REIMAGINING TASTAFE 2022-2032

Now is the time for TasTAFE to seize opportunities that will position us as a future-focused and market-aligned leader in vocational education and training. Both globally and locally, the world is changing. Technological disruption is creating new jobs and industry is evolving through automation and digitisation. Technological advancement and the COVID-19 pandemic have demanded a change in the way we work, how we learn and how we connect with each other.

Tasmania’s economy is currently leading the nation and the economic outlook for the state is positive. To keep up with the rapid pace of change, our industries and our community must be supported with contemporary training that looks to the future and is a catalyst for change.

As Tasmania’s publicly owned training provider, TasTAFE is a vital contributor to the prosperity of the state’s economy through supporting jobs and employment and the economic resilience of our businesses and industry.

We want TasTAFE not only to respond to change but lead the way. We are raising our ambitions to meet new and evolving expectations, where TasTAFE can be a place of innovation creating new ways of training, finding solutions, delivering differently and increase access for all.

Reimagining TasTAFE – a 10 Year Strategic Plan, provides a way forward for the organisation and a blueprint for change. It provides TasTAFE with the opportunity to take control of our own future. And while the plan is an ambitious one, we now have a clear roadmap to what success will look like for TasTAFE in 2032. Fundamental to achieving this success is working in partnership. This is why our learners, our people and our connections with industry, community and government are at the heart of this plan. It is only through working together that reimagining TasTAFE will become a reality.

Signed by Grant Dreher (TasTAFE CEO) and Tim Gardner (TasTAFE Board Chair)

## ACKNOWLEDGEMENT OF COUNTRY

We pay respect to the traditional and original owners of this island, lutruwita Tasmania, we pay respects to those that have passed before us and to acknowledge today’s Tasmanian Aboriginal community, the palawa people, who are the continuing custodians of this land.

## OUR VISION

We strive for learner success by being a leading education and training provider. One that is contemporary in its delivery, closely connected to industry and reflective of our community’s diversity.

## OUR MISSION

As Tasmania’s publicly owned training provider we provide access to vocational educational and training that builds success for learners and strengthens our industries and communities by:

* Providing an enriching learning experience that promotes pathways to employment and further study through accessible and innovative learning.
* Delivering a modern and fresh approach to how, when and where learning can occur.
* Building workforce and community capability through collaboration and engagement.
* Creating fit for purpose, inclusive and technology rich training facilities.

## OUR VALUES

* CONNECTED
* RESPONSIBLE
* ASPIRATIONAL
* RESPECTFUL
* INCLUSIVE
* SUSTAINABLEI

OUR VALUES, OUR ACTIONS

|  |  |  |
| --- | --- | --- |
| VALUES | **VALUES DESCRIPTION** | ACTIONS |
| **CONNECTED** | We work collaboratively to create outcomes that are meaningful and responsive. | We actively develop relationships and partnerships with our stakeholders to co-develop and deliver quality education and training outcomes. |
| **RESPONSIBLE** | We take pride in honoring our promises and exceeding expectations by being transparent in our decision-making and stand by our actions. | We are objective and transparent in our decision-making which is guided by principles of financial responsibility, equity, and environmental sustainability. |
| **ASPIRATIONAL** | We are open to new ideas and creatively seek solutions that encourage us to do our best for our learners, industry, and Community. | We consistently explore innovative approaches and fresh thinking to improve the experiences we offer to staff, learners and our partners. |
| **RESPECTFUL** | We are attentive, listen to others and consider all points of view in our planning and decision-making and our actions. | We create opportunities to have conversations with our learners, industry and community partners. We value their opinions and follow up actions as per our commitment. |
| **INCLUSIVE** | We embrace diversity and equity and understand how inclusivity enriches all that we do. | We work proactively to remove barriers and provide equal access and opportunities for our staff, learners, and community. |
| **SUSTAINABLE** | We are committed to reducing our impact on the environment and developing the skills needed for a sustainable future. | We integrate sustainability into TasTAFE through our business model, our built infrastructure, our processes, our delivery of training and our learning content. |

## OUR LEARNER-CENTRIC PLANNING APPROACH

Fundamental to the purpose, future, planning and decision-making of TasTAFE is our Learner-Centric Ecosystem.

Our Learner-Centred approach ensures that we are attentive and responsive to current and future learner needs, while taking into consideration the influences of the external environment.

We support and inspire learners to develop skills, knowledge and capability so that they are work and life ready and meet and exceed the expectations of those who employ them.

Having the learner at the centre informs why we exist, what we’re trying to achieve, what we do and how we do it. We develop Learners so that they are work ready to meet the skills and capacity needs of industry.

## TasTAFE 2032 WHAT SUCCESS WILL LOOK LIKE

With the Learner at the centre, this is what success will look like for TasTAFE in 2032.

### FUTURE LABOUR MARKET

* Increased worker mobility
* Gig economy
* Growth in tech-Intensive role

### FUTURE TECHNOLOGIES

* Metaverse / AR / VR
* AI & machine learning
* Digital enabled infrastructure

## FUTURE INDUSTRY DYNAMICS

* Employer’s first choice for workforce development and recruitment of new starters
* Greater engagement and connection with industry (curriculum, delivery & accreditation)
* More choice for learners in accredited & non-accredited

## FUTURE OUTCOMES

* Provider of Choice
* Accessible, high quality & affordable
* Job outcomes for learners
* Employer & community connected

## LEARNERS

* Engaged, equipped, and employed

## WHERE PEOPLE LEARN

* Metaverse
* AR & VR
* Experiential & alive campuses
* Blurred lines between TAFE & Industry

## WHAT PEOPLE LEARN

* What Local industry needs now
* Just in time
* Premium on soft skills digital literacy

## HOW WE TEACH

* Data driven practice
* Gamification
* Scaling our best teachers
* Modular, bite-sized training

## HOW LEARNERS ENGAGE

* Individualise learning
* Personalised & data driven
* Social learning on campus
* Engage learner – How, When & Where they Want to Learn

# TASTAFE 2032

## 2022-2023: PREPARING FOR INNOVATION AND GROWTH

Laying the foundations to position us to be responsive, future-focused and market aligned.

* Learner-centric planning, decision-making and delivery, supported by accurate data
* Can do culture with staff living the values
* Building staffing capability
* Building technology-based learning via the Virtual Campus capability
* Consolidating our identity
* Increasing access to our services

## 2024-2026: SEIZING OPPORTUNITIES

Building on what we know, being curious and being open to new perspectives and ideas to enhance the learning journey and drive industry growth through innovative products and partnerships.

* Evolving the Virtual Campus
* Co-designing of products and programs
* Lifelong TasTAFE engagement opportunities
* State and national recognition of the Centres of Excellence (CoE)
* New models of partnering and service delivery with industry and organisations
* Employer of Choice® Registration

## 2027-2032: DRIVING THE VET AGENDA AND SHAPING THE MARKET

Recognised as a leader and innovator in VET through anticipating and responding swiftly to changes in the marketplace.

* Learners, business and industry are our partners in innovation
* Innovative local, national and global partnerships
* Fit-for-purpose and state-of-the-art campuses and facilities
* State, national and global brand and profile awareness to attract new opportunities

# 2022-2032: ROAD MAP

Our strategic pillars detail how we are going to work towards our vision and where we need to be in 2032.

## STRATEGIC PILLAR: HOW WE LEARN @ TASTAFE

Providing contemporary and relevant learning experiences that prepare learners for the future world of work.

### FUTURE OF VOCATIONAL EDUCATION AND TRAINING

* Technology will personalise learning and assessment and continuously evolve teaching tasks to support adaptive learning.
* The majority of course content will be modular, mobile and micro and be accessible anywhere and at any time.
* The competency not the qualification will count:
  + There will be demand for non-accredited learning (industry enforcing quality standards).
  + New certificates of achievement and performance that are social, portfolio-based, and self-selected will begin to align with and replace educational certificates, including university degrees.
* Soft skills will become the prominent desirable qualities for employers – employers will expect to develop technical competence, but assume soft skills are learned.
* A high percentage of learning will take place within a graphically rich virtual space that will allow users to work, meet, game and socialise together in 3D spaces and communities. This may include single or integrated use of such technologies and platforms as virtual reality, avatars, the internet, video, gaming, social media and online role playing.

### OPPORTUNITIES FOR TASTAFE

* Reposition TAFE in Tasmania: With a refreshed direction and new approach to program delivery, this provides the opportunity for TasTAFE to demonstrate that our training is dynamic, future-focused and capable of supporting lifelong learning (from initial training, upskilling and reskilling) as well as meeting the ongoing workforce and skill needs of business and industry.
* Driving increased language, literacy and numeracy (including digital literacy) rates for Tasmania: Implementing a holistic vocational education and pre-training assessment and offering aligned pre- vocational courses that directly address this issue.
* Learners will remain at the centre of the learning experience: Transforming how we deliver learning will enable learners to be more prepared for the future world of work, competitively positioned for employment and connected to their community and peers.
* Learning Access: Our learning model can integrate course content that is modular, mobile, and micro to meet specific learner needs, to allow for learning to occur in bursts to accommodate life-study balance.
* Skill Sets: Delivery of skills sets, micro-credentials and short courses will assist people to move between jobs, those re-entering the workforce, upskilling those in existing jobs and gig workers. This will also enable responding to skill shortages as identified by industry.
* Accelerate the transition to the digital economy: TasTAFE will focus on digital skills required by critical industries that are being impacted by technology. If these skills are not developed then the pace of technology adoption in industries such as forestry, healthcare, aged care, agriculture, and others would slow, making these industries less responsive and relevant locally, nationally and globally.
* Specialisations: TasTAFE is positioned to become a preferred VET provider for renewable energy and cybersecurity skills locally and nationally.
* Training a `blue tech’ workforce: There is the opportunity to introduce blue tech competencies for products and programs that will help make the Tasmanian economy even more knowledge-intensive and globally competitive (i.e. technology-intensive competency-based jobs requiring sub-degree level qualifications skills).
* From teaching to engaging: There will be a demand to provide teaching practices that suit the increasingly diverse needs of learners and industry partners. They will be looking for a wider choice of learning experiences. This demand will impact not just course content but the way we teach and support our learners, the locations and facilities we provide and the adoption of a growing range of technologies.

### HOW WE LEARN @ TASTAFE: PILLAR PRIORITIES

#### LEARNING IS RESPONSIVE TO THE INDIVIDUAL NEEDSOF LEARNERS.

* Learner-Centric TasTAFE learning model formalised (2022 – 2023).
* Pre-training language, literacy, numeracy and digital capability and career assessment implemented for learners interested in accredited skill sets or formal qualification (2023).
* Personalised Learning Design Plan developed for each learner undertaking accredited skills sets or full qualifications (2023).
* Learner and Employer Data Collection Framework finalised and implemented to ensure a data driven approach to product development, planning, delivery and review (2023).
* A cross-organisational Learner Experience Community of Practice (CoP) established to sharing data and learnings to inform product and delivery planning (2023).

#### BECOME A LEADER IN CONTEMPORARY, HYBRID LEARNING POWERED BY TECHNOLOGY.

* A Learning Design Directorate charged with developing staff capability and driving the hybrid learning model across the organisation (2022)
* National staff study tour program launched to experience leading-edge VET teaching and learning practices (2022)
* Virtual Campus implementation commenced (2023).
* Hybrid learning model in cybersecurity and renewable energy programs piloted (2024).
* Digital competency in Centres of Excellence (CoE) products embedded as a priority (2025).
* Hybrid learning model continued roll out with the CoE setting the priorities. (75 products by 2025)

### OUTCOMES

* Learner-Centric training model embedded across the organisation.
* Increased and improved learner engagement and on-going retention.
* Increased learner enrolments and completion rates.
* Increased learner employment outcomes.
* Increased access for regional and remote learners.

## STRATEGIC PILLAR: LEARNER EXPERIENCE

Creating dynamic, engaging and meaningful experiences that add value to a learner and competitively positions them for employment.

### FUTURE OF VOCATIONAL EDUCATION AND TRAINING

* The line between learning and working will become increasingly blurred:
  + More learning while working and more working while learning.
  + The gig economy and just-in-time learning will increase.
  + Industry-based qualifications will be available.
* Friction-free interactions with education providers will become the expectation – learners and industry will expect to interact seamlessly via digital channels.
* New pricing, payment and funding models will change the value proposition for VET providers:
  + Organisations, industry and employers expected to contribute.
  + Government funding tied to excellent quality, performance, outcomes and impact (i.e. more focus on providing access to quality education).

### OPPORTUNITIES FOR TASTAFE

* Australia’s most accessible TAFE: An opportunity exists for TasTAFE to be Australia’s most accessible TAFE by providing quality training to people no matter where they live or their socio-economic status. This equity agenda will be underpinned by technology platforms that create immersive experiences and provide choice and access to people who would otherwise have few. There is also the opportunity to explore new delivery teaching models including where the teacher travels not the learner.
* Driving increased language, literacy and numeracy (including digital literacy) rates for Tasmania: Development and delivery of a holistic vocational education and training assessment model to provide learners with support to help them succeed.
* Learn as you earn: With the line between learning and working continuing to blur, access to TasTAFE training will need to be available 24/7 and facilitate just-in time delivery.
* Lifelong Learning: With people likely to have multiple job roles within a number of sectors in their lifetime, this creates the need for TasTAFE to constantly and effectively engage with its learners. More and more, we will be training people who already have jobs and our training delivery model and offerings need to accommodate and facilitate this.
* Artificial Intelligence (AI) and Gamification: AI has the capability to personalise learning and assessment and continuously evolve teaching tasks to support adaptive learning. The integration of gaming as part of learning will provide a further form of practical experience and opportunities to interact with others.
* Peer-to-peer and social learning: Social connection facilitated by digital technology, is likely to become a greater focal point of the learning experience.
* Campus Connection: While campuses are likely to be smaller they will need to be more alive, with effort directed into activating the campus as a place for social and peer-to-peer learning.
* Industry experiences: Delivery via digital platforms will become a core part of the value proposition for TasTAFE. Learners and industry will expect to interact seamlessly via digital channels

### LEARNER EXPERIENCE: PILLAR PRIORITIES

#### MAKING TASTAFE ACCESSIBLE TO ALL.

* Creation of TasTAFE Learning Hubs to increase access to learning opportunities and support (2022 – 2025).
* Regional access through Libraries Tasmania and TasTAFE – to support the Virtual Campus (2023)
* Provision or loan of ICT equipment for eligible learners as part of their orientation package explored (2023)
* Creation of a TasTAFE student scholarship program explored (2024)

#### USE DATA-DRIVEN APPROACHES TO UNDERSTANDING OUR LEARNERS’ NEEDS AND MEASURE, REPORT ON AND IMPROVE LEARNER OUTCOMES.

* Learner and Employer Data Collection Framework finalised and implemented to ensure a data driven approach to the learner experience planning, delivery and review (2023)

#### DIFFERENTIATE TASTAFE BASED ON THE QUALITY OF THE LEARNER EXPERIENCE.

* Explore establishing a Student Association/Council (2022)
* Inclusion of learner participation in equity initiatives such as the Reconciliation Action Plan and Gender Equity Action Plan (2023)
* Inclusion of learner participation in the TasTAFE brand review process (2023)
* TasTAFE Student Social Engagement Program explored (2023)
* Planning commenced for smart classrooms, simulation and socialisation zones, collaborative learning spaces and innovation hubs to form part of campus upgrades and redesign (2023)
* TasTAFE Alumni established (2024)
* Virtual Campus employment hub established to promote available job opportunities for TasTAFE learners (2025)
* Virtual Campus review completed with a focus on its influence on the learner journey (2026 – 2027)

### OUTCOMES

* Improved rates of learner attraction, participation, and completion.
* Increased levels of engagement throughout the learner journey.
* A consistent but customised learning experience provided.
* Learners maintain a stronger and on-going connection to TasTAFE post-graduation with learners choosing to return to TasTAFE for ongoing learning.
* Learners feel safe and supported throughout their learning journey.
* Increased learner employment outcomes.
* Increased accessibility and choice for learners living in regional and remote areas.

## STRATEGIC PILLAR: ACTIVE ENGAGEMENT

By connecting with industry, we will create connections for Learners that will open doors, help businesses thrive and encourage a sense of belonging and pride for community

### FUTURE OF VOCATIONAL EDUCATION AND TRAINING

* Industry experiences delivered via digital platforms will become a core part of an organisation’s value proposition.
* Industry will have most of the control in the skills marketplace – the student will enrol where their future employer asks them to enrol and industry will increasingly fund course fees (in return for getting the first right of refusal to employ).
* Boundaries will be less significant as campuses will be more integrated and accessible by industry and communities via digital connectivity.

### OPPORTUNITIES FOR TASTAFE

* Not needing to be all things to all people: TasTAFE needs to focus on core training aligned to jobs.
* We have the support: With the backing of the state government and support from industry, we can help shape, lead and drive the workforce landscape for Tasmania.
* Co-design: Industry will have most of the control in the skills marketplace and therefore drive the curriculum agenda. Co-designing of products and programs is a must and will assist TasTAFE maintain currency in terms of industry needs, curriculum and advances in technology, leading to better employment outcomes for learners.
* Soft skills rise in importance for employers: Industry will expect technical and soft skills competency from their workforce creating additional education and training and commercial opportunities for TasTAFE.
* Campuses creating greater connectivity: Repurposing and downsizing TasTAFE campuses will enable the development of innovations hubs and creation of spaces to bring together learners, small to medium enterprises (SMEs), start-ups and industry.
* Virtual industry experiences: There is the opportunity to work with industry to design simulated, virtual, AI and gaming practical experiences that will ensure a learner is work ready.
* Sharing of resources: Redesign of TasTAFE campuses, facilities and curriculum provides increased opportunity to share equipment and facilities with industry.
* Digital delivery: Greater digital delivery will enable TasTAFE to support meaningful connection rather than geography-driven connectivity.
* Beyond Tasmania: Low levels of unemployment coupled with Tasmania having the third smallest population in Australia, requires TasTAFE to look at opportunities nationally and internationally to be sustainable, competitive and current. The rise of digital removes barriers to national and international delivery.

### ACTIVE ENGAGEMENT PILLAR PRIORITIES

#### ACTIVATE INDUSTRY, BUSINESS AND STAKEHOLDER RELATIONSHIPS

* Dedicated Future Students and Industry Directorate created (2022)
* Industry Engagement and Management Framework developed (2022)
* Active participation in the Tasmanian Government Industry Compacts (2022).
* Pathway and articulation arrangements and joint projects with UTAS and other universities and RTOs formalised (2023)
* Increased primary and secondary school engagement undertaken (2023).

#### DEVELOPMENT OFA COMMERCIAL CULTURE TO DRIVE INCREASED INNOVATION AND INCOME

* TasTAFE risk appetite reviewed with a view to moving from a localised to a national and international focus (2023).
* Commercial Growth Strategy developed (local, national and international) aligned with the CoE and industry hubs (2023).
* Commercial financial target formula determined (2023).
* Internal/staff commercial capability and capacity further developed (2023).
* Virtual Campus Stakeholder Management System established (2023).
* Current international education recruitment and delivery model reviewed (2023 – 2024).
* Planning commenced to explore TasTAFE and industry co-working, co-delivery and research and development (R&D) spaces as part of campus upgrades and redesign (2023).
* Curriculum and delivery co-design opportunities with industry identified aligned to the CoE (2024 – 2032)
* Creation of a TasTAFE enterprise commercial unit explored (2024).
* Innovation Fund to support development of new training products and expand delivery to new markets online and offshore established (2025).

### REINVIGORATE THE TASTAFE BRAND AS INDUSTRY AND MARKET RELEVANT

* Local, national and global industry sector profiling and forecasting project completed (2022).
* Aggressive and targeted Marketing Plan developed (2023).
* Research and development capability developed as part of the Centres of Excellence (2026).

### CREATING A WELCOMING AND INCLUSIVE ENVIRONMENT FOR ALL PEOPLE WITHIN OUR DIVERSE AND VIBRANT COMMUNITY

* Respectful and mutually beneficial relationships established and maintained with Tasmanian Aboriginal communities and organisations (2022).
* Diversified marketing and engagement activities implemented to attract and support culturally diverse members of our community and beyond (2023).
* TasTAFE Student Social Engagement Program to include recognition and celebration of significant cultural and diversity events (2023)
* Campus upgrades and redesigns informed by the need to create welcoming, safe, social and cultural spaces (2023).
* Development of a Social Justice Charter explored (2025).

### BUILD A CULTURE OF COLLABORATION AND CONNECTION

* Cultural Change Management Process commenced underpinned by our values and our behaviours (2022)
* Cross-organisational approach to product and program planning, development and review implemented (2023)

### OUTCOMES

* Deep industry and business connections that drives job outcomes for learners.
* TasTAFE is recognised as employer’s first choice for workforce development and training of new starters.
* Development and delivery of products and programs aligned to future regional and industry workforce needs.
* Delivery of national and international products and programs.
* Increased commercial income.
* High level of state, national and global brand awareness and engagement.
* Shaping and leading communities rather than just responding to need.
* Integral to a range of different communities, not just geographic ones (e.g. professional/sectoral affiliations, people with disabilities, indigenous communities and LGBTIQ+) based on digital outreach.

## STRATEGIC PILLAR: VALUING OUR PEOPLE

An Employer of Choice® where the best teachers, support staff and leaders thrive.

### FUTURE OF VOCATIONAL EDUCATION AND TRAINING

* Specific functions of the teaching process will be augmented with technology; however, teachers will continue to play the critical role in the success of the learner.
* Teachers embracing technology will be championed and supported to enable early adoption of new and emerging technologies.
* The value of industry-based practitioners for learning will come into sharper focus.
* The continued rise of digital technologies means all staff will need to be able to manage the diverse opportunities and challenges that come with it. The ability to adapt to change and conceptualise complex multiple ideas will be a must.
* Emotional and social intelligence remain uniquely human capabilities and will continue to be critical to the workplace.
* Natural creativity is something which cannot be easily replicated by the latest digital technologies, it will be important for workplaces to provide opportunities for staff to explore creativity in a range of contexts.

### OPPORTUNITIES FOR TASTAFE

* Invest in educational leadership: There is the need to focus on preparing our workforce to deliver education and training that supports jobs of the future and the effects of the digital age.
* Invest in a contemporary human resources framework: A new framework will support staff empowerment, growth and development, while providing TasTAFE with a competitive employment advantage.
* Attract and retain top talent: Formal rewards and recognition aligned to our organisational values and behaviours will assist in TasTAFE emerging as an employer of choice.

### VALUING OUR PEOPLE: PILLAR PRIORITIES

#### ATTRACT AND RECRUIT THE BEST TEACHERS, SUPPORT STAFF AND LEADERS.

* Market-based salary packages made available to attract the best teachers, support staff and leaders in key sectors (2022 – 2023).
* Contemporary Recruitment and Retention Framework developed and aligned to market demand. Framework to recruit those who will add value to our culture (2022 – 2023).
* Recruitment marketing to amplify our brand as employer of choice utilising creative and targeted tactics to attract quality candidates locally and nationally (2023)
* Teacher recruitment campaign implemented to fill the additional 100 funded teaching positions based on industry needs and future forecasting (2022 – 2025).
* Current staff induction program reviewed to ensure that it aligns with the TasTAFE vision and sets the tone for the culture of the organisation (2023).
* Staff Recognition and Rewards Program established and aligned to organisational values (2024)

#### BUILD A CULTURE THAT EMPOWERS OUR PEOPLE TO DO THEIR BEST WORK.

* Cultural Change Management Process commenced and informed by:
  + A clear narrative of what success looks like for TasTAFE.
  + How our values need to become “the way we do things”.
  + The transition from a position of command-and-control to empowerment.
  + Our Learner-Centric Ecosystem so that staff understand their role and responsibilities in relation to the learner journey (2022).
* Internal Communication Framework formalised (2023).
* Employer of Choice® accreditation application completed (2026)

#### EMBED AUTONOMY AND AGILITY ACROSS OUR STRUCTURE, SYSTEMS AND PROCESSES.

* People, Performance Culture Director position created to lead the transition to a values and principles-based approach to staff attraction, recruitment and retention, and support a HR internal service delivery model. (2022)
* Delegation Framework revised for decision-making authority to be delegated down across the organisation, empowering staff at different levels to make decisions to support the organisation to be more responsive. (2022 – 2023)
* Equipment audit and IT master planning completed to ensure staff have the tools they need to do their job (2022 – 2023)
* Further develop staff commercial capability (2023)
* Educational business drivers (entrepreneurialism, resilience, sustainability and being financially viable) are well understood and supported by all staff (2023)

#### INVEST IN THE DEVELOPMENT OF OUR PEOPLE.

* National staff study tour program launched to experience leading-edge VET teaching and learning practices (2022)
* Staff digital literacy enhancement program delivered (2023)
* Shared TasTAFE/Industry teacher employment model explored (2024)

#### ENSURE OUR WORKFORCE STRATEGY REFLECTS FUTURE CAPABILITY NEEDS.

* Employee lifecycle mapped including the key touch points to assist with future planning. (2023 – 2024)
* Workforce Strategy including succession planning completed. (2023 – 2024)

#### EMBRACE DIVERSITY ACROSS TASTAFE.

* Diversity measures included in Recruitment and Retention Framework (2022)
* Position TasTAFE as an equity employer via implementation of recommendations from the Reconciliation Action Plan and Gender Equity Action Plan (2022 – 2024)

### OUTCOMES

* Our workforce is agile and responsive to industry, business and learner needs.
* Our people are champions of working at TasTAFE – “Our TasTAFE”.
* Our workforce is recognised both internally and externally and feel valued.
* Workforce ‘future proofed’ ensuring that the right people are doing the right jobs within an ever-changing VET environment.
* TasTAFE is an accredited Employer of Choice®.
* Reconciliation Action Plan endorsed by Reconciliation Australia.

## STRATEGIC PILLAR: RETHINKING INFRASTRUCTURE

Rethinking our infrastructure is thinking beyond tomorrow. With the learner at the centre, we are redesigning our built and digital infrastructure to be automated, efficient, secure and sustainable.

### FUTURE OF VOCATIONAL EDUCATION AND TRAINING

* Campuses will be smaller but more alive, with effort directed into activating the campus as a place for social interactions and peer-to-peer learning.
* Campuses will play a different role for different learners – for some the campus is where they access specialist equipment, while for others it is their focal point for connection to other learners and their education provider.
* Built environments will be designed to promote health, safety and mental wellbeing.
* Campuses will be treated as microcosms of smart cities, providing a testbed for teachers/trainers and learners to innovate and be more efficient.
* Integrating physical and digital assets to drive efficiencies and lower carbon emissions (e.g. automated building control systems) will become a must have.
* Digital twins of all physical campuses will be created, allowing TAFEs to model changes to campus infrastructure and understand how it functions before moving to full implementation. The same technology will also be used for training infrastructure/specialist equipment which will make it more accessible, less costly to run and scalable to learners living remotely.
* Practical face-to-face learning will remain important for vocational education and training.
* With digital as primary delivery platform, digital infrastructure will receive a larger share of organisational budgets.

### OPPORTUNITIES FOR TASTAFE

* Creating efficiencies in the way that training is delivered: Current models of delivery can be inefficient, particularly in thin markets in Tasmania. There is an opportunity to enhance physical facilities with improved digital platforms to generate scale that reduce the cost of delivery while also improving the experience. Technology can also be used to automate functions that are highly manual (including the management of technology itself) and drive further efficiencies.
* Current investments and upgrades: The development or upgrades to the Centres of Excellence (CoE) enable us to work with business and industry to procure state-of-the-art equipment and resources that will best position our learners for future employment. Facilities will be more fit-for-purpose to enable flexible, personalised, immersive and interactive learning and working experiences.
* Lead simulation training with the state: As part of campus upgrades, we can refurbish spaces for learners to learn new skills in simulated environments that mimic the real world.
* Take the lead in creating a clean, carbon free Tasmanian economy: TasTAFE needs to consider setting a zero emissions target that will drive a reduction in our environmental footprint. TasTAFE could be a leader in encouraging other businesses to commit to climate change.

### RETHINKING INFRASTRUCTURE: PILLAR PRIORITIES

#### **PLAN FOR OUR FUTURE CAMPUS NEEDS**.

* Contemporary Infrastructure Planning Principles adopted (2022).
* Freer Farm Agricultural Centre of Excellence $5M upgrade completed (2023).
* $21M Trades and Water Centre of Excellence development completed (2023).
* Cyber Innovation Hub created (2023).
* Organisational Campus Masterplan completed using future-focused principles (2023).
* Expansion of the Health and Community Service Hub completed (2024).
* 10-year Capital Works Plan completed informed by understanding of training package requirements (2024).
* Infrastructure advocacy priority list developed (2024).

#### DEVELOP A PATHWAY TO NET ZERO.

* Sustainability Action Plan detailing how TasTAFE will work towards a zero-carbon emissions target developed (2024).
* Vehicle fleet reviewed completed based on environmental principles usage (2025).

#### ENABLE INFRASTRUCTURE TO BE SHARED AND BETTER UTILISED.

* First Trade Training Simulation Centre completed (2023).
* Shared TasTAFE and industry resources and facilities model explored (2024).
* Viability of mobile training facilities explored (2025).

#### GENERATE VALUE FROM OUR EXISTING INFRASTRUCTURE.

* Internal functions review completed (2023).
* Sponsorship and Partnership Policy developed that supports seeking external funding of facilities and equipment (2023)
* Leasing of facilities and co-location opportunities explored to provide access to complimentary services that enhance on campus experiences for learners (2025).

#### ADOPT A ‘DIGITAL FIRST’ APPROACH TO FUTURE INFRASTRUCTURE.

* Virtual Campus Roadmap completed (2022).
* Equipment audit and ICT Masterplan completed (2022).
* Cybersecurity Strategy finalised (2023).
* Virtual Campus implementation commenced (2023).

### OUTCOMES

* Improved efficiencies and cost-savings.
* Greater utilisation of and yield from fit-for-purpose physical and digital assets.
* Reduced vulnerabilities and cyber risk associated with legacy and new infrastructure.
* Improved environmental scorecard including achieving emissions target and being “Green Tick Sustainable Certified™.”
* Currency of technological advancements maintained and continues to inform planning and decision-making.
* Learning experiences are delivered in spaces reflective of current and future workplaces.
* Learners are educated and trained in contemporary and safe learning environments.

# REIMAGINING TASTAFE A REALITY

Reimagining TasTAFE will be activated via a series of interconnected operational plans aligned to the Strategic Pillars, with the Learner-Centric Ecosystem placed firmly at the centre.

## LEARNING MODEL

* To deliver a Learner-Centric training model (principles and architecture) responsive to on-going and future VET, industry and technological changes, offering increased flexibility of learning (when, where and at a pace desired by the learner) and is reflective of adult learning approaches.
* MEASURES: Student Activity, Student Retention and Sense of Belonging, Digital Access, Student and Employer Satisfaction, Graduate Employment and Further Study Outcomes and Financial Performance.

## LEARNER ATTRACTION AND ENGAGEMENT

* To increase rates of learner attraction and retention and increase engagement that will lead to a learner having a life-long relationship with TasTAFE.
* MEASURES: Student Activity, Student Retention and Sense of Belonging, Student Satisfaction, Graduate Employment and Further Study Outcomes, Alumni Membership, and Financial Performance.

## STAKEHOLDER ENGAGEMENT AND CONNECTION

* To develop meaningful and deep industry, business and community connections that drive job outcomes for learners.
* MEASURES: Employer Satisfaction and Repeat Business, Student Retention and Sense of Belonging, Student Satisfaction, Graduate Employment and Further Study Outcomes and Financial Performance.

## PEOPLE, ATTRACTION, DEVELOPMENT AND RETENTION

* To attract and retain staff who add value to what we do. To develop and support an agile, responsive and future-focused workforce.
* MEASURES: Employee Satisfaction and Sense of Belonging, Professional Development, Staff Retention and Safety Performance.

## ICT AND FACILITIES INFRASTRUCTURE

* To create campuses and facilities that are experiential, alive and fit-for-purpose that are environmentally responsible and resource-efficient.
* MEASURES: Student Activity, Student Satisfaction and Sense of Belonging, Technology Return, Operational Performance and Financial Performance.

# A NEW DIRECTION

External disruptive forces in the vocational landscape are transforming the future of education. Technological change, easily accessible learning content, the future world of work and environmental impacts, are key factors in why we need to rethink our direction. Reimagining TasTAFE details how and when we will respond to changes occurring now and within the next 10 years.

The following global, national, state and organisational factors have informed the priorities of the Reimagining TasTAFE Strategic Plan. How we respond and react to external environments and manage internal conditions will determine our success.

## A NEW DIRECTION: GLOBAL

A renewed focus on growing labour market participation through reskilling those who have left the workforce or are at risk of leaving.

Rapid improvements in emerging technologies such as Artificial Intelligence, networked computing and advanced robotics are paving the way for a new era of automation. The COVID-19. pandemic has accelerated major shifts in the labour market, including sparking the “Great Resignation/Great Reshuffle” and driving more people into flexible work arrangements such as those offered by the gig economy.

Covid-19 has led to a renewed focus on Australia’s supply chain, manufacturing sovereignty and water and food security.

Covid-19 has accelerated the migration to remote learning and working, and has created the demand for more flexible, personalised, immersive and interactive learning and working experiences.

More learning will take place in simulated realities. This will see a higher premium being placed on curriculum that meets local industry needs, learning will be more personalised and social, and technology will enable the scaling of teaching. An unprecedented demand for technical skills across the entire labour market.

This includes a rising tide of demand for ‘blue tech’ or digital trades skills (technology-intensive jobs requiring sub-degree level qualifications).

Economic, social, and environmental sustainability is a must in today’s business environment. It is expected that businesses act responsibly regarding their environmental and social impact, in addition to being financially sound. The circular economy is emerging as a dominant business practice.

Ensuring learners are engaged, equipped, and employed will continue to be at the heart of quality training experiences.

## A NEW DIRECTION: NATIONAL

Increasing need for skill sets that are transferable between sectors, so that we have

a workforce that is adaptable and able to more easily move between job roles.

Most registered training organisations have had to adapt their delivery models to the online world and find new ways of teaching and working. This has led to significant innovations in digital delivery, this has now become the norm for many training providers and their learners.

Increased digital delivery means that physical borders are no longer a barrier to learning and TasTAFE can expect increased competition from interstate and international training providers in areas where it may previously have had a monopoly.

National skills reform industry clusters established to provide industry with a stronger, more strategic voice and a broader role in ensuring Australia’s VET system can respond rapidly to changes in Australia’s economy and build a resilient workforce that delivers on industry’s needs.

“ACTIVITY BASED” funding model likely to be introduced aimed at providing greater national consistency on pricing, fees and subsidies and more efficient prices relating to skills needed by employers. By 2028 digital technology will create 280,000 new jobs in Australia’s retail, wholesale and professional services sectors alone.

“FREE TAFE” places for Australians studying in areas where there are skill shortages likely to be introduced.

Growing demand for digital literacy and ‘blue tech’ skills.

### NATIONAL INDUSTRY GROWTH AREAS

1. Advanced manufacturing
2. Construction
3. Cybersecurity
4. Food and agribusiness
5. Health care and social assistance
6. Medical technologies and pharmaceuticals
7. Mining equipment, technology and services
8. Oil, gas and energy resources
9. Software and application programming

## A NEW DIRECTION: STATE

Tasmania has the highest 5-year business survival rate and the second highest rate of

small-medium business (SMB) confidence nationally.

Tasmania’s per capita level of business expenditure on research and development is the second lowest in Australia.

Tasmania has the third smallest population in Australia – 540,800 after the Australian Capital Territory and Northern Territory. Tasmania’s population is ageing at a faster rate than other states and territories and has the highest proportion of the population aged over 65 years at almost 100,000 people or 19.3% of the population. Nationally Tasmania has the highest median age of 42 years. Tasmania is ranked the second-most digitally disadvantaged state after South Australia.37.2% of the Tasmanian population lives in areas of social disadvantage. 44% of tradespeople make up the total Tasmanian labour shortage. Training that provides the most direct route into a job for unemployed and under employed Tasmanians, rather than solely to nationally accredited VET qualifications, and the need for industry-endorsed skill sets, micro-credentials and short courses linked to industries or occupations with workforce shortages of the 540,800 Tasmanians.4% of the population are Aboriginal and Torres Strait Islanders, while 12% were born overseas

Industry calling for more public funding of non-accredited training and training to alternative industry standards given that national VET standards often do not address

specific Tasmanian industry needs. Almost 1 in 2 Tasmanians of working age are

functionally illiterate. 3.8% low Tasmanian unemployment rate.

### FIVE LARGEST EMPLOYING INDUSTRIES

1.Health Care and Social Assistance

2.Retail Trade

3.Accommodation and Food Services

4.Education and Training

5.Construction

### EMERGING INDUSTRIES

1.Renewable energy

2.Cybersecurity

3.Advanced manufacturing

4.Digital technology

### SOURCES:

ABS 17 February 2022. Econcomy.id.com.au/Tasmania

The Cisco Australian Digital Readiness Index measures the business, technology and innovation capacity of countries and jurisdictions against the following measures: Basic Needs, Business & Government Investment, Ease of Doing Business, Human Capital, Start-Up Environment, Technology Adoption, and Technology Infrastructure.

Tasmanian Council of Social Service Inc. ‘Understanding Digital Inclusion in Tasmania: Report on Research Findings’. 2018.

The Examiner. ‘Almost one in two Tasmanians of working age are functionally illiterate’. March 1 2021. < https://www.examiner.com.au/story/7141082/literacy-solutions-essential-for-states-coronavirus-recovery-plan/>. Department of Communities Tasmania

National Skills Commission - Labour Market Data Dashboard Tasmania – data current as at August 2021

## A NEW DIRECTION: TasTAFE

2021 Appointment of TasTAFE Board

94% of learners developed the knowledge and skills expected from their training

88% of employers agreed TasTAFE training focuses on relevant skills

60% of Tasmanian apprentices trained by TasTAFE

80% of learners employed post graduating from TasTAFE

93% of learners agreed their training focussed on relevant skills

87% of employers agreed their staff gained the knowledge they need from TasTAFE training

51% of employers agreed that TasTAFE acted on feedback provided

Declining TasTAFE student enrolment numbers:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2017 | 2018 | 2019 | 2020 | 2021 |
| 30,249 | 29,714 | 26,448 | 21,192 | 24,557 |

#### 2022 TasTAFE Transition to a Government Business

* $10M to develop the Virtual Campus.
* $4M for Libraries Tasmania partnership to increase access to VET for rural and remote learners.
* $37.6M for 100 extra Teachers.
* $45M for facility upgrades and transition fund to a new TasTAFE model.