEU) had been cited as the reason for a lack of flexibility in timing, siting and costs of classes. Enterprise Agreements are made between the relevant unions and management of an organisation and it is their business to negotiate an agreement that strengthens the capacity for an organisation to fulfil its mission with fair working conditions and remuneration for employees. The EA as an obstacle to change may also be overstated. There are already a number of clauses in the TAFE SA Education Staff Enterprise Agreement that enable the capacity to negotiate further flexibility, but there seems to be a reluctance to implement these.

From the educator's point of view, following through on promised training delivery is a major issue, but it is out of their control. However, the impact of this upon student progression and completion weigh heavily upon them. There seems to be somewhat of an impasse.

The AEU noted in their submission:

AEU members have reported a total lack of collaborative attitude from leadership and that, instead, educators are directed by leadership on how the program must run to meet productivity goals, even at the expense of quality educational outcomes for students, with little opportunity for feedback or autonomy. The Educational Staff Consultative Committee is a consultation group making recommendations on organisational changes impacting educational staff and is a protected entitlement under the EA 202224. However, the committee has been treated by the employer as an information session, rather than a rigorous and meaningful consultation resource. (AEU SA Submission)

Other major issues impacting on the educators are in relation to their role with students. They are expected to provide advice to students on one hand, but on the other are not supposed to interfere. Lecturers often find themselves informally assisting young workers, and particularly those from vulnerable cohorts as they face bullying, harassment and discrimination at a placement or workplace. Staff want access to training and support networks so they can knowingly advise and refer students. However, they also need to be supported and backed up by supervisors and a TAFE SA workplace culture of safety and respect for all staff and students.

Students will also seek the lecturer's advice on finding a job, including a referral to an employer. Employers will ask lecturers to recommend students. At one level this is expected, but can become an issue when students or employers put on pressure for preferential treatment. This was identified as a potential site for corrupt practice

in the recent ICAC report Evaluating practices, policies and procedures of TAFE SA. (ICAC, 2023). The report recommended formal training and clear guidelines on managing these potential problematic situations. Education staff cannot readily refer concerns to their Education Manager when they are on another campus and are supervising dozens of staff. Some supervision at the campus level for all education staff could assist with this as suggested in Goal 5 on strategic realignment of management. The Job Centre proposal in Goal 3 would also shift managing job connections, while still drawing upon lecturers' experience.

ACTION: Lecturers are supported in maintaining their educator expertise including in applying digital learning design.

TAFE SA education staff are required to be both industry and education experts and maintain currency in both areas.

Whilst professional development is available, and indeed required, staff reported that it is difficult to undertake, even though it is mandated in the Enterprise Agreement. It just adds further to their outside work hours. Many staff report high levels of concern about their lack of knowledge and skills in digital design and materials creation, including amending the learning management systems (LMS) or using polysynchronous delivery. Others also spoke of concern about their teaching skill in an online environment, as it was not part of their original training.

Lecturers are under pressure to rapidly produce new teaching materials after often long waits for updates in training packages but then short roll out deadlines. Increasingly materials need to be produced that draw upon the application of digital technologies as sophisticated as gamification and generative AI. Lecturers are out of their depth if they have no training in using these techniques and technologies and are often left to teach themselves in their own time. This is demoralising and exploitative. Decisions need to be made about to what extent education staff are taking on these duties or will digital educational designers also be more widely employed to work with educators – as this will be in constant demand as the new technologies continue to rapidly evolve.

Additionally, expectations need to be realistic, as creating these materials takes time and sometimes expensive technologies and software. Special projects in curriculum material design and production create outstanding products, for example VR or animation to replace on site tuition, but is this realistic across the board? A graduated program to support these innovations across areas needs to be considered rather than what appears to be ad hoc projects to answer a particular highlighted need. This work is just as important for aged and disability care as it is in renewable technologies or defence manufacturing. Looking to what learnings and templates are transferable across quite different areas could also increase efficiency and take-up.

What was striking about lecturers' feedback was that they always contextualised their comments in terms of the impact on student learning and welfare. They were concerned too about not having time, nor in some cases, expertise in taking on, for example, foundation studies in the training package, and they wanted assistance from qualified staff and/or specific training for themselves. Others were also concerned about effectively managing classes of mid-teens from schools when their own training and experience is in adult education.

Others too were interested in better understanding young people and would appreciate learning more. TAFE SA could work in partnership with young people's advocates including the Office of the Commissioner for Young People, who also have experience in partnering to produce learning and teaching programs.

ACTION: Lecturers are supported to maintain industry currency.

Lecturers are proud of their industry and their role as educators within it, but are concerned when they do not have opportunities to keep up with change. This is more of an issue in some areas than others, but new equipment and techniques as well as the organisation of work are happening at a faster pace. In some areas some regular exposure may be all that is needed, but in others secondments back to industry should be explored, especially in areas where TAFE SA has lead partnerships.

ACTION: A new generation of educators are recruited with consideration of roles and qualifications most appropriate to developing the profession and responding to students.

It has been emphasised throughout this Roadmap that TAFE SA will need to recruit more staff, including education staff, if it is to deliver on expectations to lead in vocational education and training in South Australia.

There is an opportunity now to start a recruitment campaign for the new generation of TAFE SA educators. There is scope for exploring what is needed and expected in the profession in this changing environment and this should be a feature of enterprise bargaining negotiations between TAFE SA and the Australian Education Union (AEU) in developing a new enterprise agreement. As noted above there has been criticism of the constraints on lecturers' deployment, but also noted that there is more flexibility in the EA than often acknowledged or implemented.

To teach in the Australian VET system a Certificate IV in Training and Assessment (TAE40116) is required and this is the initial TAFE SA Lecturer qualification. An Accomplished Lecturer is required to have a Diploma in VET or the Cert IV plus an industry qualification. To be promoted to Senior and Principal Lecturer a Bachelor or Diploma of Education (Adult/VET) or equivalent is required.

A 'New' lecturer needs to be undertaking the TAE and complete it within 12 months. There is also a separate Lecturer's Assistant category in the EA, which seems to have fallen into disuse, but could be re-configured and considered in supporting lecturers in polysynchronous environments.

Hourly Paid Instructors (HPIs) are not required to have a TAE unless they are needed to do assessment. HPIs should not be used where an ongoing lecturer appointment should be made, but can certainly assist in guest and specialist capacities, including where deliveries otherwise cannot go ahead. However, this capacity should not be abused as a general answer to covering teaching out of ordinary hours. Part time positions could also be used more to attract industry specialists into a lecturing career.

Looking forward TAFE SA will be expected to provide vocational education in different ways. The current approach in the EA of squeezing changes into the existing workload clauses will become more unwieldy and increasingly not fit for purpose. TAFE SA with the AEU SA Branch, could explore new ways of configuring workloads that would better capture describing all the elements of the lecturer workload and the delivery conditions. Management focus upon increasing teaching workload and span of hours may produce short-term cost savings, but will not maintain and improve quality, nor productivity - nor attract an enthusiastic new generation of TAFE SA lecturers.

Education Managers (EMs), largely drawn from the senior and principal lecturers, have an impossible job with too many staff to supervise (average 40) across too many sites, as a result of cutting EM positions. The role of the EM has understandably been a matter of dispute and does need to be resolved as a matter of urgency. As noted in Goals 4 and 5, there is scope to look at the management of education staff not just through the silos of their industry, but how some functions could be managed more horizontally across a campus, if there is some re-alignment of management and the structure, including appointing campus heads.

The other area that has been dramatically cutback and should be rectified with additional staff is the administration role in education areas. Admin officers support EMs, lecturers and students; manage internal and external queries; promote the area; along with many other duties now loaded onto the education staff which are unable to be done.

There are a number of issues to be considered in looking at recruiting a new generation of TAFE SA educators which intersect in identifying what is needed in creating an attractive career.

Having a larger pool of suitably qualified, industry connected lecturers will enable more flexible program delivery. Similarly, supporting lecturers to remain engaged with industry is critical to ensure contemporary understanding of industry practices and development. (RDA, Yorke and Mid North submission)

ACTION: The appropriateness of the Certificate IV in Training and Assessment (TAE40116) as the initial TAFE SA educator qualification is reviewed.

The TAE was created to produce a workforce to train and assess in the national VET system. The focus was upon delivering training with the emphasis on developing expertise in assessing competencies. Unfortunately, this approach emphasised a transactional practice in contrast to the transformative potential of pedagogically based reflexive practice learned in Adult Education qualifications. As seen above to gain promotion to senior educator levels, a bachelor or graduate diploma in VET/Adult Exaction is required. The TAE is a national qualification and could be best reviewed as part of widening the ambit of the national qualifications review currently in progress.

Further education

ACTION: The further education role of TAFE SA is revitalised with foundation and preparatory programs as well as other award and non-award courses utilising TAFE SA facilities, complementing and collaborating with adult community education provision.

Adult Community Education (ACE) is funded by the SA Government and provided through community organisations across South Australia with accredited and non-accredited courses offered free of charge in-person and online. A major provider is Community Centres South Australia (CCSA) which have over 100 community centre and neighbourhood house sites. CCSA provides the foundational education for adults who are just starting to prepare to enter or re-enter the workforce and/or formal education and training. Participants also receive mentoring. Participants are often encouraged to then move onto TAFE SA.

Whilst TAFE SA also offers foundation programs and a welcome to, or back to, education, ACE and community centre sites, which are also providing other community services, can be a more accessible first step. TAFE SA should not be in competition, but in collaboration with ACE through CCSA in assisting people on pathways through to education and training.

Pathways and dual awards

ACTION: Student progression and processes to change courses with advanced standing is facilitated through agreed pathway templates and processes with universities.

As noted in Goal 1 Transforming South Australia, facilitating pathways in education and training should be a core activity of TAFE SA.

University pathways need to be more uniformly developed with even state-wide agreed credit applicable, for example, from advanced diploma to a bachelor's degree and vice versa. Seeking to progress students on the journey to appropriate qualifications to meet career aspirations needs to be the basis of decisions on equivalences, rather than denying credit and forcing students to pay for unnecessary units of study.

TAFE SA is currently focused upon negotiating better and more pathways with universities, in a dynamic moment of proposed merger between two universities and a national higher education accord process where university submissions are calling for greater integration of the tertiary sector across vocational and higher education.

TAFE SA is also a higher education provider offering one degree and five associate degrees, which are popular with international students.

ACTION: More dual awards are negotiated with universities for domestic and international students.

Dual awards have advantages for prospective students who have a clear bachelor level qualification objective, but also need to undertake a diploma or advanced diploma to enter the degree. This can provide a clearer study plan and commitment, instead to doing one and then considering the next qualifications and applying for credit transfer.

This area has potential to expand as the combination of knowledge and skills across certificate, diploma and degree, and even postgraduate degrees, start to break down from the current hierarchical model. Already some universities are offering students the opportunity to design their own degree and there will be demand for such opportunities in the VET system. This will really challenge the rigidity of the National Training Packages, but it will happen.

To be on the front foot, TAFE SA could choose one of the high-profile areas of emerging skills demand and start co-designing a new qualification across the VET and higher education.

ACTION: Delivery is facilitated in regional areas through co-operating with further development of university hubs sharing facilities and other resources.

University hubs in regional towns are sometimes co-located with TAFE SA and yet not necessarily utilising the convenience of co-location in sharing resources – and encouraging students to literally walk between TAFE and HE. Greater collaboration would certainly assist local people in actively stepping into further education – by having a home base and support network.

ACTION: Explore feasibility of including accredited university units of study in sub degree programs.

As well as building further pathways and the suggestion above for TAFE SA to look at co-designing a new qualification across VET and HE, another option could be to explore possibilities of enabling not just a degree unit already completed to be counted onto a sub-degree course, but to intentionally design courses this way.

University courses sometimes allow single unit enrolments and this can be the start of another pathway into an accredited award. There could be potential with currently unaccredited micro credentials such as TAFE SA's Hydrogen Fundamentals shaped into a bachelor level unit – and also incorporated in a sub-degree course. TAFE SA should be looking to the potential of new configurations.

TAFE SA and Schools

ACTION: In partnership with schools, the range of VET programs in schools are reviewed and consolidated and focussed upon entry to further vocational education.

VET in Schools programs assist school students to gain points towards their SACE and actual certificate qualifications, as well as trying out some different career path options.

However, the movement of school students into VET, including TAFE SA courses, is not as tightly trodden a pathway as could be expected. TAFE SA should work with schools to improve this progression and identify and remove obstacles.

There is huge demand from schools for VET and yet TAFE SA has developed a reputation as a difficult partner due to the lack of availability of educators or facilitators at a mutually agreeable time. TAFE SA was also previously excluded from providing some courses in some areas.

Making viability assessments based on commercial decisions results in many courses not proceeding. When TAFE SA is guaranteed government funding, commercial decisions that do not address local training needs is antithetical to being a public provider. We are aware of instances where courses have been cancelled due to not meeting minimum numbers when a full-time permanent lecturer is available to teach and is left with capacity in their teaching load as a result of the cancellation of the course. (Department for Education submission)

There is restorative work for TAFE SA in improving relationships with schools. Some specific and sustained attention needs to go into this. As the public VET provider there should be few impediments to working with public schools within the purview of the Department for Education. TAFE SA should be seeking to work with the new technical colleges as well.

The Department for Education would like to promote TAFE SA to schools as the training provider of choice for school enrolled students. This would require TAFE SA to deliver locally, industry relevant, face to face training appropriate for a school student cohort to the highest standard. (Department for Education submission)

ACTION: TAFE SA works with schools on supporting young people who have left school without completing SACE.

TAFE around Australia including TAFE SA have sought to assist unemployed youth through national and state funded programs for many years.

Unfortunately, one third of unemployed Australians are young people aged 15-24 and one in four young people working part-time are underemployed.

TAFE SA as part of the commitment to social and economic inclusion should work more directly with the Department for Education on providing return to study pathways for young people who are leaving school without completing year 12 and have very limited employment opportunities.

Assessment, progression and RPL

ACTION: Focus is moved onto assessing applicant's skills and knowledges, particularly those already in work, including recent migrants, and facilitating individual training plans to progress their career.

Over the years the default order of assessment of advanced standing and recognition of prior learning (RPL) has been to first enrol the person in a course and then assess competency levels or determine eligibility to apply for advanced standing or recognition of prior learning (RPL).

Assessment can be done first, but the preference for enrolment first is considered quite cynically as a grab for students and funding. It is also discouraging to people who have worked in a field and know they have the required skill sets.

TAFE SA could investigate ways to assist people with determining a better process with individual training plans not only linked to course enrolment. The Job Centres proposed in Goal 2 could take on this project. The outcomes would contribute to the national agenda of Jobs and Skills reform.

ACTION: TAFE SA supports a national review to simplify RPL facilitating entry and progression into jobs and careers, starting with areas of skill shortage.

RPL is made so difficult, takes so long, and is so costly that many well qualified people, including recent migrants with qualifications in areas of skills shortage, give up or undertake the expense, time and income foregone of redoing qualifications. This is a nationwide problem, but TAFE SA could advocate for a national review and contribute by investigating an improved process. This could be done in collaboration with multicultural community organisations and advocates.

Su was at a loss, tired of being unqualified, unemployed and finding doors slammed in his face as he fronted up to interviews as an older man living with a disability. He had not completed secondary school mainly because he stopped attending as he was tired of being bullied or ignored. In 2023 he accompanied a friend to the local community centre to do a hobby course, and while there found that he could enrol for no charge in online courses to assess his literacy and numeracy. He soon found himself with an ACE (Adult and Community Education) mentor. By 2024 he started regaining confidence as he had made his way through the basic courses and realised all that time spent online was not a waste, as his digital competency was pretty good. His mentor soon had him hooked into TAFE SA. Su wanted a job more than anything, but also wanted useful qualifications. The TAFE SA Job Centre supported him in getting a part-time job where he could blend working from home and in a workplace. He wanted to take on a course, but it was too hard to get there. Thankfully, by 2025 it was being offered polysynchronous. This was fabulous for Su as he could experience a virtual class setting, rather than lonely online learning. It was a bit messy at first as everyone was getting used to it, but Su was now an enthusiast and encouraged others. He kept up his job and decided to take on a Certificate III in Early Childhood Education and Care, qualifying in 2027. Fortunately, his local TAFE SA Job Centre, with advice from his lecturers, worked with local businesses to find him placements and organised transport to get him to these. Su was offered a job and found his niche. A wheelchair was not a problem and being an older man was very popular with the children, their families and co-workers.



Last Comments

Less than 50% of people who start a VET qualification in Australia complete it

The VET system is failing, including in South Australia.

These are some of the reasons given for non-completion of qualifications:

- Did not like the course;
- Could not afford to continue as cost of the course and income foregone was too much;
- Do not have time to study around work and/or family responsibilities;
- Need adequate income support to study fulltime and do unpaid work placements;
- In employment-based training and the wages are too low;
- Not enjoying the work nor workplace;
- Experiencing a lack of safety and support at the training provider and/or at work;
- The wages and conditions for jobs with the qualification are just not worth it;
- Not progressing because do not have foundation language, literacy, numeracy (LLN) and digital competency needed for the course;
- The content is not interesting and cannot see the relevance to the occupation;
- Cannot get used to the expectations of a formal learning environment;
- It is too hard and takes too long;
- Already have knowledge and skills, but not the qualification (or the Australian version) and want to be assessed as competent and move ahead in career;

- Too hard or impossible to participate in classes/workshops because not scheduled at reasonable times;
- Could not engage with online options because of technological issues;
- Not used to studying online;
- Made a poor choice, felt pushed into it, and need advice on alternatives;
- Are failing and want to just leave;
- Swapped to another course with a better completion rate.

TAFE SA is already addressing many of these issues. However, the contraction of services and reduced budgets and policy decisions have limited the capacity to make a difference.

TAFE SA though can do more in identifying issues, designing solutions, trialling these and modelling better practice.

The message from those contributing to this Roadmap for the Future of TAFE SA is that a rebuilt and repositioned TAFE SA could be the key driver of change around lifting VET course completion levels across South Australia, and Australia.

The goals and many of the actions in this Roadmap for the Future of TAFE SA align with this objective and are intended to drive a more supportive and student-centred approach.



L Appendices



Appendix 1 Consultations

The key input to the development of the Roadmap for the Future of TAFE SA was the consultation process (November 2022 to March 2023) with South Australians interested in having their say on the role, purpose, and future of TAFE SA.

A range of methods were used to speak with a diverse range of people, as well as inviting written submissions and emails. Associate Professor Jeannie Rea was appointed by the Minister for Education, Training and Skills to lead the development of the Roadmap.

Well over 220 people directly participated in conversations with Associate Professor Rea from business & industry, unions, peak bodies, job providers, TAFE SA managers, corporate & education staff, as well as government departments & State Commissioners. Many formal and informal conversations were held with staff and students of TAFE SA.

Submissions: Written submissions were invited in late 2022. There were over twenty responses in just a few weeks. A number of contributors wished to remain anonymous including TAFE SA current and former staff and students. Others included persons from the automotive, fruit and aviation industries. Submissions were also received from Regional Development Australia, Kangaroo Island Shellfish, Global Adelaide, APM Employment Services, Skills SA, TAFE SA, Department for Education, South Australian Skills Commission, Local Jobs Program, Public Service Association of SA and the Australian Education Union.

Campus and community visits: Anangu Pitjantjatjara Yankunytjatjara (APY) Lands, Coober Pedy, City, College of the Arts, Tonsley, Berri, Barossa, Port Augusta, Whyalla, Port Lincoln, Elizabeth, Regency, Mt Gambier, Mount Barker and Murray Bridge, plus online with Limestone Coast. These involved roundtable and individual meetings with staff and with local stakeholders.

Webinars: Over 180 people attended the Wednesday Webinar series in February 2023. The webinar themes were: Connecting with industry; Connecting with students; Connecting across communities; and Connecting TAFE to transforming South Australia. (41 people have registered for a follow-up webinar.) The webinars were facilitated by Jeannie Rea with Senior Strategic Adviser Marc Fullager and Senior Project Officer Elisabeth Bittner.

Meetings addressed: Industry Skills Councils, the SA Skills Commission, TAFE SA Board and supporting committees, AEU and PSA TAFE committees.

Conversations with: (indicative list) Tauondi College, Commissioner for Aboriginal Engagement, Commissioner for Children and Young People, Commissioner for Children and Young People, Skills Commissioner, Regional Development Australia, Local Jobs Network, Adult Learning Association, Positive Aging Taskforce, Mount Barker High School, Equality Life, Career Employment Group, GFG Alliance, Wheatfields, BIS Industries, Unihub Upper Spencer Gulf, Accolate Wines, MTRA, Umawa Trade Training Centre, Ernabella School, Info Jobs, Primary Industries Skills Council, Engineering Skills Aust, MBA, Catholic Education, ITHECA, Business SA, SA Wine Industry Assoc, DMK Engineering, Onefortyone, Thomas Foods, Multicultural Communities Council SA, Victoria University, Global Logistics, Chief Scientist, Community Centres SA, AMWU, SA Unions, Dept of ENV & Water, GT Legal, Dept of Corrections, GTE, UNISA, Fleurieu Milk Company, MTESA, Primary Producers Association and more.

Follow-up conversations were held with a number of industry representatives, as well as people and with key TAFE SA and Government department officials to further inform the development of the Roadmap Goals and Actions.

The Expert Advisory Panel appointed by the Minister provided invaluable advice and critique. The panel comprised:

Anthony Kittel, Owner and Managing Director of REDARC

Peter Nolan, Head of Ai Group Apprentice and Trainee Centre

Rebecca Brooks, TAFE Committee Chair, Australian Education Union

Rosie Ratcliff, TAFE Organiser, Public Service Association

Jo Denley, Chair of the TAFE SA Board,

Madeline Richardson, Head of Skills SA and Deputy Chief Executive, Department for Education

Andrea Broadfoot, Employment Facilitator, Local Jobs Program North West Country

Maria Peters, VET Expert.

Appendix 2 Abbreviations and terminology

AAC Aboriginal Access Centre
ABS Australia Bureau of Statistics
ACE Adult and Community Education
ACTU Australian Council of Trade Unions
AEU Australian Education Union
AMEP Adult Migrant English Program
ANTA Australian National Training Authority
APY Anangu Pitjantjatjara Yankunytjatjara
AQF Australian Qualifications Framework
ASFU Australian Shipbuilding Federation of Unions
ASQA Australian Skills Quality Authority
CAE College of Advanced Education
CBT Competency Based Training
CCSA Community Centres South Australia
DEWR Department of Workplace Relations
DFEEST Department of Further Education, Employment, Science and Technology
DIIS Department of Industry, Innovation and Science
EA Enterprise Agreement
EC European Commission
ECE Early Childhood Education
FTE Full Time Employed
GoSA Government of South Australia
GTO Group Training Organisation
HPI Hourly Paid Instructor
ICAC Independent Commission Against Corruption (SA)
ILO International Labour Organisation
ISC Industry Skills Council
MBA Master Builders Association
MYSA Multicultural Youth South Australia
NCVER National Centre for Vocational Education Research
NSC National Skills Commission
NTP National Training Product
NYS Nunkuwarrin Yunti of SA
OECD Organisation For Economic Cooperation and Development
PSA Public Service Association
RASAC Regional Anangu Services Aboriginal Corporation
RTO Registered Training Organisation
SASC South Australian Skills Commission
SMES Small and Medium Enterprises
TAE Certificate IV in Training and Assessment
TAFE SA Technical and Further Education South Australia
TDA TAFE Directors Association
VET Vocational Education and Training system (and description of sector of education)

Terminology explained:

First Nations is becoming the preferred way of describing the First Peoples of Australia, this terminology is used in this document. Aboriginal and Torres Straits Islander peoples and communities is also used as it is currently still a more extensively used and preferred term. As has been the practice at TAFE SA, and more broadly in South Australia, Aboriginal peoples can be used after first using the inclusive terminology of Aboriginal and Torres Straits Islander peoples. Aboriginal peoples is also specifically used when writing of the Aboriginal peoples and communities on Country.

Educator has been adopted to describe the education staff of TAFE SA. Whilst recognising that the professional title popularly used term is Lecturer, educators is an inclusive and internationally used descriptor for those who teach across the education spectrum including in vocational and higher education. Trainer and trainee are avoided as tend to reinforce a view that the complex processes of educating can be reduced to a transmission of skills.

Post-secondary education sector is used throughout this document to describe vocational and higher education. Tertiary education sector continues to be principally identified with higher education in Australia, and post-school is not commonly used.

Students is used to describe people enrolled in, or seeking to be participate in education and training. The term learners is widely used in policy and academic discourse, and there is an argument that students describe young rather than adult learners. Participants is used in some adult learning environments, but can become confusing in a document referring to many types of participants. Student is more popularly used, including as a self-description.

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Appendix 4 Roadmap Timeline

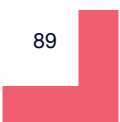
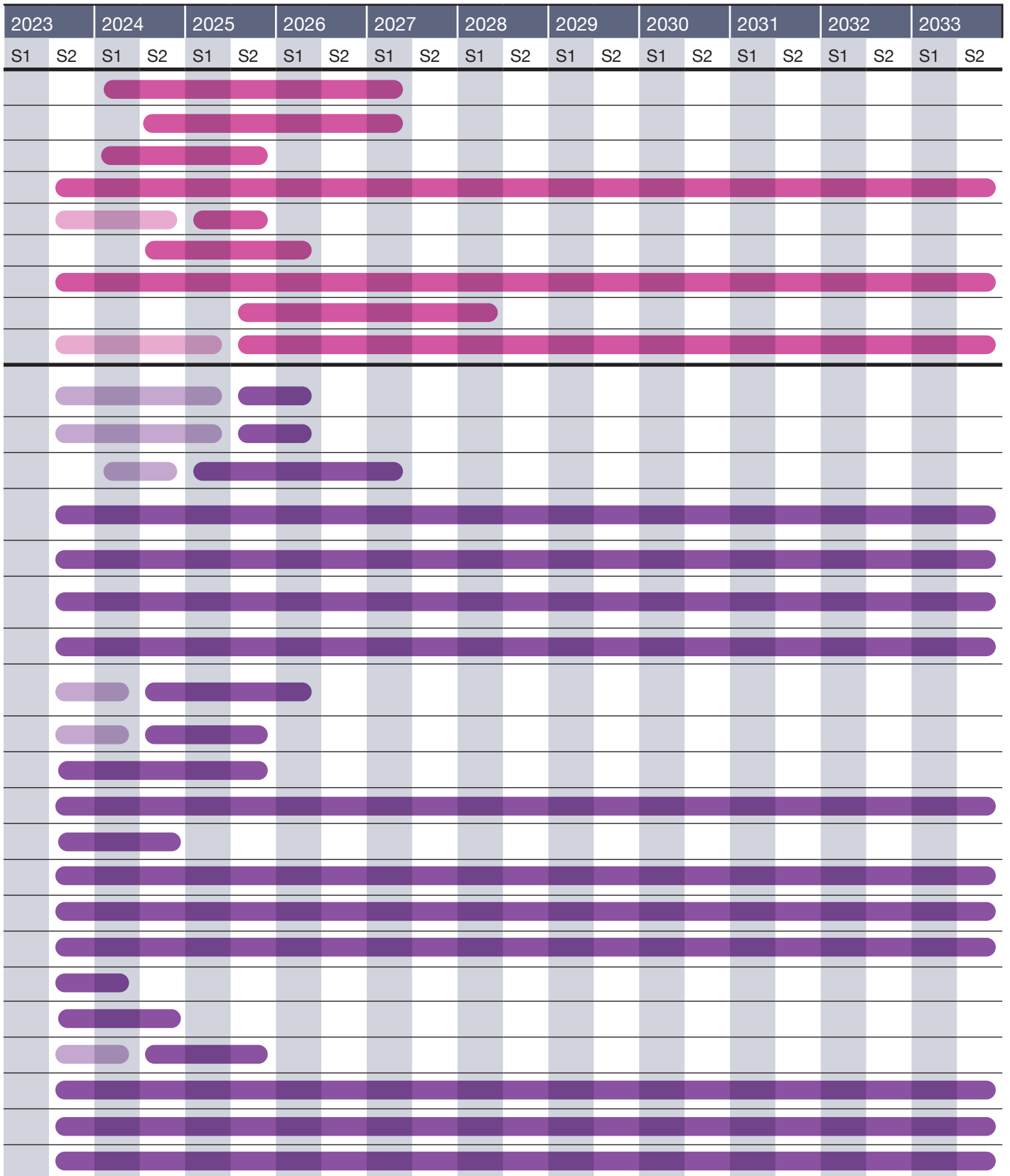
GOALS AND ACTIONS			
1. Transforming South Australia	Commitments to Aboriginal and Torres Strait Islander peoples and communities	<p>Acknowledgement of Country is part of practice of staff and students</p> <p>TAFE SA prioritises and allocates resources to ensure progress on initiatives</p> <p>Reconciliation Action Plan (RAP) comprehensively implemented</p> <p>TAFE SA management, staff and students undertake cultural learning</p> <p>TAFE SA implements employment targets</p> <p>People of all ages and from all locations have access to TAFE SA courses and programs</p> <p>Aboriginal Access Centre is consistently supported with ongoing funding and staffing</p>	
	Reposition TAFE SA	<p>TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level</p> <p>TAFE SA connects training and skills expertise in partnerships</p> <p>TAFE SA Act 2012 is reformed to articulate repositioning</p> <p>TAFE SA organisational structure is changed to reflect strategic repositioning</p>	
	Future industry and emerging sectors	<p>TAFE SA is at the forefront of course development and innovation</p> <p>TAFE SA seeks further international engagement</p>	
	Pathways in education and training	<p>TAFE SA provides high level and local advice on pathways with schools and universities</p>	
	Collaborative and applied research	<p>TAFE SA leads in vocational education responses in a consortium</p> <p>Performance of TAFE SA is constantly monitored</p> <p>TAFE SA undertakes research to operationalise better practice</p>	
	Improved funding arrangements	<p>Funding to support disadvantaged cohorts built into recurrent funding</p> <p>Particular purpose funded projects built into recurrent funding</p> <p>Subsidised training program is simplified, transparent and recognises TAFE SA's public provider responsibilities</p> <p>TAFE SA's costing model is made transparent and reformed</p> <p>TAFE SA seeks out partnerships and sponsorships to deliver better practice</p>	
	2. Industry Partnered	Connecting industry, training providers and community in a transitioning economy	<p>TAFE SA fully utilises its unique position as the public provider to connect</p> <p>TAFE SA does not provide training where other organisations are better placed</p>
		Greater flexibility in training scheduling and siting for better practice	<p>Training at times and places that cater for business and student needs</p> <p>Costing, scheduling and siting negotiated transparently, including at regional levels</p> <p>Businesses and TAFE SA share training sites</p>
		Focus upon SMEs	<p>TAFE SA develop a SME policy in collaboration with industry and government</p> <p>TAFE SA focus upon supporting SMEs</p> <p>Short courses and micro credentials are tailored to SMEs</p>
		Business start-ups and incubators	<p>TAFE SA encourages business start-ups onsite and online</p> <p>TAFE SA assets and resources are utilised to support incubators</p>
Young and new workers		<p>TAFE SA supports employers in retaining young and new workers</p> <p>TAFE SA informs new and young workers on their work rights and responsibilities</p>	
Apprenticeships and Traineeships		<p>TAFE SA develops and implements better practice model supporting employers and supervisors</p>	

Appendix 4 Roadmap Timeline

GOALS AND ACTIONS		
3. Job Outcomes	TAFE SA Job Centres	Job centres are established across TAFE SA sites
		Placements organised through TAFE SA job centres
		TAFE SA job centres co-sponsor arrangements to showcase and promote jobs
	TAFE SA as an employer	TAFE SA employs students and graduates
	Preparatory and Foundation Programs	Assessing study and work readiness
		Open access to course materials online
		Ongoing support for Women Education Course and other programs addressing inequity
Preparatory and foundation programs shared with other providers		
	LLN, digital literacy and work readiness programs consistently provided	
4. Student Centred	Student portals	Applications, enrolment, results, progress reports & completion statements are accessible on student portal
		Student portal is customised for cohorts requiring further support
		Employers of students in employment-based training have restricted access
	Communication	Digital, hard copy and in person internal and external communication and information is clear, consistent and up to date
		Regular testing of student experience and satisfaction
	Inclusion as practice	Aboriginal and Torres Strait Islander peoples are respected and acknowledged in program and service design and delivery
		Strategies to support diversity and difference included in resources and services
		A course and micro credential that is co-designed by TAFE SA with diversity and inclusion experts
	Amenities & facilities	TAFE SA amenities and facilities are accessible to all students
		Student experience is enhanced on campus
		Students are consulted and involved in developing new facilities
	Student support services	Financial and personal advice services respond promptly and appropriately
Increased focus upon student mental health and wellbeing		
Specific needs of international students are supported		
Aboriginal Access Centre's student support services continue to be resourced		
Student association & representation	Formation of student association/union	
	Students and alumni represented on management and governance bodies	
Supported staff	Staffing structure is reviewed, adjusted and numbers increased	
	Focus upon staff wellbeing in a safe and respected environment	
Up to date industry aligned courses	Courses are up to date and industry aligned	
	Education staff are respected and opportunities for continual professional development	

Key

- Phase 1: Pilot/Planning Stage - Lighter Shade Colour**
- Phase 2: Rollout and Implement - Darker Shade Colour**



Appendix 4 Roadmap Timeline

GOALS AND ACTIONS

5. Place based	Regional committees respond to local conditions	Regional and local advisory bodies are established with decision-making powers
		Community defined VET needs contextualise decision making
	Strategic re-alignment of management and operations	On site campus heads take on the role of site managers and are the 'face of TAFE SA'
		Efficiencies are created and monitored by onsite management
	Leading collaboration	Courses are available and scheduled to meet local and regional requirements
	TAFE SA campuses prioritise co-location of businesses who collaborate with TAFE SA activities	
	Local research and new initiatives are developed and shared	
APY Lands		TAFE SA's presence and operations on the APY lands are strengthened
		TAFE SA contributes to facilitating a stronger voice in decision-making on jobs and community development skills training
		An active campaign is supported to recruit, train and mentor Anangu for employment with TAFE SA
6. Future focused	Continuous improvement	Continuous review and updating of courses and skills sets
	New initiatives prioritising South Australia	TAFE SA initiates new and revised courses
		Short courses and micro credentials are targeted to economic transition, environmental sustainability and social equity
		TAFE SA leads in programs to counter racism, sexism and to promote employment rights and responsibilities
	Expert learning design	Resources are allocated to the continued development of cutting-edge course materials
	Flexibility for access	A full range of learning techniques and technologies are utilised
		Learning environments and technologies are continually reviewed as fit for purpose
		Consistently provide vocational education to prisoners to assist in reducing recidivism
	Expert educators	Lecturers are supported in maintaining their educator expertise
		Lecturers are supported to maintain industry currency
		A new generation of educators are recruited
		Certificate IV in Training and Assessment is reviewed
	Further education	Further education role of TAFE SA is revitalised complementing and collaborating with ACE
	Pathways and dual awards	Advanced standing is facilitated through agreed pathway and processes
		More dual awards are negotiated with universities
Further development of university hubs sharing TAFE SA facilities in regional areas		
Explore feasibility of including accredited university units of study		
TAFE SA and Schools	VET programs in schools are reviewed and consolidated	
	TAFE SA works with schools in supporting young people who have left school early	
Assessment, progression and RPL	Focus is moved onto assessing applicant's skills and knowledge	
	National review to simplify RPL processes	

Key

Phase 1: Pilot/Planning Stage - Lighter Shade Colour
Phase 2: Rollout and Implement - Darker Shade Colour

