

## Doing a good job: How TAFE Institutes measure their effectiveness and efficiency

Josie Misko & Sian Halliday-Wynes

## What we wanted to know

- How TAFEs
  - ▶ Undertake strategic planning
  - ▶ Monitor and evaluate progress towards targets
  - ▶ Meeting industry needs
  - ▶ Meeting student needs
  - ▶ Understand their business
  - ▶ Understand their markets

## Why we wanted to do it

- Changing governance and economic environment
  - ▶ Less security and certainty
- COAG agenda focus on:
  - ▶ Increased contestability
  - ▶ Out-comes based evaluations
  - ▶ Increased choice for students
- How well placed are TAFEs to meet these challenges
  - ▶ TAFEs anticipating these reforms but they have been doing so since the early 90s

## How we did it

- In-depth interviews and consultations with:
  - ▶ TAFE directors and associate directors (or equivalent)
  - ▶ Faculty directors
  - ▶ Directors planning, financial and human resources
  - ▶ Directors of marketing
  - ▶ Educational managers
    - Trades and non-trades
    - Access and equity
    - Student Services
  - ▶ Quality and business improvement managers
  - ▶ Campus managers

## Governance structures

College	Jurisdiction	Devolved systems	Centralised systems
College A	South Australia		√
College B	South Australia		√
College C	South Australia		√
College D	Victoria	√	
College E	Victoria	√	
College F	New South Wales		√
College G	New South Wales		√
College H	Queensland	√	
College I	Queensland		√

## Getting the plans right

- Cascading approach
  - State plans
  - State Training Authority plans
  - College specific plans
  - Departmental work plans
- Historical provision
- Environmental scanning
  - Local intelligence
  - Market intelligence
- Strategic planning events

## South Australia

- Ensuring all have necessary education and skills to participate in the high skills economy
- Providing high quality employment and workforce development services
- Ensuring young people ...are actively engaged in learning, training, work and in their communities
- Providing a coordinated whole of government approach to development of an innovative community
- Building a high performance organisation

## Victoria

- Four key actions
  - ▶ Starting earlier (in VET)
  - ▶ Learning longer
  - ▶ Getting smarter
  - ▶ Making it easier
- Increase participation in the workforce
  - ▶ Building capacity
  - ▶ Increasing flexibility
  - ▶ Addressing barriers and disincentives
  - ▶ Raising awareness and facilitating change
- Increase in provision of opportunities for existing workers to build towards higher qualifications

## New South Wales

- Rights, respect and responsibility
- Delivering better services
- Fairness and opportunity through social justice and reducing disadvantage
- Growing prosperity in all regions
- Environment for living

## Queensland

- Preparing every child for life success through learning and education
- Linking Queenslanders to opportunities that support economic prosperity and enhance lifelong well being
- Providing a rich cultural life and thriving creative communities
- Enabling productive relationships to maximise outcomes
- Creating a dynamic and innovative organisation

## Winning the bid

- Regular dialogue with government investment officers
- State intelligence on labour market and economic indicators
- State priorities
- Local intelligence
- Business case for discrepancy
- Research officer prepares scan

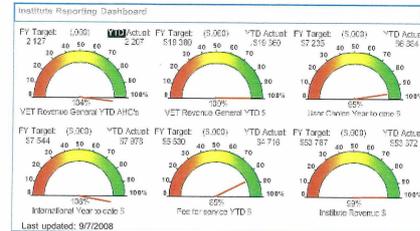
## Customising the purchase agreement

- Hours allocated to different faculties
- Estimate of enrolments
- After enrolment day
  - ▶ Tally room
  - ▶ Trading of hours from low demand areas to high demand areas
  - ▶ (Industry training Groups)
  - ▶ Skill shortage environment meant hours went to trades
  - ▶ GFC ????

## TAFEs must understand their business

- Budget is key
- Regular monitoring and review
  - ▶ Budgets
  - ▶ Processes
- Management strategies
  - ▶ Accounts officer in faculties
  - ▶ On-line data bases
  - ▶ Fortnightly, monthly meetings
  - ▶ State data bases
  - ▶ Institute data bases

## Institute Reporting Dashboard



## Growing the business

- Using commercial activity to buttress government funding
- Adopting common business practices
  - ▶ Account management approach
  - ▶ Upselling
  - ▶ Franchises
  - ▶ Costing sheets with margins
  - ▶ Remedial action to meet short falls
  - ▶ Reducing wastage
- Promoting the business
  - ▶ Relationships with media outlets
- Managing their clients

## Meeting industry needs

- Industry Reference groups
- Industry Engagement events
- Informal networks
- Being seen
- Collaborative arrangements
- Classroom intelligence
- Reading the market and switching offerings to meet new conditions

## Meeting student needs

- Not an easy task
- Subject completion
- Module load completion
- Retention and attrition
- Student achievement
- Where do the students go?

## Understanding their markets

- Market research
  - ▶ State marketing departments
  - ▶ Collaboration with external research agencies
- Linking marketing activities to enrolments problematic

## Does governance make a difference

- This is not really clear
  - ▶ Devolved organisations can also go under
  - ▶ Can respond more quickly
- Centralised systems do not have to be narrow and autocratic
  - ▶ Afford more support services
  - ▶ Have more money
- A system which has the best of both worlds makes sense
  - ▶ Hybrid governance structures
    - High regulation of critical functions
    - Devolved decision-making for managing the business and responding to local needs and business opportunities

## Gaps

- Student destinations
  - ▶ Further studies
  - ▶ Employment
  - ▶ Progression through employment
  - ▶ How did training help
- Accurate data on labour market demand
  - ▶ Knowing what small business requires
  - ▶ Growth areas
  - ▶ Areas in decline

## Quality assuring the business

- crucial role
  - ▶ AQTF
    - Re-registration
    - Excellence
  - ▶ Business Excellence Framework
  - ▶ ISO
  - ▶ Professional accreditations
  - ▶ Course accreditations
- Preparing for audits
  - ▶ Clean up processes
  - ▶ Motivation for addressing problems

## Main drivers

- External requirements for accountability
  - ▶ Obligations to funding agencies
  - ▶ Regulatory requirements
  - ▶ Accreditations
  - ▶ Quality assurance
- Internal leadership and energy
  - ▶ High knowledge and commitment
- Good information systems
- Sharing of good practice
- Governance: limited impact