

Chapter 2: TAFE NSW

Providing quality vocational education and training (VET) and expanding employment opportunities in NSW continue to be key priorities of the NSW Government. TAFE NSW continues to be the key organisation in NSW that provides high-quality VET programs and services. TAFE NSW delivers an extensive range of nationally-accredited courses at professional, para-professional, trade and general education levels. These programs are designed to increase opportunities for mobility in employment, including opportunities for promotion and industry area relocation; improve the performance and productivity of industry; and meet the needs of industry, communities and individuals, particularly those who are disadvantaged through social, geographic or economic circumstances.

TAFE NSW Strategic Directions

During the reporting period, TAFE NSW focused on implementing a range of strategic directions to ensure that it maintained its market position and expanded its services for customers throughout the state, as well as across Australia and overseas. TAFE's major directions for the period 2002 to 2004 are to:

- Grow the business of TAFE NSW for the benefit of our customers.
- Drive the integration of skill formation in social and economic development.
- Empower all of us to excel.
- Innovate to improve our products and services for our customers.
- Be acclaimed by our customers for our quality.

TAFE NSW Recurrent Funding

To enable TAFE NSW to carry out its strategic initiatives, the NSW Government provided recurrent funding of \$1,256.8 million for TAFE NSW programs and services in 2001/2002. Actual expenditure in 2001/2002 amounted to \$1,293.6 million resulting from an increase in externally-funded programs and the use of cash resources to support improved performance in the delivery of annual student contact hours (ASCH).

TAFE Capital Works

During 2002, TAFE NSW continued to establish new training facilities and to upgrade and extend existing facilities in order to expand the capacity of institutes to support rural and regional development in strategic industry areas. Thirty major capital works projects were completed in 2002 at a total cost of \$62.7 million. The majority of these projects were in rural and regional NSW and western Sydney and they will support the following training areas: arts and culture, building and construction, community services and health, engineering and manufacturing, hospitality and tourism, information and communications technology (ICT), and primary industries.

Some of the larger projects completed in 2002 included the following:

- An indigenous performing arts centre and an adult study centre were completed at Moree Campus in New England Institute.
- In North Coast Institute, the Taree Stage 3 project provided the campus with facilities for building and construction. This campus also had specialist practical training areas developed for child studies, rural studies and information technology (IT) courses. Wollongbar Campus was provided with a new hospitality training area.
- Wyong Campus in Hunter Institute had purpose-built facilities constructed that cater for industry priorities in community catering, food studies and coffee shop and fast-food training.
- A wool-testing facility, potting shed, glasshouse, shade house, and computer and general-purpose classrooms and office accommodation were constructed at Western Institute's Rural Skills and Environment Centre at Dubbo.
- In South Western Sydney Institute, Block F at Miller Campus was refurbished for electrical engineering and electrical trades; and the Stage 4 project at Miller Campus provided a new building and construction covered work area, with a ceiling height appropriate for full-scale construction training.
- New facilities for commercial photography and science programs were completed in Building F as part of a major rationalisation of Ultimo Campus, Sydney Institute.
- In Southern Sydney Institute, Block B at Gympie Campus was refurbished to provide facilities for carpentry and joinery; and St George Campus was provided with refurbished facilities including a specialist CAD room for computer training facilities in Block C.
- Hospitality facilities in Northern Sydney Institute were refurbished.
- The \$11.3 million Stage 1 of the new joint school/TAFE facility at the Great Lakes Campus in North Coast Institute was completed.

During 2002, capital funds of \$86.5 million were allocated for the commencement of 36 new projects to meet identified training needs in widely spread locations such as Armidale, Blue Mountains, Cootamundra, Dubbo, Grafton, Granville, Goulburn, Liverpool, Meadowbank, Mt Druitt, Mudgee and Wyong. To ensure that existing buildings are maintained to standards, TAFE NSW will be provided with \$41.1 million for building maintenance in 2002/2003. These funds are targeted specifically to improve facilities and amenities for students and staff in areas of greatest need.

2.1 Grow the Business of TAFE NSW for the Benefit of Our Customers

During the reporting period, TAFE NSW continued to grow its business for the benefit of its customers. In particular, TAFE NSW expanded its operations into new national and international markets, increased its commercial revenue, monitored its costs, and improved its effectiveness and efficiency while maintaining the quality of its training.

Identifying and Targeting New Markets

During the year, TAFE NSW continued to identify new markets and to develop and deliver new products to meet the VET needs in those markets. TAFE NSW's response to the demands of industry and the community for vocational education opportunities is clearly demonstrated by the continuous introduction of new courses into its educational profile to meet those needs and, at the same time, to address national, state and local priorities.

TAFE NSW maintains its relevance and competitiveness by developing courses for new and growing industries; tailoring training to suit the needs of students, industry and communities; and making training more accessible to students from all over the state. In addition, TAFE assists businesses across NSW to meet new legislative and government regulations and changing skill requirements, such as those required for the Responsible Service of Alcohol and the new requirements for owner-builders.

In 2002, TAFE NSW institutes, divisions and Corporate Marketing Directorate (which manages TAFE PLUS commercial products) produced a broad range of new programs and other products for identified target markets. The following represent just some of the programs that were developed and implemented during the year.

Product Development in TAFE NSW Institutes

- Hunter Institute developed a Marine Engineering Cadetship program in response to requests from shipping companies. Under this program, cadets work as trainee watchkeepers to gain the 'sea time' required for the Australian Maritime Services Association (AMSA) certificate of competence. At the end of 2002, the process of gaining AMSA approval was in progress. The institute plans to run the program in 2003.
- Illawarra Institute implemented a customised training program for Shoalhaven City Council's frontline managers. The Leadership and Management Skills Development Program was delivered to 40 participants over a 12-week period and was conducted onsite at the council.
- North Coast Institute was licensed by the Australian Graduate Management Consortium (AGMC) to deliver university-accredited postgraduate management programs at graduate certificate, graduate diploma and Master of Business Administration (MBA) levels. Kempsey Council and several local companies have signed-up around 12 staff for these fee-for-service programs which will begin in 2003.

These programs aim to meet the requirements of busy managers who are responding to business management challenges in a global context. They are structured to enable completion of the MBA on a part-time basis over three years.

- North Coast Institute established an International School of Hotel Catering and Tourism Management in 2002, to offer programs and services to fee paying international and domestic students and international project offshore activities. The School has also collaborated with City and Guilds (UK) to deliver programs from Certificate to Advanced Diploma levels in Hospitality and Tourism.
- North Coast Institute identified a significant new market for intensive English language programs combined with a Homestay program for Japanese senior secondary students. A total of 208 students participated in the programs at Port Macquarie Campus between October and December 2002.

Northern Sydney Institute Successfully Targets National IT Markets

Following the identification of new markets for IT products, Northern Sydney Institute launched a new IT diploma, which also offers accreditation as a Microsoft Certified Systems Administrator (MCSA). The program is a joint venture between the institute and Terasys, a US-based IT training company. The initial program was over-subscribed and subsequent programs have achieved full enrolments. Since its inception at the beginning of 2002, there have been 169 enrolments in this program.

Based on the success of this venture, Northern Sydney Institute entered an exclusive national arrangement with Oracle and Terasys to deliver Oracle-accredited programs. This is a significant achievement for TAFE NSW because Oracle has previously only dealt with Australian universities. Northern Sydney Institute will be the only VET provider in Australia offering Microsoft, Cisco and Oracle vendor-specific training. This represents the three cornerstones of the IT business: operating systems (Microsoft); networking (Cisco); and database and business solutions (Oracle).

- Northern Sydney Institute identified environmental management as a new market area, given the growth in industry and community awareness, increased legislative and compliance requirements and greater responsibilities for local government leading to the emergence of new employment opportunities. The institute developed a series of landscape industry environmental management workshops for landscape contractors to enhance their awareness of environmental issues associated with landscape design and the management of construction worksites.
- In July 2002, OTEN was one of the first TAFE institutes to implement the new owner-builders course in response to changes in state legislation. The course enables owner-builders to complete an eight-hour program via distance delivery and assessment, and is popular with the market due to the flexibility of the course. By the end of 2002, 763 participants had completed the course through OTEN.

Report on Operations

- Riverina Institute developed four new primary industry courses, in partnership with industry specialists, to meet identified training needs in the livestock and agriculture industry in NSW and interstate.
 - Beef Cattle for Structural Soundness, a two-day course, was conducted in Murrumbateman, Goulburn, Walla, Holbrook, Bega and Berry, for 48 participants at \$250 per participant.
 - Drought Management for Pig Producers, a one-day workshop, was developed in December 2002 and will be conducted in Grenfell in 2003 at a fee of \$300 per participant.
 - Beef Cattle Health Nutrition and Welfare, a one-day workshop, was developed in October 2002. Each participant is charged a fee of \$250. Excellent feedback was received from the first 12 participants.
 - On-Farm Agronomy Advancement, a three-day course, was developed in September 2002. The first group of nine participants were very pleased with the program, which included onsite visits to farms in Victoria and southern NSW, and cost \$750 per participant.
- Riverina Institute also introduced a food safety and quality assurance systems training program in 2002, which has already benefited over 100 supervisors and employees of the largest wineries in the region.
- South Western Institute developed a new four-hour bonded asbestos awareness course for electricity supply workers and electrical contractors. The program was developed through extensive consultation with representatives of key stakeholders including unions, industry training advisory boards, WorkCover NSW and the electricity industry. Approved by WorkCover NSW, the course content is consistent with new industry procedures. Strong enrolments of over 1,300 people demonstrated the demand for the program.
- Bankstown College, in Southern Sydney Institute, is the only TAFE NSW provider of the Certificate III in Mortgage Lending. In 2002, staff developed online teaching and learning materials for this certificate following inquiries from people employed in the industry across NSW, who wished to access this program via the internet. The online course will be introduced in 2003 and is expected to attract 700 enrolments per year.
- Padstow College, in Southern Sydney Institute, developed a new program in upfront mower operation in response to workplace safety concerns for parks and garden staff employed by the Royal Botanical Gardens, Sydney. Upfront mowers are ride-on type lawn mowers, which have cutting blades towards the front of the machine. The program has also been used to train outdoors staff who work for local municipal councils. College staff will review the course in 2003, with the intention of offering it to a much broader base of customers. Net revenue from the program in 2002 was \$15,500.

Sydney Institute Gains Major New Commercial Partnerships

Sydney Institute delivered more than 300 customised programs for 117 different clients during the year, of whom more than 50% were new clients. The new commercial activity generated around \$1.7 million in 2002, and provided training for more than 1,950 participants.

Major new commercial partnerships were established with organisations such as Amcor Australia for guillotining and plate making techniques training and workplace assessment; the Australian Security Investment Commission (ASIC) for training needs analysis, policy and correspondence training and non-destructive inspection and testing training; the Aboriginal and Torres Strait Islander Commission (ATSIC) for time management and writing skills; Heritage Fine Wines for responsible service of alcohol training; the ING Bank for communication training; and UNISYS for assessment of specific learning disabilities.

At the same time, the institute successfully expanded its business into new markets. For example, the institute began providing ABC Television and Radio with frontline management training in NSW, the ACT and the Northern Territory. The training commenced in 2001 with a small pilot program and expanded to 106 participants in 2002.

Sydney Institute also introduced a range of new courses to meet Film and Television industry expectations by preparing students for current workplace demands. For example, the Certificate III in Film and Television Production and the Graduate Certificate in Film and Television allows graduates of these courses to take advantage of employment opportunities as television researchers, segment producers, documentary or short-film makers, film and television assistant operators or professional assistants. This course was introduced in response to the industry's growth within the institute's catchment area. In 2002, the institute recorded 43 enrolments in the new film and television courses.

Similarly, in response to growth in the fitness industry, the institute commenced delivering training packages in fitness courses in 2002. These courses qualify graduates to work as fitness instructors, fitness leaders or specialist fitness trainers. Industry and student demand was strong during the year, with 185 enrolments in the new fitness courses throughout the institute.

- Western Institute delivered new courses to meet specific industry and community needs in non-clinical mental health work (at Bathurst Campus), Aboriginal health work (Orange Campus), family day care (Dubbo Campus), outdoor recreation (Lithgow Campus) and catering operations (by flexible delivery from Dubbo Campus). Around 68 students were involved in these courses during the year.
- Western Institute also identified a need for para-professional training in equine massage. In response, Primary Industries and Natural Resources Division developed the Diploma in Equine Massage Therapies, which will be offered in 2003. The course will target people working in the equine industry, or those with experience in the industry, and it will be provided in a flexible format.

- Western Sydney Institute successfully moved into a new market involving materials handling, particularly in relation to the provision of training in scaffolding, rigging and forklift driving. In 2002, the institute sold 40 programs to the value of \$231,000.
- Western Sydney Institute also entered the market for occupational health and safety training (OH&S), specialising in WorkCover-accredited training courses and OH&S consultancy services. In 2002, the institute managed three statewide OH&S programs for AGL, the Department of Education and Training (for NSW government schools) and the Caravans and Camping Industry Association. The institute also delivered individual training programs to companies such as Sydney Water as well as local organisations. The revenue from this new market in 2002 was \$310,000.

Western Institute Earns \$140,000 for Vital Literacy Training in Dubbo

During 2002, Western Institute provided intensive English language classes for 72 Afghani employees at Fletchers Abattoirs in Dubbo. As part of the Workplace English Language and Literacy (WELL) funded project, trainers and assessors at Fletchers were also provided with skills and strategies to manage the large group of non-English speaking employees in the workplace. The content of the language training was geared both to meet the needs of Fletchers and to enable the participants to develop language skills related to the six core modules of the Certificate II in Meat Processing. Training for the company's trainers and assessors included modules in cultural awareness, language awareness, and training and assessment strategies for employees from non-English speaking backgrounds. This training was delivered flexibly to accommodate the needs of the firm. The institute generated around \$140,000 from this project, including about \$35,000 from Fletcher's and close to \$105,000 from WELL.

Product Development in TAFE NSW Divisions

- Access Division developed a new short course in translation skills to assist students who wish to obtain accreditation as a translator through the National Accreditation Authority for Translators and Interpreters (NAATI) test. The division's Advanced Diploma in Interpreting was also accredited during the reporting period. It provides students with NAATI accreditation at the interpreter level. Up to 30 enrolments are expected to make up the first cohort of students in metropolitan Sydney.
- Community Services, Health, Tourism and Hospitality Division developed curriculum and learner resources to meet the needs of the identified new market for complementary and alternative health care. The course will be offered in 10 TAFE colleges in 2003 and is expected to attract 360 enrolments in its first year.
- Community Services, Health, Tourism and Hospitality also developed a curriculum and learner resource on workplace hygiene to meet the needs of businesses affected by the new Foodsafe legislation. By the end of 2002, this module was offered at 26 TAFE colleges across NSW and had over 3,887 enrolments.
- Following extensive industry research, Information Technology, Arts and Media Division developed and successfully gained accreditation for a suite of courses in digital media (including the Certificate IV, Diploma and Advanced Diploma in Digital Media). These courses meet the needs of the rapidly developing multimedia industry by integrating units of competence from the design, printing, film and television, and IT areas; and they provide flexible training pathways that will enable students to develop the multiple skill sets required in this industry. The courses incorporate competency units in emerging technologies which are designed to facilitate the early inclusion of any new technologies. Around 600 students are expected to enrol in this suite of courses each year.
- Manufacturing and Engineering Division further refined the electronic profiling system associated with the Metal Training Package to accommodate the increasing use of electronic systems in industry. An estimated 350 subscribers across NSW use the system for reporting workplace experience.
- Manufacturing and Engineering Division also developed online products for new market areas including the Statement of Attainment in Non-Destructive Testing and the Advanced Diploma of Laboratory Operations. These specialist courses should attract around 30 enrolments each per annum from across the state.
- Primary Industries and Natural Resources Division developed and implemented new courses to meet the needs of new markets, mainly in the primary industries area. These included the Certificate III in Marine Studies and the Certificates II and III in Fishing Industry Recreational Services. These courses are expected to have intakes of over 18 and 115 enrolments respectively in 2003.

TAFE PLUS Product Development

- TAFE PLUS launched its suite of new commercial e-technology courses at the CeBIT Expo at Darling Harbour in May 2002. The exhibition attracted over 13,000 business people. The courses, designed to help businesses keep up with fast-moving emerging technologies, were developed by the Information Technology, Arts and Media Division. These courses provide training in new technologies and include: Develop Your E-Business; E-Security - Secure Your Business; Iris Recognition Access Control - Management; Iris Recognition Access Control - Technical; Knowledge Management Concepts; and Software Tools for E-Commerce and Metadata Concepts. The demand for e-technology courses, particularly in the small business market, is growing rapidly. With new technologies, such as biometrics, there is a need for continuing development of short courses to train businesses in the use of such technologies.
- The call centre industry continued to show good market growth. Sydney Institute established a Flexible and Distance Learning Centre at Ultimo and South Western Sydney Institute provided entry-level training for this industry. The demand for training is steadily increasing with an estimated growth in the market of 25% per year as well as a continual need for the training of new staff.

Report on Operations

An information forum, 'Call Centre Training for Better Performance & Profit' was held on 7 November in conjunction with the NSW Department of State & Regional Development and CallCentres.net, who distributed an outcomes paper to 4,000 industry contacts.

- TAFE PLUS, Construction and Transport Division, and Illawarra Institute staff developed a new course for owner-builders as a result of changes to the Home Building Act 1989. The Act now requires anyone who does not have a full builders' licence and who is undertaking a building project or renovations costing more than \$12,000, to undertake an approved educational course or training program. The NSW Department of Fair Trading approved the TAFE PLUS course as meeting the requirements of the Act.

Padstow College to Deliver Aeroskills Training in Singapore

Padstow College Aeroskills Centre, in Southern Sydney Institute, recently signed a memorandum of understanding with the Air Transport Training College Pty Ltd (ATTC) in Singapore. The ATTC is a private training facility which caters mainly to the civilian market in South East Asia. The institute identified an opportunity to work with ATTC to expand their capability through advanced composite materials training. The training will take place in Australia or overseas in 2003.

Increasing Commercial Revenue

During the year, TAFE NSW continued to increase its revenue from commercial activities, primarily through international and national commercial ventures undertaken by TAFE NSW institutes and divisions, and TAFE GLOBAL.

Commercial Revenue Generated by Institutes and Divisions

TAFE NSW's commercial revenue is generated from commercial programs, products and services that are sold by institutes and divisions in NSW, Australia and overseas. In 2002, commercial revenue from these ventures totalled more than \$67.4 million, an increase of around \$32 million in comparison with its 1998 revenue.

TAFE NSW Revenue from Institutes and Divisions' Commercial Activities, 1998-2002

Year	Amount of Revenue (\$)
1998	35,382,141
1999	40,107,392
2000	42,885,229
2001	52,511,670
2002	67,381,707

Source: Finance Directorate

Note: Commercial revenue generated by TAFE GLOBAL Pty Ltd is not included in these amounts.

In addition, TAFE NSW generates fee-for-service revenue from a range of funding sources, such as the Contracted Training Provision program, TAFE-delivered vocational education in schools, and other contestable funding. Over the last five years, TAFE's fee-for-service funded activity has increased by 98.3%, from around 6.8 million annual student contact hours (ASCH) in 1998 to more than 13.5 million hours in 2002. Fee-for-service activity accounted for 13% of total student hours in 2002 in comparison with 8% of total ASCH in 1998.

TAFE NSW Activity Levels by Funding Source, 1998-2002

Funding Source	Hours 000's									
	1998		1999		2000		2001		2002	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
ANTA Scope (Recurrent)	76,639	90.0	81,189	90.3	79,198	84.8	85,941	85.3	87,743	84.4
ANTA Scope (Specific Purpose)	1,693	2.0	1,339	1.5	4,303	4.6	3,516	3.5	2,649	2.5
Non ANTA Scope (Fee for Service)	6,822	8.0	7,425	8.3	9,909	10.6	11,335	11.2	13,528	13.0
Total	85,154	100	89,953	100	93,410	100	100,792	100	103,920	100

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Notes: (1) All Olympics-related activity has been excluded from the 2000 figures.

(2) ANTA Scope refers to activity funded under the ANTA Agreement.

(3) TAFE NSW Activity Levels include recognition of prior learning (RPL) credit hours.

(4) RPL credit hours are the proportion of module hours given as credit for RPL.

The divisions with the highest proportion of fee-for-service activity in 2002 were Access with 3 million hours (21.9%), Business and Public Administration with 2.9 million hours (21.7%) and Community Services, Tourism and Hospitality with 2.3 million hours (16.6%). Together these three divisions accounted for 60% of TAFE's total fee-for-service activity in 2002.

Two Million Dollar Contract for Literacy and Numeracy Training in Western Sydney

South Western Sydney and Western Sydney Institutes generated almost \$2 million in 2002 through activities undertaken as part of a three-year contract with the Commonwealth Department of Education, Science and Training to deliver its Language, Literacy and Numeracy Program in western Sydney. The program provides English language, literacy and numeracy training for eligible job seekers so that they can acquire the skills that are necessary for securing sustainable employment or pursuing further education and training. During the year, the institutes provided this training for 1,223 students and administered 1,672 assessments.

TAFE GLOBAL

TAFE GLOBAL Pty Ltd was incorporated as a separate legal entity in June 2000 and commenced operation on 1 January 2001. It was established mainly to act as the project management company for the delivery of TAFE NSW services in international markets and for selected projects in the national market. The financial year 2001/2002 was TAFE GLOBAL's first full year of operation and, during that period, the company generated total revenue of \$3.72 million. This revenue was derived from a range of projects including those in the following countries and regions:

- Greece - Athens 2004 Olympic Games (\$1.30 million)
- The South Pacific - Tuvalu, Tonga, Kiribati and Papua New Guinea (\$1.13 million)
- Asia - The Philippines, Malaysia, Korea and Indonesia (\$0.61 million)
- The Middle East - The United Arab Emirates (\$0.06 million)
- South Africa (\$0.05 million)
- Australia (\$0.49 million)

TAFE GLOBAL's key achievements in 2002 included the following:

- In 2001, TAFE GLOBAL secured the principal contract relating to the provision of master plans, action plans, training needs analysis, and curriculum for the Athens Olympic Games, which had a total contract value of \$2 million. During the reporting period, negotiations were conducted to secure additional work and an extension of the contract was signed on 1 October 2002 to take the total value of the contract to \$4.25 million.
- TAFE GLOBAL, in collaboration with Sagric International Pty Ltd, is undertaking a \$30 million project for AusAID which involves the design and construction

of facilities, the provision of teacher education programs and the development and implementation of curriculum in primary and secondary teacher education in Papua New Guinea. The project is expected to continue until November 2006.

- TAFE GLOBAL, on behalf of Western Sydney Institute, signed a contract for the delivery of the Advanced Diploma in Accounting in collaboration with the Applied Scholastics Training Centre Pty Ltd in Beijing, China. The project will begin in January 2003 and the contracted revenue will be just over \$1 million for the two-year program.
- TAFE GLOBAL also undertook a range of other successful negotiations for contracts in 2002 including those with the World Bank (a \$0.5 million East Timor Small Enterprise Project and a \$0.48 million Sri Lanka IT Training Project), AusAID (a \$1 million Indonesia Basic Education Project, and the AusAID Tonga and South Pacific governance and economic reform projects, with the minimum value in Tonga alone valued at \$1.2 million over two years), the Maldives Post Secondary Education and Skills Development Project (\$0.8 million), the Asian Development Bank (a \$4 million Sri Lanka Skill Development Project), the Qatar VET capacity building project (a \$5 million project to assist the Dubai Training Institute to deliver VET courses) and the East Timor Telecommunications Project (for the \$0.5 million training component).

International and Interstate Enrolments

One of TAFE NSW's major sources of commercial revenue is derived from the fees paid by international students as well as students from other states and territories in Australia. During the reporting period, TAFE NSW continued to market its programs successfully to international and interstate students.

International enrolments: Over the past four years, TAFE NSW institutes have been very successful in attracting additional fee-paying students from overseas and delivering programs offshore to students undertaking TAFE NSW courses in their home countries. The number of enrolments in TAFE NSW by international students has grown from approximately 3,400 in 1999 to just over 9,000 enrolments in 2002. The countries with the largest proportions of international students enrolling in TAFE NSW in 2002 were Korea, Hong Kong, Japan, Thailand, Fiji, the People's Republic of China and Indonesia.

In 2002, the most popular VET courses with international students were information technology, business and office studies, and hospitality management. This continues the pattern of their enrolments in TAFE NSW since 1999, although enrolments have risen substantially in hospitality management, and business and office studies. TAFE NSW generated \$15.82 million from international enrolments in mainstream courses during 2002, an increase of \$5.4 million since 1999.

Report on Operations

Interstate enrolments: Enrolments from people residing interstate have increased by 43.7% over the last five years, from 6,854 enrolments in 1998 to 9,851 enrolments in 2002. These enrolments accounted for 1.9% of total enrolments in 2002, compared to 1.6% in 1998. In 2002, over two-thirds (69.4%) of interstate enrolments originated from Queensland (38.2%) and Victoria (31.2%), which is roughly the same as in the years since 1998. In 2002, the most popular VET course areas with interstate students were OH&S Induction for Construction Work in NSW, Responsible Service of Alcohol, and Wool Classer Development.

Monitoring Costs, Increasing Efficiency and Improving Effectiveness While Maintaining Quality

During the reporting period, TAFE NSW continued to monitor a range of measures in order to improve efficiency and effectiveness while maintaining the quality of its programs and services. Over the past five years, there has been continued growth in enrolments and student contact hours, a reduction in the unit costs of delivery and continued high levels of satisfaction from both employers and graduates.

TAFE NSW Service Delivery Strategy

The TAFE NSW Service Delivery Strategy was developed in 2002 and this will form the basis of Institute Service Delivery Strategies to be developed in 2003. This process will ensure that the Government's strategic objectives are incorporated into planning and implementation at all levels of the organisation.

Increasing TAFE NSW Enrolments

Enrolments in TAFE NSW institutes: TAFE NSW recorded a total of 526,083 course enrolments during 2002, which represents an increase of 98,566 enrolments or 23.1% over the five years since 1998.

From 1998 to 2002, all institutes recorded enrolment growth, with the fastest growth occurring in Riverina Institute (up 33.6%), Western Sydney Institute (33.1%), and Western Institute (29.7%). Western Sydney Institute experienced the largest enrolment growth in the five years since 1998 with an increase of 12,492 enrolments, while South Western Sydney Institute again recorded the most enrolments during 2002 with 58,170 enrolments.

Enrolments in TAFE NSW by Institute, 1998-2002

Institute	Enrolments					% Change 1998-2002
	1998	1999	2000	2001	2002	
Hunter Institute	46,017	50,281	50,141	53,469	57,312	24.5
Illawarra Institute	32,466	34,857	38,476	40,048	41,470	27.7
New England Institute	17,097	17,644	18,645	21,468	21,626	26.5
North Coast Institute	31,242	33,772	34,399	37,834	39,155	25.3
Northern Sydney Institute	43,945	49,769	48,064	51,386	55,766	26.9
Riverina Institute	25,309	27,299	28,389	29,990	33,819	33.6
South Western Sydney Institute	45,930	48,332	48,705	56,578	58,170	26.6
Southern Sydney Institute	41,112	42,338	41,529	45,022	44,719	8.8
Sydney Institute	46,963	48,050	48,276	52,307	53,808	14.6
Western Institute	27,764	29,027	32,618	35,084	35,997	29.7
Western Sydney Institute	37,716	40,875	45,215	49,244	50,208	33.1
Open Training and Education Network (OTEN)	31,956	33,427	26,451	32,066	34,033	6.5
Total	427,517	455,671	460,908	504,496	526,083	23.1

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

Enrolments by TAFE NSW division: Between 1998 and 2002, the highest enrolment growth was recorded in the Construction and Transport Division, where enrolments increased from 48,919 in 1998 to 70,121 in 2002 (up 43.3%). Other divisions experiencing significant growth over the past five years include Primary Industries and Natural Resources (up 38.0%), and Community Services, Health, Tourism and Hospitality (34.0%). Only one division, Manufacturing and Engineering, reported a drop in enrolments over the last five years, from 43,798 enrolments in 1998 down to 37,464 enrolments in 2002 (-14.5%).

The decline in enrolments at the professional/paraprofessional level experienced between 1999 and 2001 has been reversed, with significant enrolment gains recorded between 2001 (119,749 enrolments) and 2002 (129,049 enrolments). Overall, enrolments at the professional and paraprofessional level have increased by 2.4% in the five-year period since 1998. Enrolments in courses at the trade level have also increased, up 5.2%, from 80,554 enrolments in 1998 to 84,752 enrolments in 2002.

Enrolments in TAFE NSW by Division, 1998-2002

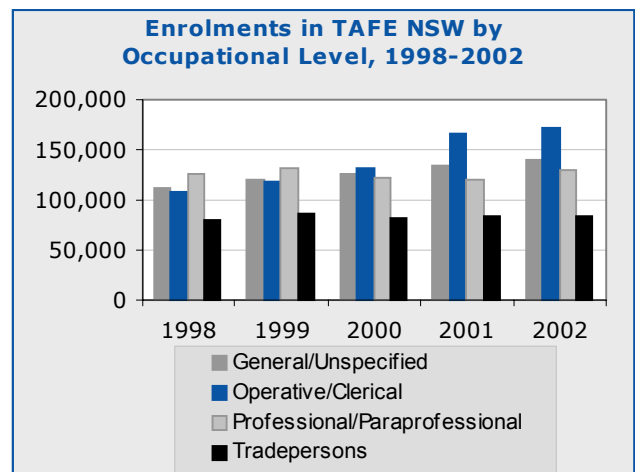
Division	Enrolments					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	84,594	88,041	91,664	101,456	108,410	28.2
Business and Public Administration	95,717	103,775	102,864	109,361	108,323	13.2
Community Services, Health, Tourism & Hospitality	68,745	76,763	81,923	92,008	92,130	34.0
Construction and Transport	48,919	48,657	51,897	56,979	70,121	43.3
Information Technology, Arts & Media	44,934	49,573	49,354	56,546	56,637	26.0
Manufacturing and Engineering	43,798	41,006	35,948	35,123	37,464	-14.5
Primary Industries and Natural Resources	21,102	24,744	23,747	31,538	29,130	38.0
TAFE PLUS (Level 3)/TAFE Options	19,708	23,112	23,511	21,485	22,312	13.2
Selected Study Program	0	0	0	0	1,556	0
Total	427,517	455,671	460,908	504,496	526,083	23.1

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

Both Access Division (108,410 enrolments) and Business and Public Administration (108,323 enrolments) continue to attract the largest number of enrolments, together accounting for 41.2% of total enrolments in 2002. The large number of enrolments in Access courses shows that TAFE NSW is continuing to provide opportunities for people to gain the knowledge and skills that will enable them to take part in our society and to enter the workforce.

TAFE NSW enrolments by occupational level: In the five years since 1998, enrolments at the operative/clerical occupational level recorded the most significant growth, from 108,689 enrolments in 1998 to 172,921 enrolments in 2002 (up 59.1%). The growth in operator-level training reflects the demand for better-equipped entry-level workers. Significant enrolment growth has also been recorded in courses at the general/unspecified level, which reflects the increasing number of people who wish to improve their basic skills. General-level enrolments increased by 24.2% over the last five years, from 112,231 in 1998 to 139,361 in 2002.



Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

Report on Operations

Enrolments of Apprentices and Trainees in TAFE NSW:

TAFE NSW provides the majority of off-the-job training for apprentices. Apprenticeships and traineeships are work-based training programs that lead to nationally-recognised qualifications. A total of 57,034 trainees and apprentices enrolled in TAFE during 2002, which represents an increase of 8,277 enrolments or 17.0% since 1998. Most of this growth is due to the increase in the number of trainees participating in TAFE, which has more than doubled over the past five years, growing from 4,775 enrolments in 1998 to 12,222 enrolments in 2002. (It should be noted that the count of apprentices is based on enrolments in trade courses, while trainee counts are based on enrolments in traineeship funded programs.)

Although enrolments of trainees and apprentices have experienced substantial growth over the last five years, it has been at a slightly slower growth rate than that of non-apprentice/trainee enrolments. As a result, the enrolment rate of trainees and apprentices has dropped a little, from 11.4% of total enrolments in 1998 to 10.8% in 2002.

The majority of courses undertaken by apprentices and trainees are at Australian Qualifications Framework (AQF) certificate II, III and IV levels. In 2002, 88.6% of apprentices and trainees (50,538 enrolments) were doing an AQF level III course or equivalent, and 6.9% were doing an AQF level I or II course. From 1998 to 2002, the number of apprentices and trainees undertaking an AQF level IV or equivalent course has increased significantly, from 0.6% of the total number of

apprentices and trainees in 1998 to 4.0% of the total in 2002. This is primarily due to the strong growth in the number of traineeships over the period.

Increasing TAFE NSW ASCH

The number of hours associated with enrolments has also grown. Around 102.9 million annual student contact hours (ASCH) were delivered in TAFE NSW during 2002, an increase of 18.5 million ASCH or 21.9% over 1998. The larger rate of growth in enrolments compared to ASCH can be partly attributed to TAFE NSW's flexible delivery initiatives. These include the increased provision of short courses and modules that suit the needs of specific industries and assist employees to upgrade or acquire specialist skills without undertaking an award course.

TAFE NSW institutes: All institutes recorded growth in the number of student hours between 1998 and 2002. Sydney Institute again delivered the largest amount of ASCH, with 13.3 million ASCH delivered in 2002, while Riverina Institute experienced the fastest ASCH growth rate with an increase of 30.5% in the five years since 1998, followed by Northern Sydney Institute (up 27.6%) and South Western Sydney Institute (27.2%).

Northern Sydney Institute has achieved the largest increase in ASCH over the last five years, delivering an additional 2.8 million ASCH in 2002 compared to 1998.

TAFE NSW ASCH by Institute, 1998-2002

Institute	ASCH 000's					% Change 1998-2002
	1998	1999	2000	2001	2002	
Hunter Institute	9,128	10,051	10,344	10,732	11,143	22.1
Illawarra Institute	6,185	6,494	6,808	6,943	7,029	13.7
New England Institute	2,727	2,894	3,068	3,255	3,317	21.6
North Coast Institute	5,603	5,891	6,359	6,922	6,834	22.0
Northern Sydney Institute	10,234	10,346	10,572	12,073	13,062	27.6
Riverina Institute	3,692	4,021	4,436	4,578	4,817	30.5
South Western Sydney Institute	9,289	9,538	10,201	11,569	11,816	27.2
Southern Sydney Institute	9,107	9,501	9,600	10,469	10,780	18.4
Sydney Institute	10,918	11,476	12,294	12,661	13,255	21.4
Western Institute	4,285	4,632	4,813	4,771	5,077	18.5
Western Sydney Institute	8,410	9,281	10,000	10,701	10,651	26.6
Open Training and Education Network (OTEN)	4,839	4,857	3,977	4,968	5,100	5.4
Total	84,416	88,982	92,474	99,642	102,881	21.9

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Notes: (1) All Olympics-related activity has been excluded from the 2000 figures.

(2) ASCH - annual student contact hours

TAFE NSW divisions: The profile of annual student contact hours by the divisions contains a number of differences to that of enrolments reported above, which arise because of variations in course length and study patterns across divisions. Access Division again recorded the largest amount of ASCH (24.2 million) during 2002, accounting for 23.5% of total ASCH, followed by Business and Public Administration (22.1 million ASCH) and Information Technology, Arts and Media (16.5 million ASCH).

Achieving Unit Cost Benchmarks

From 1998 to 2002, TAFE NSW has achieved an overall reduction in unit costs for the delivery of training services in TAFE NSW. Unit costs for TAFE NSW are calculated by comparing total government recurrent expenditure with the total number of adjusted activity hours that fall within the ANTA-defined scope of VET activity. TAFE NSW has attained a reduction of unit costs over the five-year period from 1998 to 2002, from \$14.54 in 1998 to \$13.42 in 2002.

TAFE NSW ASCH by Division, 1998-2002						
Division	ASCH 000's					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	20,119	20,863	22,509	23,931	24,151	20.0
Business and Public Administration	18,042	19,474	19,501	21,481	22,132	22.7
Community Services, Health, Tourism and Hospitality	13,265	13,886	13,822	15,093	16,195	22.1
Construction and Transport	10,734	11,072	11,614	11,441	11,908	10.9
Information Technology, Arts and Media	10,148	11,680	13,718	15,959	16,488	62.5
Manufacturing and Engineering	7,945	7,694	6,951	6,859	6,776	-14.7
Primary Industries and Natural Resources	3,815	3,953	4,007	4,537	4,740	24.2
TAFE PLUS (Level 3)/TAFE Options	349	359	351	340	343	-1.5
Selected Study Program	0	0	0	0	148	0
Total	84,416	88,982	92,474	99,642	102,881	21.9

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Notes: (1) All Olympics-related activity has been excluded from the 2000 figures.
(2) ASCH - annual student contact hours

Information Technology, Arts and Media Division recorded both the largest (6.3 million additional ASCH) and the fastest (62.5%) growth over the last five years, with the amount of ASCH delivered in this industry area rising from 10.1 million in 1998 to 16.5 million in 2002. Other divisions showing significant growth between 1998 and 2002 include Primary Industries and Natural Resources (up 24.2%) and Business and Public Administration (up 22.7%).

Manufacturing and Engineering was the only division to report a drop in ASCH over the last five years, with ASCH delivered in this industry area falling from 7.9 million in 1998 to 6.8 million in 2002, which largely reflects the drop in enrolments reported above.

Maintaining Module Completion Rates

Over three-quarters (76.9%) of assessed module enrolments in 2002 resulted in successful outcomes. Although the overall module completion rate in 2002 was lower than that reported in 1998 (77.2%), the 2002 rate represents an improvement on the module completion rate of 75.4% recorded in 1999, 2000 and 2001.

In 2002, the highest module completion rate was recorded in the Construction and Transport Division (83.3%), while above-average rates were also reported for Manufacturing and Engineering (79.9%), Community Services, Health, Tourism and Hospitality (78.6%), and Primary Industries and Natural Resources (77.0%).

Module Completion Rates in TAFE NSW by Division, 1998-2002					
Division	Module Completion Rate (%)				
	1998	1999	2000	2001	2002
Access	66.7	63.4	64.4	67.7	70.2
Business and Public Administration	75.7	74.0	74.5	74.2	75.9
Community Services, Health, Tourism and Hospitality	82.1	79.5	78.8	78.1	78.6
Construction and Transport	79.8	78.7	79.9	79.4	83.3
Information Technology, Arts and Media	78.2	77.9	76.0	76.1	76.0
Manufacturing and Engineering	80.3	78.3	77.7	77.4	79.9
Primary Industries and Natural Resources	78.8	77.3	78.4	77.9	77.0
Total	77.2	75.4	75.4	75.4	76.9

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

Report on Operations

The divisions reporting improved module completion rates between 1998 and 2002 include Construction and Transport (from 79.8% to 83.3%), Access (from 66.7% to 70.2%) and Business and Public Administration (from 75.7% to 75.9%).

Increasing the Number of TAFE NSW Graduates

The number of graduates from TAFE NSW courses has increased steadily over the past five years. A total of 241,008 students successfully completed their courses in 2002, compared to 174,487 in 1998, which represents an additional 66,521 graduates (38.1%). Between 1998 and 2002, the Community Services, Health, Tourism and Hospitality Division recorded the largest growth in graduates (71.9%), with the number of graduates in this program area growing from 29,302 in 1998 to 50,362 in 2002 (an additional 21,060 graduates). Significant growth in graduate numbers was also recorded in the Construction and Transport Division, where they more than doubled from 15,869 in 1998 to 34,776 in 2002 (an additional 18,907 graduates or a 119.1% increase).

As in recent years, Community Services, Health, Tourism and Hospitality Division produced the largest number of graduates in 2002 (50,362 graduates), followed by Access (45,492) and Business and Public Administration (38,950). Together these three divisions accounted for over half (55.9%) of the total number of graduates in 2002. Manufacturing and Engineering reported a small decline (-0.7%) in graduate numbers between 1998 and 2002, which is not unexpected given the decline in enrolments over the same period.

The number of TAFE NSW graduates in courses classified under the AQF (or equivalent) has increased by 40% over the last five years, growing from 56,491 graduates in 1998 to 79,064 in 2002. Graduates of AQF courses accounted for 32.8% of the total number of graduates in 2002, compared to 32.4% in 1998.

TAFE NSW Graduates by Division, 1998-2002						
Division	Graduates					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	37,084	36,540	37,127	42,732	45,492	22.7%
Business and Public Administration	33,098	37,298	38,888	40,798	38,950	17.7%
Community Services, Health, Tourism and Hospitality	29,302	35,313	42,590	51,710	50,362	71.9%
Construction and Transport	15,869	14,584	17,488	22,662	34,776	119.1%
Information Technology, Arts and Media	16,130	18,024	16,272	19,263	20,701	28.3%
Manufacturing and Engineering	16,016	15,302	13,580	14,415	15,909	-0.7%
Primary Industries and Natural Resources	8,157	11,298	9,830	17,102	13,582	66.5%
TAFE PLUS (Level 3)/TAFE Options	18,831	21,928	21,958	20,195	21,236	12.8%
Total	174,487	190,287	197,733	228,877	241,008	38.1%

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

TAFE NSW Graduates by Qualification Level, 1998-2002										
Qualification Level	Graduates									
	1998		1999		2000		2001		2002	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Diploma	7,375	4.2	8,315	4.4	7,881	4.0	8,501	3.7	10,592	4.4
AQF Cert IV and equivalent	9,193	5.3	10,214	5.4	9,839	5.0	14,119	6.2	14,220	5.9
AQF Cert III and equivalent	25,037	14.3	26,689	14.0	21,041	10.6	23,220	10.1	25,671	10.7
AQF Cert I and II	14,886	8.5	18,019	9.5	21,671	11.0	25,073	11.0	28,581	11.9
Statement of Attainment	57,797	33.1	67,286	35.4	84,660	42.8	92,283	40.3	83,140	34.5
Accredited Short Course	15,768	9.0	14,955	7.9	16,224	8.2	32,774	14.3	43,401	18.0
TAFE Statement	23,871	13.7	21,352	11.2	13,283	6.7	11,731	5.1	12,720	5.3
College Statement	1,564	0.9	2,315	1.2	986	0.5	1,047	0.5	1,333	0.6
TAFE PLUS Statement	18,996	10.9	21,142	11.1	22,148	11.2	20,129	8.8	21,350	8.9
Total	174,487	100	190,287	100	197,733	100	228,877	100	241,008	100

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

In 2002, students completing statement of attainment courses accounted for the largest number of graduates with 34.5% of total graduates, followed by accredited short courses with 18.0% of total graduates.

Employer Satisfaction with TAFE NSW Training

The National Centre for Vocational Education Research (NCVER) conducts a national survey every two years to collect information about employers' views on VET and the skills of TAFE graduates (most recently in 2001). As a part of this survey, employers who have recently employed TAFE graduates are asked to give an overall rating of their level of satisfaction with TAFE on a scale of 1 to 10 (where a rating of 10 indicates the highest level of satisfaction).

Mean Scores for Overall Satisfaction with TAFE, States and Territories, 1997-2001			
	1997	1999	2001
NSW	6.5	7.4	7.3
Victoria	7.0	7.2	6.9
Queensland	6.5	6.8	6.9
South Australia	6.8	7.4	7.0
Western Australia	6.5	6.9	6.4
Tasmania	6.6	6.6	7.1
Northern Territory	6.2	6.7	6.7
ACT	6.4	6.8	6.8

Source: NCVER, Survey of Employer Views on Vocational Education and Training, 1997, 1999 and 2001 reports.

In 2001, the percentage of employers who gave a rating of 6 or higher was greater in NSW (85%), than in all other state and territory jurisdictions, with Tasmania (84%) the next best performer. At the other end of the scale, only 66% of employers rated their overall level of satisfaction at 6 or higher in Western Australia and the ACT.

The results of the Survey of Employer Views on Vocational Education and Training show that the overall level of employer satisfaction with TAFE NSW has increased from a mean score

of 6.5 in 1997 to 7.3 in 2001. This suggests that TAFE NSW is continuing to improve its responsiveness to the needs of industry and better meet the needs of employers in NSW.

In the two most recent surveys, undertaken in 1999 and 2001, TAFE NSW achieved the highest mean score for overall satisfaction of all states and territories in Australia, with a mean score of 7.4 in 1999 and 7.3 in 2001. South Australia equalled NSW's performance in 1999 but dropped to 7.0 in 2001.

Student Satisfaction with TAFE NSW Training

Students enrol in TAFE courses for a variety of reasons. Some students seek to enhance their ability to get a job, to gain additional skills for their current job or to pursue a different career; while others enrol to satisfy a personal interest. Each year, NCVER conducts a survey of TAFE graduates and module completers, the *Student Outcomes Survey*. One of the main aims of the survey is to determine whether TAFE students think that they achieved their main reason for enrolling in a TAFE course. TAFE NSW graduates continue to report a high degree of satisfaction with their training in terms of how well it meets their main reason for undertaking their courses.

In 2002, 77% of the 2001 TAFE NSW graduates who responded to the survey reported that their main aim had been achieved or partly achieved, compared with 78.2% of graduates nationally. This is a slightly lower than the level of satisfaction attained by TAFE NSW in 2001 (79.9%) but TAFE NSW has performed consistently well in this category since 1998.

A similar degree of satisfaction also continues to be observed among 2001 TAFE NSW module completers. Some 69.5% of the module completers who responded to the 2002 survey stated that they achieved or partly achieved their main reason for enrolling in TAFE NSW. This figure represents a slight drop from 71.8% in 2001, but is ahead of the national average of 68.8%.

Graduates and Module Completers who Achieved or Partly Achieved the Main Reason for Doing a Tafe Course, NSW and Australia, 1998-2002										
	1998		1999		2000		2001		2002	
	NSW	Australia	NSW	Australia	NSW	Australia	NSW	Australia	NSW	Australia
Graduates										
Yes	62.2	63.0	62.1	63.4	62.3	65.5	66.6	66.7	60.6	63.2
Partly	16.3	15.8	16.6	16.0	16.1	14.8	13.3	13.2	16.4	15.0
Yes/Partly	78.5	78.8	78.7	79.4	78.4	80.3	79.9	79.9	77.0	78.2
Module Completers										
Yes	n.a.	n.a.	49.6	50.6	52.5	51.9	53.6	52.9	48.2	49.0
Partly	n.a.	n.a.	21.6	20.8	17.8	18.7	18.2	18.2	21.3	19.8
Yes/Partly	n.a.	n.a.	71.2	71.4	70.3	70.6	71.8	71.1	69.5	68.8

Source: NCVER, Student Outcomes Survey, 1998 to 2002 reports, Figure 12a.

Recognition of the Quality of TAFE NSW Students' Achievements

The quality of TAFE NSW's training provision is demonstrated by the quality of its students' achievements. TAFE NSW students continue to be recognised for the excellence of their vocational skills and knowledge in competitions held in NSW, throughout Australia and around the world. In 2002, TAFE students won a host of prestigious awards in a broad range of fields including national awards such as those presented at the WorldSkills Australia competition, the ANTA National Training Awards and the NSW State Training Awards. During the year, TAFE staff and institutes were also honoured for the outstanding quality of their achievements.

Hunter Institute Student Named Australian Business Apprentice of the Year

In 2002, Aaron Carle, a boat and ship building student from the Newcastle Campus of Hunter Institute, won the prestigious ANTA Australian Business Apprentice of the Year. Aaron was employed by Jacana Marine and he specialised as a shipwright. This developed his interest in naval architecture which he is now pursuing at university level.

WorldSkills: WorldSkills Australia competitions challenge young people, their teachers, trainers and employers to strive for excellence by achieving world-class standards in all industry areas and to promote the status of vocational education and training across Australia. Considered to be the Olympics of occupational skills, over 42,000 young Australians have had the opportunity to test their skills in over 50 occupational categories in school, college regional, national and international competitions since 1982.

In 2002, 25 TAFE NSW students and 5 NSW VET in Schools students won gold medals at the WorldSkills Australia national competition in fields including automotive and vehicle, building and construction, computing and technology, client services, electrical and electronic, engineering and metals, and hospitality and food.

WorldSkills Australia competitions are linked to the International WorldSkills competition which is held every two years, the most recent being 2001. Australia has participated at the international competitions since 1983, winning a total of 54 medals. Of these, TAFE NSW students have been awarded 18 medals. In June 2003, an Australian team of 28 will compete in the 37th International WorldSkills competition in St Gallen, Switzerland. TAFE NSW will be represented by 15 young people.

WorldSkills Australia, 2002 - TAFE NSW Gold Medal Winners

Recipient	Industry Area
Kylie Moss, Hunter Institute	Garment Production
Michael Saville, Hunter Institute	Painting and Decorating
Zac Boyd, Illawarra Institute	Bricklaying
Matthew Greer, Illawarra Institute	Architectural
Computing	
Alaina Mackay, Illawarra Institute	Retail Baking (Bread)
Joseph Pianon, Illawarra Institute	Autobody Repair
Andrew Whalan, Illawarra Institute	Plumbing
Brad Franklin, Northern Sydney Institute	Vehicle Painting
Joseph Kazzi, Northern Sydney Institute	Business Services
Peter Strong Northern Sydney Institute	Restaurant Service
Lynsey Jackson, Riverina Institute	PC Support
Peter Collins, Southern Sydney Institute	Cabinetmaking
Mark Ferguson, Southern Sydney Institute	Construction Carpentry
Benson Smith, Southern Sydney Institute	Construction Carpentry
Peter Buckley, South Western Sydney Institute	Turning
Samuel Jones, South Western Sydney Institute	Auto Electrical
Stephen Yates, South Western Sydney Institute	Wall and Floor Tiling
Andrew Baker, Sydney Institute	Computer Assisted
Machining	
Con Diavatiotis, Sydney Institute	Jewellery
Alicia McDonnell, Western Institute	Sign Craft
Matthew Shepherd, Western Institute	Fitting
Luke Short, Western Institute	Electrical Installation
Michael Whalan, Western Institute	Welding
Paul Breden, Western Sydney Institute	Construction Steelwork
Ry Cunningham, Western Sydney Institute	Cookery

Other TAFE NSW students who achieved recognition for their outstanding achievements in state and national competitions in 2002 included the following:

- Brydie Burton, from Illawarra Institute, won the prestigious NSW Electrical Apprentice of the Year Award.
- Anthony Bolf and Jonathon Cannon, both from Northern Sydney Institute, won gold and silver medals respectively in the 2002 NSW Student Waiter of the Year Competition.
- Frank Bartolillo, a student in the Certificate IV in Fitness at Northern Sydney Institute won two gold medals in the men's individual and team's foil events at the Commonwealth Fencing tournament. Frank was only 20 years of age and is profoundly deaf.
- Debbie Andrews, a student in OTEN's Diploma of Aboriginal Studies, won a 2002 NAIDOC Aboriginal Student Encouragement Award for her high work and module completion rates.

- OTEN communication students were awarded second place in the Silver Screen Award at the US International Film and Video Festival - Education: Advanced and Tertiary Education for their video, Negotiation Skills.
- Carly-Lee Best, a Stage 3 carpentry and joinery student at Riverina Institute, was awarded second place in the national awards for Outstanding Women in Non-traditional Areas of Work and Study presented by the National Centre for Gender and Cultural Diversity.
- Paul McCabe, a business trainee at Sydney Institute, was named Trainee of the Year at the 2002 NSW Training Awards.
- Sydney Institute students won five of the six awards in the Design Institute of Australia Student Design Competition. The awards are open to students from universities, TAFE and private colleges in Australasia. The winners were Gitte McGloin (furniture design), Damien Abicic (interior design), Samantha Mok (interior decoration and design), Rittirong Khiewcha-um (encouragement award) and Ezster Mattheson (encouragement award). Damien also won one of two student categories in the 2002 Dulux Colour National Awards.
- Justin Davis, from Southern Sydney Institute, was named the Sheetmetal Industry Association - Apprentice of the Year.
- Angela Yi Wu, from Southern Sydney Institute, won the 2002 Australian Packaging Award.
- Andrew Cowsley, a North Coast Institute third year hospitality apprentice at Grafton Campus, took first prize in the state finals of the Restaurant and Catering Association cookery competition. He won a week's work experience at Sydney's famed Tetsuya's Restaurant.
- Malcolm Robertson, from Illawarra Institute won the TAFE NSW Sydney Morning Herald Language and Literacy Student Achievement Award.
- The Hotel, Motel and Accommodation Association of Australia Award for studies in the Certificate IV in Hospitality (Accommodation Services Supervision) was won by Mark Hodgson from Nepean College.
- Skye Wallis, from Padstow College, received the Landscape Contractors Association of NSW Apprentice of the Year Award.
- Roseann Paskin, from Sutherland College, won the National Horticulturalist of the Year Award.

During the reporting period, TAFE NSW staff were also honoured for the excellence of their work in state and national awards. Award winners in 2002 included the following:

- Jeremy Knight, a painting and decorating teacher at Illawarra Institute, was awarded the NSW Master Painters Association Award for Excellence. The award was open to all permanent, part-time and casual TAFE teachers, managers, administrators and technical officers in NSW and ACT.
- Ross Boyer, a part-time teacher in the film and television (sound) section at Northern Sydney Institute, received the Best Achievement in Sound for Location Sound award,

from the Australian Screen Sound Guild, for his work on the film *Australian Rules*.

- Horticulture staff at Northern Sydney Institute won a gold award and a 'best of category' award for their show garden in the 2002 ABC Gardening Australia Alive awards.
- Staff and students at Ryde College in Northern Sydney Institute won the gold medal at the Australian Video Producers Association Awards for *Dig It*, an environmental and horticultural promotional video.
- OTEN and the Professional Support and Curriculum Directorate were awarded third place in Specialty Productions: Interactive Multimedia (CD ROM) at the US International Film and Video Festival for their CD, Count Me In Too: Introducing The Framework.
- Greg Bourne, a head teacher at Tumut Campus in Riverina Institute, won one of the NSW Premier's English Literature Scholarships.

New England Institute Wins the 2002 NSW Large Training Provider of the Year Award

New England Institute was very proud to receive the 2002 NSW Large Training Provider of the Year Award at the NSW State Training Awards in September. The award recognised the institute's commitment to providing extensive educational and training opportunities for all students within and beyond the region.

Stephen Savage won the New England Apprenticeship and Traineeship Award. Stephen then went on to win the Motor Trades Association (MTA) Apprentice of the Year for 2002 in Heavy Vehicle at the NSW Training Awards in Sydney in November 2002.

As well as winning these major awards, the institute also had students competing in a range of other state and national awards. These included finalists in the NSW Vocational Student of the Year, the NSW Aboriginal and Torres Strait Islander Student of the Year, the NSW Training Initiative Award and the Australian Business Apprentice of the Year.

TAFE NSW Oliver C Shaul Scholarship for Commercial Cookery: Sarah Murphy from Northern Sydney Institute won the 2002 TAFE NSW Oliver C Shaul Scholarship, which is awarded to the most meritorious student in the commercial cookery trade course. The winner is given the opportunity to further their studies overseas, either in Europe, Asia or North America for a period of at least three months in a restaurant, hotel kitchen or training institution with a first-class international reputation.

TAFE NSW Arts and Design Prize: The winner of the grand prize in 2002 was Seungsoo Lee, from East Sydney for her work, *Paris Opera*. In 2002, a record 936 entries were received from TAFE arts and media students throughout the state, who competed for the \$5,000 grand prize, five awards valued at \$1,000, one \$500 award and ten commendations valued at \$200. The works of 60 finalists will tour six regional galleries at Campbelltown, Dubbo, Tamworth, Lake Macquarie, Coffs Harbour and Griffith until November 2003, and are also displayed on the TAFE NSW website (www.tafensw.edu.au/artsprize). In 2002, more than 17,000 visitors attended the regional exhibitions of works from the 2001 competition.

2.2 Drive the Integration of Skill Formation in Social and Economic Development

Developing and Enhancing TAFE NSW's Capabilities to Foresee and Shape Future Training Needs

The overall TAFE NSW business, or course, profile is an amalgam of the business profiles of all the institutes. Each year, the TAFE NSW institutes' business profiles are developed in view of identified training needs. Institutes and divisions draw upon a wide range of economic, social and demographic data, and consult a broad range of stakeholders (including economic development organisations, industry associations, companies and community organisations at national, state and local levels) in order to obtain up-to-date input for the business profiles. In this way, institutes ensure that shifts and changes in their profiles anticipate and reflect economic and social needs in all regions of the state.

Skill Formation Needs and Their Impact on TAFE NSW Course Profile

NSW has a large service economy and this sector is extensively represented in the TAFE NSW course profile. A large number of students are enrolled in areas such as community services, business services, health, sports and recreation services. There has been a small downturn in tourism and hospitality courses following the Olympics but this is expected to increase in the future. Institute profiles also reflect an increased need for community care services, aged care, child care, youth work and counselling services.

There is an increasing demand for computer-based training in diverse areas such as computer-modelling, three-dimensional design, digital graphics and imaging, automotive repair, computer-assisted manufacturing and power generation. While there has been some reduction in the training needs for the IT industry, there is demand for network support, client support, technical support, helpdesk, website management and systems management.

Institute profiles are continuing to address skills shortages in heavy vehicle mechanics and in servicing skills for all engineering occupations. Institutes will continue to offer a wide range of courses to meet the diverse needs of the building and construction industry and meet specific skills shortages in different regions of NSW.

Business services is a major component of each institute's profile and courses will continue to be provided for employment in financial services, accounting, management and supervisory skills areas. Institute profiles also reflect training needs in retailing and clerical skills needs.

A number of institutes include specialist training in skill shortage areas such as furniture manufacturing, wood machining, upholstery, cabinet making and floor finishing. Electrical installation and servicing are provided by a number of institutes. Continued training is needed in areas such as telecommunication services, cabling and specialist areas such as biomedical studies and instrumentation technology.

Improving Business Profile Planning

During the year, TAFE NSW institutes used a range of strategies to enhance their capability to foresee and shape future training needs. Some of the key initiatives undertaken by institutes and divisions to improve TAFE's business profile planning included the following:

- A joint project between the North Coast Institute, the Department of State and Regional Development and Australia's Holiday Coast Area Consultative Committee commenced with the aim of establishing a regional research capability to inform the development of strategies to meet the region's future training needs.
- North Coast Institute also resourced several research projects aiming to investigate specific training needs in the following areas: identification of training needs in the North Coast information technology industry; the literacy needs of local youth; a training needs analysis of the regional retail industry; and identification of the generic entry-level trade skills required for construction, transport, manufacturing and related industries.
- Northern Sydney Institute developed and implemented an Enterprise Specific Training Program. The institute is using the program to develop a series of models to anticipate, plan for, and address the emerging and changing training needs of enterprises. This program includes the implementation of an institute-wide client relationship management package and integrates the use of trainee partnership management for specific projects.
- South Western Sydney Institute prepared a demographic profile of its catchment area using data from the 2001 census. A report on the participation of equity target groups 1997 to 2001 was completed in June 2002. This information will inform strategic planning for the equity groups in the institute. The institute also reviewed apprenticeship approval statistics in the institute's catchment area (including a comparison with metropolitan area commencements); analysed module completion rates to identify where retention rates could be improved; and examined the distribution of businesses by industry type registered in the institute catchment area.
- Sydney Institute formed two project groups to examine the 2001 census figures and to analyse the changing demographics of the institute's catchment area. The institute used their findings to improve their business profile. In addition, the institute is planning to provide more training in the alternative health and fitness and personal care industry areas in response to identified industry needs and the findings of the National Strategy for an Ageing Australia.

- Business and Public Administration Division convened and hosted the National Hairdressing and Beauty Conference which was held at Sydney Institute, with over 50 attendees representing NSW, Queensland, Victoria, South Australia, Tasmania, ACT, and New Zealand. Participants represented such groups as the Professional Hairdressers Association, and the state and national ITABs. The conference outcomes have provided significant insights into the future needs and trends within the hairdressing profession.
- Information Technology, Arts and Media Division identified a range of training gaps that have developed for emerging technologies. A suite of ten e-Technology short courses was developed, aimed at upskilling IT professionals. The TAFE PLUS courses utilise just-in-time learning principles, are easy to customise for specific audiences and have a duration of one to five days each. The 11 e-Technology short courses include: Linux Made Easy; e-Security; Knowledge Management Concepts; Software Tools for e-Commerce; Metadata Concepts; XML Made Easy; Getting Started with Digital Cameras; Biometric Access Control Management; Biometric Access Control Engineer; Develop your e-Business; and Profit from the Internet.
- The NSW TAFE Commission Board commissioned research in response to the downturn in education and training in the manufacturing and engineering sector. This major research program seeks to identify changing and emerging manufacturing and engineering skill needs and the most appropriate and effective ways in which training should be provided to meet those needs. It aims to ensure that TAFE NSW training products in this area continue to meet industry requirements and provide effective skills development for current and future employees. The first report takes the view that VET (and, in particular, TAFE NSW) plays a key role in improving productivity, and product and process innovation in a national economy. It addresses the role of VET skills in a globally competitive manufacturing industry and provides recommendations for enhancing productivity and innovation in this industry area. The report also identifies emerging skills needs that are required by industry and employees to ensure the ongoing viability of the manufacturing sector.

Developing Partnerships that Foster Economic Development

TAFE NSW maintains its relevance and competitiveness by developing courses for new and growing industries and tailoring training to more closely fit the needs of industry. TAFE institutes work with industry clients in order to become their preferred provider of training. TAFE NSW is continually establishing new strategic partnerships with businesses and enterprises. Partnerships are about combining resources that bring together the strengths and expertise of TAFE NSW and its various collaborators. Currently, institutes have strategic partnerships with over 160 businesses. The aim of these partnerships is to provide training and related services which

can make a strong contribution to improvements in social and economic conditions across the state, especially in rural and regional areas.

One of the outstanding features of the partnerships between TAFE NSW and industry has been the ability of TAFE institutes to adapt their programs to meet the needs of the industry partner. The customisation of courses has involved developing a thorough understanding of the structure, function and culture of an organisation in order to provide client-specific curriculum and to deliver it at times convenient to the normal running of the organisation and to arrange for the most appropriate and flexible methods of delivery.

The following are just some examples of how TAFE NSW is establishing innovative partnerships that are fostering economic development in rural and regional NSW.

- Hunter Institute is participating in the Crops for the Hunter project which is aimed at providing innovative solutions to crop growing in the Upper Hunter. The Coal and Allied Trust has provided \$200,000 to support the project. Over the next 12 months, the project will involve up to 70 to 90 farmers from the Upper Hunter areas of Merriwa, Scone and Murrurundi including the Hunter Olive Growers Cooperative.
- New England Institute established a partnership with Quirindi Community Development and Employment Programs (CDEP), which has set up a light manufacturing enterprise, and Rouseabout, a small regional enterprise based in Uralla that produces woolen garments. Under the partnership agreement, TAFE NSW trains the employees in order to provide a trained workforce for Rouseabout. The Quirindi project and the workshops are part of a national program to assist the textile, clothing and footwear industry to become a sustainable industry without tariff protection. This program aims to increase the industry's international competitiveness through increased investment, innovation, research and product development. The training is funded by the Australian National Training Authority (ANTA) and supported by the NSW Department of State and Regional Development. TAFE NSW also expects that project to generate partnerships among clothing businesses and other organisations which will give the industry a boost and generate jobs for the institute's clothing production students.
- New England Institute's partnership with Eastern Airways, BAE Systems, the Tamworth City Council, the New England North West Area Consultative Committee and the New England and North West Regional Development Board resulted in the delivery of training in aviation engineering to meet the needs of regional aviation operators. Twenty trainees undertaking Certificates II and IV in Aircraft Maintenance Engineering, in the mechanical and avionic streams, commenced their training in mid-January at Tamworth Airport. The training program was boosted by a Commonwealth grant of \$4.1 million for tools, plant, equipment and facilities refurbishment.

- A partnership between Riverina Institute, Finn Sherringham Architects, and the Murrin Bridge Advancement (Aboriginal) Corporation CDEP is providing opportunities for the employment of community members as apprentice carpenters. A project to build a pre-school began in May 2002. Apprentices who are employed by the Murrin Bridge Advancement (Aboriginal) Corporation CDEP spend four days a week working on the pre-school and one day a week attending classes at Lake Cargelligo Campus. The NSW Department of Aboriginal Affairs has funded additional houses that are scheduled to be completed by the building team once the pre-school is erected. The Aboriginal CDEP will provide enough work to keep the students employed for the duration of their training, which most will complete by 2005.
- Riverina Institute has a National Aerospace Training Centre of Excellence, located on the RAAF Base at Wagga Wagga. As a result of its partnership with the Australian Defence Force, each year over 1,500 air force, navy, army and defence support industry trainees, attend courses at the centre. This exemplary partnership has been in operation for over eight years and contractually will continue for another six to ten years. The institute's current contract is worth \$83 million over the next six years.
- Western Institute and the Central West Group Apprentices joined forces to provide power line worker training for Country Energy apprentices employed within the Western area. This arrangement resulted in Western Institute being one of only two public providers in Australia providing training in this field and the only public provider in the state.
- Western Sydney Institute is partnering with the Victoria University to deliver the Certificate III in Transport and Distribution (Road Transport) to 656 TNT employees in NSW and the ACT. The drivers gain much of their national qualification driving around NSW and the ACT. A challenge for workplace training co-ordinators is to minimise TNT's down time during the delivery of the training. The partnership is a nominated ANTA-funded Communities of Practice Project.

Improving the Productivity of Local Businesses by Providing Specialised Consultancy Services

TAFE NSW institutes have been increasingly called upon to provide consultancy services, particularly in relation to the customisation and adoption of national industry training packages. The customisation of training packages to meet specific enterprise skill needs generally leads to the increased participation in training of the employees, who have often had little exposure to formal training. Some of these employees have low literacy and numeracy skills and/or come from non-English speaking backgrounds. As a result, when a business uses VET based on training packages, the training can open up careers or educational pathways that were not previously available to the employees.

The expansion of commercial activity has also led to an increase in the provision of consultancy services. The customisation of courses requires a thorough understanding of the structure, function and culture of an organisation in order to provide client-specific curriculum, course delivery at times convenient to the normal running of the organisation, and the most appropriate and flexible methods of delivery.

Some examples of the specialised consultancy services that TAFE NSW provided during the reporting period included the following:

- TAFE NSW led the Australian TAFE Consortium (ATCON) in a bid to provide Telstra with national training solutions. ATCON was successful in their bid to become a preferred supplier of VET and some university-level learning and development services by bringing the Australian Technology Network into ATCON. The consortium is capable of providing up to 70% of Telstra's training needs covering the key training areas of telecommunication technologies, information technology, leadership skills and business and management skills. The consortium comprises all Australian state TAFE organisations as well as key university providers to the telecommunications industry. It is, therefore, potentially the largest single source of training for any one organisation ever formed in Australia.
- Hunter Institute was successful in a public tender to review and identify, develop and deliver competency-based training packages for the environmental management system at Eraring Power Station, which is working towards achievement of ISO:14000 certification. Twelve training modules have been customised to be delivered across all levels of Eraring Energy. Training of a pilot group of Eraring management and employees will commence early in 2003.
- North Coast Institute significantly extended learning partnerships to provide training consultancy services and workbased training programs to a range of large employers in the region. These included Country Energy, Northern Rivers and Mid North Coast Health Services, Centrelink and the Clarence River Fisherman's Cooperative.
- South Western Sydney Institute is working in a partnership with Mount Pritchard and District Community Club in which the club delivers its own training, which is then accredited by TAFE NSW. The institute is working with, and mentoring, the club's staff in this program.
- St George College, Southern Sydney Institute, has worked with the NRMA to develop and deliver programs for NRMA assessors and preferred repairers on the repair of plastic components on vehicles. The college is also providing a hotline helpdesk-type service for NRMA staff after the initial training. The training has been delivered across NSW and the ACT, and plans are in place to expand it to other states in 2003.

- Sydney Institute provided the University of NSW Union with professional advice on the training needs of their hospitality, retail and management staff. An initial training needs analysis was conducted to assess the needs of 40 staff members. The university union was advised to implement a series of training programs customised to their specific needs. These included pro-active customer relations and employee relations.
- Sydney Institute also provided consultancy services for the Australasian Institute of Banking and Finance. This resulted in the delivery of training in workplace assessment and training, supervision for first-time managers, business planning and negotiation skills.
- Western Institute provided training to 106 employees of Highland Pine Products in Oberon. The project, partly funded by Workplace English Language and Literacy (WELL), involved the customisation and piloting of the core competencies in the Certificate in Forest and Forest Products. In addition, the teachers worked with employees of the company to develop the company's induction manual and a format for their standard operating procedures. They then mapped the content of the manual against the relevant core competencies.
- Western Institute worked with the Municipal Employees' Union (MEU) to conduct a skills analysis and a training plan for MEU staff. The institute is liaising with Business and Public Administration Division to develop a customised training program for MEU delegates as well as setting up relevant traineeships in this area.
- Western Institute extended its Training Partnership Managers (TPM) initiative with DELTA Electricity by negotiating a three-year contract to continue its provision of services under a unique commercial arrangement. The new contract identifies set financial rates for the services of the TPM and for the delivery of training and consultancy services provided by the institute.
- TAFE PLUS was selected as a preferred provider of training and related services to Australian Business Limited (ABL) members. ABL has regional offices in 10 major centres in NSW as well as in Sydney and Canberra. Through this relationship, small and medium-sized enterprises throughout the state have better access to training services.

Enhancing Cross-sectoral Arrangements

During the year, TAFE NSW continued to enhance cross-sectoral arrangements, including those with schools, universities and other vocational providers. TAFE NSW eases the way for students to advance their education by recognising the skills and knowledge they have gained through education, work or life experience. TAFE NSW institutes provide a range of services to assist people with unrecognised skills or previous learning to gain qualifications. Credit is granted for approximately 500,000 modules per year to TAFE students as a result of recognition arrangements.

Arrangements with Schools

TAFE NSW continues to strengthen its links with schools primarily through its involvement in the TAFE VET in Schools (TVET) program and major initiatives such as the T3 program. In 2002, TAFE NSW increased the amount of VET it delivered to NSW school students with the amount of annual student contact hours for both government and non-government school students being at the highest level ever at over 2.2 million hours.

Credit transfer: An important aspect of cross-sectoral arrangements is the granting of credit to students moving from one sector to another. Credit transfer arrangements between New HSC subjects and TAFE courses have been enhanced and upgraded to accommodate additional industry curriculum frameworks and content-endorsed courses in the New HSC and changes to TAFE NSW courses and training package qualifications. Credit transfer arrangements are in place for 47 New HSC subjects and 431 TAFE NSW modules.

The T3 program: This program is now in its third year of operation. A T3 traineeship combines part-time work with structured training provided by TAFE NSW, while trainees complete their HSC. Upon completion of one of these traineeships, students earn an HSC and a nationally-recognised certificate II qualification in their chosen vocational field. These trainees also have very good prospects of an ongoing career with their employer.

In 2001, the inaugural group of 51 T3 trainees commenced training in either automotive vehicle servicing or office administration. Of the 51 starters, 49 have continued in the industry. The program's retention rate of more than 98% is strong evidence of its success. In January 2002, a second intake of 33 T3 trainees commenced their two-year training program. This intake was associated with an expansion of the program into Queensland and Victoria. Fifteen trainees were from NSW, 10 trainees from Queensland and 8 trainees from Victoria. These traineeships are also in automotive vehicle servicing or office administration.

Initially, T3 represented an arrangement between Toyota, TAFE NSW and Toyota dealers in NSW. In 2002, the program was expanded to include Toyota dealers in Queensland and Victoria, and Holden dealers in NSW and Victoria. In 2003, another two manufacturers in Australia (Ford and Mitsubishi) will also be participating in the T3 Program.

Arrangements with individual schools: TAFE NSW institutes have also entered into arrangements with specific local schools. The following examples give an indication of the types of arrangements that were in place in 2002.

- Loftus Campus of Southern Sydney Institute was involved in a joint venture with Menai High School to train tutors from Year 11 to work with students in Years 7 and 8, who were having difficulties at school because of language or literacy problems. The course has two components: School Literacy Volunteer Tutoring - Theory; and Literacy Volunteer Tutoring - Fieldwork. Twenty-four tutors were enrolled in the program and 23 completed it.

Report on Operations

- Cook School was established at Loftus Campus to provide an alternative program for students with behavioural difficulties from Years 5 to 10 in local high schools. The school is temporarily located at the TAFE campus in demountable buildings. A more substantial school is to be built towards the northern boundary of the Loftus Campus site in 2003.
- Ultimo College at Sydney Institute delivered the HSC IT course to Years 11 and 12 students onsite at Tempe High School, and provided the school's teachers with professional development in IT. The college also managed an IT practice firm for TVET IT students who needed work placements.

Arrangements with Universities

TAFE NSW has been active in developing partnerships and links with universities to enhance pathways for TAFE and university students. In recent years, the two-way traffic between the sectors has increased. TAFE NSW has negotiated around 1,500 separate articulation arrangements with universities, some of which attract substantial credit. There are now a number of joint programs where students do the first part of their course at TAFE and complete it at a university. In 2002, TAFE NSW had 34,063 university graduates enrolled in its courses.

A number of institutes have entered into cross-sectoral arrangements with individual universities. Some of the major achievements in this area in 2002 are listed below.

- Hunter Institute and the University of Newcastle have an extensive credit recognition agreement, under which 53 out of the 59 degree programs offered by the university in the 2002 UAC Guide articulate with relevant TAFE courses, and provide extensive credit for completed TAFE studies. Another success is the development of joint degree programs with the university, such as the Bachelor of Applied Information Technology and the Bachelor of Applied Science in Viticulture.
- Willowware Institute and the University of Wollongong developed a bridging course for enrolled nurses, which allows graduates to articulate into the second year of the Bachelor of Nursing at the university.
- The NSW Government provided funding for master planning and infrastructure to establish a Wollongong Innovation Campus at Fairy Meadow. The campus will facilitate business and community initiatives based on research and development. The University of Wollongong, Wollongong City Council and the State Government are partners in the project. The innovative campus will focus on taking university and TAFE graduates into the workforce, and linking university research initiatives and TAFE training directly to the corporate world.
- New England Institute entered an innovative agreement with the University of Newcastle to facilitate the training of the university's fine arts students by allowing them to access resources at the institute's Tamworth Campus. Under this agreement, TAFE students completing the

diploma or advanced diploma courses in fine arts are provided with the opportunity to enrol at the university in the Bachelor of Arts (Fine Arts) with two year's credit.

- Northern Sydney Institute entered an exclusive arrangement with Macquarie University, whereby graduates of the Diploma in Hospitality Management attend a two-week bridging program which enables them to articulate into the university's Bachelor of Business Administration.
- OTEN launched a new optical facility at the University of NSW's Cooperative Research Centre for Eye Research and Technology (CRCERT) at Randwick. OTEN now has access to leading edge research, and CRCERT benefits from OTEN's expertise in distance education. The centre is considering introducing distance learning programs in third world countries.
- Western Institute, the Mid-Western Area Health Service and Charles Sturt University established a new pathway program for training rural nurses. Students commence their training by enrolling in the Assistant in Nursing (Certificate III), then articulate to the Enrolled Nurse Program, and then move on to the Bachelor of Nursing with Charles Sturt University (via distance education). All steps along this pathway are undertaken while students are employees of the local area health services. The institute provides the first two stages in the workplace using flexible delivery arrangements.

Arrangements with ACE

The NSW TAFE Commission and the Board of Adult and Community Education (BACE) are both required by legislation to work together to develop an ACE-TAFE joint strategic plan. The fourth strategic plan, the *ACE-TAFE NSW Joint Strategic Plan 2003-2005*, was published in October 2002. The theme of the plan is a 'better deal for students'. The strategic directions outlined in the plan are designed to enhance students' opportunities for developing the skills and knowledge needed for lifelong learning, and it provides a clear framework for further ACE-TAFE cooperation in NSW.

In September 2002, a conference on the joint plan was organised by the TAFE NSW Managers' Association, with support from the TAFE NSW Professional Development Network and the Department's Adult and Community Education Directorate. The conference provided an opportunity for staff from TAFE institutes and ACE providers to discuss the strategic directions and initiatives and provide feedback to BACE and the TAFE Board. Over 80 people from the ACE sector and TAFE NSW attended the conference.

In 2002, the ACE sector and TAFE NSW negotiated 15 new articulation arrangements from ACE courses into TAFE NSW courses, particularly in the vocational education program area. Major achievements included the forging of articulation arrangements between ACE and TAFE courses in emerging areas of employment opportunity, such as sport (massage therapy), health sciences and asset management.

Providing More Pathways into Higher Level Programs for People in Targeted Groups

TAFE NSW has a long history of providing opportunities for students from all backgrounds to access vocational education and training. Special support is provided for indigenous communities, people with disabilities, rural and isolated people, the unemployed, disadvantaged women and people from non-English speaking backgrounds. Enhancing pathways into higher-level programs for people in these targeted equity groups continued to be a major priority for TAFE NSW during the reporting period.

Participation and Outcomes of Aboriginal Students

Over the last five years, the number of enrolments by Aboriginal and Torres Strait Islander people in TAFE NSW has grown by over 30%, from 14,476 enrolments in 1998 to 18,904 enrolments in 2002. The most popular courses undertaken by these students were in the Access Division, with enrolments in this division accounting for over one third (34.9% or 6,589 enrolments) of total Aboriginal and Torres Strait Islander enrolments.

All divisions recorded growth in Aboriginal and Torres Strait Islander enrolments between 1998 and 2002, with the most significant growth occurring in the Primary Industries and Natural Resources Division where enrolments more than doubled, growing from 826 in 1998 to 1,767 in 2002 (113.9%).

In 2002, a total of 1,524 Aboriginal and Torres Strait Islander students enrolled as trainees and apprentices in TAFE NSW. The majority (82.6%) of the traineeships and apprenticeships undertaken by Aboriginal students were in AQF certificate level III and IV courses.

The module completion rates for Aboriginal students (60.5%) are still substantially lower than the average module completion rate. However, over the last four years the module completion rate for Aboriginal students has improved by 3.8%, from 56.7% in 1999 to 60.5% in 2002. Between 1998 and 2002, the number of Aboriginal graduates has climbed by 38%, from 4,439 graduates in 1998 to 6,124 graduates in 2002.

Programs for Aboriginal Students

- TAFE NSW provides the majority of vocational education and training for Aboriginal and Torres Strait Islander people through its mainstream courses. However, there are also a range of targeted programs to meet particular community and individual needs in areas such as health, art and culture, and small business. Major achievements in these programs in 2002 included the following:
- TAFE NSW, the NSW Department of Aboriginal Affairs and the NSW Aboriginal Housing Office signed a memorandum of understanding (MOU) for a joint venture to enable Aboriginal building apprentices from remote NSW communities to learn their trade without leaving home. The program will provide Aboriginal students with trade qualifications, better employment opportunities, access to ongoing training within communities and the opportunity to help communities. The institutes involved in the project are New England, Illawarra, Riverina, Western and North Coast. Construction and Transport Division is also a signatory to the MOU.
- Hunter Institute's Purrimaibahn Aboriginal Unit employs a number of staff including three Aboriginal Coordinators and three full-time, permanent Aboriginal Student Support Officers to assist community groups and Aboriginal students to access appropriate VET programs. These officers also encourage students to enrol in higher-level programs if they possess the appropriate skills. The institute leads the state in providing intensive case management and support for Aboriginal students. One of the major successes in 2002 saw around 40% of the students who undertook the Certificate II in Aboriginal Education Assistant gaining employment after completing the course.
- North Coast Institute continued to achieve very positive outcomes in a range of programs for Aboriginal and Torres Strait Islander people including:
 - Twelve students attending the institute's Djigay Centre of Excellence in Aboriginal Education in Kempsey progressed from visual and performing arts strands in the Work Skills Certificate I course, through to the Diploma of Visual Arts.

Enrolments in TAFE NSW by Division for Aboriginal and Torres Strait Islander People, 1998-2002

Division	Aboriginal and Torres Strait Islander People					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	5,538	5,554	5,675	5,945	6,589	19.0
Business and Public Administration	1,916	2,170	2,058	2,119	2,404	25.5
Community Services, Health, Tourism and Hospitality	1,965	2,340	2,502	2,531	2,811	43.1
Construction and Transport	1,229	1,374	1,329	1,654	1,797	46.2
Information Technology, Arts and Media	2,086	2,342	2,196	2,505	2,303	10.4
Manufacturing and Engineering	685	694	618	642	745	8.8
Primary Industries and Natural Resources	826	1,034	1,156	1,552	1,767	113.9
TAFE Plus (Level 3)/TAFE Options	231	207	253	337	309	33.8
Selected Study Program	0	0	0	0	179	0.0
Total	14,476	15,715	15,787	17,285	18,904	30.6

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

Report on Operations

- Nine Aboriginal students at the centre completed the Certificate III in Horticulture and will undertake the Certificate IV in Aboriginal Cultural Site Conservation in 2003.
- Northern Sydney Institute in conjunction with the Aboriginal Land Council conducted the Certificate II in Aboriginal Site Conservation. The block-release program used ICT tutorial support for work undertaken outside face-to-face sessions. Participants came from across NSW and, upon graduation, had the opportunity to join the Certificate III in Aboriginal Site Conservation. The graduates from this program have pathway options into diploma-level courses in horticulture and degree-level courses in archaeology.
- Also, at Northern Sydney Institute, a group of indigenous students undertook the Certificate III in Assistant in Nursing. Ten of the 15 participants completed the program and gained employment in nursing-related fields, several becoming trainee enrolled nurses.
- Western Institute introduced the Certificate I in Business (from the Business Services Training Package) for Aboriginal people in Nyngan, Dubbo, Forbes and Walgett. Graduates from this qualification will articulate into the Certificates II and III in Business and progress to specialist business qualifications.
- All divisions developed a range of courses to assist Aboriginal and Torres Strait Islander people to increase their employment prospects. Access Division liaised with NSW universities to establish credit transfer arrangements for the TAFE Diploma in Aboriginal Studies and university Aboriginal studies courses.
- A total of 708 Indigenous women were enrolled at OTEN-DE in 2002. This constitutes 64% of all Indigenous enrolments and represents an increase of 52 enrolments in comparison with 2001. Of the total enrolment of Indigenous women, 47% were enrolled at AQF certificate level III or higher.

Participation and Outcomes of People from Non-English Speaking Backgrounds

TAFE NSW recorded a total of 95,996 enrolments by people from non-English speaking backgrounds during 2002, which represents an increase of 6.2% or 5,630 enrolments compared to 1998. The most popular courses for people from non-English speaking backgrounds in 2002 were in the Access Division (32,771 enrolments), with enrolments in this division accounting for over one third (34.1%) of their total enrolments.

Between 1998 and 2002, the fastest enrolment growth occurred in the Information Technology, Arts and Media Division, where enrolments by people from non-English speaking backgrounds grew by more than a third (37.0%), from 9,211 enrolments in 1998 to 12,616 enrolments in 2002. Over the last five years, two divisions have recorded a drop in enrolments for students of non-English speaking backgrounds: Manufacturing and Engineering where enrolments dropped from 8,378 enrolments in 1998 to 5,703 enrolments in 2003 (-31.9%), and Construction and Transport which reported a 7.3% decline in enrolments.

Some 6,746 trainees and apprentices who enrolled in TAFE NSW in 2002 were students from non-English speaking backgrounds. The majority (96.3%) of traineeships and apprenticeships undertaken by these people were in AQF certificate III and IV level courses.

The module completion rates for people from non-English speaking backgrounds has remained fairly stable over the last five years at around 74%. Between 1998 and 2002, the percentage of people from non-English speaking backgrounds graduating from their courses has grown by nearly 10%.

Enrolments in TAFE NSW by Division for People from Non-English Speaking Backgrounds, 1998-2002

Division	People from Non-English Speaking Backgrounds					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	28,906	29,796	22,611	26,425	32,771	13.4
Business and Public Administration	23,434	24,423	13,941	14,922	24,610	5.0
Community Services, Health, Tourism and Hospitality	9,645	11,705	5,814	5,881	10,348	7.3
Construction and Transport	8,092	7,752	3,740	3,434	7,502	-7.3
Information Technology, Arts and Media	9,211	10,907	6,814	8,462	12,616	37.0
Manufacturing and Engineering	8,378	7,644	3,938	3,673	5,703	-31.9
Primary Industries and Natural Resources	849	938	364	315	882	3.9
TAFE Plus (Level 3)/TAFE Options	1,851	2,071	732	884	1,420	-23.3
Selected Study Program	0	0	0	0	144	0
Total	90,366	95,236	57,954	63,996	95,996	6.2

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics-related activity has been excluded from the 2000 figures.

(2) NESB figures in 2000-2001 are not comparable with other years due to changes in the enrolment form language question.

Programs for People from Non-English Speaking Backgrounds

TAFE NSW institutes offer a range of English language courses to meet the specific language needs of people from non-English speaking backgrounds. These include courses at beginner level, such as the Certificate I in English for Speakers of Other Languages (ESOL) for learners with very limited or no English; to courses at advanced level, such as the Certificate IV in English for Academic Purposes for learners wishing to progress from TAFE to university study. In all, the suite of English language courses available through TAFE NSW includes ten certificate courses and four statements of attainment to accommodate learners' English language proficiency at entry and their motivation for taking up formal English language tuition. Their motivation may be participation in the community, access to further study, improved employment prospects or a combination of these. In 2002, a total of 16,971 students were enrolled in ESOL courses in TAFE colleges across the state.

TAFE institutes also offered vocational courses that targeted learners from language backgrounds other than English including courses in information technology and computing skills, clerical skills for the office, community welfare, child studies and aged care services.

Major highlights of these programs in 2002 included the following:

- Increased numbers of students from non-English speaking backgrounds made use of the ten individual learning centres located in Northern Sydney Institute colleges. The centres allowed students to use online and multimedia products (some of which have been developed by TAFE NSW) to improve their language, literacy and specific vocational skills.
- Hunter Institute and the NSW Adult Migrant English Service (AMES) have signed a course delivery agreement for English language programs. Under the agreement, Hunter Institute delivers the Adult Migrant English Program (AMEP) on behalf of AMES. The institute provides:
 - full and part-time English language tuition
 - access to classrooms, equipment, photocopying and language laboratory facilities at the same level granted to TAFE students
 - enrolment in TAFE NSW tutorial support courses
 - access to library, student counselling, disability support and student association services.
- OTEN provided a range of flexibility delivered courses to suit distance learners, such as the Certificate in ESOL and pronunciation classes for 275 students, English for Specific Purposes (ESP) courses for 53 students, a targeted Outreach course for 94 women from language backgrounds other than English, and the basic English stream for students in the Language Literacy and Numeracy Program for 60 students.
- South Western Sydney is the lead institute for the Language, Literacy and Numeracy program in South Western Sydney. In 2002, the institute generated \$1.33 million for the delivery of training to 856 students in the area of basic English, literacy and numeracy and advanced English and vocational courses for people from non-English speaking backgrounds.
- Sydney Institute, at a cost of \$60,000, conducted ESP courses in a range of vocational areas with dental technician, hospitality, business administration and computer studies being the most successful.
- Southern Sydney Institute delivered 18 ESP courses in a range of subjects for 248 students.
- Western Institute delivered training in English language to students from the Republic of China enrolled at the Orange Campus of the University of Sydney. These students would otherwise have been unable to achieve their course requirements because of language barriers.

Participation and Outcomes of Women

Over the last five years, female enrolments in TAFE NSW have increased by 21.7%, from 204,234 enrolments in 1998 to 248,456 enrolments in 2002. The most popular courses for women in 2002 were again in the Business and Public Administration Division (73,595 enrolments), with enrolments in this division accounting for over one quarter (29.6%) of total female enrolments. Between 1998 and 2002, the fastest enrolment growth occurred in the Construction and Transport Division, where female enrolments grew by over two-thirds (69.6%) from 2,993 enrolments in 1998 to 5,077 enrolments in 2002.

Only one division, Manufacturing and Engineering, recorded a decline in female enrolments over the last five years, with enrolments dropping from 2,477 enrolments in 1998 to 2,310 enrolments in 2002 (-6.7%).

A total of 12,032 female trainees and apprentices enrolled in TAFE during 2002. The majority (87.1%) of the traineeships and apprenticeships undertaken by women were in AQF certificate III and IV level courses.

Enrolments in TAFE NSW by Division for Women, 1998-2002

Division	Women					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	52,294	53,641	56,220	61,324	65,906	26.0
Business and Public Administration	64,011	69,081	69,400	73,955	73,595	15.0
Community Services, Health, Tourism and Hospitality	44,804	49,892	52,255	57,113	58,113	29.7
Construction and Transport	2,993	2,893	2,684	3,029	5,077	69.6
Information Technology, Arts and Media	23,238	24,754	23,912	26,644	26,660	14.7
Manufacturing and Engineering	2,477	2,494	2,045	2,180	2,310	-6.7
Primary Industries and Natural Resources	6,933	7,767	7,589	7,981	8,327	20.1
TAFE Plus (Level 3)/TAFE Options	7,484	8,072	8,636	7,163	7,953	6.3
Selected Study Program	0	0	0	0	515	0
Total	204,234	218,594	222,741	239,389	248,456	21.7

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics related activity has been excluded from the 2000 figures

In 2002, women were more likely to complete their assessable modules (77% compared to 76.9% for all students). Between 1998 and 2002, there has also been an increase in the number of women completing their courses. The total number of female graduates climbed from 85,447 in 1998 to 111,209 in 2002, a growth rate of 30%.

Programs for Women

All TAFE institutes continued to offer 'women only' programs and implemented a range of initiatives to promote greater participation by women. Major achievements in 2002 included the following:

- Hunter Institute continues to run Career Education and Employment for Women (CEEW) courses at Tomaree, Belmont, Glendale, Singleton, Newcastle and Maitland Campuses with great success and provide women with a sound educational platform from which to progress to higher certificates and diplomas.
- Illawarra Institute delivered a program to broaden the understanding of IT career opportunities for young women. The program gave the young women hands-on experience with hardware and the use of digital cameras. Four women employed in the IT industry shared their training and work experiences and future career prospects with course participants.
- Northern Sydney Institute introduced an Industry Links Program and began an initiative to invite female students to attend major industry functions to foster direct contacts between students and women working in ICT, building and construction and other industries. The institute program promoted mentoring as a means to improve employment prospects.
- South Western Sydney Institute provided a new program, Women Focus on Skills: Bridging Community and Training, at Tharawal Local Aboriginal Land Council in Picton for 11 Tharawal women. This program is now being replicated in indigenous communities around Australia. Many of the course participants are now completing a TAFE NSW qualification or are going on to university. Some participants established a small business providing funeral services, the Brothers and Sisters Funeral Service, which is a unique business for a niche market. Other women who completed the course are now undertaking the Certificate IV in Small Business Enterprise Management.
- Sydney Institute ran four 'women only' programs which targeted women who were interested in pathways into higher-level award courses in industry growth areas and non-traditional subject areas. Two Certificate IV in Client Support in IT (Workwise Women) courses and two Certificate I in Automotive for Women (NRMA Jumpstart) courses were conducted in 2002.
- Western Institute was involved in a program for Aboriginal Women from Condobolin, Peak Hill and Griffith titled 'Healthy Families Need Healthy Women' which emphasised the critical role women play in the health status of their communities. The program aimed to empower Aboriginal women to take care of themselves and other women in their communities by educating them about women's health issues across the life span. This course was designed by Mid West Area Health Service and was delivered in partnership with Western Institute. Ten women completed the program and are being encouraged to continue training by enrolling in other TAFE courses.

- Western Institute was involved in the Building Women's Employment Opportunities project in the Central West. The institute, Central West Community College, the Department for Women and Western Research Institute developed and delivered programs to address barriers to vocational education and training for women who are educationally disadvantaged or isolated.
- Primary Industries and Natural Resources Division, in collaboration with Access Division, developed a recognition-based pathway for rural and remote women to gain qualifications in farm business management at AQF certificate IV level. Resources were developed and staff development was provided for around 50 teachers and members of the Rural Women's Network to support the implementation of this program.

Participation and Outcomes for People with Disabilities

The number of enrolments by people with disabilities has grown considerably over the last five years. In 2002, a total of 37,620 enrolments by people with disabilities were recorded in TAFE NSW, which represents an increase of 14,712 enrolments or 64.2% since 1998. Access Division courses still attract the highest number of people with disabilities, with enrolments in this division accounting for just under 40% (14,979 enrolments or 39.8%) of total enrolments by people with disabilities. Since 1998, growth in enrolments by people with disabilities has been recorded in all divisions, with the fastest growth occurring in the Information Technology, Arts and Media Division, where enrolments have almost doubled from 2,676 in 1998 to 5,064 in 2002 (up 89.2%).

A total of 2,456 trainees and apprentices enrolled in TAFE during 2002 were students with disabilities. The majority (93%) of traineeships and apprenticeships undertaken by people with a disability were in AQF certificate III and IV level courses.

Module completion rates for people with disabilities have remained relatively stable over the five year period 1998 to 2002, at around 69%. The number of people with disabilities graduating from TAFE NSW has increased by more than 50%, from 9,316 graduates in 1998 to 14,184 graduates in 2002.

Programs for People with Disabilities

During the year, all TAFE institutes provided targeted programs to increase the participation, and improve the education and employment outcomes, of students with disabilities. Some of the major achievements in 2002 included the following:

- Hunter Institute successfully completed tenders which involved the development of online computer resources that allow students with a disability to view campus architecture on the web to enable them to plan their access routes to classrooms; and a review of barriers to TAFE for Aboriginal students with a disability.
- Intellectually disabled TVET students at Hunter Institute undertook accredited TAFE modules as part of their HSC.
- Northern Sydney Institute provided 'pre-mainstream' classes (in office administration, retail and hospitality) for groups of disabled students, to enable them to gain some prior knowledge and to determine the suitability of various courses. Through a stepped program, students with disabilities were able to progress from certificate to diploma-level courses, and from diploma to advanced diploma-level courses in building, IT and electronics.

Enrolments in TAFE NSW by Division for Students with Disabilities, 1998-2002

Division	People with Disabilities					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	9,582	10,496	9,783	11,945	14,979	56.3
Business and Public Administration	3,512	4,419	4,459	5,025	5,922	68.6
Community Services, Health, Tourism and Hospitality	2,887	3,481	3,295	3,707	5,093	76.4
Construction and Transport	1,413	1,645	1,624	1,792	2,533	79.3
Information Technology, Arts and Media	2,676	3,319	3,148	4,064	5,064	89.2
Manufacturing and Engineering	1,329	1,439	1,289	1,303	1,686	26.9
Primary Industries and Natural Resources	1,068	1,193	1,137	1,359	1,785	67.1
TAFE Plus (Level 3)/TAFE Options	441	399	440	391	467	5.9
Selected Study Program	0	0	0	0	91	0
Total	22,908	26,391	25,175	29,586	37,620	64.2

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: (1) All Olympics related activity has been excluded from the 2000 figures

Report on Operations

- Information Technology, Arts and Media Division, in collaboration with Access Division, developed a disability awareness arts module. This module was incorporated into a number of new courses including the Advanced Diploma in Museum Practice, the Diploma in Museum Practice, and the Certificate IV in Art Cultural Tourism.

Participation and Outcomes for Rural Students

The number of enrolments by people from rural areas has grown considerably over the last five years. Between 1998 and 2002, enrolments by people from rural areas increased by 28.2%, from 128,425 enrolments in 1998 to 164,683 enrolments in 2002. The most popular course area in 2002 for people from rural areas was the Community Services, Health, Tourism and Hospitality Division (36,664 enrolments), which accounted for 22.3% of total rural enrolments in 2002. Over the last five years, all divisions recorded growth in rural enrolments, with the fastest growth (75%) occurring in the Construction and Transport Division, where enrolments jumped from 12,669 enrolments in 1998 to 22,169 enrolments in 2002.

A total of 16,361 trainees and apprentices enrolled in TAFE during 2002 were students from rural areas. The majority (84.6%) of the traineeships and apprenticeships undertaken by people in rural areas were in AQF certificate III and IV level courses.

Module completion rates for rural students have remained relatively stable over the five-year period from 1998 to 2002, at around 77%. Since 1998, the number of people from rural areas graduating from TAFE NSW has increased by more than 40%, growing from 62,627 graduates in 1998 to 88,317 graduates in 2002.

Programs for Rural Students

Throughout 2002, TAFE NSW continued to implement specially tailored programs for people who live in rural and isolated areas of the state. These included the following:

- Through TAFE Outreach, a variety of programs for rural communities have been delivered in Hunter Institute. For example, welding at Murrurundi, and computing and sewing classes at Merriwa.
- The Wine and Food Technology Centre at Griffith Campus of Riverina Institute has achieved a massive increase in the level of training for rural employees, including casual seasonal workers.
- Riverina Institute, in a joint Frontline Management program with Mt Eliza Institute, provided onsite management training for local industries in which student projects resulted in total savings of over \$1 million to their organisations. In 2003, the program will be articulated with Charles Sturt University allowing participants to achieve degrees in management while studying locally.
- Western Institute worked with the Horticultural Research and Development Corporation and FarmBis to plan and deliver a program for women in horticulture. Members of the Erambie Aboriginal Development Corporation, Peak Hill Community Development and Employment Program (CDEP) and Condobolin CDEP undertook modules in horticulture. This umbrella course focused on the production of vegetables and local bush tucker and was tailored to fit the needs of the individual communities.
- Western Institute ran the TOPCROP program in regional NSW in 2002. This involved running two sustainable farming groups in the Lachlan and another in the west, totalling over 400 producers.

Enrolments in TAFE NSW by Division for People from Rural Areas, 1998-2002

Division	People from Rural Areas					% Change 1998-2002
	1998	1999	2000	2001	2002	
Access	24,241	23,778	24,979	24,858	26,510	9.4
Business and Public Administration	23,715	26,500	27,724	28,446	27,288	15.1
Community Services, Health, Tourism and Hospitality	24,406	26,201	30,118	35,512	36,664	50.2
Construction and Transport	12,669	12,376	14,800	17,363	22,169	75.0
Information Technology, Arts and Media	14,990	16,039	14,510	15,542	15,415	2.8
Manufacturing and Engineering	11,523	11,283	10,090	10,433	11,589	0.6
Primary Industries and Natural Resources	10,407	13,753	13,366	19,797	16,191	55.6
TAFE Plus (Level 3)/TAFE Options	6,474	7,684	8,982	7,593	7,846	21.2
Selected Study Program	0	0	0	0	1,011	0
Total	128,425	137,614	144,569	159,544	164,683	28.2

Source: TAFE Statistics Unit, Strategic Information and Planning Directorate.

Note: All Olympics related activity has been excluded from the 2000 figure

- Information Technology, Arts and Media Division developed the new Certificate I in IT (E-Consumer) course. This course targets isolated learners and has Anti-Discrimination Board exemption for delivery to women only. ITAM also developed the Certificate IV in IT (Web Design) Work Wise Women course. These two courses will be promoted under the Work Wise Women umbrella. In addition, the division trialed the use of the isolated schools infrastructure, to deliver the Certificate I in IT (E-consumer) in after school hours in isolated regions. The isolated schools utilise satellite technology which allows two-way interaction in 'real time' for classroom delivery. This program is conducted in partnership with Optus.
- Primary Industries and Natural Resources Division customised AQF certificate IV level units from the Agriculture Training Package to provide a learning pathway for Indigenous people to achieve management-level competencies in rural production.

Increasing the Participation of Local Communities in Planning and Advisory Forums

Throughout 2002, TAFE NSW continued to increase the range and scope of formal and informal consultative and advisory arrangements with local industry and community groups. During the reporting period, major achievements in enhancing the involvement of communities and industry in TAFE NSW's planning of its training provision included the following:

- The Southern Highlands Liquor Accord (SHLA) was developed in July 2002. It became operative in September 2002 and will remain in force for three years. The accord is made up of representatives from the Wingecarribee Shire Council; NSW Police; Wingecarribee Area Health Service; wineries; licensees from local hotels, liquor stores, restaurants and licensed clubs; and Illawarra Institute. The aim of the SHLA is to reduce adverse public impacts and potential harm related to the use of alcohol and other drugs in the Southern Highlands, including under-age drinking, drink driving and other alcohol and drug-related behaviour of an anti-social, violent or criminal nature. Illawarra Institute is providing training in the responsible service of alcohol and distributing copies of the Southern Highlands Liquor Accord to all hospitality students and others. In addition, institute hospitality teaching staff are encouraged to undertake regular on-the-job training in the licensed premises and clubs.
- OTEN, through its Partnership Outreach Education Model (POEM) Pilot Program (which is funded by the Commonwealth Department of Education, Science and Training), established and developed a partnership with Toomelah Aboriginal community to undertake the planning and delivery of training for young Aboriginals who are identified as being at risk of disengaging from education. To enable the Toomelah community to understand fully the unique function and operation of OTEN, two community advisors visited OTEN. They were then able to return to their community and assist them to make more informed choices about possible training options. The training program, to implement their training choices, will be put in place in 2003.
- South Western Sydney Institute collaborated closely with a range of community organisations to improve the outcomes of people with disabilities in South Western Sydney. The organisations included: CRS agencies in Parramatta, Fairfield, Liverpool, Bankstown, Blacktown and Penrith; employment Agencies such as Accent, Access, Active Breakthru, Sydwest, Mend, Jobmatch, various Centrelink offices, Select, Australian Rehabworks, the NWRC Rehabilitation Centre, the Sydney Employment Service, the Deaf Education Network, Direct Employment, Macarthur Personnel, Job-Match, South-East District (Employment), NOVA Employment Services, Options Enterprises; and other agencies such as Weemala, Headway, Southern Cross Healthcare, the Northcott Society, the Office of Western Sydney, Disability Services Australia, the Australian Quadriplegic Association, the Multiple Sclerosis Society, the Deaf Society of NSW, the Australian Communication Exchange, the Australian Caption Centre, the Career Reference Centre, Australian Hearing Services, Macquarie University's Department of Linguistics, and Self-Help for Hard of Hearing. Liaison with these services resulted in improved participation, retention and employment outcomes for people with disabilities.
- Lidcombe College in Southern Sydney Institute conducted a community consultation in June 2002 in relation to its Outreach provision. Community representatives attended the forum to discuss the provision of TAFE-sponsored adult education for clients in the communities surrounding Lidcombe College. The consultation helped to inform the college's educational delivery for Outreach.
- Sydney Institute's Eora College staff held regular meetings with local Aboriginal communities to encourage them to become involved in the education and training of young indigenous students. Input for educational planning was also gained through the institute's Aboriginal Advisory Committee which is comprised of local land councils, the Aboriginal Education Consultative Group and community elders. Aboriginal parents were also involved in mentoring programs at Eora, Matraville High School and Cleveland St High School which aimed to improve the retention rate of students. All 20 students involved in the program continued at school in 2002 and all have indicated they will continue in 2003.
- Representatives from the Information Technology, Arts and Media Division worked with the Office of the Director of Equal Opportunity in Public Employment (ODEOPE) on the Reskilling for Careers in IT Project. This action research project is determining how more women can be attracted to, trained and placed into skilled IT occupations through reskilling. During the year, the division worked with several government agencies to identify skills gaps and career paths in the IT area. Women were selected for the accredited training courses and are currently being trained for IT positions within their own organisations.

Implementing Programs Targeting Youth at Risk and People in Isolated Areas

The NSW Government provides a range of targeted programs for youth at risk and people in isolated areas. TAFE NSW plays a major role in providing educational opportunities for young people who are at risk and people in remote areas who have limited access to formal vocational education and training. In addition to the State Government programs in these areas, all TAFE NSW institutes develop and implement a range of programs to meet the specific needs of the youth who are at risk in their local areas. Rural institutes and OTEN also provide further opportunities and targeted programs for people living in remote areas.

Youth at Risk Programs

The NSW Government's Helping Young People at Risk program provides vocational education for young people aged 15 to 18 identified as being at risk of leaving school early. The program targets the most disadvantaged young people in our community and encourages them to undertake relevant education and training. It also provides pathways for young people into further education and employment. The program also targets young people in custody by providing 100 TAFE training places for schools in juvenile justice centres. In addition, the program builds partnerships between TAFE NSW, schools, community organisations and industry, in order to utilise the resources and strengths of all sectors.

Major highlights in TAFE NSW's provision of specific programs to assist young people at risk in 2002 included the following:

- Access Division managed the allocation of \$1.3 million for programs for students at risk. TAFE NSW delivered a total of 48 projects that were extremely successful, with 80% of the participants who completed the programs going on to further study in TAFE, returning to school or gaining employment.
- Illawarra Institute conducted A Plan-It Youth Mentoring Program, a six-week course for fifteen community-minded volunteers to learn how to become mentors for young people who are at risk of leaving school early. This program was supported by the Department, business sponsors, community organisations and individual volunteers.
- New England Institute's Armidale and Inverell campuses conducted programs for young people identified as at risk of harm (physical, sexual, emotional, psychological, financial, educational and/or social) either to themselves or by others. Most of the participants had had contact with juvenile justice, some suffered homelessness, and most were Aboriginal. Many were involved in substance abuse and some suffered from psychological disorders. Some participants had left school as early as 12 or 13 years of age. Subjects such as art, welding, literacy and life skills were integrated with behaviour and management as part of the learning process. The institute worked closely with representatives from local schools, shire councils, and local

organisations. The programs were very successful and offered learning options that created pathways into employment and/or further education and training. The students who completed the programs are considering continuing their education at TAFE NSW or at school.

- Northern Sydney Institute worked on innovative programs to improve the educational outcomes of youth at risk, particularly through its Youth Options Youth Outcomes (YOYO) project. YOYO is a flexibly-delivered program that provides access to a School Certificate equivalent qualification (the Certificate in General and Vocational Education) for students with low literacy and low self-esteem. The YOYO team provided an education program that was tailored to meet the needs of the young people. Flexible self-paced delivery was used and partnerships with the community were forged to develop activities that could build the self-esteem of the participants. Many students moved into higher-level academic and vocational programs following this program.
- OTEN, in collaboration with a range of youth centres in western Sydney, implemented a program to meet the education and training needs of young people at risk in the region. Health services agencies in western Sydney asked OTEN to deliver a positive and flexible educational program for young clients who were facing an uncertain future and had few of the basic skills to support themselves as adults. OTEN used its innovative Youth at Risk delivery model, which involves the use of distance learning materials, and the provision of face-to-face tutoring and a mentor system. A regional mentor wrote to OTEN recently saying:

'The students are absolutely delighted with the results from their submitted units and totally appreciate the personal and detailed evaluations (they get from OTEN teachers). Here at the Youth Activity Centre we offer a space and place for the students to come two days per week and help discipline themselves to OTEN study application. Sometimes their own homes are not the most conducive environments. So it is wonderful to see their faces light up when they proudly present their corrected work.'

- South Western Sydney Institute provided more than 130 training courses (across all of TAFE's educational program areas) for around 1,980 young unemployed people in 2002, at a cost of \$2.7 million. These courses were conducted in collaboration with a range of community organisations including Alternative Learning for Young People, Maximus and Minto Youth Off the Streets. Another of the institute's major programs for youth at risk was the Granville Alternative TAFE Education (GATE) for Gals and Guys, which is a partnership between the institute and Granville District Office. This prevention program aims at retaining young people who are at risk of leaving school within the school system and improving their education and life prospects by helping them to develop specific and general vocational skills. The outcomes to date have been excellent due to the careful monitoring of behaviour and the engagement of students in a variety of vocational studies.

- Southern Sydney Institute obtained funding of \$20,000 from the Big Brother Movement to provide scholarships for young people at risk to enable them to articulate from access programs into mainstream VET programs. The 2002 scholarships provided 20 students with financial assistance for TAFE administration charges, educational expenses and travel costs. The scholarships facilitated pathways to higher-level programs for economically disadvantaged young people, including refugees.
- Western Institute ran a Youth Options Certificate I in Access to Work and Educational Opportunities at Condobolin and Orange. A total of 55 young people at risk participated in these programs, the majority of whom were Aboriginal. In 2002, three Aboriginal students completed the School Certificate, six students gained employment; four students returned to school; and 14 students applied to gain entry into Year 10. The remaining students are pursuing entry into trade courses or returning to Outreach courses.
- Western Institute delivered the Working Together for Youth program for Year 10 Aboriginal students from the Dubbo Senior College identified as being at risk of leaving school before the completion of their School Certificate. The program included two days at school (to complete their School Certificate), two days with TAFE doing literacy/numeracy and vocational courses and one day with the Orana Distance Education Centre doing a work readiness and work placement course. The program has been very successful and will continue in 2003, providing mentoring and support for the students who will then be in Year 11, at TAFE or in employment. Most of the students indicated an intention to return to school.

TAFE NSW scholarships: School students who successfully complete vocational courses to AQF certificate II level are eligible to apply for TAFE NSW scholarships worth up to \$1,000. The scholarships provide opportunities for HSC students to continue their vocational studies at TAFE. A total of 1,104 students applied for a scholarship for the 2002 educational year. Of these, 809 students were successful. Around 42% of these students were also eligible for the additional \$200 allowance for living in rural and/or low socio-economic areas.

TAFE NSW Youth Encouragement Award: In 2002, the TAFE Commission Board established the TAFE NSW Youth Encouragement Award, which is available to young people experiencing disadvantage and aims to encourage them to participate in vocational education and training. Up to \$1000 is provided to eligible students in cash or kind. To be eligible for the award, applicants must be able to show evidence of need and interest in pursuing further training in TAFE NSW or through a work placement, and either evidence of achievement demonstrated by a school, a community organisation or an agency referral, or evidence of the ability to progress in their chosen studies at TAFE NSW or in a work placement. In 2002, 28 awards were issued by TAFE NSW. Students used the money to cover the cost of books, study materials, accommodation and travel expenses. The award has

encouraged students to undertake further study, provided vital financial assistance and raised students' self esteem. The award not only recognised students achievements but encouraged them to continue their studies and career aspirations while facing difficult circumstances.

Juvenile justice centres: A number of TAFE programs were run successfully in juvenile justice centres across the state during 2002. The nine education and training units located within juvenile justice centres in NSW access a broad range of TAFE programs. These programs can be delivered face-to-face at the centres or at TAFE colleges, or they can be provided through OTEN. In 2002, the Department provided more than \$400,000 for an additional 100 TAFE places for education and training centres in juvenile justice centres to improve the access of young people in custody to vocational education and training. This initiative will be extended until 2006.

The Department also provided \$300,000 for TAFE-delivered VET courses as part of the young people in custody's School Certificate or Higher School Certificate program of study students were enrolled in a range of courses including shop fitting, furnishing - cabinet making, horticulture and general construction. Students who complete TAFE-delivered VET courses receive dual credentialing from the NSW Board of Studies and TAFE NSW.

In 2002, a total of 299 young people enrolled in TAFE NSW courses through the Additional 100 TAFE Places funding program. This included 70 enrolments from young women and 94 enrolments from young Aboriginal people. Students were enrolled in over 150 modules from a range of vocational areas. Courses included Aboriginal arts and cultural practices; general construction (carpentry); asset maintenance (cleaning operations management); fitness; welding; horticulture and information technology. The opportunity to access a range of TAFE-delivered programs through the Additional 100 TAFE Places program and the VET in Schools program makes it possible for young people in custody to develop sound work-related skills that may assist them in gaining employment or continuing in education and training upon their release.

Some key outcomes achieved through TAFE NSW institutes' provision of vocational programs for young people in custody in 2002 are listed below.

- Hunter Institute conducted programs in two juvenile justice centres - the Frank Baxter Centre and Karijong Juvenile Justice Centre. The objectives of the program were to increase vocational skills; provide linkages between school and TAFE programs; and give students a taste of a variety of industry occupations. The courses included carpentry and joinery, responsible service of alcohol, responsible conduct of gambling, bricklaying, horticulture and Aboriginal arts and practices.
- North Coast Institute provided programs for nearly 100 offenders at Grafton's Acmera Juvenile Justice Centre. The programs delivered included aquaculture, carpentry and joinery, landscaping, food handling and hygiene and motor mechanics.

- South Western Sydney Institute conducted two courses at Reiby Juvenile Justice Centre. The first course was the Certificate I in Textile Clothing Production, which had 21 participants and ran for 144 hours over two semesters. The second course was an introductory floor and wall tiling course, which had 14 participants and ran for 288 hours over two semesters. These practical competency-based courses supported the integration of the students back into the community upon their release.
- Sydney Institute conducted a range of courses for young women in custody at Yasmar Juvenile Justice Centre. These included courses in floristry, ceramics, theatre performance and signwriting.

Programs for People Living in Isolated Areas

TAFE NSW continued to provide programs for isolated groups in country areas where educational and employment opportunities may be limited. During the year, TAFE institutes broadened their range of courses to meet the education and training needs of people in isolated communities. Major achievements in 2002 included the following:

- Hunter Institute worked collaboratively with the North Coast Institute on a TAFE Online project to develop an equine training course, which was piloted in 2002 and now provides training opportunities for people working in remote NSW who cannot access traditional training options. A total of 19 students enrolled in the pilot.
- OTEN developed a workshop for students at the Purfleet Youth Centre, targeting the isolated indigenous youth groups who were experiencing difficulties in orienting themselves to a program of study. The workshop included the implementation of an individual education plan for each student, so they could explore their relationship to studying, and clarify their needs and goals with an OTEN representative. The workshop was a great success because it motivated students and encouraged them to grasp the opportunities offered to them via the OTEN courses.
- Western Institute delivered the Certificate II in Information Technology as an online course for entry-level trainees. Individual training plans were developed for the trainees following negotiations between the employer, the student and the institute. These plans are designed to meet the training needs of students in regional and remote locations while maintaining their employment. In the past, these students would have had to be released from work and incur the costs and inconvenience of travelling to larger centres for training. The institute also opened several access centres in the north west of the state. These centres provide access to facilities and support for students who may not be able to complete training in any other way. The total capital funding for the centres was \$204,000.

Improving Job Outcomes for TAFE Graduates

There are two main ways in which TAFE NSW improves job outcomes for students. The first is through the provision of programs specifically aimed at getting people into jobs. Many of those are designed specifically for disadvantaged groups within the community. The second way is through the provision of job placement services. During the year, TAFE institutes worked closely with jobplace coordinators, local industry and universities to improve students educational and employment outcomes. Some key accomplishments in 2002 are listed below.

- The Purrimaibahn Unit at Hunter Institute provides three Certificate III courses in woodturning, painting and decorating, and Aboriginal studies. To date, a number of students who have completed these programs have enjoyed great success. For example, several students have formed their own woodturning business in the Lake Macquarie area. A number of students have successfully applied for, and are currently undertaking, a degree program in fine arts.
- Hunter Institute had formed alliances through the Faculty of Engineering with group training companies to interview and encourage unemployed students. This arrangement has been successful in aiding pre-vocational students to find employment.
- During 2002, 1,700 new students registered with Northern Sydney Institute's Jobplace and more than 4,000 students accessed the Jobplace website which had over 6,000 employment opportunities listed by employers. Over 600 students from Ryde College alone were successful in gaining employment through this service. The service also offered students assistance with resume writing, portfolio presentation, writing applications and interview skills.
- Northern Sydney Institute also administered the Structured Training and Employment Program (STEP), on behalf of TAFE NSW. Under this program, the Department of Employment and Workplace Relations provides wage subsidies to employers for each indigenous student placed in full-time employment. During 2002, 19 TAFE NSW indigenous students were placed in jobs.
- Northern Sydney Institute ran Get Skilled Programs for unemployed people (particularly, those in equity target groups) that were designed to meet the skill needs in local industries and to achieve successful employment outcomes. The effectiveness of the programs was enhanced by the inclusion of work placements. During 2002, programs were conducted in computing, office administration, receptionist skills, and carpentry.
- The Murrin Bridge Project run from the Lake Cargelligo Campus of Riverina Institute has continued to grow and develop in 2002. The program uses TAFE training to support the entrepreneurial activities of the local Aboriginal community in viticulture, building and construction. The program has resulted in extensive employment of trainees in the local enterprise and in contract work elsewhere.

- The Wagga Wagga Aboriginal Oral History program was established with the assistance of Riverina Institute. In 2002, it won the TAFE NSW Aboriginal Programs award. The program has led to the formation of the Wagga Wagga Aboriginal Elders Group Inc, which has published a book, *Making Waves for a New Dreaming*, and is developing a property, Brucedale, as a cultural centre.
- South Western Sydney Institute runs a post-course job placement facility at each college. The purpose of the facility is to improve the jobseeking skills of young people who are undertaking Get Skilled courses. The facility provides a range of services including access to the internet, resume writing, access to daily papers, and debriefings with trained staff after job interviews. One such course at Granville College specifically catered for the needs of young deaf or hearing-impaired school leavers and focused on work readiness. Previous graduates from the course have gained employment through apprenticeships, traineeships and open employment. Students travelled from throughout Sydney and NSW to attend this course.
- Sydney Institute delivered 42 Get Skilled courses across 14 vocational areas targeted at improving employment prospects for unemployed people. More than 65% of the students either gained employment or undertook further studies in other courses at the institute.

2.3 Empower All of Us to Excel

Developing and Implementing a New TAFE NSW 'People Plan'

In December 2001, the NSW TAFE Commission Board endorsed a new *TAFE NSW Human Resources Strategic Plan* for the period 2002 to 2004. In 2002, TAFE NSW began implementing this wide-ranging human resources (HR) plan, which covers staff recruitment, staff renewal and retention strategies as well as professional development initiatives for new and existing staff. The implementation process is maximising the level of involvement of TAFE staff by using cross-organisational teams to work on key projects outlined in the plan. TAFE NSW is implementing 36 projects across the life of the plan. These projects are focusing on policy frameworks, benchmarking, enhancing professional development and other system improvements.

Providing Professional Development to Improve Staff Performance and Student Outcomes

In 2002, TAFE NSW provided a wide range of professional development programs for its staff, including teachers, assessors, managers and administrators. These programs were designed to enhance the knowledge and skills of TAFE staff in order to improve their performance and, thereby, to enable better outcomes for students. Many of these programs aimed to improve teachers' generic teaching skills and the currency of their knowledge and skills in relation to industry standards.

The professional development programs for teachers focused on the introduction of new teaching and learning methodologies, the implementation of new national industry training packages and educational resources, and the development of online delivery.

Some staff training programs, such as training in child protection policy, were provided to meet departmental or legislative requirements, while others were delivered to inform staff about changes in the Australian Quality Training Framework (AQTF). All TAFE NSW institutes and divisions conducted training and development activities for their staff, and additional programs were delivered by TAFE NSW's Vocational Education and Assessment Centre (VEAC) and Professional Development Network (PDN).

Major professional development initiatives provided by TAFE NSW institutes in 2002 included the following:

- North Coast Institute delivered the Frontline Management Certificate IV course to over 60 administrative staff under the Existing Workers Traineeship. This course equipped staff with the supervisory and management skills that are needed to foster a culture of continuous learning in the workplace.
- Northern Sydney Institute provided online computer-based training for staff throughout the year using Smartforce programs to develop new IT skills and upgrade existing skills. Smartforce programs incorporate e-learning strategies to provide professional development opportunities for staff in the IT and soft skills areas. Teachers can work at their own pace accessing the program online either at work or at home. During the year, more than 1,160 staff registered for these programs. The institute supported the implementation of its online staff training courses by providing introductory IT training to targeted staff (such as an introduction to online teaching, and Janison Toolbox and Product Knowledge training).

Increased Professional Development in Hunter Institute

Hunter Institute staff participated in 937 courses and activities at a cost of around \$1.67 million. The courses included information technology (IT) training for 4,429 staff in computing programs such as PowerPoint, Dream Weaver, Janison Toolbox and FrontPage; and an introductory course in online teaching. The institute also provided Youth at Risk programs including crisis prevention training, Youth at Risk focus groups and a course in working with 15 to 19 year olds (for 1,103 staff); as well as workplace learning programs which aimed to maximise teams' contributions to the innovative learning organisation (for 7,760 staff). In 2002, the institute recorded a 16.5% increase in the number of teams participating in workforce programs.

Report on Operations

- OTEN conducted 40 training sessions for teachers in a suite of courses for technology-assisted learning (called the Technology Buildings Blocks) for 335 staff. The training was facilitated by OTEN staff, which substantially reduced expenditure. The total cost in 2002 was \$2,675, compared with \$6,675 for IT training for 50 staff in 2001.
- Riverina Institute provided training and development courses such as Managing Change (60+ staff), Risk Management for Supervisors (100+), teacher qualifications in assessment and workplace training (80+), head teacher leadership and management (60+), and e-effectiveness communication techniques (200+).
- Sydney Institute introduced Smartforce programs, with 268 registered users accessing 336 content modules in late 2002. The institute offered a variety of programs to support flexible delivery, such as e-Learning Implementation (52 staff), Developing E-Learning Communication Tools (170) and Using Janison Toolbox (180).
- Western Institute provided 523 courses for 3,201 staff at a cost of just under \$751,000. The main areas of training included computer or systems training, flexible learning (through Learnscope, Framing the Future and Reframing the Future, as well as Janison Toolbox), teacher education programs (such as VITAL and the Certificate IV in Assessment and Workplace Training), management training and technical skills development.
- Western Sydney Institute supported the attendance of 3,307 staff at 556 professional development programs and activities. Focus areas included technical competence, flexible teaching strategies, head teacher development, Learnscope and Reframing the Future projects, assessment validation activities and skills development (including IT training at the staff members work location).

TAFE NSW divisions also offered a range of professional development programs in 2002, primarily for institute teachers. These courses were concerned with the implementation of new curriculum, teaching and learning methodologies, assessment practices, and training package implementation issues. Major professional development initiatives included the following:

- Access Division expended a total of \$160,000 on 32 staff development activities for institute staff including a two-day conference for 350 participants. During the two-day conference, 50 workshops were conducted and topic areas included online learning, strategies for teaching young people, workplace delivery and new challenges.
- Community Services, Health, Tourism and Hospitality Division provided 81 programs for 4,055 institute teachers including a series of two-day conferences for more than 300 teachers at Coffs Harbour, Wagga Wagga and Sydney and addressed topics such as evidence-based assessment, the AQTF, training plans, trade tests and new curriculum models as well as providing teaching-area specific workshops. Evaluations from participants were very positive and indicated that such events are important to teachers.

- Construction and Transport Division conducted three major teaching conferences in December 2002. Over 300 teachers attended the conferences which were conducted at Coffs Harbour, Wagga Wagga and Sydney. The conferences addressed a wide range of topics including evidence-based assessment, the AQTF, training plans, trade tests and new curriculum models as well as teaching area-specific workshops. Evaluations from participants were very positive and indicated that such events are very important to teaching staff.
- Information Technology, Arts and Media Division held its 12th annual two-day conference for IT teachers around the state. It covered future trends in information and communications technology (ICT), ICT innovations in education, educational development, innovative course design and educational delivery issues. Industry sponsors for the conference included Electroboard and Hewlett-Packard.
- Primary Industry and Natural Resources Division conducted one-day accredited courses on the delivery and assessment of the SMARTtrain suite of courses for 152 teachers in seven TAFE campuses across the state, at an approximate cost of \$1,200 per campus. The courses provided delivery and assessment advice to teachers about the new farm chemical units of competence in the Conservation and Land Management Training Package. Each participant developed a delivery and assessment plan as part of the course.

TAFE NSW's VEAC conducts research on delivery and assessment and develops workshops and materials for training TAFE staff. In 2002, VEAC staff delivered customised workshops and information sessions for teachers and managers from all institutes and divisions, which focused on improving assessment, designing evidence-based assessment tools and meeting AQTF requirements. A total of 960 TAFE staff attended 44 workshops, including part-time teachers, head teachers, faculty managers and heads of studies. Participants also received a VEAC resource kit, 'Keys to Assessment in TAFE'.

'Zine' - TAFE NSW's Online Professional Development Magazine

The TAFE NSW Professional Development Network runs a website which provides a portal for professional development (PD) information and skills development. During 2002, the website contained editions of the bi-monthly PDN online magazine, 'Zine', which showcased best practice in TAFE NSW and shared a range of PD strategies that had been successful with TAFE staff. 'Zine' provided 339 news articles and items, 134 review articles, and regular web board forums in areas such as e-learning, PD, research, tips for head teachers, online copyright, classroom management involving young people, and communities of practice.

The website also carried continuous updates about the extension and expansion of TAFE Online courseware and offered staff the opportunity to exchange information about the TAFE Online PD project. In 2002, the site had over 1,711 HTML pages with 7,000 external links and over 78,000 internal links. There were an average of 11,500 website hits per month.

The TAFE NSW Professional Development Network managed a range of national professional development projects such as Learnscope National Coordination, Learnscope NSW, Virtual Learning Community, Net*Working 2002 Online Conference and Net*Working 2003 Conference. Major PD achievements included the following:

- The \$1.5 million Learnscope NSW focused on the development of staff skills and capabilities in the integration of innovative e-learning strategies for staff in registered training organisations (RTOs). There were over 500 participants across the NSW VET sector including around 350 participants from DET.
- The \$240,000 ANTA-funded Virtual Learning Community project encouraged the continued development and integration of learning communities across the Australian VET sector and provided a range of professional development opportunities in educational, technical, support and managerial aspects of online learning and flexible delivery. A total of 386 departmental staff have participated in this initiative.
- The \$240,000 Net*Working 2002 Online Conference was a 12-day online event which highlighted advances in flexible learning through the use of online technologies and encouraged the formation and consolidation of VET learning communities. The conference provided 120 online workshops of one to 12 days duration, covering topics such as cultural diversity, access and equity, legal issues, teaching and learning skills, management, and support and assessment. The conference had more than 2,600 national and international participants, with 1,000 from TAFE NSW.

Better Utilising Investment in Staff Training and Development

TAFE NSW continued to improve the utilisation of its investment in professional development for its staff through a range of measures. Key measures implemented by institutes and divisions in 2002 included:

- Improving the identification of training needs through individual learning and development plans (ILDP). These plans help institutes and divisions to identify individual and corporate training needs and thus enable them to provide better targeted training when and where it is needed. In particular, the plans identify individual development needs in relation to satisfying RTO, International Standards Organization (ISO), AQTF and industrial award requirements. The professional development needs of individuals are aligned to the key result areas identified in institute's business plans. Managers allocate resources by prioritising the identified

training needs and providing training courses and activities that meet the needs of individuals and multiple as well as corporate needs. For example, in 2002, TAFE NSW - Sydney Institute encouraged all permanent and long-term temporary institute staff (over 1,500) to develop ILDPs in negotiation with their immediate supervisors. The institute expects 70% of all staff to have an ILDP in place by March 2003.

- Reducing training costs by using in-house trainers to provide professional development courses and activities for other staff. In-house trainers focused on areas such as upgrading teachers' technical and teaching skills, mentoring and coaching. For instance, Southern Sydney Institute used in-house trainers to provide training in the data warehouse, crisis prevention, teaching and managing online learning, and occupational health and safety (OH&S) as well as induction courses for new heads of studies. By using in-house trainers the institute made substantial cost savings, for example, OH&S training costs were reduced by 22% from 2001 to 2002, and costs for training in recruitment procedures were reduced from \$110 per person in 2001 to \$33 per person in 2002.
- Using team-based and work-based learning approaches. For example, general education teachers at Sydney Institute implemented an initiative they called Working Together, which focuses on teaching practice. Every two weeks, teachers get together to work on strategies to improve their classroom management and teaching practice. 'Working Together' is a teacher-managed program where the group dictates the content, mode of delivery and expected outcomes of the program. The teachers themselves usually act as the facilitators and trainers but occasionally guest speakers are engaged. In 2002, these teachers worked on issues such as dealing with challenging behaviours in the classroom, identifying and supporting students with psychiatric disabilities, and conflict resolution. The institute has ensured that teachers' timetables allow the maximum number of teachers to participate in this group. Teachers attend the group in their incidental or professional development time.
- Maximising the use of training resources by establishing partnerships between institutes and/or divisions. These partnerships provide cost savings as a result of the sharing of costs. This approach is particularly effective in the provision of professional development for small target groups, for example, the delivery of TAFE orientation courses and the Certificate IV in Workplace Training and Assessment for new teachers.
- Undertaking regular reviews of training and development programs to monitor their appropriateness, efficiency and effectiveness.

Minister's Quality Teaching Awards

In November 2002, the former Minister honoured 37 outstanding teachers from NSW government and non-government schools, TAFE institutes and universities at the second annual Minister's Quality Teaching Awards. The awards are jointly sponsored by the Minister and the Australian College of Educators (ACE) NSW Branch and the Daily Telegraph. They identify and reward outstanding teachers and are supported by research which seeks to make more explicit the knowledge, understanding, skills and professional values that characterise highly accomplished teaching.

Applicants were supported by reports from three referees. They were then required to submit professional portfolios that provided evidence of their teaching experience in relation to

specified accomplished teaching criteria. A short list was then draw up. Each of those on the shortlist was then visited by a panel of educators with demonstrated teaching expertise who watched the nominees teach and interviewed their colleagues, students, parents (where relevant) and other relevant personnel. The award winners demonstrated highly accomplished teaching across a wide range of educational contexts.

Of the 37 award winners, 23 were NSW school teachers (including 13 NSW government school teachers), seven were TAFE NSW teachers, and seven were university lecturers. Of the seven TAFE NSW award winners, four were from Western Sydney Institute which shows the quality of the teaching staff in TAFE colleges in the western suburbs of Sydney.

Minister's Quality Teaching Awards, 2002 – TAFE NSW Teachers

Recipient	Extract from the Award Citation
Jennifer Edwards Head Teacher, IT, Deniliquin College, Riverina Institute	Jennifer is known for her warmth and compassion and the breadth of her knowledge, skills, experience and qualifications.
Leonie Ellis Humanities and Communication Teacher Nowra College, Illawarra Institute	Leonie's class showed how learning is possible for students at all levels, and how the right teacher can help students achieve their full potential.
Jennifer Hendry Head Teacher, Management, OTEN	Jennifer is enthusiastic, creative, and constantly seeking new ways to engage her students and improve her teaching.
Andrew Jones Carpentry and Joinery Teacher Nirimba College, Western Sydney Institute	Andrew uses his industry skills and experience to provide an almost unique learning environment. He focuses on the needs of his students.
Ruth Nabarro Travel and Tourism Teacher Blacktown College, Western Sydney Institute	Ruth is energetic, enthusiastic and passionate. She networks with industry peers to provide jobs for students and is a great mentor.
Ann Rice Head Teacher, Business Services Nepean Campus, Western Sydney Institute	Ann has a thoughtful approach to skill development and her communication skills are excellent.
Colin Tyrrell IT Teacher, Blue Mountains College Western Sydney Institute	Colin uses current examples of issues and practices to interest his students who are enthusiastic about his lessons.

Director-General's Award for Excellent Service to Public Education and Training

The Director-General's Award for Excellent Service to Public Education and Training is for individuals who have made a significant contribution to the promotion of public education and training in NSW. Nominees may include parents, members of the community and departmental staff. Activities considered as the basis for the nomination include assistance with classroom teaching, sporting programs, visual or performing

arts activities, multicultural education, administrative activities, improvements to the physical environment of colleges, assistance with special occasions, assistance with computers, commercial activities or business ventures.

In 2002, the Director-General's Award for Excellent Service to Public Education and Training was presented to 14 TAFE NSW staff from across the state.

Director-General's Award for Excellent Service to Public Education and Training, 2002 - TAFE NSW Recipients

Recipient	Reason for Award
Anna Grassi Access Division	Anna's work ethic is guided by the maxims of providing services in a way that preserves and maximises access to learning for all groups and that respects individual and cultural differences.
George Dragovic Head Teacher, Bricklaying, Wollongong Campus, Illawarra Institute	Under George's leadership and guidance, his team produced a textbook on bricklaying which is used across Australia, and an online program called "Clicks-on-Bricks" to assist students in isolated areas. George also trained the previous winner of the National Bricklaying Competition.
Mignon Atkinson Senior Head Teacher, Children's Services Armidale Campus, New England Institute	Mignon is an outstanding teacher and educational leader who has made a significant contribution to early childhood education locally and across the state.
Jenny Steinmetz Business Development Consultant North Coast Institute	Jenny provides invaluable advice to faculty managers, teachers and business development consultants about current skill needs in local areas and appropriate training courses to meet those needs.
Cecile Ferguson Teacher/Consultant, Disability Hornsby College, Northern Sydney Institute	Cecile has supported students with physical disabilities to access TAFE programs and to achieve their goals. She is a strong advocate for equity in the provision of educational opportunities.
Kevin Murray Educational Planning, OTEN	Kevin has driven the development of innovative student management systems for online and distance education. He has also managed the development of many distance learning materials.
John Rumens Educational Development Division Riverina Institute	John Rumens is an exceptional leader who continually develops collaborative situations where team members share their ideas and experiences. This has led to a range of educational innovations.
Carole Holbeck Head of Studies, Community Services Sutherland College, Loftus Campus Southern Sydney Institute	Carole has made Sutherland College's Health and Recreation Training Centre a leader in NSW. To do this, she assessed the needs of the growing industry sector, developed programs and recruited expert staff.
Ian Fraser Deputy Director, Institute Director's Unit, Southern Sydney Institute	Ian was instrumental in the development and implementation of several state-wide student administration and management computer-based systems, the most recent being the Class Management System (CLAMS). He also embraced the use of online resources in teaching and learning. At the institute level, Ian played implemented an innovative approach to strategic planning and enhanced quality improvement systems.
Pauline Flaskis International Services Unit South Western Sydney Institute	Pauline coordinated training for over 18,000 volunteer car and bus drivers across three states, as part of TAFE NSW's Sydney Olympics contract. The training was overwhelmingly successful.
Dodie Legaspi Print Cell Unit, Sydney Institute	Dodie's Print Cell Unit provides printing services to the institute's 4,000 staff. Dodie is the only staff member in the unit and he manages the entire printing process.
Suzanne Clark Rural Skills Centre, Dubbo Western Institute	Suzanne was the project officer for the innovative Australian Wool Exchange Project. This project provided training in wool classing across Australia that was tailored to suit the learning styles of the participants.
Geoff Miller Director, Baulkham Hills College Western Sydney Institute	Under Geoff's leadership, enrolments at Baulkham Hills College have grown from 1,500 in 1998 to almost 5,000 in 2002. The college provides high quality training in business services, hospitality and tourism, community services, IT and general education to meet the needs of the rapidly growing population of north-western Sydney.
John Pearce TAFE Operations Deputy Director-General's Unit, TAFE	John has had a diverse and successful career in public education and training. He started his career in industry and then moved into teaching at TAFE. After several promotions in TAFE colleges, he moved into state office where he oversaw workforce planning and eventually became the Professional Assistant to the Deputy Director-General, TAFE. John's great rapport with people, his high quality customer service, speedy responses and advice, confidentiality, loyalty and skilled competence makes him one of the most successful executives that TAFE has to offer.

Developing and Implementing a Professional and Technical Standards Framework

During the reporting period, TAFE NSW implemented the new national quality standards in the Australian Quality Training Framework, which came into force on 1 January 2002. There are two parts to the standards - those applying to registered training organisations (RTOs), known as RTO standards, and those applying to state registration agencies (SRAs) and organisations exercising functions delegated by state registration agencies, these are called SRA standards. As a delegated authority, TAFE NSW is also required to comply with relevant AQTF standards for State and Territory Registering Course Accrediting Bodies (SRA). TAFE NSW institutes are required to comply with the RTO standards contained within the Australian Quality Training Framework.

Professional and technical standards for staff are a key part of the national quality standards for RTOs. In order to meet these standards, RTOs must demonstrate that they have established procedures for recruitment, induction and professional development of staff; and that they use trainers and assessors who have specified competencies. These competencies cover generic teaching skills as well as the currency of teachers' knowledge and skills in relation to industry standards.

Trainers are required to hold the Certificate IV from the training package for Assessment and Workplace Training or have demonstrated equivalent competencies, and to demonstrate vocational competencies at least to those of the level being delivered. If trainers do not hold all the competencies from the Certificate IV, they may train under direct supervision.

Assessors are required to hold three competencies (Plan, Conduct and Review Assessment) from the Certificate IV from the training package for Assessment and Workplace Training and relevant vocational competencies at least to those of the level being assessed. Assessors without Plan, Conduct and Review Assessment must work together with another qualified assessor.

TAFE NSW institutes conducted a joint one-year ISO/AQTF Transition Project during 2002 to help them to implement the changes associated with both the AQTF and ISO in the most effective way. By sharing their experiences and resources through this project, institutes were able to learn from each other, improve their decision making, and minimise their implementation costs. TAFE NSW institutes determined to use ISO 9001:2000 as the business framework to meet their customer and regulatory frameworks. By the end of 2002, the quality improvement systems required to meet the national standards had been integrated with TAFE NSW's existing quality assurance and quality improvement systems.

The TAFE NSW approach to implementing the AQTF was gazetted in 2002 to ensure that all staff were kept informed of new requirements. The information which was published included revised and consolidated TAFE NSW assessment

policies as well as related information on the AQTF, a new policy on the preparation of student assessment guides, and a policy on appropriate professional behaviour in regard to vulnerable clients, 'Promoting Safe And Ethical Practice During Student Workplace Learning Particularly in Relation to Clients in Vulnerable Circumstances'. These policies have assisted TAFE teachers and other staff to understand their responsibilities in relation to the requirements of the AQTF.

Training Senior Managers in Business Management and Marketing

TAFE NSW recognises the importance of training its senior managers in business management and marketing. During the reporting period, TAFE NSW institutes conducted a range of training activities and programs in business management and marketing for their senior managers. These included the following:

- North Coast Institute provided three two-day Leadership and Management Development programs for its institute managers. The program, subsequently rolled out to head teachers, campus managers and functional unit managers, promoted an organisational culture change consistent with the strategic vision and requirements of a more flexible customer-focused organisation. It covered teamwork, decision making, business literacy, innovation in business, measurement of business performance, return on investment and project management.
- Northern Sydney Institute held a management development program for 60 senior managers. The program improved managers' business literacy skills and examined the attributes of high-achieving companies. Participants looked at how they could incorporate these business skills in their business management and marketing activities. In particular, they considered the value of working in teams and the use of coaching. The institute also delivered another management development program, which was designed for potential future managers and leaders. It covered project-based teamwork, process improvement, strategy and business development, self-management and negotiated performance improvement.

South Western Sydney Institute Trains VET Managers of the Future

In 2002, South Western Sydney Institute introduced the VET Managers of the Future Program, which encourages managers to explore new paradigms about work, learning, business and people. The course emphasised the value of coaching and provided managers with skills in business literacy; planning and strategic management; redesigning processes, systems and structures; and managing and measuring performance. The program ran for five days over a period of two months. A total of 152 middle managers undertook the program at a cost of just under \$200,000. The program was very successful and participants have undertaken a wide range of improvement projects across the institute since their participation in the program.

- Sydney Institute also provided the VET Managers of the Future Program for 113 staff. The program was developed and customised by external consultants in partnership with key institute managers. Following the course, participants engaged in a range of successful work-based projects. These projects were showcased in a series of institute-wide forums which were attended by more than 250 institute staff members.

Providing Incentives that Encourage Staff to be Entrepreneurial

TAFE NSW institutes provide several types of incentives which are designed to encourage staff to be entrepreneurial. All institutes present annual awards to acknowledge and promote staff achievements, including those achievements that secure commercial revenue. Some institutes ensure that staff benefit from their successful commercial ventures by directing a percentage of the profits to the relevant teaching section. During the reporting period, institutes' major initiatives to encourage staff to be entrepreneurial included:

- North Coast Institute's staff achievement awards included a category for 'Excellence in Business and Community Development'. Nominees in this category identified and developed niche markets and new opportunities in regional, national and international arenas; increased external income in order to expand the institute's provision of services; strengthened strategic partnerships and relationships with industry and other providers; or successfully promoted the institute's products, services and achievements. In 2002, Frederick Millard, a business consultant who is based in Coffs Harbour, won the 'Excellence in Business and Community Development' award.

Riverina Institute Rewards Staff for Entrepreneurial Achievements

Riverina Institute rewards the entrepreneurial achievements of its staff by directing 80% of the net profits generated through commercial arrangements to the section responsible for generating the income. The remaining 20% is shared by the campus and the institute. In addition, the institute enables teaching sections that have established successful business ventures to employ business development managers to assist with their commercial projects.

- Sutherland College in Southern Sydney Institute introduced a staff incentive and recognition program. Nominated staff were given four tickets to the Sharks' home games in the National Rugby League competition. These tickets were made available to the college as part of a partnership arrangement with the Sharks. Staff feedback on this incentive program has been very positive. As a result, the program will continue in 2003.
- Sydney Institute returns 10% of the profits of every commercial program either directly to the teaching section that has generated it, or indirectly to the college involved. The institute has also set up a special fund to support the development of staff-initiated, innovative projects that

address its strategic goals. In 2002, the institute funded 48 projects, for example, career education and employment skills for young men aged 18 to 25, environmental best practice in hairdressing salons, and online learning in floristry.

- Western Institute holds annual Institute Director's Awards. Twenty staff received the award in 2002 in recognition of their contribution to the institute. Each recipient was presented with a professional development scholarship to the value of \$2,000.
- Western Sydney Institute holds Staff Recognition Awards to acknowledge a range of achievements including entrepreneurial activities. A staff member from the institute's building section received one of these awards for his contribution to developing a successful relationship with Resitch, the construction arm of the NSW Department of Housing. This initiative has led to students building real houses under tender at Penrith, Blacktown and St Marys. The section uses the profits from this venture to fund other projects, purchase equipment and provide professional development.

The increase in entrepreneurial activities by TAFE NSW staff is indicated by the growth in TAFE's net commercial revenue, which totalled almost \$67.4 million in 2002, up by around \$32 million since 1998. TAFE's fee-for-service income has also increased over the past five years. Fee-for-service income includes course fees for specific government agency programs, TAFE PLUS courses, overseas students' enrolment fees and book sales. TAFE's fee-for-service income reached over \$101 million in 2002, which is almost \$42.4 million more than in 1998.

2.4 Innovate to Improve Our Products and Services for Our Customers

Implementing Innovative Methods for Teaching and Learning that Achieve Successful Outcomes for Learners

During the reporting period, TAFE NSW continued to review and implement innovative methods for teaching and learning that focused on achieving successful outcomes for learners. More TAFE NSW training now takes place at times, and in locations, that suit the needs of learners as well as those of industry and the community. In addition to studying at a TAFE college, people can now study at home, in community venues or in the workplace.

TAFE NSW's innovative training programs often use a combination of learning methods that can be delivered in a variety of ways. These include online, self-paced and computer-based learning; methods of learning based on other information and communications technologies (ICTs); as well as workplace and 'virtual' learning environments. Institutes have also established a range of specialist centres to facilitate

Report on Operations

the development of new courses and resource materials, and to provide a focus for the sharing of best practice in teaching and learning in new areas such as online learning. Further information about developments in online delivery is reported in this section under the heading 'Expanding online delivery options for students'.

Some of the key innovations in teaching and learning that were introduced by TAFE institutes in 2002 included the following:

- Illawarra Institute opened its \$550,000 Teaching and Learning Resources Unit in May. The unit gives teachers access to the latest technology, resources and skills development to enable them to develop and prepare top class teaching programs and materials for students. It consists of a multimedia workroom, a website design studio, an editing room, and photographic and graphic design studios. In the second half of 2002, institute staff developed a range of online programs (including online training courses in health, hazardous areas, and the owner-builder's licence, as well as interactive tutorial materials and self-paced learning resources in tourism and hospitality).
- Forty students enrolled in the Diploma in Hospitality Management and the Certificate IV in Supervision (Food and Beverage) in the Illawarra Institute were required to organise and cater for private functions as part of their course. As a result, the students were able to achieve their course requirements in authentic workplace settings. They also generated substantial profits, raising over \$12,000 which was donated to charity.

You are Never Too Old to Learn

OTEN student Marie Bell, aged 74, is proof that you are never too old to learn. Marie has been studying HSC subjects since 1999 and this year achieved a Band 6 result in the French Beginners course. Students may accumulate their subjects over five years and Marie has already completed three subjects (Japanese, General Mathematics and French). She intends to finish her HSC in 2004 by completing English and Spanish.

Marie studies Spanish through the Open High School, but she studies her other subjects through OTEN. This is an example of learning that involves collaboration between different educational organisations to meet the needs of the learner. Marie sat her HSC Exams at Marrickville High School. The principal was so impressed with her dedication to lifelong learning that he invited Marie to address the school assembly, to pass on her wealth of experiences. As Marie would say, 'La formation continue toute la vie.'

- Illawarra Institute also opened its innovative 'play sessions' facility at Wollongong Campus, which is drawing rave reviews from child care students, children and families from the Wollongong community. The facility provides two rooms dedicated to play activities, an outdoor play area, and an observation area with sophisticated audio-visual (AV) technology. The AV equipment enables students to listen to, and record, children's development. The recorded 'play sessions' provide a teaching tool for students, giving them 'hands on' experience of structured learning

environments for early childhood, long-day care, pre-school and before- and after-school care. At the same time, the sessions are used to identify children's needs and assist their development, and to help families and carers.

- The North Coast Institute funded the development of a flexible learning package and online support for the Graduate Certificate in Management Communication. In addition, a learner support website was launched on the institute's internet site to support students studying flexibly across the full range of institute programs.
- Northern Sydney Institute introduced an innovative approach to the delivery of the Community Welfare Diploma, called Stream Team. Students undertook work-based projects with employers, which enabled them to develop the competencies required for their qualification in an authentic work environment. Institute staff collaborated with local employers to ensure that all students gained valuable industry experience.
- OTEN developed a new learning model, 'situated constructivist learning', which was implemented in several courses in 2002, including marketing, human resources, management and accounting programs. Learners are given tasks to perform in virtual workplaces and are then guided to the resources that they may require to perform the tasks successfully.
- Riverina Institute continued to be at the forefront of e-learning, with almost 2,000 students having access to online learning materials as a part of their courses. The institute continued to provide teachers with professional development in online learning and to complement this training with support from mentors. The institute also provided the new Graduate Certificate in Facilitating and Managing e-Learning, with 40 teachers from across the state enrolling in the course in 2002.

Successful Youth Behaviour Management Programs at Ultimo Campus

Teachers of the Certificate of General and Vocational Education at Ultimo Campus in Sydney Institute identified a group of young men whose learning was being impaired by their behaviour in class. They arranged with an inner city refuge and crisis centre, Cellblock, to run a program for 10 young people titled 'Rock and Water.' This program is an anger management program for youth and entails martial arts, peer conferencing and strategy development. The program was so successful that the number of disciplinary incidents for the classes involved dropped to zero and remained at zero when the course finished at the end of 2002.

- Southern Sydney Institute has introduced teaching and learning committees in all of its colleges, to drive the implementation of best practice in teaching and learning across the institute. The institute has also developed a teaching and learning web site, which showcases best practice in teaching and learning for all teaching disciplines; and provides tools to assist teachers to deliver courses in effective ways, as well as useful web site links, and other teaching and learning resources.

- Western Institute provided specialist trainer qualifications in word processing from its Specialist Centre at Broken Hill Campus. Students were able to access print-based learning materials and support from trainers located in Broken Hill. Institute staff also developed additional online resources to complement the print-based materials.

Country Students Gain the Latest Industry Skills at a Virtual Trade Fair

Western Institute hosted a 'virtual' trade fair in 2002 so that student training for business administration careers could learn the latest skills used in industry. A practice firm is a simulated business that trades 'virtually' with other such firms. There are around 3,000 practice firms worldwide, in schools, colleges and universities. Practice firms provide students with skills and experience in customer service, management, organisation, team work, product promotion, communication and business administration. The institute plans to establish this type of training as an annual event.

- Western Institute delivered training in industrial instrumentation to small groups of students in Cobar, Parkes, and Cadia, using electronic and workplace delivery. Institute staff customised the learning materials to suit students' workplaces, and made the materials available in hard copy and via email. Teachers supported students by providing assistance by phone and email, and they also conducted face-to-face workshops which were delivered onsite in the students' workplaces.
- Western Institute customised learning resources for the traineeship in nursing to enable delivery in the workplace. As a result, the Assistant in Nursing program was delivered entirely in the workplace using a detailed study timetable and self-directed learning materials. Teachers conducted tutorials for all students for the equivalent of two hours per fortnight, and these tutorials were also held in the workplace.
- Teachers at Blue Mountains and Nirimba Colleges in Western Sydney Institute implemented the 'Youth work online' project, which enabled youth workers who could not attend classes to complete their courses online.

Transport Training at 3 o'clock in the Morning in Western Sydney

The Transport Section at Nirimba College offers a range of delivery and assessment methods to suit customer's needs, from on-campus delivery with a workplace connection to full on-the-job delivery. The challenges for teachers have been immense, with some training taking place at 3 o'clock in the morning in temperatures of minus 28°C, and other training being provided in the cabin of a truck while it is in transit. The teachers have put a mentoring system in place, whereby diploma students assist certificate IV students in their studies and prepare them to move into the industry.

- Western Sydney Institute staff, in partnership with Baulkham Hills Shire Council, set up a Tourist Information Service as part of their travel practice firm (called Travel 21fiftythree). The Tourist Information Service is operated

by tourism students two days per week as part of their course. In addition, the students run the Hills Tourist Information Service (on behalf of the Baulkham Hills Council) for one day per week. This means that students are also getting real workplace experience in dealing with the public.

- Western Sydney Institute opened an Administration Services Practice Firm at Baulkham Hills in 2002. The practice firm is a virtual trading company, which interacts with other practice firms in other colleges around the world. Students develop valuable skills by communicating and trading with the other virtual companies.
- Students in music business, sound production and sound performance courses at Nirimba College in Western Sydney Institute regularly perform off campus as part of their training. In 2002, venues included Blacktown Workers Club, The Joan Sutherland Centre, Quakers Inn, as well as other clubs and hotels in the Sydney metropolitan area. This experience prepares the students for employment in this highly competitive industry.

Making TAFE NSW Business Systems More Effective and User Friendly

TAFE NSW continued to improve its business systems to make them more effective and user friendly in order to be more responsive to needs of customers and to achieve efficiencies. Innovative, time-saving business systems that were introduced in 2002 included improved information systems for students and staff, and better and fairer student selection processes. TAFE NSW also continued to enhance the functions of the TAFEcard, its student smartcard.

Student e-Services

Student e-Services (SeS), initiated as part of the TAFE Online Project, enables students to access TAFE NSW's Student and Course Information database in order to make online enquiries about their enrolments. Students can view their personal, employer contact and enrolment details, and their module results; request a transcript of results; view notifications and calendar information, such as scheduled exams; receive advice regarding enrolment records that have been 'flagged' as underpaid; and pay outstanding enrolment fees online.

SeS was implemented in several phases. The first phase began in October 2001 with a trial implementation at Shellharbour, Blacktown and Hornsby Colleges. The second phase was launched in May 2002 and involved all campuses in the Western Sydney, Northern Sydney and Illawarra Institutes. More than 72,000 students on 29 campuses were granted access to the SeS system. Statewide implementation is due to commence in Semester 1, 2003.

During 2002, there were 101,693 logins on the SeS, resulting in more than 120,000 student enquiries. A total of 4,655 students changed their personal details.

Statewide Application Process for High Demand Courses

During the reporting period, TAFE NSW adopted a statewide, preference-based application process for high demand courses in order to improve the fairness of the selection processes and to simplify the application process for students. The new procedures ensure that selection is based on agreed and consistently applied criteria. This statewide approach covered 176 courses which were mainly in business, community services, IT and design.

A total of 41,486 course applications were received in 2002. Of these, 29,588 applicants received an offer of a place, and a further 9,212 applicants were placed on a standby list. The remaining 2,686 applicants were unsuccessful because they did not meet minimum course entry requirements. Institutes did not report any major problems associated with the implementation of this process. Nevertheless, TAFE NSW will conduct a post-application review in February 2003 which will involve consultation with relevant teaching and administrative staff about possible improvements.

Online Information Aligning TAFE Courses to Training Packages and Vocational Training Orders

During 2002, information about the alignment of TAFE courses to national training packages and Vocational Training Orders (VTOs) was placed on the TAFE Handbook on Web, which can be accessed by staff and customers. TAFE NSW collaborated with the Vocational Training Tribunal to improve communication about new VTOs in NSW to ensure that appropriate courses can be offered to students as soon as possible after a VTO is declared. This project also improved the accuracy of the online competency unit information and reduced the amount of data entry required by using direct downloads of information about training packages and VTOs from the Department's Integrated Vocational Education Training System (IVETS).

In addition, the project developed the capacity to enter all training package qualification information directly onto the TAFE NSW Course Information System (upon its endorsement by the Vocational Education and Training Accreditation Board). As a result, TAFE students now receive documentation of the nationally-recognised units of competency that they have achieved in an accredited course.

TAFECARD

TAFECARD is a multi-functional smartcard which was introduced in 2000. It displays a student's photograph, name and student number. TAFECARD enables student id entification on campus, mandatory photo identification for examinations, registration on the library network, access to Student e-Services, membership of TAFE student associations, access to secure campus areas and identification for travel concessions. It is now an established practice in TAFE NSW to issue students with a TAFECARD at the time of their enrolment.

TAFE NSW Showcases its TAFECARD Smartchip Applications

During 2002, TAFECARD showcases were established at Lidcombe, Meadowbank and Bradfield Campuses. These showcases display a range of prototypes for products and services using new TAFECARD smartchip applications which have been implemented at these campuses. Staff from other campuses and various interested parties visit these showcases to assess the new developments. The performance of these new applications is monitored and costs and benefits are measured.

TAFE Online Metadata Project

The TAFE Online Metadata Project is being conducted by TAFE Library Collection Services with support from librarians in five institutes. In 2001, the project established a metadata element set and guidelines for TAFE NSW online learningware. This metadata framework will enable all TAFE Online learningware to be tagged and, thereby, improve access and retrieval of these resources by teachers and course developers. This project has developed a metadata repository within the context of the Department's content management system, TeamSite. By the end of 2002, TAFE staff could search the metadata repository via the intranet. However, the next stage of development will allow more users to interrogate the repository and export the metadata to agencies such as EdNA and AShareNet.

TAFE Library Intranet Sites

TAFE NSW launched two new websites for TAFE library systems and TAFE library collection services on the OTEN intranet, which can be accessed by all institute library staff. These sites provide access to procedural documentation, newsletters, minutes, frequently asked questions and other documentation to support TAFE NSW's library helpdesk services. This new service gives TAFE library staff 24-hour access to current versions of authoritative resources that they need to provide quality information services and resources to clients.

In 2002, the automated library inventory facility on the TAFE NSW Online Library Information System was used by 50% of TAFE libraries. TAFE institute library staff reported that the new inventory system had led to significant time saving. In some cases, the time taken to complete a query was reduced to one fifth the time required in previous years.

TAFE NSW Information Centre

The TAFE NSW Information Centre handles 230,000 inquiries each year including telephone, face-to-face, email, internet and mail inquiries. In recent years, the introduction of the TAFE NSW internet and intranet as tools for providing the latest course information to customers has significantly improved customer service at the centre. Prior to 2002, the preparation of information to be mailed out was very time-consuming because there was no efficient process for recording customer details or storing data that could be retrieved at a later stage.

In 2002, information centre staff addressed this problem by creating a system that supports 20 users and enables staff to reduce the time taken to respond to information requests by two thirds - from 72 down to 24 hours. The system stores customer details, generates several different reports that can be used to promote TAFE NSW, and incorporates features that can be used at TAFE campuses as a business tool to support frontline staff.

Enhancing the Effectiveness of TAFE NSW Products and Services

During the reporting period, TAFE NSW continued to enhance the effectiveness of its products and services to meet the needs of students, industry and the community; and to improve students' educational and employment outcomes. TAFE NSW develops a range of educational products; chiefly vocational education and training courses, and the accompanying teaching and learning materials and educational resources. These courses are developed and implemented in response to identified needs, with a particular focus on courses in high demand and specialist industry areas that can contribute to social and economic prosperity.

TAFE NSW provides a variety of services for students including recognition services and student support services such as library and children's' services. These services are continually improved, particularly in response to student feedback, to ensure that TAFE students are well placed to obtain the best educational and employment outcomes.

Development of New TAFE NSW Courses

TAFE NSW divisions continued to develop new courses to meet identified industry and community needs across all industry areas. Courses were often developed in partnership with institutes and universities as well as with local businesses and communities, local government and other government departments.

- Access Division developed courses at certificate I, II and III and diploma levels to meet individual and community needs in interpreting English language, communicating general education languages, Aboriginal studies and Outreach areas.
- Business and Public Administration Division developed a range of business services courses, with a focus on e-business, at certificate I, II, III and IV, and diploma and advanced diploma levels. These courses cover industry areas such as sales, marketing, human resource management, purchasing and outsourcing. They will be used by TAFE NSW institutes to provide students with national Business Services Training Package qualifications.
- Community Services, Health, Tourism and Hospitality Division developed a wide range of courses including diplomas, advanced diplomas, and two graduate

certificates for audiometry nursing, and social and community practice. However, the bulk of course development was at certificates II, III, IV and statement of attainment levels, to meet the needs of the tourism, hospitality and health industry areas.

New Courses in Construction and Transport to Meet Industry Needs

Construction and Transport Division developed 14 new courses in response to industry demand. The courses are in industry areas (such as transport and distribution, seafood, recreational vehicle, manufacturing and finishing) which were not previously covered by TAFE NSW curriculum. Of these, the owner-builder information course has been the most successful, attracting more than 7,000 enrolments across the state in 2002. The division also developed learning resources to support TAFE institutes in delivering the program.

- Information Technology, Arts and Media Division developed the first TAFE NSW mainstream postgraduate diploma - the Graduate Diploma in Design: Applied Studies, thus providing TAFE NSW with a post-graduate profile. The division is now developing a raft of graduate certificates in the IT industry areas to extend this profile. In part, these courses will target mature age professionals.
- Information Technology, Arts and Media Division also developed new courses in the specialist industry area of textile fabrication at certificate I, II and III levels, which align with the corresponding training package qualifications. TAFE NSW is the sole NSW provider of textile fabrication training.
- Manufacturing and Engineering Division developed a range of courses at certificate I to IV, diploma, advanced diploma and graduate certificate levels to meet industry needs in on-site sewage management, environmental monitoring, pharmaceutical and cosmetic technology, asset maintenance, computer hardware servicing, renewable energy, transmission and distribution, systems electrician, electronic trade, appliance servicing, engineering, drafting and metal fabrication.
- Primary Industry and Natural Resources Division developed a wide range of new courses in areas including equine massage therapy, superfine wool classing and production, pulp and paper, mining, forest products, and chainsaw operations.
- Riverina Institute developed the Enrolled Nurse Bridging Program, with Charles Sturt University, Wagga Wagga, in order to provide graduates of the TAFE enrolled nurses program a pathway into the registered nurses program (the Bachelor of Science - Nursing) at the university. Once the students have completed both the enrolled nurses program and the bridging program, they are eligible to receive credit for the first year of the degree. The institute expects to have its first intake of enrolments for the bridging program in 2003.

- Southern Sydney Institute, in collaboration with the Information Technology, Arts and Media Division, developed a suite of nationally-accredited courses in photonics at certificate, diploma and advanced diploma levels, with the certificate II level courses designed for delivery in schools. These courses will be conducted at Lidcombe College in 2003. The institute also developed a training program for plumbers working in new water piping technology, in partnership with the Bondi Trading Company and Kleen Drinking Water System. The courses were conducted by Sutherland College to provide accreditation for plumbers who will be installing these new systems.

Third Generation Curriculum Framework

During 2002, TAFE NSW began implementing its Third Generation Curriculum Framework, which is being developed to address a range of issues raised in Kaye Schofield's review of TAFE's product research and development (August 2001). The TAFE-commissioned review made a number of recommendations, primarily aimed at improving teaching, learning and assessment outcomes.

TAFE NSW established an implementation team to develop an overall management plan, the *Third Generation Curriculum Framework Implementation Plan*, to guide the implementation of the review's recommendations. This plan was endorsed by the TAFE Commission Directors in May 2002.

In the second half of 2002, TAFE NSW commenced a range of projects that had been identified in Phase 1 of the plan. These included:

- the development of guidelines for local curriculum development
- the transfer of the Crown Copyright Clearinghouse function for curriculum products to the Department's State Training Services
- the setting up of the Educational Futures Forum, with representatives from TAFE NSW and the NSW Teachers Federation, which will meet regularly to discuss 'Third Generation' implementation issues
- the development of new roles for the divisions, so that they are more focused on providing professional support and increasing business intelligence

- the creation of stronger links between divisions and institutes using client services teams
- an analysis of TAFE NSW's current and future systems needs
- the use of units of competency in TAFE curriculum, enrolment processes and reporting
- the development of a project plan for the establishment of an electronic resource library.

In Phase 2, these projects will be monitored until they are completed, and then they will be reviewed. TAFE NSW will also begin additional projects that are identified in the *Third Generation Curriculum Framework Implementation Plan*.

Accreditation of TAFE NSW courses

TAFE NSW develops curriculum to support the implementation of training packages where these are available. Under delegation from the Vocational Education and Training Accreditation Board (VETAB), TAFE NSW also accredits courses for delivery where there is a particular vocational or community need and relevant training packages are not available. In 2002, the TAFE NSW system for managing the accreditation and approval of curriculum for training package qualifications was reviewed to ensure that it met ISO requirements and could support the achievement of the objectives outlined in the *Third Generation Curriculum Framework Implementation Plan*.

During the reporting period, TAFE NSW accredited 136 new courses, including nine courses adopted from other states through mutual recognition arrangements. More than half of these courses were at the statement of attainment (32), certificate III (24) and certificate IV (16) qualification levels. The number of courses being accredited at the higher qualifications levels has increased slightly since 2001, with the total number of accredited certificates III and IV, diplomas and advanced diplomas rising from 58 in 2001 to 63 in 2002. Over the same period, the number of statement of attainment courses being accredited remained at a similar level, with 31 in 2001 and 32 in 2002.

The divisions that accredited the highest number of courses were Access (34), Manufacturing and Engineering (26) and Information Technology, Arts and Media (24), closely followed by Construction and Transport (22).

Number of TAFE NSW Courses Accredited in 2002

Division	Grad Dip	Grad Cert	Adv Dip	Dip	Cert IV	Cert III	Cert II	Cert I	Short Courses	SA	Total
Access	–	–	–	–	–	12	4	3	1	15	35
Business & Public Administration	–	1	1	–	2	–	1	–	1	1	7
Community Services, Health, Tourism and Hospitality	–	2	–	–	2	2	–	–	6	–	12
Construction and Transport	–	–	1	3	3	–	–	2	5	8	22
Information Technology, Arts and Media	2	1	3	2	6	4	3	2	–	1	24
Manufacturing and Engineering	–	–	6	6	1	4	1	3	–	5	26
Primary Industries and Natural Resources	–	–	–	1	2	3	2	–	1	2	11
Total	2	4	11	12	16	24	11	10	14	32	136*

Source: TAFE Educational Services

SA - Statement of Attainment

*The total includes nine courses registered under mutual recognition.

Over the five-year period from 1998 to 2002, TAFE NSW has accredited a total of 878 courses, including a relatively high number of short courses (114 in total).

Implementation of Industry Training Packages

TAFE NSW curriculum also supports the implementation of national industry training packages, and the qualifications within these packages, in line with the requirements of the AQTF. Training package qualifications are a defined set of competencies which establish an identifiable point of achievement, relevant to industry and community needs, and expressed in accordance with the titles of the Australian Qualifications Framework. During 2002, TAFE NSW gained the capacity to load all training package qualification information directly into the TAFE NSW course information system upon VETAB endorsement. This achievement will significantly reduce the amount of time and resources required to complete this task.

In 2002, TAFE NSW implemented a total of 373 national training package qualifications. The majority of these qualifications were implemented at certificate III (85), statement of attainment (81) and certificate II (63) levels. Since 2001, the number of qualifications being implemented by TAFE NSW has grown dramatically, rising from 274 in 2001 to 373 in 2002, an increase of almost 100. Much of this growth occurred at the statement of attainment level (with an additional 58 qualifications in 2002), but there were also notable increases at the diploma and certificate II levels (with 13 and 11 more qualifications respectively). From 1998 to 2002, TAFE NSW has implemented 1,552 training package qualifications. These were mainly at certificate II (266), certificate III (464) and certificate IV (283) levels.

The divisions that implemented the highest number of training package qualifications were Business and Public Administration (94), Community Services, Health, Tourism and Hospitality (85), and Primary Industries and Natural Resources (58); with Construction and Transport (56) close behind.

Number of Training Package Qualifications Implemented by TAFE NSW in 2002

Division	Adv Dip	Dip	Cert IV	Cert III	Cert II	Cert I	SA	Total
Access	–	–	–	–	–	–	–	–
Business and Public Administration	6	14	15	21	12	5	21	94
Community Services, Health, Tourism and Hospitality	2	4	11	17	10	3*	38	85
Construction and Transport	1	2	7*	16	19	8	3	56
Information Technology, Arts and Media	8	14	11	8	6	2	2	51
Manufacturing and Engineering	–	2	4	11	5	3	4	29
Primary Industries and Natural Resources	–	12	9	12	11	1	13	58
Total	17	48	57	85	63	22	81	373

Source: TAFE Educational Services.

SA - Statement of Attainment

*Multiple pathways, eg Certificate II in Hospitality (Operations), Diploma of Transport and Distribution (Maritime Operations).

Report on Operations

TAFE NSW implemented qualifications from 73 industry training packages in 2002. Business and Public Administration, Manufacturing and Engineering, and Primary Industries and Natural Resources Divisions implemented qualifications in the largest number of industry training packages with a total of 14 each.

Number of Industry Training Packages with Qualifications Implemented by TAFE NSW in 2002	
Division	Total Number of Packages
Access	-
Business and Public Administration	14
Community Services, Health, Tourism and Hospitality Services	12
Construction and Transport	11
Information Technology, Arts and Media	8
Manufacturing and Engineering	14
Primary Industries and Natural Resources	14
Total	73

Source: TAFE Educational Services.

Crown Copyright

Crown Copyright curriculum development projects are undertaken to support the implementation of training packages in NSW. A clearinghouse then distributes the curricula to private and public providers in NSW. On 1 July 2002, the Crown Copyright function and the clearinghouse were transferred from TAFE NSW to State Training Services. Prior to this date, both had been managed by TAFE NSW's Curriculum Resourcing and Operations Unit (now known as the TAFE Strategic Services Unit).

From 1 January to 30 June 2002, the highest numbers of Crown Copyright projects were in the Arts (11), Financial and Business Services (5), Community Services and Health (4), and Food (3) industry areas. Over the same period, the Curriculum Resourcing and Operations Unit paid \$160,000 to the TAFE NSW divisions to maintain the curriculum products in the clearinghouse.

Number of NSW Crown Copyright Curriculum Projects Developed Between 1 January - 30 June 2002	
Industry area	Number of Projects
Arts	11
Information Technology	1
Community Services and Health	4
Construction	1
Financial and Business Services	5
Food	3
Forest Industries	1
General Education	2
Mining	1
Primary Industries	1
Process Manufacturing	1
Property Services	2
Public Sector	1
Wholesale/Retail	1
Sport and Recreation	1
Tourism	2
Total	38

Source: TAFE Educational Services.

In the latter part of 2002, the Curriculum Resourcing and Operations Unit began to manage the Emerging Priorities Product Development Fund, which helps institutes to develop curriculum to suit local needs. This new funding program will primarily be used to assist local institute initiatives for new traineeship delivery and other 'just-in-time' product support. A total of eight funding submissions were received during the reporting period. Of these, five were approved for funding, with a total expenditure of \$117,000 out of the \$250,000 available for the period July 2002 to June 2003.

Improved Services for Students

TAFE NSW provides a broad range of services to support student's learning and to assist them to achieve the best outcomes. These services are continually improved in light of student feedback. During 2002, TAFE NSW offered new services for students (such as trade recognition services) and continued to upgrade and improve existing services (such as library, learner support and children's' services).

Trade Recognition Services: TAFE NSW divisions responded to students' demands for more clear-cut and consistent trade recognition services by developing a range of competency-based trade tests. These trade testing skills assessment modules enable institutes to provide valid, reliable and consistent assessments of candidates seeking recognition of their skills at trade level; and to improve their reporting on applications for trade recognition commissioned by the Vocational Training Tribunal (VTT). By the end of 2002, tests had been developed for high demand industry areas; namely, automotive, carpentry and joinery, painting and decorating, hairdressing and electrical trades. The divisions will develop further trade testing assessment modules in other industry sectors on an ongoing basis.

Library Services: TAFE NSW librarians play an integral part in providing information services to students and staff; identifying and organising electronic resources; and delivering training in online information literacy and research skills, which is tailored to meet the requirements of students' courses. Librarians are now devoting more time to assisting students with tasks such as searching the internet effectively, defining and analysing assignment topics, evaluating resources, and providing references for assignments.

Information resources that are relevant for many VET courses are increasingly being published in the form of online full-text journals, and in the emerging technology of e-books. As a result, Northern Sydney and Hunter Institutes, like many other TAFE institutes, focused on improving online access for students in their campus libraries. Library staff in both institutes developed websites where students can access online products and electronic databases; as well as information about library opening hours, resources, contact details and borrowing information.

Some of the other key achievements in the provision of TAFE NSW library services for students in 2002 included the following:

- TAFEcat, the TAFE NSW library network's catalogue on the web, was made available on the internet at the end of 2001, and was heavily promoted to students during 2002. This service provides students and staff with enhanced access to physical and electronic information resources. TAFE customers have the option of searching the catalogue in the library or at their home or workplace, 24 hours per day, seven days per week.
- All TAFE institutes in NSW and Australia now have access to Australian Public Affairs Full Text (APAFT), which provides access to valuable online material. The National Working Group for TAFE Library Services purchased this resource with ANTA funding.
- A new library extension was opened at the Cootamundra Community/TAFE Library to provide additional study areas, seminar rooms, and improved amenities for students and the community. The extension was jointly funded by Riverina Institute, Cootamundra Shire Council and the State Library of NSW.
- Sydney Institute increased the opening hours of its libraries at the Enmore Design Centre, Eora, and the West Street Campus at Petersham in response to students' requests.
- Western Institute and the Macquarie Regional Library supported a mobile library and information service, which also provides information technology services and TAFE course information. The unit services 21 remote areas, including isolated Aboriginal communities.

Learner Support Services: TAFE NSW institutes use a variety of learner support strategies to assist students improve their educational outcomes, such as learner support centres and websites, and tutorials. Some of the major highlights during 2002 were:

- North Coast Institute established learner support centres throughout the institute, often adjacent to libraries, to improve students' access to learning resources and to improve their subject selection.
- In April 2002, OTEN launched the OTEN Learning Support website, which supports and enhances the learning experience of OTEN students in all courses including online courses. The site is integrated with OTEN's Student Administration and Management system and, as a result, it gives students access to information such as their module and course programs, 24 hours per day, seven days per week. It also contains additional resources and links to other sites that are designed to complement students' learning materials. On average, the site is attracting 250 hits per day.
- Western Institute introduced improved learner support services in 2002 which aim to provide consistent and contextualised assessment of all Western Institute students. This is already assisting in the accurate and transparent identification of the type and extent of individual student needs in language, literacy and numeracy. The institute's Access Faculty is responding to those needs through the provision of a range of models for the delivery of appropriate tutorial support.

Children's Services: TAFE NSW operates 20 campus-based children's centres across the state. These long-day care centres enable parents of young children, predominantly women, to access vocational education and training while their children are cared for and educated. Staff of TAFE NSW children's centres are qualified and experienced in early childhood education. They continue to incorporate the findings of research about child development and early childhood education into their educational programs. The primary aim of the staff is to meet the needs of all children and their families attending the centres. TAFE NSW provides ongoing professional development courses for TAFE children's centre staff.

The flexibility offered by institutes' variable enrolment patterns and the care taken to match students' timetables and study needs have led to a significant increase in the number of placements in children's centres. From 2001 to 2002, the number of children enrolled in the centres has grown from approximately 1,500 to around 2,000, an increase of about 500 enrolments. There was a corresponding rise in the number of students who were able to access TAFE NSW courses as a result of the services provided by the children's centres, with numbers growing from approximately 1,000 in 2001 to around 1,700 in 2002.

Around 65% of students using the children's centres were enrolled in work-related courses, 26% in pre-vocational courses and 8% in basic education. Over 66% of parents using TAFE children's centres in 2002 were from non-English speaking backgrounds. In metropolitan centres the percentage of parents from non-English speaking backgrounds was higher, with 96% at the children's centre at Bankstown College. All centres provide an inclusive educational program for the children, which reflects the cultural interests of the families using the centre.

During 2002, all TAFE NSW children's centres were found to comply with licensing regulations. Blacktown and Nepean Child Care Centres were also licensed by the Department of Community Services, and the former achieved National Childcare Quality Improvement Accreditation. Nepean Child Care Centre was nominated as a Centre of Excellence by the University of Western Sydney.

TAFE Student Associations: TAFE student associations seek to involve students in improving the quality of campus life. Associations support students by providing a range of essential services and facilities, such as accommodation assistance, discount photocopying, assignment binding, student lounges, microwave ovens, drink and snack vending machines, lockers, recreation areas and computers for student use. During 2002, student associations organised activities to involve, inform and encourage social interaction between students. These activities included welcoming students to TAFE, sports carnivals, and promoting issues such as multiculturalism, a healthy lifestyle, harm minimisation and environmental awareness.

TAFE student associations are voluntary bodies with affordable fees (\$15.00 per year). In 2002, there were more than 70,000 members in colleges across the state, ranging from

Report on Operations

a few students at some smaller rural campuses to over 6,500 at Granville College. Membership levels comprise about 40% of enrolments at large colleges such as Granville, Meadowbank, Wollongong, and North Sydney College.

During 2002, student associations continued to raise funds for local charities, and they also jointly raised nearly \$20,000 for Westmead Children's Hospital. In addition, the associations raised funds for new and upgraded student amenities, facilities and resources. For example:

- Northern Sydney Institute Student Association upgraded its student radio station, and tennis and basketball courts; installed a refreshments kiosk and two all-weather shade sails; provided new furniture for customer service centres; and bought additional ICT resources, ICT materials (CDs and DVDs) and popular publications for college libraries.
- Gympie Campus, Sutherland College Student Association funded the building of an outside recreation facility at a cost of \$185,000. The facility has a performance stage, covered seating and BBQ areas within a centrally-located open-plan building.
- St George College Student Association refurbished their own facilities at a cost of more than \$135,000.

Expanding Online Delivery Options for Students

For TAFE NSW, the provision of flexibly-delivered programs, including online courses, is a central part of its commitment to customer service. Programs that are flexibly delivered provide students with alternatives to traditional attendance patterns in face-to-face classes in colleges. Increasingly, these new flexible modes of delivery are relying on advanced information and communications technologies. TAFE NSW is extending its online delivery across the state through its TAFE Online project as well as through initiatives that are implemented by institutes and divisions to meet specific local needs. TAFE NSW courses are customised for online delivery are designed to be supported by teachers.

TAFE Online

The TAFE Online project is a multi-million dollar venture that is delivering a range of state-of-the-art facilities, infrastructure and online learning resources for TAFE NSW clients. This project was undertaken to deliver e-learning content to students; to enhance, support and extend TAFE NSW's traditional delivery methods; and to provide TAFE NSW with an e-business interface. During the reporting period, TAFE NSW continued to extend the range of e-learning services available to students via the TAFE Online project. TAFE NSW also continued to make a significant commitment to the professional development of TAFE staff to support the expansion of online options for students.

In addition, learningware development teams have been trained in the variety of skills needed to successfully complete development projects. This training includes project management, instructional design and technical training as well as access and equity issues specifically related to online development.

Online Delivery Initiatives in Institutes and Divisions

TAFE NSW institutes and divisions continued to implement a range of initiatives involving online teaching and learning that provide customers with more options and, thereby, better meet their needs. Online delivery has also proved to be particularly effective in meeting the needs of targeted groups such as women, Aboriginal and Torres Strait Islander people, and people with disabilities. Major achievements in online delivery in 2002 included the following:

- Hunter Institute, in collaboration with the University of Newcastle, commenced delivery of a bridging course for enrolled nurses which has been approved by the Nurses Registration Board. The bridging course enables students to progress directly into the second year of the Bachelor of Nursing at the university. It has attracted students from all states of Australia. Course modules are offered using a combination of online, delivery, CD ROMs and distance education. Twenty one students from NSW, Queensland, Victoria and the ACT began the course in May. Enrolments are expected to grow substantially in future years.
- Illawarra Institute customised and delivered online courses in business studies, information technology, health, agriculture and extractive industries. The number of students enrolled in online training courses through Illawarra Institute increased from 40 in 2001 to more than 400 by the end of 2002, an increase of over 90%.
- Illawarra Institute also launched its latest innovation, tafbiz.com, which was developed in response to a growing demand from the private business sector for more responsive and flexible corporate training. tafbiz.com is an computer-based training facility located in Wollongong, which offers training for groups from three to 37 participants, computer-managed instruction for individuals, and online learning programs. It also contains an assessment centre and provides internet access and access to online and hard copy course and enrolment information. This initiative is bringing the institute's flexible and responsive training capabilities into the heart of the Wollongong central business district and, in particular, it is providing more training for small businesses.
- North Coast Institute had 900 students studying online by the end of 2002 and the number of online courses increased from 12 to 35. One of the new online courses introduced was the Certificate III in Youth Work.

Email Discussion Group for OTEN Students with Disabilities

OTEN Teacher/Consultant in Adaptive Technology, Andrew Downie facilitates an email discussion group for OTEN students with a disability. About 20 students actively participated in this group in 2002, which provides a regular forum to share ideas, express concerns and ask advice. Andrew says 'It is an enthusiastic and very worthwhile group. It provides a supportive environment and gives students a sense of belonging'. Topics of discussion range from questions about their courses, disability issues, technology issues and any other topics of mutual interest. Some of these students live in very remote areas, and otherwise would have little chance for contact with other students.' The email discussion group averages seven to eight messages daily.

- Southern Sydney Institute's Sutherland College introduced new e-learning opportunities for students in the management, hospitality, health and recreation, and travel and tourism course areas. For example, Loftus Campus staff at Sutherland College developed an online program for the Aquatics (Operations) Certificate III and Aquatics (Supervision) Certificate IV qualifications. Due to their flexible nature, some of the courses attracted inquiries from across Australia. At Bankstown College, the institute offered new online courses in child studies, electrical trades, hairdressing, mortgage lending and office administration. The introduction of these courses has improved student satisfaction and shortened course completion times.

Dramatic Growth in Online Learning at TAFE NSW's Sydney Institute

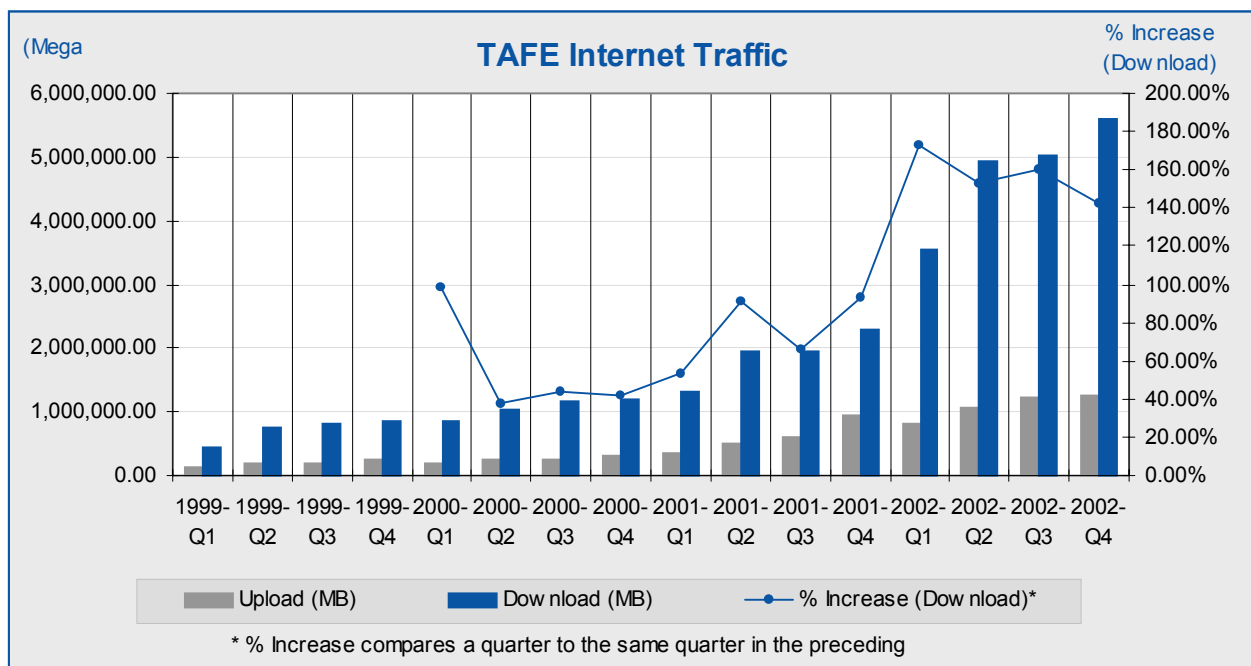
Sydney Institute's Centre for Innovation in Learning and Teaching continued to develop online delivery models, provide professional development in e-learning, and support and mentor teachers who wish to adapt courses for online delivery. The institute 'blends' online learning with a combination of face-to-face lectures, workshops, tutorials, practical sessions, self-paced learning and collaborative learning. The Centre for Innovation in Learning and Teaching supported 46 online students in 2001, but this jumped to 588 students in 2002. Over the same period, the number of teachers involved in online delivery increased from four to more than 50 teachers.

- Western Sydney Institute continued to use a range of successful online strategies to assist women enrolled in child care courses at Nepean College. These include the use of e-mail, online materials and the internet.

- Access Division and the Aboriginal Programs Unit developed four modules for the Certificates I-III in Aboriginal Education Assistants (AEAs) course to enable online delivery to AEAs working in schools from 2003. The course can be delivered face-to-face, online or by mixed mode, depending on the needs of the student.
- Business and Public Administration Division developed online delivery materials for the Certificate IV in Workplace Safety (as part of a TAFE NSW Online Learningware project managed by Riverina Institute), and supported the development of online delivery materials for the Advanced Diploma of Business Management (as part of a TAFE NSW Online Learningware project managed by Western Institute).
- Manufacturing and Engineering Division developed online products for the Certificate I, II and III for Plastics Operators, the Statement of Attainment in Non-Destructive Testing, and the Advanced Diploma of Laboratory Operations.

TAFE NSW Internet Usage

Internet usage by TAFE NSW institutes increased by over 150% in 2002. The downloading of data from the internet peaked at a total of 2.2 million megabytes in November 2002. The continued growth in internet usage reflects the increasing use of the internet for educational purposes and the upgrading of college connections to the network.



Source: Information Technology Directorate.

Improving the International Recognition and Management of TAFE NSW's Intellectual Property

In October 2001, the Audit Office of NSW released a performance audit report on NSW public sector agencies' management of intellectual property which recommended that a 'whole-of-government' response should be established to improve management practices in this area. The Audit Office advised public sector agencies 'to develop policies to manage intellectual property that are compatible with the agency's corporate objectives and maintain a register of intellectual property assets', including their accountability for those assets. Prior to this, TAFE NSW had commissioned *The Next Generation - Report of a Review of Product Research and Development Processes and Policies in TAFE NSW* (August 2001), a review prepared by Kaye Schofield, which recommended that TAFE should develop intellectual property protocols and policies, and that these should be built into its product development processes.

In February 2002, the TAFE Commission Directors established the Management of Intellectual Property (IP) in TAFE NSW project. The IP project is identifying and documenting existing IP in TAFE NSW; establishing an IP register; developing IP policies and guidelines; and developing a set of standard professional development materials for dissemination to TAFE NSW institutes, divisions and other business units. It is expected that, by 1 January 2004, the IP policy and guidelines will be implemented and the IP assets register will be established.

2.5 Be Acclaimed by Our Customers for Our Quality

Launching a Brand Promotion and Marketing Campaign

TAFE NSW undertakes a variety of state-wide corporate brand promotion and marketing campaigns to ensure that it is recognised as a best practice, quality provider of vocational education and training that is equipped to meet future training needs. TAFE NSW institutes support these state-wide campaigns but they also tailor their promotional and marketing activities to suit their local markets.

Statewide Corporate Brand Promotion and Marketing Initiatives

TAFE NSW's corporate marketing arm conducted three new major initiatives in 2002 that were highly successful:

- The 'Pathways to Your Future with TAFE NSW' campaign targeted secondary school students in Years 10 and 11 through a teaching resource for careers advisers based on a range of promotional media including posters, z-cards and an animated video. It highlights TAFE NSW's multiple entry and exit points to education and training, which can also lead to employment. Promotional material

was distributed to every government, Catholic and independent secondary school in NSW. The campaign was launched during TAFE WEEK 2002 and was attended by careers advisers, counsellors, students and VET in Schools staff.

- The 'Got the Experience? Get the Recognition!' campaign focused on informing current and potential students that their work and life skills or qualifications may be credited to a TAFE NSW course. It was conducted in TAFE campuses across the state during the Semester 1 enrolment period. The campaign was developed in response to internal research which showed that the number of students applying for recognition in TAFE NSW was low in comparison with the total number of enrolments. The target market included HSC students, university graduates, students who had completed a course at TAFE NSW or with another RTO, and people who wished to change or develop their careers. The campaign used video, print materials (brochures and posters), website links and promotional give-aways.
- The ANTA-funded national campaign, 'Training: It Pays to Stay', targeted 16 to 25 year old students in VET who were at risk of dropping out of their training courses. The campaign was designed to encourage students to value their current learning and persist with their training. TAFE NSW conducted the NSW campaign, which ran from 18 February to 23 March 2002, using advertisements in cinemas, the youth press and Street Vision. These advertisements were supported by a toll-free hotline, which provided additional information and advice, and copies of free information pocket guides to callers upon request.

TAFE NSW's Corporate Marketing Directorate also continued to conduct campaigns that had proved to be successful in previous years:

- TAFE NSW again conducted the 'Love Your Work' campaign, which had strong results in 2001. This advertising campaign promotes the benefits of studying at TAFE NSW to people who wish to gain a promotion or change direction in their careers. It uses an effective mix of television, press and radio advertisements. The campaign provides information for prospective students and positions TAFE as a modern, professional, responsive and flexible organisation that provides practical and relevant training.
- TAFE WEEK 2002 was held from 18-24 August and used the theme, 'Love Your Work'. During the week, over 100 corporate and institute activities were held throughout NSW to showcase TAFE NSW to industry, prospective students and the community. The former Minister launched TAFE WEEK at Granville College in South Western Sydney Institute on 19 August, in front of around 140 guests from TAFE NSW and industry. TAFE WEEK 2002 was supported by a statewide advertising campaign including Street Vision, with a 30-second 'Love Your Work' television commercial appearing in all major metropolitan railway stations for three weeks. This commercial was also shown in 80 regional cinemas throughout NSW.

In 2002, TAFE NSW also conducted a sponsorship drive to raise funds to support its 2003 Summer Schools program. TAFE summer schools provide summer learning activities for school students currently in Years 9, 10 and 11 in targeted government school from across NSW. TAFE NSW developed a successful marketing and communication strategy which included a video, a website (www.tafensw.edu.au/summerschools), posters and email opportunities. The Summer Schools website contains a media centre which will be used to support press, radio and television coverage of summer schools events in 2003. At the Premier's request, TAFE NSW also made a successful presentation to invited industry representatives at Parliament House to increase awareness of the Summer Schools initiative and to attract sponsorship.

The summer school sponsorship strategy netted contributions to the value of \$525,000 from businesses and government agencies including Optus (the Premier Sponsor); Logica CMG (the Gold Sponsor); and the Commonwealth Bank, Unisys Australia and Microsoft, the Department for Women and the Department of Information Technology and Management (Silver Sponsors) and Toyota and the Department of Community Services (Bronze Sponsors). Due to the success of this strategy, TAFE NSW was able to offer scholarships for 525 students valued at \$500 each, in addition to covering some of the costs of the 2003 Summer Schools. The summer schools will target six industry areas and will be held in 35 locations across NSW.

Institute Marketing Initiatives

- Institutes continued to take a proactive approach to informing industry and the community about their programs. They use a range of strategies to promote and market themselves including the regional and local press, industry journals, publications for specialised interest groups (such as youth, the aged and indigenous communities), the TAFE NSW website (which is located on the Department's website) and institutes' websites, industry events, state-wide forums, expos and open days. Major achievements in 2002 included the following:
 - Students and teachers from Hunter Institute's Certificate IV in Music Business course at Newcastle Campus organised the 'A Major' Music Expo which was held in November. The expo included a series of seminars and workshops and an open day for up-and-coming music industry professionals. The seminars covered topics such as the legal aspects of the music business, and marketing and airplay issues. Bands (such as Superbonic and Muzzi Pep) gave performances for the expo participants. The event also featured an expo hall where retailers and manufacturers gave demonstrations of their latest innovations in lighting, recording, sound and visual equipment.
 - North Coast institute launched a new regional television advertisement and a range of promotional materials and display items, which were designed to promote a contemporary and flexible image. The campaign was developed in response to feedback from focus groups,

involving staff and community members, which indicated that the institute needed to update and improve its profile. The institute also hosted a financial services industry breakfast forum in Lismore in May for representatives from the banking, credit union, insurance and mortgage brokerage and financial planning sectors in the Northern Rivers area. Institute staff briefed the participants on the range of generic and customised TAFE training options available to assist them to meet new legislative requirements for the industry. Feedback indicated that the participants appreciated the timeliness of the forum and thought that the institute was responsive and customer-focused.

- Northern Sydney Institute organised a successful 'School to TAFE 2003' event which was attended by over 350 students and parents. The event introduced school students and parents to TAFE NSW and promoted course offerings. In addition, the institute's film and television teaching section participated in the ENTECH 2002 Trade Show at Darling Harbour, the largest audio and visual tradeshow in the southern hemisphere. A large number of professional designers, engineers and equipment users visited the institute's stand at the exhibition.
- South Western Sydney Institute introduced a new corporate image in 2002, which depicts it as a professional, accessible, vibrant educational organisation. The image uses the theme 'Leading Learning for the Community of the Future'. The image has been reproduced on publications, banners, video, CD-ROMs and stationery. The institute's corporate image project was a finalist in the 2002 Australian TAFE Marketing Association Awards.
- Southern Sydney Institute held a seminar on prospering in the new global marketplace (which was co-hosted with the Manufacturing Society of Australia), hosted the first annual TAFE Australia Sport and Recreation Consortium conference, and contributed to the design of exhibitions for ABC TV's Garden Show.

'Must-see' Job Expo for Young People in Central Western NSW

Western Institute participated in the Central West Job Expo, which focused on VET opportunities for school students in Years 9 to 11 and young jobseekers. The expo was a joint venture involving the institute, the Department's New Apprenticeship Centres, and the Central West Area Consultative Committee. It has become a 'must-see' for students and jobseekers across the central western region.

- Sydney Institute showcased the skills of its students and staff through a range of exhibitions and institute-sponsored events. This year's events included East Sydney's 2002 Fashion Parade; exhibitions in product, jewellery and graphic design, floristry, photography, and events and entertainment management; and a fashion technology showcase. Marketing initiatives included the opening of the TAFE NSW - Sydney Institute Bakers' Delight Daryl Williams Centre of Excellence, and the launch of the NRMA Jumpstart - Automotive Training for Women program. Institute staff and students also took part in a variety of events during Mercedes Fashion Week.

Report on Operations

- Western Sydney and South Western Sydney Institutes were among co-sponsors of the inaugural Jobs Alive Program. The program provided Year 10 government high school students from the Greater Western Sydney area with insights into the world of work and a cross-section of careers. Ten events were held, from April to August, for students from 30 schools in four school districts (Blacktown, Penrith, Campbelltown and Parramatta). This innovative program showcased 60 young men and women who provided advice and information to the students about their career experiences.

Improving TAFE NSW Quality Systems and Processes

TAFE NSW has a strong record in implementing quality systems and processes to improve its products and services for customers and in responding to feedback from customers and staff about how these systems and processes can be further improved. TAFE NSW institutes, in particular, have developed a 'quality culture' to ensure that they maintain and strengthen their position in the NSW VET market. For several years, TAFE NSW have complied with VETAB quality standards, by maintaining registered training organisation (RTO) status. They have also gained international validation of the excellence of its quality management by achieving the International Standards Organization (ISO) quality-endorsed status.

Achieving ISO 9001:2000 Quality Endorsed Status

TAFE NSW's state-wide quality initiatives are implemented by all institutes and divisions, following endorsement by the TAFE Quality Council. The council provides leadership in promoting systematic quality improvement throughout TAFE NSW and is responsible for monitoring the plan for institutes to maintain RTO status and gain ISO 9001:2000 quality endorsed status by 2003. Institutes, divisions and TAFE state office units put in place the systems and processes necessary to achieve the ISO quality management system certification. In 2002, TAFE NSW also made it a priority to integrate ISO quality processes with AQTF quality system requirements. Regular internal audits and continuous improvement systems are now a routine part of TAFE operations.

In 2002, the divisions developed a TAFE NSW Management Framework intranet site to increase the efficiency of their business and operational processes and systems and to enable economies of scale. The site is an integrated information management system that provides guidance to division staff regarding the development of products and services for customers, in line with the requirements of ISO 9001:2000. It also provides assistance to division staff who work with institutes to meet registration and certification requirements.

Improvements in Institute Quality Systems

During the reporting period, TAFE NSW institutes implemented a range of new initiatives to improve their quality management and assurance systems. These included the following:

- North Coast Institute established 14 improvement review teams made up of teaching, administration and support staff from across the institute, working on each of the institute's core processes. The teams were formed in response to customer feedback and the findings of an internal review. In addition, the institute commissioned Benchmark Certification to conduct an extensive review of the institute's systems and processes at six campuses in December 2002. The review confirmed that the institute had an effective business management system that met international standards, and it commended the way staff worked together to meet customer needs and keep in touch with the community.
- Southern Sydney Institute conducted three internal audits to ensure that it continued to meet AQTF and ISO standards. As a result of these audits, improvements were made in several areas, for example, document control of curricula, induction procedures and recording the qualifications of staff. Also, the Hospitality section at Loftus Campus, Sutherland College received HACCP Australia Food Safety Accreditation in July 2002. This is a recognised industry endorsement of food safety excellence. Loftus Campus is the first facility in TAFE NSW to achieve HACCP accreditation.

South Western Sydney Institute Wins Australian Business Excellence Award

South Western Sydney Institute received a 2002 Australian Business Excellence Award for 'Progress Toward Business Excellence'. The award followed a four-day site visit to the institute by representatives from Business Excellence Australia (BEA). BEA prepared a report on its site visit, which highlighted areas of excellence and opportunities for improvement. The institute has distributed the report to all its staff and has implemented strategies and initiatives for improvement.

- Western Institute launched a new quality system, BEST, which integrates quality management into the day-to-day operations of the institute. BEST is a set of systems, processes and tools that work in combination to achieve business excellence through continually improving the way work is organised and completed. It is underpinned by the quality standards of ISO, the AQTF and the Australian Business Excellence Framework. It incorporates the institute's strategic planning processes, customer feedback mechanisms, internal review and external audit program, information management system, change management strategies, and professional development and continuous improvement initiatives. This 'whole-of-organisation' approach has led to reduced operating costs, increased productivity, improved customer satisfaction, increased enrolments and completions, improved staff morale and decreased staff turnover.

TAFE NSW Quality Awards

The TAFE NSW Quality Awards recognise and reward measurable improvements in the quality of teaching, learning and service provision. The 2002 TAFE NSW Quality Awards, held on 6 November 2002, attracted entries from 36 teams across the state. In conjunction with the awards ceremony, 80 quality improvement projects were displayed at a quality showcase at Australian Technology Park, Redfern.

The TAFE NSW Quality Awards attracted industry sponsorship to the value of \$49,500 in cash and \$10,000 in kind. The major supporters were Electroboard Pty Ltd and the NSW TAFE Commission Board. Other significant sponsors included The Daily Telegraph, Business Excellence Australia, SAI Global Assurance Services, Campus Review, Fuji Xerox, Holden Ltd and Select Australasia. All of the sponsors from 2001 renewed their involvement this year.

Implementing a System of Institute Peer Review

During the reporting period, TAFE NSW began developing a project plan for the establishment and maintenance of an institute peer review system. The review system will be based on a national process-benchmarking methodology, which is being developed to support improved customer service across the VET sector in Australia.

TAFE Directors Australia will develop a range of national benchmarks for peer review, in negotiation with interested VET providers. It is anticipated that the national system of peer review will be implemented in TAFE NSW by the end of 2003.

TAFE NSW Quality Awards, 2002

Recipient	Reason for Award
<p>Gold Award Winner Curriculum Resourcing and Operations Unit, TAFE Educational Services</p>	<p>Project: HSC/TAFE Credit Transfer Website The website's primary audience is secondary school students, and their parents, teachers and careers advisers. The site assists students to select subjects for the HSC. An increasing number of hits to the website (some 50,000 for the month of July 2002) is evidence of the fact that this resource has become an important source of information for its audience and, as such, is an extremely valuable customer service initiative.</p>
<p>Silver Award Winner Western Institute</p>	<p>Project: Teacher Annual Review Project Western Institute developed a voluntary support process and tool in response to the requirements for Teacher Annual Review. The process and the tool are based on a set of agreed competencies. They provide a structured framework that can be used either manually or electronically as a catalyst for discussions concerning reviews of staff performance, the setting of future goals and the identification of individual development needs.</p>
<p>Bronze Award Winner Community Services, Health, Tourism and Hospitality Division</p>	<p>Project: Customisation of Training for the International Marketplace The Tonga Tourism Project is a partnership involving private industry consultants and TAFE NSW. The project team customised a range of Tourism and Hospitality training programs to suit Tonga's business and cultural needs, and also developed delivery and assessment strategies to suit Tongan students. Each customised training program was piloted in local colleges and then evaluated, prior to being presented to the Tongan Department of Education.</p>