Report

2012 Profile and Services Review

Access, General Education and Learner Support

The Access, General Education
and Learner Support Profile and Services Review
Stage 1 conducted May 2012 to September 2012
Review managed and report prepared by Anne Ford
on behalf of TAFE NSW South Western Sydney Institute

Institute Director's Forward

I am pleased to present the Report on the Profile and Services Review for Access, General Education and Learner Support within TAFE NSW South Western Sydney Institute (SWSi). This Report is accompanied by a draft organisational structure that will support a new service delivery model and respond to the e findings and recommendations made in the Report.

The Report clearly identifies the critically important role SWSi has in the provision of vocational education and training to support economic growth and prosperity in our communities. Our communities are located in one of the fastest growing yet most disadvantaged regions in Australia. To deliver on our obligation as the dominant RTO in the region, the programs and services SWSi provides must be highly efficient, targeting the needs of our customers and delivering skills and qualifications that lead to sustainable workforce participation for our graduates.

The Report also identifies the importance, particularly in our region, of supporting our students in building their foundation skills so that they can maximise their successful participation in courses that provide streamlined pathways to higher qualifications, jobs and future economic security.

The proposed service delivery model and organisational structure build on the sound community engagement and student support services that SWSi currently provides. The model and structure also improves our approach to increasing course completions in Certificate II and above qualifications; providing outcome based pathways for students to sustainable employment or higher education; developing integrated partnerships with agencies and community organisations that deliver efficient outcomes for all stakeholders and providing streamlined services that maximise student participation, learning and personal and professional development.

I welcome feedback on this Report and the draft organisational structure to support a new service delivery model.

Peter Roberts
Institute Director
11 October 2012

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1.   Executive Summary

State and National VET reforms are being implemented to build a stronger economy by supporting Australian businesses to drive improvements in productivity and innovation and to grow the pool of skilled workers, encourage existing workers to up-skill and supporting higher levels of workforce participation. Jobs are the Government's top priority with skills training being all about jobs.

In the rapidly changing VET landscape South Western Sydney Institute (SWSi) will need to operate in a highly competitive environment, based on an entitlement and outcomes funded model that is market driven and has the imperatives of customer service, collaboration, partnerships and graduate outcomes. To maximise outcomes for SWSi customers and stakeholders and to create a sustainable future for skills training for the industries, communities and individuals of the region, it is critical that the Institute implement a new Service Delivery Model that builds on the success of the past and delivers innovative practices that support improved student outcomes into the future.

To better position SWSi for the future, a number of Profile and Service Reviews are being implemented across the Institute's business. The Access, General Education and Learner Support Profile and Services Review (the Review) is the first of these Reviews.

The proposed Service Delivery Model, developed as a result of the Review is based on a 'wrap around' services approach with students at the centre of program and service provision. It aligns with the SWSi Strategy 2015, the TAFE NSW Social Inclusion Framework and builds on the strength of faculty based program delivery, a strong SWSi culture of supporting students achieve and, active industry and community engagement. The Model along with Guiding and Operating Principles incorporates the good practice principles identified by National VET Equity Advisory Council (NVEAC) including: a 'holistic student centred' approach where the voice of the learner is heard; personalised learner pathways; collaboration; partnerships; training that is aligned to the labour market and/or further study; embedded foundation skills and staff capability. These principles were highlighted by SWSI staff throughout the Review.

An imperative for the VET sector in Australia is the delivery of foundation skills training at all AQF levels in order to provide learners with the opportunity to develop specific foundation skills concurrently with vocational skills or in preparation for vocational training. For many students undertaking vocational qualifications the extent of support available for the development of foundation skills will directly affect their achievement of vocational outcomes.

To maximise foundation skills delivery at all AQF levels it is proposed that the Employment Preparation and Vocational Access Faculties be integrated into a new Foundation Skills Faculty. To ensure a 'wrap around' student centred approach to providing support for students and engaging with the disadvantaged in our communities, a new Community Engagement and Student Support Unit to be created. The Unit will encompass three aspects: Student Support, Community Engagement and Aboriginal Services and will incorporare the services currently porvided by the Social Inclusion Unit and Outreach.

In order to maximise qualification outcomes for students through the provision of integrated foundation skills programs at all AQF levels and to improve the efficient use of resources it is imperative that SWSi implement the new Foundation Skills Training Package and integrate this provision with a refined AEET Framework and the delivery of vocational training packages.

2.   Background

To build the skills of the nation for the new economy the State and Federal Governments have embarked on a Vocational Education and Training (VET) skills reform.

Skills Australia (2011), identified the clear purpose of the Australian VET sector over the coming decades is to meet the nation's demand for additional skills that will be required to address economic and demographic change and to improve workforce participation and productivity. In addition the need for better use of funding to address areas of entrenched social disadvantage, for improved learning and employment outcomes for highly disadvantaged clients.[1]

South Western Sydney Institute (SWSi) has a long history in delivering VET programs and services to meet the diverse needs of the people and communities of the South Western Sydney Region. The VET reforms will require the Institute to deliver:

- Significantly improved completions particularly in higher qualifications
- Flexible courses that maximise recognition (RPL), blended delivery and e-learning
- Programs and services that are integrated and streamlined to improve efficiency
- High level engagement with industry and community stakeholders to deliver skills training and pathways to jobs or further education
- Administrative and support services that add value for the customer.

In preparation for the reforms and challenges ahead the Institute has implemented a range of strategies to best position TAFE NSW – South Western Sydney Institute (SWSi) to maximise outcomes for customers and stakeholders in a contestable, entitlement funded model of VET delivery and to create a sustainable future for skills training for the industries, communities and individuals of the region. A major strategy in 'creating the future' for SWSi includes progressively implementing a number of Profile and Services Reviews. The Access, General Education and Learner Support Profile and Services Review (the Review) is the first of these activities.

2.1. Demographics of the South Western Sydney Region

The South Western Sydney Region covers the 12 Local Government Areas (LGAs) including Auburn, Bankstown, Burwood, Camden, Campbelltown, Canterbury, Fairfield, Holroyd, Liverpool, Parramatta, Strathfield and Wollondilly. To service this population and local industry, the Institute has nine colleges with specialist centres of learning that deliver a wide range of vocational education and training programs and support services.

The population of the South Western Sydney Institute catchment in 2012 is approximately 1,449,211 and is forecast by Deloitte Access Economics to grow by 8.6 per cent to 1,573,775 by 2017. This is higher than the forecast growth for NSW over the same period (6.1 per cent), and is the fastest growing population in Australia.[2] Approximately one third of Australia's population resides in NSW and approximately 20 per cent of NSW residents live in the South Western Sydney

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[1] Skills for Prosperity – a roadmap for vocational education and training, Skills Australia, 2011
[2] ABS 2012 - Calculations based on ABS statistics, 3218.0 Regional Population Growth , Australia, 2010-2011, 30/ 03/12 prepared by SWSI Business Planning and Performance Unit.

Region. The catchment includes rapidly growing areas such as the South West Growth centre, which is expected to have an additional 155,000 new homes and 89,000 new jobs by 2036.[3]

The Institute's catchment has a higher representation of: people born in non-English-speaking countries (around 40 per cent); people speaking a language other than English at home (49 per cent); recent arrivals to Australia; unemployed people; early school leavers and people aged 40 and under. The catchment is also home to almost 13,000 Indigenous Australians. This is slightly less than one third of the 37,027 Indigenous Australians residing in the four Sydney metropolitan TAFE Institutes'.

The Institute catchment LGAs account for the almost 40 per cent of new arrivals settling in metropolitan Sydney, and about one third of the new arrivals who settled in the State between 2008 and 2010. The majority of new arrivals and refugees in New South Wales have settled in the LGAs of Auburn, Canterbury, Fairfield, Holroyd, Liverpool and Parramatta. Young people and those of prime working age make up a higher proportion of new arrivals settled within the SWSi catchment.[4]

2.2. Access, General Education and Learner Support Faculty Demographics

The Access, General Education and Learner Support programs and services are currently delivered by two Faculties - Employment Preparation Faculty and Vocational Access Faculty. The Employment Preparation Faculty is comprised of Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL), English Language Intensive Courses for Overseas Students (ELICOS) and Social Inclusion which includes Aboriginal Services, Disability Teacher Consultants, Institute Multicultural Education Coordinators (IMECs) and Institute Correctional Centre Liaison Officer (ICCLO). The Vocational Access Faculty is comprised of General Education, Communication and Outreach.

These are large faculties delivering 30% of the Institute's 2011 enrolments and more than 20% of the Institute's ASH (annual student hours) delivery. The two faculties' combined delivery budget equates to 20% the Institute's total 2011/2012 financial year delivery budget.

Compared with total enrolments for SWSi, students in these two faculties have low levels of participation in the labour force. For SWSi, about 20% of enrolments are from people not seeking employment. For these two faculties the figure is over 35%.

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[3] Department of Planning and Infrastructure, NSW Government 2010, Metropolitan Plan for Sydney 2036
[4] New Settlers in the SWSi Catchment prepared by the SWSi Planning and Performance Unit, sourced from the Department of Immigration and Citizenship

Employment Status by Faculty Area
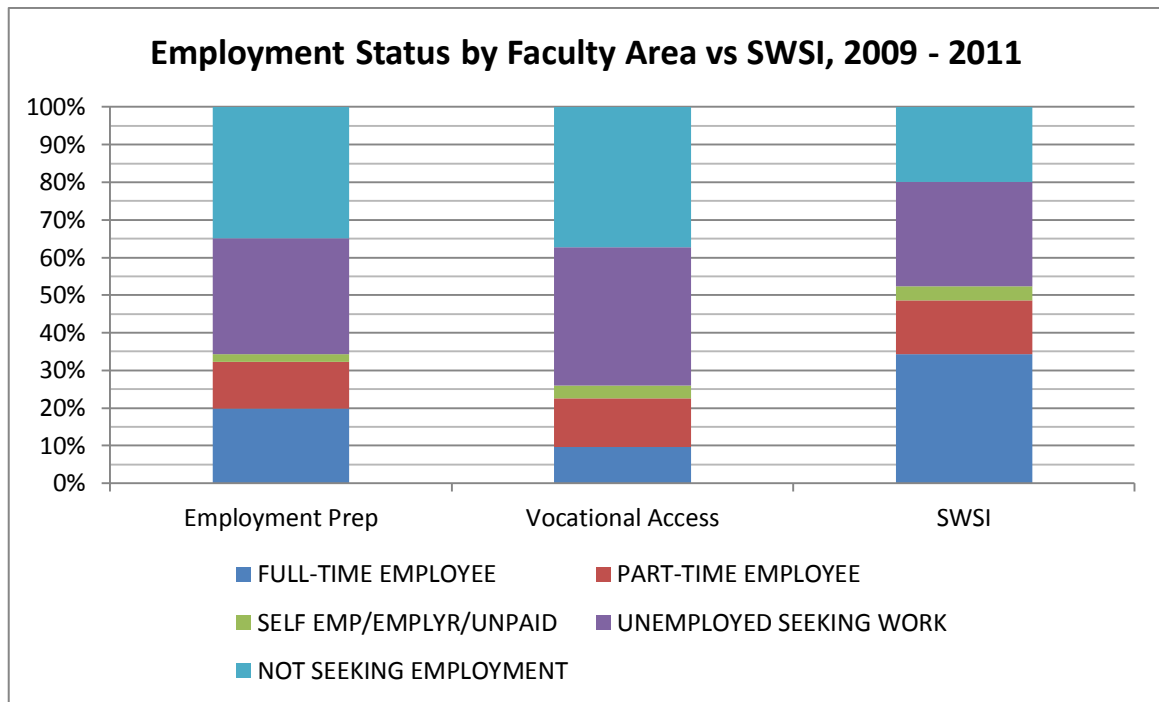
Enrolments in the two faculties are on average older than for SWSi in total. For SWSi over 55% of enrolments are less than thirty years of age. For the Employment Preparation Faculty about 40% of enrolments are under the age of thirty years and for the Vocational Access Faculty less than 35% are under thirty.

Enrolments by Age Group
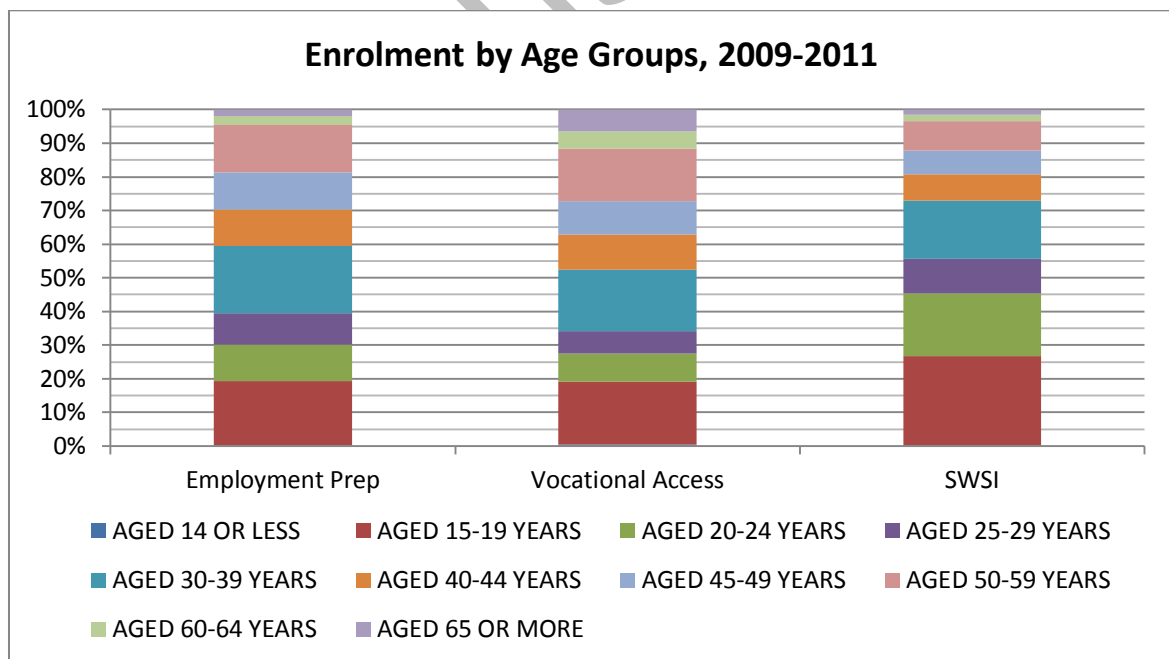
There are two key student demographic statistics for English language: being born in a non-English speaking country; and self-identifying a need for English language support. Over 40% of enrolments in SWSi indicate students are born in a non-English speaking country. For SWSi as a whole, approximately 15% of enrolments identify a need of assistance, however for several teaching sections in the Employment Preparation and Vocational Access Faculties the level is considerably higher. Not surprisingly the largest percentage of enrolments identifying needing help with English are in the ESOL teaching section.

Needing Help with English

A major challenge for SWSi in an outcomes funded entitlement environment will be to significantly improve course completions across all AQF levels, par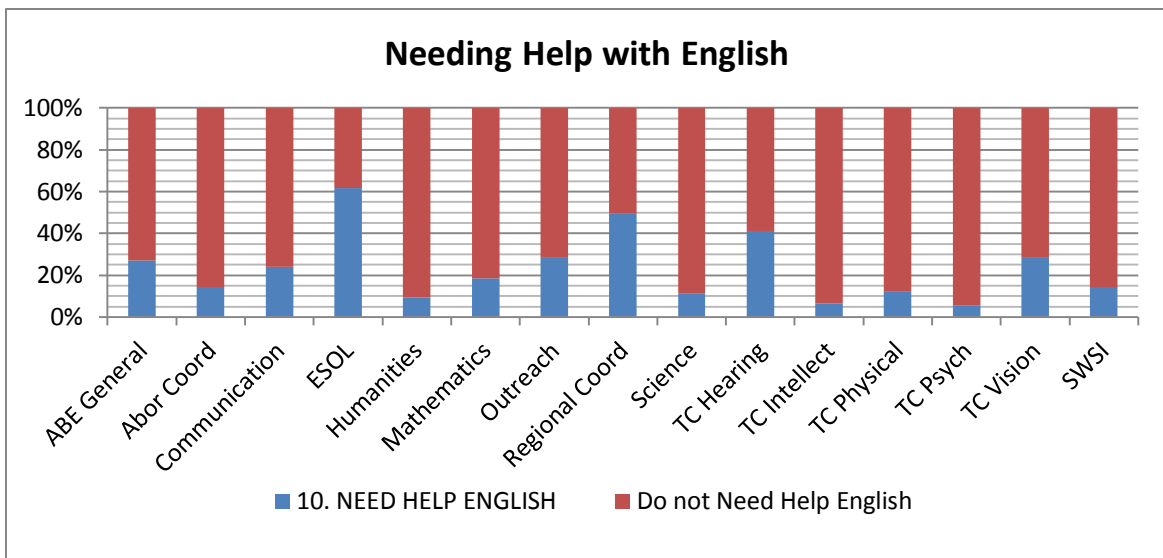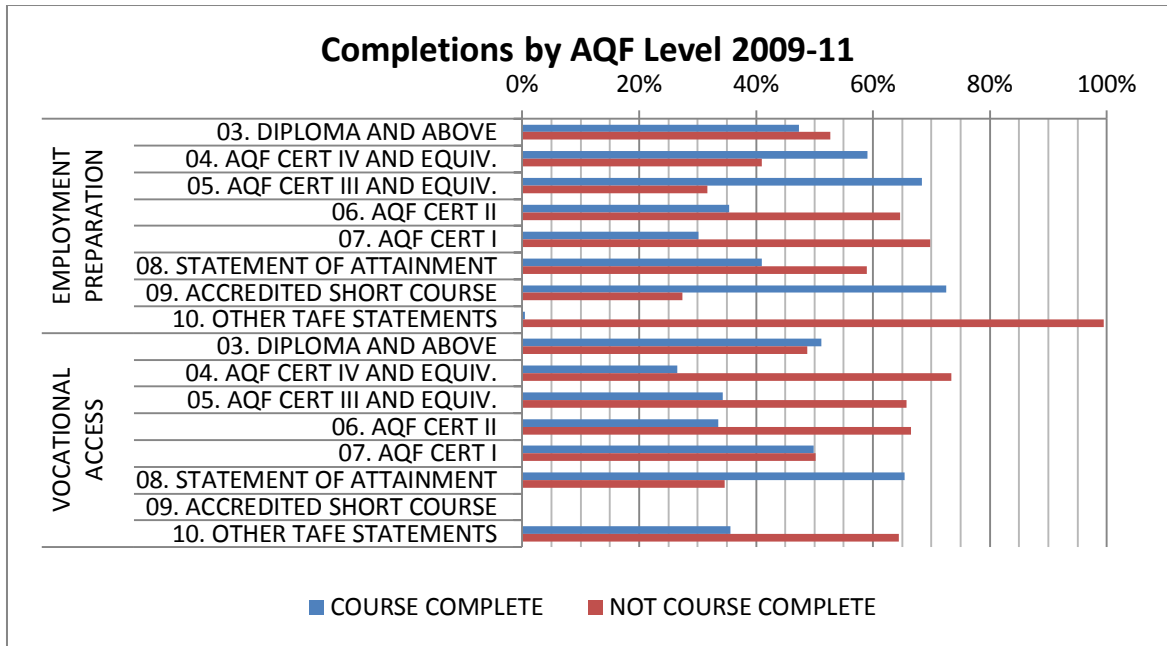ticularly in higher qualifications. The Institute's course completion rate in 2011 was 44%; however the completion rate for qualifications at AQF CIII and above was only 37%. The completion rates for the Employment Preparation Faculty and the Vocational Access Faculty are 28.2% and 59.2% respectively. These figures vary for AQF CIII and above, which show for 2011 the completion rates for this level of qualification for Employment Preparation and Vocational Access was 57.8% and 36.8% respectively. Completion rates are not uniform across the two Faculties and they vary by AQF level and age group. The Employment Preparation Faculty completion rates are generally higher in higher level courses. The Vocational Access Faculty completion rates are higher in non-AQF courses as outlined in the chart below. Certificate I and II courses and Statements of Attainment are significant courses in these Faculties in terms of enrolments.

Completions by AQF Level

Completions by AQF Level 2009-11

Categories (EMPLOYMENT PREPARATION):
- 03. DIPLOMA AND ABOVE
- 04. AQF CERT IV AND EQUIV.
- 05. AQF CERT III AND EQUIV.
- 06. AQF CERT II
- 07. AQF CERT I
- 08. STATEMENT OF ATTAINMENT
- 09. ACCREDITED SHORT COURSE
- 10. OTHER TAFE STATEMENTS

Categories (VOCATIONAL ACCESS):
- 03. DIPLOMA AND ABOVE
- 04. AQF CERT IV AND EQUIV.
- 05. AQF CERT III AND EQUIV.
- 06. AQF CERT II
- 07. AQF CERT I
- 08. STATEMENT OF ATTAINMENT
- 09. ACCREDITED SHORT COURSE
- 10. OTHER TAFE STATEMENTS

Legend: ■ COURSE COMPLETE ■ NOT COURSE COMPLETE

For Certificate I and II courses the highest completion rates are for students in the age groups 20-49 for Employment Preparation and 30-59 for Vocational Access. Completion rates fall for both younger and older students.

Certificate I & II Completions by Age Group

Completions by Age for AQF I & II

Age groups (EMPLOYMENT PREPARATION and VOCATIONAL ACCESS):
- 14 Years and less
- 15-19 Years
- 20-24 Years
- 25-29 Years
- 30-34 Years
- 35-39 Years
- 40-44 Years
- 45-49 Years
- 50-54 Years
- 55-59 Years
- 60-64 Years
- 65 Years and more

Legend: ■ COURSE COMPLETE ■ NOT COURSE COMPLETE
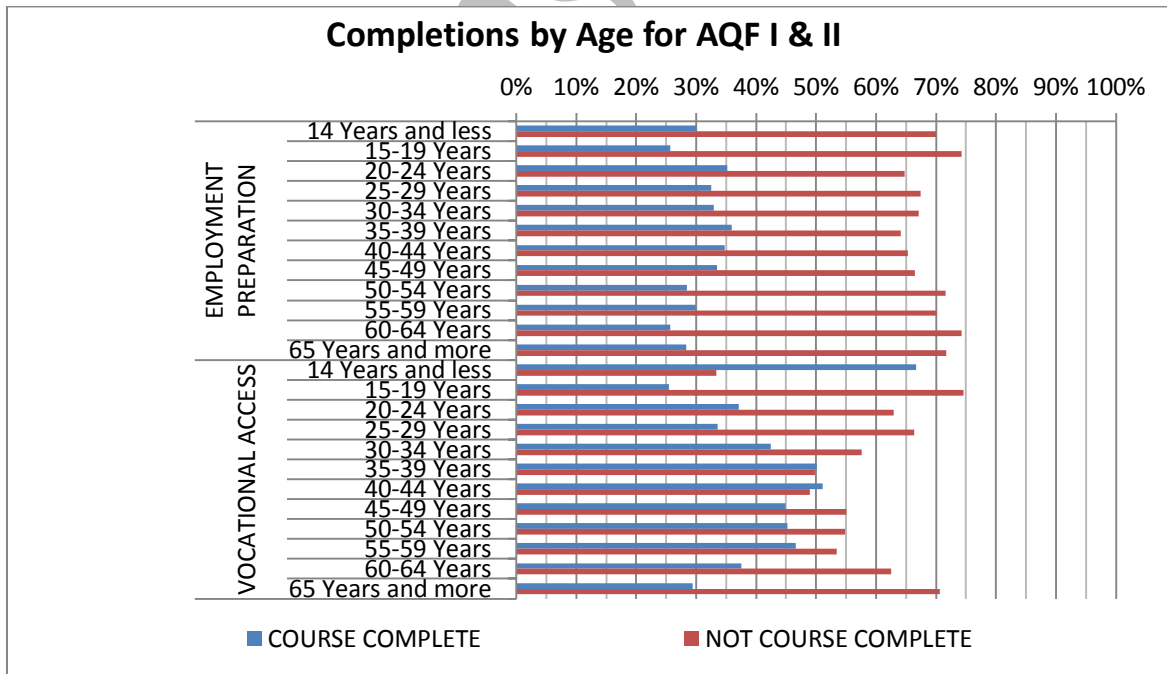
3.   Review Methodology

The Review commenced in June 2012. It is sponsored by the Institute Director and overseen by a Project Control Group as outlined in the Project Terms of Reference (below). A range of strategies have been employed to: engage staff; capture current good practice and innovative ideas; gather information and data in order to position SWSi for the future in a rapidly changing VET environment. Strategies employed include:

- Research
- Interviews with key internal stakeholders
- Workshops with Faculty Directors
- Meetings with Faculty Senior Staff
- Focus groups covering a vertical and horizontal slice of the organisation at six locations across the Institute
- Online survey open to all Institute staff
- Review and analysis of related data and information.

The next step in the process will include internal and external stakeholder consultation.

3.1. Terms of Reference

The Terms of Reference for the Access, General Education and Learner Support Profile and Services Review are to provide advice and recommendations to the SWSi Academic Reference Group and Board of Directors on the delivery of integrated and sustainable Access, General Education and Learner Support programs and services to maximise learning outcomes and qualifications for SWSi customers in the changing state and national VET environment. The task of the Review was to:

- Review, evaluate and recommend options to streamline program and service delivery across Access, General Education and Learner Support to reduce duplication, implement efficiencies and maximise outcomes for customers and other stakeholders
- Review Employment Preparation/Social Inclusion and Vocational Access Faculty management structures and consider new management models to support effective stakeholder engagement, maximise student outcomes, reduce costs and support the imperative to build community and industry capability
- Develop strategies to increase revenue by accessing a range of diverse funding streams
- Consider new models for delivering sustainable social inclusion services to increase pathways and maximise customer outcomes
- Consider the impacts and implementation of the AEET Framework and the Foundation Skills Training Package on integrated program delivery
- Develop strategies to support increased completions at all qualification levels and build pathways to higher level qualifications across all SWSi programs.

3.2. The Process

This Report documents the findings and recommendations relating to **Stage 1** of the Review including:

- Report on opportunities to streamline programs and services
- Provide recommendations to better align Access, General Education and Learner Support Faculties
- Provide recommendations on an improved service delivery model for Access, General Education and Learner Support.

The next steps in the process will include:

Stage 2
- Consulting with staff, community and industry stakeholders and making recommendations to the SWSi Board of Directors.

Stage 3
- Final staff consultation and implementation of recommendations.

Members of the Access, General Education and Learner Support Review Project Control Group include:

- Peter Roberts, Institute Director - Sponsor
- Terri Connellan, R/Associate Institute Director, Strategy & Development – Chair
- Debra Jolley, R/Associate Institute Director, Strategy & Development (Aug-Oct)
- Maryanne Munro, Director Employment Preparation & Social Inclusion Faculty
- Kevin Heys, Director, Vocational Access Faculty
- Sylvia Arthur, Director, Electro-technology, ICT and Design Faculty
- Oriana Romano, Director Corporate Strategy & Governance
- Alan Schembri, R/Director Human Resources
- Anne Ford, Project Manager

4. Research Findings

"Skills are the lifeblood of a modern economy and the key to a more prosperous future – for the nation, its businesses and its citizens"[5]. The Federal Government is focused on skills reform to help Australians get jobs, or learn new skills so they can get better jobs; to build more competitive businesses; and to build a stronger economy. Jobs are the Government's top priority, and skills training being all about jobs.[6] The State and National reforms are being implemented to support Australian businesses to drive improvements in productivity, innovation, to grow the pool of skilled workers, encourage existing workers to up-skill and supporting higher levels of workforce participation.

The Council of Australian Governments (COAG) signed an ambitious set of reforms to the national training system; agreeing to a revised National Agreement for Skills and Workforce Development and a new National Partnership Agreement on skills reform. Implementation plans have been negotiated between states and the Federal Government. These key reforms include:

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[5] Julia Gillard – Skills for All Australians, Commonwealth Government 2012
[6] Skills for all Australians, Commonwealth Government 2012

- National training entitlements for a government-subsidised training place
- Income-contingent loans for government-subsidised Diploma and Advanced Diploma students
- Independent validation of training provider assessments - ASQA
- Implementation of strategies which enable TAFE Institutes to operate effectively in an environment of greater competition
- *My Skills* website to enable students and employers can make better choices about their training
- Supporting around 375,000 additional students over five years to complete their qualifications, and improving training enrolments and completions in high-level skills and among key groups of disadvantaged students, including Indigenous Australians.[7]

NSW Government agreed to the National Framework for VET reform and released a discussion paper in relation NSW VET reforms, *Smart and Skilled: making NSW number one* in September 2011.[8] Also impacting on the Vocational Education and Training (VET) environment is the NSW Government Commission of Audit final report, *Government Expenditure: Effectiveness and Efficiency,* released on 9 August 2012*.* The report analyses expenditure across NSW Government agencies, including TAFE NSW, and makes 132 recommendations to improve:

- Customer focus
- Community involvement, including through devolution
- Partnerships and outsourcing and
- Budget constraints.[9]

The growth in low skilled jobs is flat-lining and the number of Australians without post school qualifications is predicted to be slightly lower in 2025 than it was in 2010. Certificate III is the first level of post-school qualification demonstrated to have a significant impact on the earnings and employment and in some industries it is emerging as the minimum qualification for entry level jobs. "More needs to be done to up skill those who do not have a qualification at this level and those who require foundation skills to complete higher qualifications".[10]

Foundation skills is high on the agendas of Governments and industry with a number of research papers and strategies released over recent times including:

- The Productivity Commission Report*, Impact of COAG Reforms: Business Regulation and VET*
- *The National Foundation Skills Strategy,* a national focus to improving the foundation skills of Australian adults
- IBSA Scoping Report - *Recommendations for the development of a Foundation Skills Training Package,* 2011
- *The Foundation Skills Training Package*, due for implementation, 2013
- *No More Excuses* - Industry Skills Councils
- *Foundation Skills Strategic Framework* - Manufacturing Skills Australia
- *Building Australia's Future Workforce Business Engagement Study 2012 – 2014,* putting industry at the heart of training - The Allen Consulting Group
- *When Words Fail* - Australian Industry Group (AiG)**,** February, 2012

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[7] Derived from the COAG Communiqué, 19 August 2011
[8] NSW Department of Education and Communities: Smart and Skilled: Making NSW number one, Discussion Paper September 2011
[9] www.nsw.gov.au/news/nsw-commission-audit-final-report
[10] Skills for all Australians, Commonwealth Government 2012

Raising the foundation skill levels in the workplace has become a critical issue for industry and Governments with the Australian Bureau of Statistics, *Adult Literacy and Life Skills Survey* (ALLS)[11] reporting disturbing findings. The survey highlighted that there are over 4 million employees operating at a level considered below the minimum required.[12]

The Australian Industry Skills Councils Report, *No More Excuses* states that, literacy, numeracy and foundation skills issues manifest differently in different industries and workplaces, however the challenges they face are similar. These challenges include: an aging workforce, inadequately prepared workforce entrants, increasing use of technology, and a demand for higher level skills. The report proposes that the VET system: better identifies the literacy and numeracy skills of learners before training; better targets solutions for learners and workers; encourages all practitioners to support foundation skills development; raises awareness of literacy and numeracy issues including de-stigmatisation of foundation skills development.[13]

Ridout (2012) states that, "People, who are struggling to, read, write and work with numbers will face considerable difficulties in up-skilling and re-skilling especially in our globally connected economy where we are under constant pressure to keep building the skills base of the economy"[14]. And, "we see education and training as the key driver of productivity however, if we continue on our current trajectory, our education and training systems will not deliver the highly skilled and education required for the future".[15]

Roberts and Wignall (2012) report, "….notions that Foundation Skills are low level and are specifically about meeting the needs of 'equity' are flawed. Foundation Skills are necessary across all AQF qualifications and for all learners and, if attended to, add to the quality of learning. While preparation for something else is generally considered the reason for Foundation Skills training, Foundation Skills exist along a continuum from very low to very high levels and need to be built continually to support contextual requirements. All skill development needs to include consideration of Foundation Skill needs'.[16]

Research indicates that the artificial separation of Foundation Skills from mainstream VET has increased the marginalisation of people facing barriers to learning. Breaking down the 'silo' approach and giving greater attention to building and supporting Foundation Skills in VET delivery will enable more equitable participation and increase outcomes.

The real value of Foundation Skills training is in the pathway it can provide to employment or further education and training. The completion of whole Foundation Skills qualifications may not be necessary to enable transition to work or further learning, or to support concurrent vocational training. However, evidence suggests that disadvantaged learners in low level Foundation Skills programs are frequently referred back to low cost, low level courses without any clear vocational outcomes. This problem, often referred to as 'churn', sees some groups of learners repeating programs at the same level.[17]

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[11] Adult Literacy and Life Skills Survey, Summary Results, Australia 2006, ABS
[12] When Words Fail, National Workforce Literacy Project – Final Report Australian Industry Group 2012
[13] No More Excuses: An Industry Response to the Language, Literacy and Numeracy Challenge, Australian Industry Skills Council
[14] Ridout, H. Forging new strategies to tackle workplace illiteracy, The Australian, 26 May 2012, page 31
[15] Ridout, H. When Words Fail, National Workforce Literacy Project – Final Report Australian Industry Group 2012
[16] Briefing for the National VET Equity Advisory Council – Anita Roberts and Louise Wignall, 2012
[17] Briefing for the National Vet Equity Advisory Council, Anita Roberts and Louise Wignall, 2012

In a cross-sectoral study between ACE, TAFE and employment sectors, *Barrett et al*. (2008) identify a model for good practice, with particular emphasis on adult learning, re-engagement with education and transition pathways to employment. Some features of the model include:

- Case management, and an individual approach including individual training plans
- Collaboration and linkages within and across sectors
- Linkages between program support staff and local employers
- A system-based structure for collaboration, that is, built into the system rather than being ad hoc and relying on the good will of individuals
- Flexible delivery and timetabling
- A range of creative learning and support services integrated with studies
- Professional development for staff.[18]

Cycles of disadvantage in adulthood can be overcome through assistance to build social capital, inner resources and resilience, and assistance with accessing external support services, education and training and finding employment.[19]

Brown and North (2010) report there is scope to improve how disadvantaged learners' transition between the sectors of school, VET, employment and higher education by: improving relationships between the sectors; having a focus on literacy, numeracy and foundation skills; early intervention and individual pathway planning; improving the experiences and outcomes for those participating in and graduating from the VET sector; a focus on completions and outcomes as well as inputs; and a culture in which equity is embedded and formalised.[20]

"Social Inclusion must be a core responsibility for all institutions that accept public funding, irrespective of history and circumstances".[21]

Social inclusion and equity in TAFE NSW is about ensuring access to education and training and employment opportunities. Education, training and skills formation are fundamental to fighting disadvantage. To embed these objectives the TAFE NSW Social Inclusion Framework: *addressing disadvantage is everyone's job* has been developed and implemented with the following core principles:

- Foster social inclusion across all programs and services
- Tailor solutions to individual and enterprise needs
- Develop and deliver integrated programs
- Consult and work collaboratively with all stakeholders
- Work together in teams
- Develop partnerships and connections
- Link education and training to employment outcomes
- Raise the awareness of social inclusion among all TAFE staff.

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[18] Barnett, K. and Soehr, J. (2008). Complex not Simple: The Vocational Education and Training Pathway from Welfare to Work, Adelaide, NCVER

[19] Australian Social Inclusion Board: Breaking Cycles of Disadvantage http://www.ag.gov.au/cca 2011

[20] Brown, J. and North, S. (2010). Providing support to disadvantaged learners in the Australian VET System Australian Council of Educational Research (ACER)

[21] Professor D Bradley et al, Review of Australian Higher Education, 2008:33

Priorities of the National VET Equity Advisory Council include: listening to the voice of the learner; embed foundation skills development; build the capability of the VET workforce; and embed pathway planning and partnerships.[22]

Whilst VET assists a significant number of students from low socioeconomic and disadvantaged backgrounds, progression to higher level qualifications for these students is lower than for other students. Despite an increase in the number of VET students undertaking higher qualifications some disadvantaged groups (including disability and Indigenous) in the community are not achieving outcomes particularly those that relate to employment.[23]

VET is the post-school destination for Indigenous people and students with disabilities, however too many of these students continue to choose lower level programs and do not achieve the same employment outcomes as other students.

The marginal position of equity in VET reflects a view that there are 'typical' and 'other' students. However, VET needs to accommodate and support the different learning needs of participants; build in flexibility; provide foundation skills development 'built in' rather than 'add on'; build partnerships with other educational institutions, government and non-government agencies, community organisations, employers and industries as well as advocacy organisations for disadvantaged groups.[24]

5. The SWSi Context

The passion and commitment of SWSi staff to the delivery of high quality programs and services was highlighted through their willingness to provide input into the 2012 Access, General Education and Learner Support Profile and Services Review. Staff provided open, honest and frank input into the process and in doing so provided SWSi with a wealth of information and data that will be able to inform other aspects of the Institute's business. Whilst this report will not be able to specifically address all the views and issues raised throughout the Review, these contributions have been categorised and incorporated as far as possible into shaping the proposed Access, General Education and Learner Support Service Delivery Model and the underpinning Guiding Principles and Operating Principles, as well as the findings and recommendations of Stage 1 of the Review for consideration by the Institute.

The Review was conducted on the premise that there has been, and continues to be, much outstanding work undertaken by the areas reviewed, and that the business model in place has served the Institute, its students, communities and industries well. However, as SWSi moves into a rapidly changing VET environment it is imperative that good practices are captured and built on, and that sound data, current research and staff input are used to base all decisions in how to best position the Institute to deliver improved outcomes for students in the future.

5.1. Program and Service Delivery

Currently there are a range of service delivery models across the Employment Preparation, Vocational Access and Social Inclusion areas delivering programs, services and support. There is not a 'whole of Institute' approach to the planning, delivery or evaluation of the effectiveness of

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[22] National VET Equity Advisory Council Equity Blue Print Priority Areas
[23] Skills for all Australians, Commonwealth Government 2012 – Skills for Labour Market Participation
[24] Equitable and Inclusive VET: A Discussion Paper, North, S. et. al, National VET Equity Advisory Council (NVEAC) 2010

these programs and services. This was highlighted in the Institute's 2010 Bright Ideas Project that looked at programs that covered a cross section of Vocational Faculties, Vocational Access and Employment Preparation Programs including Social Inclusion and Outreach. The project identified examples of best practice in socially inclusive teaching and learning however, it also identified a lack of a 'whole of Institute' strategy to encompass and inform program and service delivery to maximise resources and student outcomes.

The Employment Preparation and Vocational Access Faculties currently develop Faculty Service Delivery Plans and the Social Inclusion Unit has responsibility for the development of the Institute's strategic planning for social inclusion priorities. Over recent years different approaches have been undertaken to improve strategic planning across the two Faculties including Outreach and Social Inclusion. However, this has not been as successful as it might have been in developing and implementing an integrated approach to the delivery of support for students and access to vocational pathways for target groups.

Whilst there is evidence of some collaboration across faculty and support areas however, in the main they have continued to operate in 'silos' with a focus on enrolments rather than a 'student centred' support approach. This was highlighted throughout every aspect of this Review including the Faculty Directors' Workshops, the Senior Staff Meeting group responses, the Focus Groups' input, interviews and the Online Survey.

There is clear evidence of duplication of programs across the Employment Preparation and the Vocational Access Faculties. In the years 2009 to 2011, 105 courses were delivered by the two Faculties. Of these, 11 courses (excluding Learner Support) were delivered by both Faculties. These 11 courses comprise 14% of enrolments in Employment Preparation and 40% of enrolments in Vocational Access. These courses and the associated enrolment are shown below. Learner support is delivered by all Teaching Sections in each Faculty, with Adult Basic Education the main provider, delivering 19%.

Courses Delivered by both Faculties 2009-2011

Course	EMPLOYMENT PREPARATION Enrolment	VOCATIONAL ACCESS Enrolment	% Delivery by Voc Access
26771 Dealing With Customers And Clients	1	7	88%
5181 Mentoring	9	16	64%
6466 Pathways to Employment, Education and Training	59	238	80%
6512 General and Vocational Education (CGVE)	1	738	100%
8900 Learner Support (Commercial)	150	9	6%
9068 Employment, Education and Training	35	186	84%
9069 Skills for Work and Training	1404	1285	48%
9070 Access to Work and Training	1234	6318	84%
9071 Access to Work and Training	981	885	47%
9072 Skills for Work and Training	1319	1373	51%
9073 Employment, Education and Training	175	310	64%
9999 Learner Support	13489	2553	16%
Total (Including Learner Support)	18857	13918	42%
No of Courses (Excluding Learner Support): 11	5368	11365	68%

A review of the 2013 Course Information List proposed by the two Faculties identified high levels of program duplication across the two Faculties. Due to this duplication Counsellors and Customer Service Officers who attended the Review focus group activities across the Institute, stated they often find it extremely difficult to clearly identify the program and teaching section to which students should be referred. In addition, throughout every aspect of the Review staff repeatedly raised concerns and frustrations about the duplication of program delivery and services. Comments from respondents included:

"There is a duplication of courses with the same name being delivered by different sections. It causes confusion amongst our students (who have low literacy), hence they enrol into a course which may not be provided by a section that understands their needs".[25]

"We need to stop working in 'silos' where faculties and/or sections are competing for students. There needs to be more than using ASH as a measure of Learner Support – find new measures of success that encourage collaboration rather than fighting for ASH and students.[26]

And, "We have to articulate a clear support referral pathway for a student so that we can maximise the value of specialist support from different areas, Disability, Multicultural, Aboriginal, Counsellors, ABE, ESOL and the trades' areas for technical support".[27]

Also, there needs to be, "Greater collaboration between teaching and support staff in Employment Preparation, Social Inclusion, Vocational Access and Vocational Faculties so that we do not duplicate programs and services and that we provide the most appropriate support for students to achieve outcomes".[28]

It was evident throughout the Review process that there is tension between Vocational Faculties and Outreach Units with regards to the inclusion or not of Vocational Training Package units within Outreach programs. This is causing angst for both Outreach and the Vocational Faculty managers and staff. Of the 224 Outreach programs planned for delivery in Semester 2, 2012:

- 56 programs (25%) included one or more vocational units
- 163 programs (78%) indicated that there were no Vocational Training Package Units included in the programs. This is contrary to the title of the programs e.g. Food Preparation for Hospitality Industry, Office Skills, Gardening for Men, Community Services etc. If these programs are to provide vocational pathways, the learning should be contextualised to the vocational area and contain relevant vocational units.

NCVER research indicates that if educators are to make a difference and provide structured learning pathways for the unemployed and disadvantaged, the programs need to be structured and of a reasonable duration each week. NCVER also states that for learners to enter directly into the workforce the qualification must be at least Certificate II (minimum) or above. There are a high proportion of targeted programs in SWSi being delivered for 3 hours or less per week in low level qualifications. The chart below summarises 2011 enrolments by teaching section and AQF level for Employment Preparation and Vocational Access Faculties. Most teaching sections concentrate delivery in Statement of Attainment or TAFE Statements. The two exceptions to this pattern are English as a Second Language and Communication.

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[25] Online Survey Response Question 3 (TAB 1) – SWSi AGELS Review 2012
[26] AGELS Review Focus Group Input - 2012
[27] AGELS Review – Online Survey, Senior Staff Meeting, Focus Groups and Faculty Directors Workshops - 2012
[28] Ibid - 26

Enrolment by Teaching Section and AQF, 2011
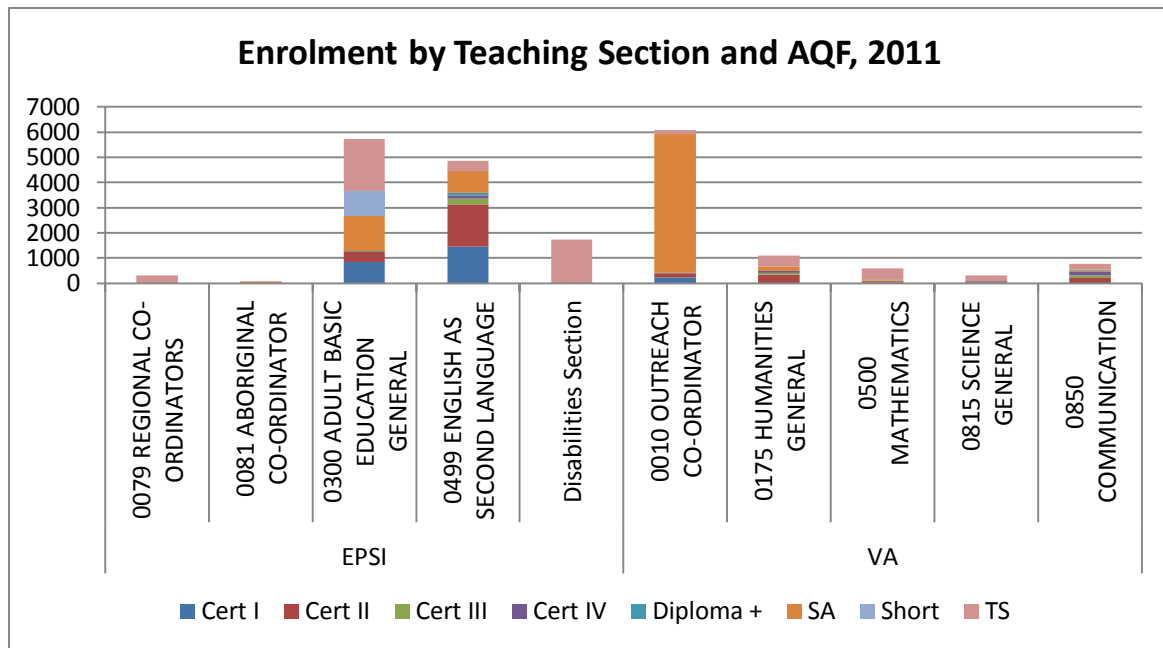
It is important to recognise the value of Certificate I and II and preparatory programs, which can play a vital role in engaging individuals who have experienced multiple disadvantage or have been long term disengaged from learning – there is a need to acknowledge the continuum of learning from "preparation for gaining skills" through to "gaining skills for work" and beyond to higher level learning. It is imperative that the pathways developed are integrated, contextualised and lead to improved workforce participation, productivity and social inclusion.[29]

An area of concern raised in the Review was the high number of discrete classes, conducted for people with a disability, in various vocational areas. The NVEAC Blue Print Priority Areas 2011 – 2016 highlights the importance of 'embedding equity into the DNA of VET' so to that it is not merely an add-on. Good practice principles identified by NVEAC include: providing holistic 'wrap-around' person-centred support to the learner that may include mentoring, coaching, careers advice and case management; establishing relationships, support from community partnerships, and strong professional/service provider networks; maximising the use of practitioner networks to develop models of transitions to further learning and work;[30] embedding and contextualising foundation skills across all AQF levels in VET and linking training with work.[31]

The research suggests that SWSi students would benefit from a service delivery model where they are integrated into mainstream vocational programs, receive reasonable adjustment (as required), appropriate learner support, and access to appropriate community based networks to support transition to employment. As a VET provider it is imperative to look at, and assess the individual support needs of students rather than groups of students.

The SWSi Social Inclusion and Outreach Units are serviced by teams of highly dedicated staff who are passionate about their students and their learning journeys. They are linked with their

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[29] Creating Futures: Achieving Potential through VET - EQUITY BLUEPRINT 2011 – 2016, National VET Equity Advisory Council (NVEAC)

[30] Emphasised in submission by the Queensland VET Development Centre, NVEAC website

[31] Creating Futures: Achieving Potential through VET - EQUITY BLUEPRINT 2011 – 2016, National VET Equity Advisory Council (NVEAC

respective communities in varying degrees. The new service delivery model needs to build on the strengths of the current community engagement and social inclusion practices to ensure SWSi maximises qualification outcomes and pathways to employment for students.

6.   Management Structures

In considering the management structures of the Access, General Education and Learner Support areas an important component was to work with Senior Faculty Staff (Faculty Directors, Head Teachers and Unit Managers) to clearly identify roles and responsibilities in relation the faculties/section/unit's purpose, stakeholders, market segments, customers and partners. The following diagram highlights the key focus areas and the interrelation of the areas within both the Employment Preparation Faculty and the Vocational Access Faculty:

Whilst at the high level the relationship between services appears to be straight forward, the difficulty arises where the stakeholders and customers' (internal and external) of each of the areas overlaps. This can lead to, and is leading to confusion for students, community organisations, government and non-government agencies and internal customers. Comments related to this from the Review participants include:

"There is an imperative to identify responsibility for streams of provision. Boundaries are currently blurred and not resolvable with the existing faculty structure i.e. two faculties competing in the AGELS area".[32]

And, "Remove the educational 'silos', we need a flatter structure for provision".[33]

In addition to confusion about the names of courses relating to Access, General Education and Learner Support there is confusion about the names and purpose of the Employment Preparation Faculty and the Vocational Access Faculty. Whilst the immediate staff within the Faculties may know what each relates to, many staff were critical about the titles and the confusion it causes for students, internal and external customers. Generally, participants from other Faculties and Institute service units did not fully understand the difference between the two faculties nor were they fully aware of what programs and services each provides.

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[32] Focus Group Feedback – SWSi AGELS Review 2012
[33] Online Survey Response Question 4 (TAB 1) – SWSi AGELS Review 2012

6.1. Community Engagement

Review participants strongly acknowledged the importance of community engagement and the development and maintenance of partnerships to build and support the Institute's provision of social inclusion programs and support for disadvantaged students. In addition participants highlighted the potential of this for building relationships and providing opportunities to source additional funding streams. "By developing relationships with non-government, government, community organisations and employers we open the door to a whole new level of business opportunities and have more potential of placing students in the 'right' courses".[34]

The majority of participants within the Access, General Education and Learner Support areas understood the importance of building partnerships. The Review process identified that, whilst there are pockets of community engagement and partnerships, there is not a strategic approach across the Institute. In some cases there is duplication of representation in developing and maintaining partnerships and relationships and in others, there are gaps in engagement opportunities. In response to Question 3 of the AGELS Online Survey, (What should SWSi stop doing?), one respondent answered, "Having different SWSi people attend community meetings without being aware of who is already working with a community partner. Again having a college awareness of the local community organisations and who is working where would overcome this'.[35]

Research highlights that community and industry engagement and strong partnerships are critical to the provision of 'wrap around' services and the successful transition from school to VET, and from VET to employment and/or further education and training, in particular for disadvantaged students.

6.2. Access

The Access, General Education and Learner Support areas all provide a variety of access opportunities for students whether this is 'second chance' education; reengagement with education and training; preparing for a higher education or vocational pathway or community capacity building. Whilst the areas specific to each section may be perceived as clearly defined, as mentioned previously in this document, there are blurred lines and confusion. On the whole, the sections themselves are clear about their own area, however across the Institute there is confusion. Other Faculties, Customer Service Officers and Counsellors who participated in the focus group activities indicated a lack of clarity at times when trying to advise prospective students.

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[34] Online Survey Response Question 1 (TAB 1) – SWSi AGELS Review 2012
[35] Online Survey Response Question 3 (TAB 1) – SWSi AGELS Review 2012

6.3. Support

There is clear evidence in literature and research, and in the information collected through staff engagement in the Review, that embedding foundation skills training in a vocational framework context (rather than providing it in an 'add on' or in 'isolation') is critical to students' long term success.

Whilst there is evidence of innovative delivery in the support of students and the development of structured learning pathways, there were also many examples of the provision being 'hit' and 'miss' (using the words of many participants).

Suggestions from Review participants included, "SWSi can best provide learner support and structured learning pathways by providing a variety of customised support that is tailored and adjusted to suit the individual learning styles of students. In addition, I believe that it is fundamental for support teachers to work collaboratively with the classroom teacher to increase outcomes in assessment and learning for students. This could be achieved by the engagement of support teachers in the planning, implementation, demonstration and evaluation of learning programs and in instilling subsequent reasonable adjustments necessary when catering for students with specific needs. Learner support can best be provided by various means which include 'in class' support as well as additional tutorial (out of class) support".[36]

And, "We need to be supporting students in foundation skills and address LLN gaps by providing learner support as part of trades (vocational) training using an integrated approach rather than an add on".[37]

There were also many suggestions of how to maximise early completions by use of appropriate course placement, RPL, fast-tracking, flexible learning in classrooms ('not lockstep'), so that increased support can be provided to slower progressing students with a better result for all.

7.   AEET Framework and the Foundation Skills Training Package

The TAFE NSW 2012 Access, Employment, Education and Training (AEET) Framework, a package of accredited programs, has been implemented in SWSi. A range of qualification levels are currently delivered across the Employment Preparation Faculty and the Vocational Access Faculty. A large number of programs of the same name are delivered in different contexts.

The implementation of the AEET Framework in 2012 has not provided the Institute with the scope to integrate a wider range of Vocational Training Package Units in the delivery of these programs. For a number of years the vast majority of programs across the Employment Preparation and Vocational Access Faculties have been delivered in a 'siloed' way. Research indicates that the most successful foundation skills development is achieved when learning is contextualised and there is a job or further education pathway.

The development of the Foundation Skills Training Package is being driven by widespread concern from Governments, industry and educators that underpinning foundation skills are not effectively or consistently addressed through vocational education and training. The Foundation Skills Training Package is due for implementation in 2013 with the specific purpose of:

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[36] Online Survey Response Question 1 (TAB 1) – SWSi AGELS Review 2012
[37] Online Survey Response Question 4 (TAB 1) – SWSi AGELS Review 2012

- Supporting the achievement of vocational qualifications through the provision of foundation skills units that can be packaged with vocational qualifications at all AQF levels
- Supporting vocational pathways through the provision of preparatory qualifications at AQF levels 1 and 2.

In an effort to align with the National Foundation Skills Strategy for Adults and in accordance with the intentions of the National Qualifications Council, Innovation and Business Skills Australia (IBSA) Skills Council defines foundation skills as a combination of:

- Core skills described by the Australian Core Skills Framework – learning, reading, writing, oral communication, and numeracy
- Employability skills and
- Digital literacy.

Whilst the qualifications in the new package may be used in a variety of ways, with a wide range of learners, it is important that other foundation skill building opportunities remain accessible. A multiplicity of approaches will continue to be needed to accommodate the diverse needs of adult learners and learning environments.[38]

"Foundation skills exist across a continuum of levels and affect an individual's ability to progress through a career, change career paths, participate in education and training and engage with their community[39]".

Whilst Foundation Skills may be viewed as those that 'underpin' other vocational learning and skills, they should not be interpreted as only low-level or single-level skills. NCVER research states that: "there is a growing recognition the challenge is… not confined to those with poor basic skills, but extends to all people trying to understand new forms of communication and information as they take different roles in life and work".[40]

"It is important for foundation skills to be developed in conjunction with work-based experience through the whole spectrum of learning, not just preparatory levels. As people move through their working lives they will need the adaptability to deal with changing workplaces, new technology, environmental sustainability and career transitions. Making a real difference in increasing workforce participation is not just about attracting learners to the system; it is also about providing appropriate support to retain learners and thereby improving their chances of successful completion. This translates to the kind of programs that are offered, the way they are delivered and the inclusion of mentoring and other supports for learners".[41]

In order to maximise opportunities for students through the provision of integrated foundation skills programs at all AQF levels and to maximise resources, it is imperative that SWSi further review and implement the new Foundation Skills Training Package in conjunction with the AEET Framework and Vocational Training Packages.

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[38] IBSA (Innovation and Business Skills Australia Scoping Report: Recommendations for the development of a Foundation Skills Training Package, Anita Roberts, 2011.
[39] ibid - 34
[40] Foster, S. National Centre for Vocational Education Research, 2005
[41] Skills for Prosperity – a roadmap for vocational education and training, Skills Australia, 2011

8. Assessing Learners Needs

Whilst assessing the needs of individuals plays an important role in assisting to identify support requirements and the development of individual learning plans, caution should be applied in the terminology used, for example, use of the term 'assessment' rather than 'testing' or 'screening'. In addition, assessment should be used in a positive way rather than negatively e.g. 'This skills checking tool will assist us to provide the best support for you during your education and training journey with SWSi.' It should be remembered that the majority of disadvantaged learners have had unsuccessful and sometimes traumatic experiences during previous learning. It was evident through the Review that there could be a tendency for some staff to see, and use, skills checking in a negative way to screen students out rather than identify their support needs.

9. Recognition of Prior Learning

Whilst not anticipated at the commencement of the Review, feedback received through meetings, focus groups, interviews and the online survey provided extensive evidence that there are major issues in SWSi in relation to customers accessing, having processed and receiving Recognition of Prior Learning (RPL). These issues are not necessarily in the Access, General Education and Learner Support Faculties but rather across a range of faculties, and in particular the Vocational Faculties. Respondents provided passionate feedback including:

"RECOGNITION OF PRIOR LEARNING SWSi states in all course flyers, 'TAFE NSW recognises the skills and knowledge you have gained in other courses, life experience, work or training at work as 'prior learning.' Customer Service video slides display 'if you've got the skills then get the recognition' in addition a booklet for the Institute 'Skills Recognition' and Peter Roberts, since he introduced himself as Institute Director has talked about RPL, yet Head Teachers are very resistant to go through the RPL process particularly with skilled and overseas qualified migrants and refugees".[42]

Specific examples include:

- "A qualified overseas business professional currently working in the industry in Sydney, and has a qualification equivalent to AQF. The customer enrolled in a xxxx qualification in SWSi and requested RPL. The Head Teacher advised that it was going to be very difficult to grant any RPL as the customer has overseas qualifications that were completed in 2000 so their knowledge was not current, mind you, the customer is, and has been working in the industry".

and:

- "The RPL process is cumbersome and bureaucratic. I have a student who commenced at the beginning of this semester and I am still waiting for approval for RPL to come back to me so that I can advise the student. I work in industry and believe that my professional judgement is not valued in the process. There are major opportunities for SWSi to deliver RPL out in industry but, it takes too long and it is cumbersome. These are lost business opportunities for the organisation".[43]

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[42] Online Survey Response Question 1, Q3 & Q4 (TAB 1) – SWSi ANGELS Review 2012A
[43] AGELS Online Survey Response Question 4 (TAB 1)

10. Other Matters

Other matters raised through the Review process and at a level where it was important to bring to the attention of the Institute included:

- Resources – in particular the lack of access to and the sharing of technology related equipment and facilities
- Marketing – in particular advertising
- Customer Service (both teaching and non-teaching) – in relation to the importance of high level customer service, flexibility of services and a need for a customer 'first' philosophy across the whole organisation.

These areas and the related information will be provided to the Institute to assist with further business improvements in line with the SWSi Strategy 2015.

11. Findings

Finding 1 SWSi staff in the Access, General Education and Learner Support Faculties are passionate and committed to delivering high quality programs and support services for their students, communities and industry.

Finding 2 SWSi has a long history of delivering a diverse range of equity programs to marginalised members of the community.

Finding 3 There is no systematic strategic planning process in place to develop and implement an integrated approach for delivery of targeted programs and support for students to improve outcomes and provide structured learning pathways.

Finding 4 There is duplication of programs across the Employment Preparation and Vocational Access Faculties in varying degrees.

Finding 5 There is confusion both internally and externally about the programs using the same names and offered by different Access, General Education and Learner Support sections.

Finding 6 There is confusion both internally and externally, in relation to the name, purpose and difference between the Employment Preparation Faculty and the Vocational Access Faculty.

Finding 7 There is limited consultation at the Faculty/College/Head Teacher level with regards to determining Outreach program delivery priorities. In addition the development of these programs is not necessarily aligned to the SWSi Strategy 2015 or the current job market.

Finding 8 There is limited collaboration between the Employment Preparation and Vocational Access Faculties with regards to the delivery of programs from the AEET Framework or Learner Support.

Finding 9 There are varying practices in the use of Learner Support across the Institute, some focused on students whilst others focussed on achieving ASH targets.

Finding 10   There is a lack of a 'holistic' approach to assisting students in the development of supported learning pathways. Many staff described the current lack of process a 'hit and miss' approach.

Finding 11   There is a gap in the knowledge about the range of support services available for students and how to access these student support services. This was identified by teaching and non-teaching staff.

Finding 12   There is no structure or process in place to proactively source available external funding streams to provide additional access and support services for target groups.

Finding 13   There is not a structured approach across the Institute to engaging, building and maintaining strategic community partnerships.

Finding 14   There are major issues for customers with the accessing, processing and receiving of RPL across the Institute.

Finding 15   There are opportunities to engage and maximises the services provided by Counselling, Libraries and College Customer Service in the new 'wrap around' Service Delivery Model.

12.   Proposed Service Delivery Model

With jobs and higher levels of participation in employment and higher levels of skills training being a major focus of governments and industry, it is imperative that SWSi provides streamlined personalised pathways for students to jobs and/or further education and training. Research and literature suggests that the most successful way to address disadvantage is through employment however, this needs to be into sustainable jobs (not 'churn' jobs)[44].

In addition to addressing disadvantage, supporting foundation skills development across all AQF levels and increasing students outcomes, are also critical areas that need to be addressed in the VET sector in the rapidly changing VET environment.

There was overwhelming support throughout the Review for an integrated approach to providing personalised support for learners in particular support models developed prior to or at the commencement of VET programs. "Providing a 'holistic' experience where they (students) are supported in course/career decision making - choosing the right course, level and timeframe for them and their circumstances. Then to get the support they need in their studies to achieve their goals and course completion and then to go on to other TAFE, university and or employment".[45]

Research and feedback received through the Review process, highlighted the importance of SWSi implementing a service delivery model that, provides 'wrap around' support, rather than the current 'silo-based' support model to ensure successful outcomes of students.

Also highlighted through the focus groups, meetings, online survey and interviews was the need for a 'one stop' shop using collaborative and coordinated practices that involve: Counsellors, Aboriginal Coordinators, Disability Consultants, Outreach Coordinators, Institute Multicultural Educational Coordinators (IMECs), ABE, ESOL, General Education and Customer Service Officers and that places the

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[44] Annual Report, Australian Social Inclusion Board, 2012
[45] Online Survey Response Question 1 (TAB 1) – SWSi ANGELS Review 2012

student at the 'centre' in the development of personalised support. This Unit or support process would work closely with Vocational Faculties to support students across all AQF levels and through vocational pathways to successful outcomes. In the words of one respondent, "We have to articulate a clear support referral pathway for a student so we can continue to maximise the value of specialist support from different areas, Disability, Multicultural, Aboriginal, Counsellors, ABE, ESOL, General Education and the trades' areas". [46]

Other participants in a variety of the forums indicated that Librarians and Customer Support Officers could also play an active and important role in providing personalised service and support.

One online respondent suggested a coordinated Institute approach to providing student support services with a name such 'SWSi Student Connect'. These thoughts were echoed by another respondent, "Students need to be treated as an individual from the moment they contact SWSi i.e. in person or via the phone etc. A student interview prior to or early after enrolment is critical as a first step to ensure student goals and the program are aligned in the first place - this works in terms of fast tracking learning, and/or gap assessment to identify learning needs. This initial interview could result in an individual learning plan that also incorporates pathway options as part of a structured learning program. Including monitoring points will also help ensure all is 'on track' towards completion and allow for amendments along the way. A revised approach to the course information process would help if it could be more of a 'hub' environment with access to key support personnel as part of a 'one stop shop' to provide students with personalised assistance". [47]

SWSi staff involved in the Review also want to see 'real' and 'honest' internal partnerships formed, "There needs to be a learning cultural change. It would be so much more productive to work in a culture where there is cooperation and communication between sections that is student centred and pulling together all the knowledge and skills that best supports the student". [48] And, "We need an improved model of collaboration between support units and vocational trade teachers working together to identify the best ways to support students". [49]

A large number of participants indicated that, "There is not a one size fits all solution as the support for individual students will vary. The support must not become 'siloed' within one discrete area but rather a 'holistic' approach". [50]

Following the analysis of the research and relevant information as well as the extensive input from staff via the range of Review activities, a proposed Service Delivery Model has been developed for consideration and upon which to base the development of a reviewed management structure for the Access, General Education and Learner Support Faculty areas.

The proposed Service Delivery Model is based on a 'wrap around' structure with the student in the centre of vocational and educational faculties, support for students, student services, industry and community engagement, SWSi Strategy 2015 and the TAFE NSW Social Inclusion Framework (Diagram 1). It is proposed that the Service Delivery Model be supported by a set of Guiding Principles and Operating Principles that were developed as a result of staff input through the Review process.

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[46] Ibid - 40
[47] Online Survey Response Question 1 (TAB 1) – SWSi AGELS Review 2012
[48] Ibid - 43
[49] Ibid - 43
[50] Online Survey Response Question 4 (TAB 1) – SWSi AGELS Review 2012

The proposed SWSi Access General Education and Learner Support Service Delivery Model incorporates the good practice principles identified by NVEAC including:

- A 'holistic student centred' approach - the voice of the learner heard and acted upon
- Supported personalised learner pathways and transitions built into the learning experience
- Strong partnerships and connections to support learners' needs and their successful transition to further learning and/or work
- Training that is integrated and aligned with areas of labour market demand to support sustainable employment outcomes
- Embedded foundation skills support within vocational training framework, and
- A commitment to improving the capability of the VET workforce to address the needs of diverse learners.

In addition the proposed Service Delivery Model will provide the Institute with the structure and resources to develop and implement strategies to target and source a range of funding streams to support learners.

Proposed SWSi Service Delivery Model Diagram
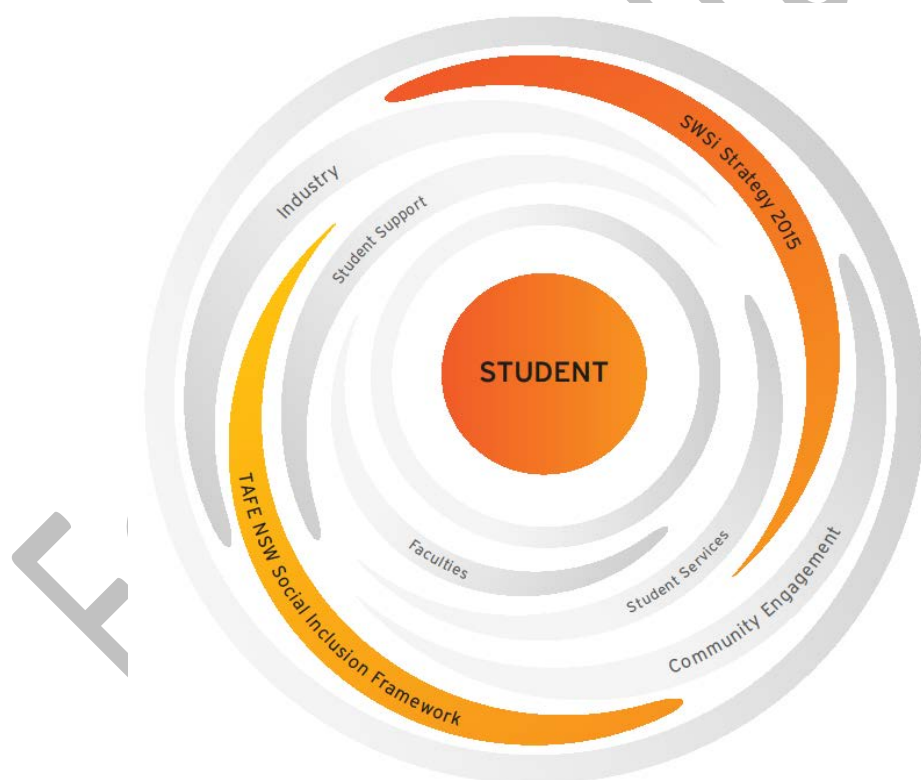
12.1.   Proposed Service Delivery Model Guiding Principles

1.   Students are at the centre of our service delivery strategy - a 'holistic' approach.
2.   Service delivery must be aligned to the SWSi Strategy 2015.
3.   Programs provide pathways to higher qualifications and/or employment.
4.   Student support is personalised, responsive, integrated and aligned with delivery.

12.2. Proposed Service Delivery Model Operating Principles

1. Integrated programs developed collaboratively with key stakeholders to address the needs of individuals, industry and community.
2. Provide support for students that maximises outcomes.
3. Student support areas will have a visible profile.
4. Support units will undertake a range of functions including: support for students; community engagement, consultation and collaboration; building partnerships; brokering placements and the sourcing of external funding streams in conjunction with Faculties and the SWSi Business Unit. They will not deliver courses.
5. An individual learning plan should be developed to support a student when required.
6. Faculties are focused on the delivery of quality personalised programs leading to successful outcomes for all students.
7. Faculties and Support Units have a responsibility for addressing disadvantage.
8. Faculties have a responsibility to collaborate with Support Units to manage appropriate student referrals.
9. A strategic approach to delivery program profiling and planning will embed social inclusion across all SWSi programs and services.
10. All aspects of service will be customer focused.

13. Risk Assessment

A risk assessment undertaken as part of the Review identified the following key risks:

- Continuing to do business in the current 'siloed' way is not sustainable and will lead to continued confusion in the market place and the inability to effectively and efficiently service the region's industries and communities
- If the development and implementation of a structured 'whole of business' approach across all Faculties is not undertaken the result will be lost opportunities to improve students outcomes and maximise resources utilisation
- A result of not building on the sound foundations and good practice developed by the Access, General Education and Learner Support areas may see SWSi becoming disengaged from the community
- If a strategic and planned approach to the Institute's provision of social inclusion is not undertaken, it may result in SWSi failing to meet community and industry needs and to achieve the required participation targets
- The impact of not implementing a visible personalised approach to support students from the early stages of their engagement with SWSi will result in lost opportunities to assist students achieve successful outcomes
- The impact of not providing effective career counselling and course information may result in students choosing inappropriate courses and not completing; thereby impacting negatively on student outcomes and SWSi completion rates
- If the development and implementation of a structured approach to sourcing external funding streams is not undertaken the result will be lost opportunities for additional funding to support and provide access for target groups

- The impact of not systematically engaging, building and maintaining partnerships with a diverse range of community organisations, government and non-government agencies will result in diminished capacity for SWSi to deliver services
- The impact of not building the capability of SWSi staff in relation to the new Service Delivery Model will result in ineffective response to the VET reform agenda
- The impact of not addressing the issues relating to Recognition of Prior Learning across the Institute will result in customer dissatisfaction and the inefficient use of funding
- The outcome of not capitalising on the wealth of information and data collected through the Review will result in lost opportunities for the Institute to improve business practices.

14. Conclusion

In the rapidly changing VET landscape SWSi will need to operate in a highly competitive environment, based on an entitlement and outcomes funded model that is market driven and has the imperatives of customer service, collaboration, partnerships and graduate outcomes. The Review found that in order to maximise outcomes for SWSi customers and stakeholders and, to create a sustainable future for skills training for the industries, communities and individuals of the region, it is imperative that the Institute implement a service delivery model that builds on the success of the past and delivers innovative practices that lead into the future.

Rarely has there been an instance where governments and industry were so intently focused on building the foundation skills of the nation. This focus opens up a wide range of opportunities for SWSi in relation to working with industry, communities and individuals to build the skills required for the new economy.

Based on extensive research, information gathering and staff engagement, the Review found that in order to: streamline program and service delivery across Access, General Education and Learner Support; to reduce duplication: implement efficiencies; maximise outcomes for customers and other stakeholders, a new SWSi Service Delivery Model is required. Whilst the current model has served the Institute well, it will not provide the structure, resources and opportunities required for a sustainable future.

The proposed Service Delivery Model, developed as a result of extensive research and engagement with staff, is based on a 'wrap around' structure where the student is placed at the centre of all aspects of the Institute's support and service delivery. The proposed Service Delivery Model, Guiding Principles and Operating Principles incorporate the good practice principles identified by NVEAC including: a 'holistic student centred' approach where the voice of the learner is heard; personalised learner pathways; collaboration; partnerships; training that is aligned to the labour market and/or further study; embedded foundation skills and staff capability. These principles were the major themes raised throughout the research phase and staff engagement phases of the Review.

Also highlighted through the research phase of the Review was that an essential component of vocational pathways at all AQF levels is providing students with opportunities to develop specific foundation skills concurrently with, or in preparation for, vocational training. The proposed SWSi Service Delivery Model will assist to maximise opportunities and student outcomes and, provide opportunities for the integration of Foundation Skills Training at all AQF levels. Building staff capability will be an important aspect in implementing the new Service Delivery Model.

To support and enable the proposed Service Delivery Model the Employment Preparation Faculty and the Vocational Access Faculty delivery areas to be integrated into one Faculty named the Foundation Skills Faculty. This name will provide a clarity of purpose whilst sending a clear message to governments, industry and community organisations that SWSi is focused on building the foundation skills of the region. In addition, to deliver a 'holistic' student centred approach it is recommended that a new Community Engagement and Student Support Unit be created. The Unit to encompass three aspects: Student Support, Community Engagement and Aboriginal Services. This unit will incorporare the services porvided by the current Social Inclusion Unit and Outreach.

In order to maximise opportunities for students through the provision of integrated foundation skills programs at all AQF levels and to maximise resources, it is imperative that SWSi further review and implement the new Foundation Skills Training Package in conjunction with the AEET Framework and Vocational Training Packages.

15.   Recommendations

Based on the analysis of the information and data collected throughout this review and taking into account the region's demographics and State and National directions for the Vocational Education and Training sector 2012 and beyond, the following recommendations are presented for consideration:

Recommendation 1   Implement the Service Delivey Model, the Service Delivery Guiding Principles and the Service Delivery Operating Principles (p.23) developed as an outcome of Stage 1 of the AGELS Review.

Recommendation 2   Integrate the Employment Preparation Faculty and Vocational Access Faculty encompassing the delivery areas of ABE, ESOL, ELICOS, General Education and Communication into one faculty named the Foundation Skills Faculty.

Recommendation 3   Create a new Community Engagement and Student Support Unit that encompasses three aspects: Student Support, Community Engagement and Aboriginal Services. This Unit will incorporate the services provided by the current Social Inclusion Unit and Outreach to deliver a 'holistic' student centred approach in consultation with internal and external stakeholders.

Recommendation 4   Following the integration of the Employment Preparation Faculty and the Vocational Access Faculty, review all program delivery to eliminate duplication, maximise efficiency in program delivery and improve qualification completions. This should include reviewing the delivery of Learner Support services across the Institute.

Recommendation 5   The new Community Engagement and Student Support Unit is a non delivery unit encompassing Student Support, Community Engagement and Aboriginal Services to undertake a range of functions including: support for students; community engagement, consultation and collaboration; building partnerships; brokering placements and the sourcing of external funding streams in conjunction with Faculties and the SWSi Business Unit.

Recommendation 6   Following the creation of the new Community Engagement and Student Support Unit, review current programs and services to build on, and maximise past good practices to support integration into vocational skills training.

Recommendation 7   Develop and implement a staff capability strategy to enable staff impacted by the changes to develop required skills

Recommendation 8   Develop and implement integrated personalised support programs for students across all faculties and AQF levels (as required) to assist in maximising student completions.

Recommendation 9   Implement an integrated profile planning process with a 'whole of business' approach including, Faculty Directors and the new Community Engagement and Student Support Unit informed by industry (skills shortages/job market) and community needs (current and emerging).

Recommendation 10   Further review and implement the new Foundation Skills Training Package in conjunction with the AEET Framework and Vocational Training Packages to maximise student opportunities/outcomes and pathways to higher qualifications.

Recommendation 11   Explore opportunities for the role of Counselling, Libraries and Customer Service in the new 'wrap around' Service Delivery Model to support students.

Recommendation 12   Review and streamline the Institute RPL processes.

Recommendation 13   Capture relevant research, data and information gathered through this review in future SWSi Profile and Services Reviews.

Recommendation 14   Implement the Service Delivery Model, Guiding Principles and Operating Principles (p. 23) across the relevant aspects of SWSi business.

The support and contributions made by the passionate, enthusiastic and motivated staff throughout Stage 1 of the Access, General Education and Learner Support Review and their willingness to share innovative ideas and practices all in support of students is acknowledged.

Stage 1 Report Prepared by

Anne Ford

6 October 2012

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TAB 1

SWSi Profile and Services Review Access, General Education & Learner Support

TAB 1 – Online Survey Feedback

To be launched for a period of two weeks commencing 17 August 2012 the first day after the last Focus Group) closing 31 August 2012.

Introduction from the Institute Director

Colleagues

The Review of Access, General Education and Learner Support has identified that SWSi delivers access services and learner support programs in many different ways and that there are opportunities to improve what we do. Given the demographics of our region we know that many SWSi students need support to succeed in completing qualifications and then transitioning to employment and /or higher level qualifications. We also know that SWSi will need to be highly efficient in the way we deliver all programs and services to ensure that we maximise the opportunities for as many students as possible.

Given these influences on our future planning I am seeking feedback from all our staff in this online questionnaire on how SWSi can improve access and learner support programs to ensure our students succeed.

Online Survey Questions

1. By placing our students at the centre of everything we do, **how** can SWSi best provide learner support and structured learning pathways to enable student success and improve outcomes?

2. With a view to maximising our resources whilst providing support for as many students as possible, to achieve outcomes and increase completions, what should we **keep** doing?

3. With a view to maximising our resources whilst providing support for as many students as possible, to achieve outcomes and increase completions, what should we **stop** doing?

4. With a view to maximising our resources whilst providing support for as many students as possible, to achieve outcomes and increase completions, what should we **do differently**?

5. Is there anything else you would like to add?

2012 Profile and Services Review
Access, General Education and Learner Support

TAB 2

TAB 2 - Proposed Organisational Structure to support the implementation of the recommendations made in the AGELS Report

Assumptions and Considerations

This Attachment contains an organisational chart showing the current structure for the Employment Preparation and Social Inclusion Faculty and the Vocational Access Faculty and an organisational chart showing the proposed Foundation Skills Faculty and the Community Engagement and Student Support Unit.

The following assumptions apply to the proposed structure:

1. that the proportion of Institute budget currently allocated to both Outreach and Social Inclusion Unit program delivery will be maintained and allocated to the Community Engagement and Student Support Unit for program provision and student support
2. Special Program Coordinators will not be required to supervise teaching staff. Their focus will be on attracting and supporting students, brokering placement in foundation or vocational programs and building capacity within the institute to improve outcomes for students
3. the new service delivery model may require changes or improvements to Institute processes and systems that will need to be identified in the transition to implementation
4. there will be an increase in the number of disadvantaged and targeted students completing qualifications at CII and above or following a pathway into employment and /or further education
5. the final service delivery model, organisational structure and feedback information resulting from this Review will inform the Reviews currently being undertaken in Vocation Faculties and in Customer Engagement Management and Student Support Services.
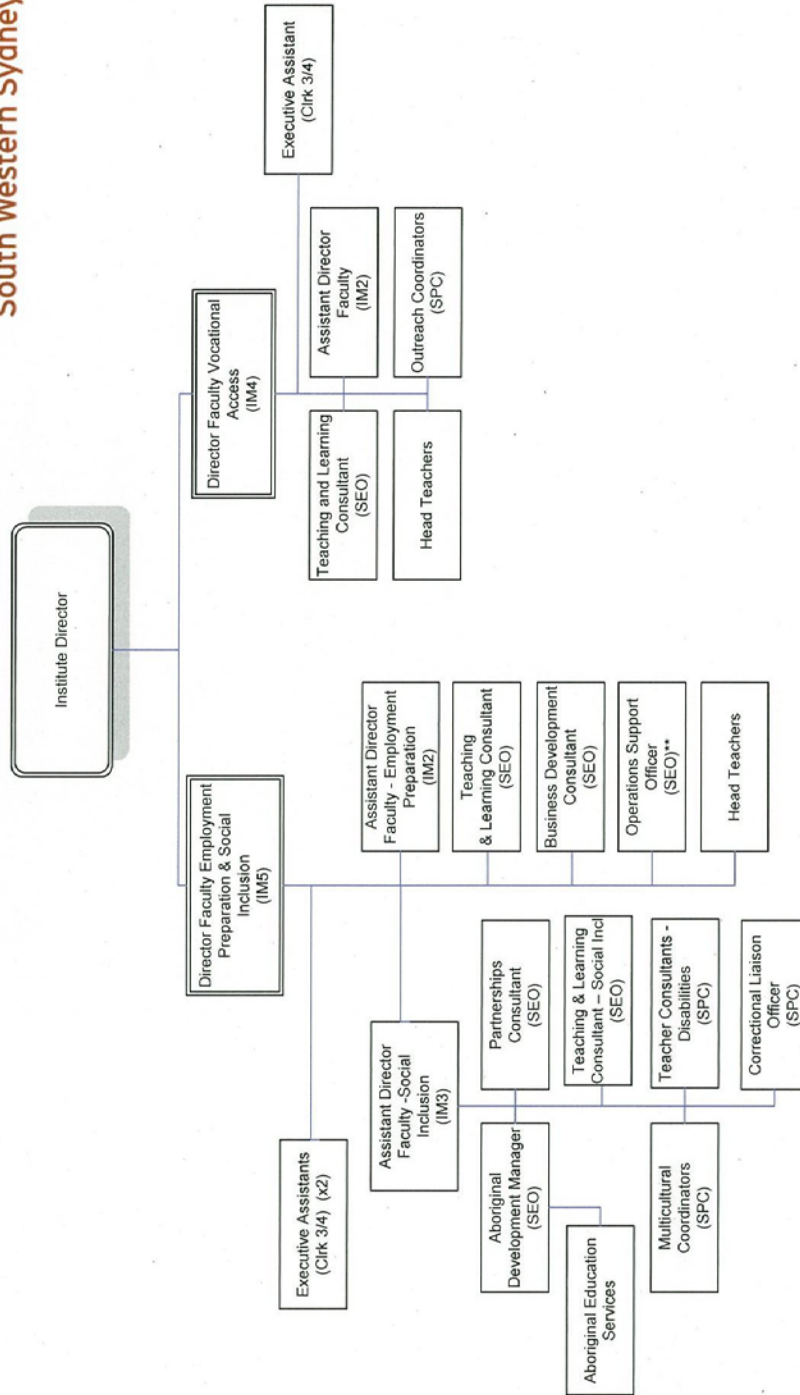
The feedback period provides an opportunity to consider:
1. what functions in the proposed service delivery model and/or organisational structure are missing or need changing
2. what risks in the proposed service delivery model and/or organisational structure are missing or need changing and advice on how these risks may be mitigated
3. how a closer alignment between the management of the Community Engagement Unit and the Aboriginal Services Unit may work given these units have many of the same approaches to community engagement and brokering services with communities within the south western Sydney region
4. how the Community Engagement and Student Support Unit activities can be best aligned to the different college based communities within the south western Sydney region so integrated services can be provided with the relevant local government and associated organisations and agencies.

Current Structure

Current Faculty Structure for Employment Preparation & Social Inclusion and Vocational Access

TAFE MSN SWSi South Western Sydney Institute

Institute Director

Director Faculty Vocational Access (IM4)
- Assistant Director Faculty (IM2)
  - Executive Assistant (Clrk 3/4)
- Teaching and Learning Consultant (SEO)
- Outreach Coordinators (SPC)
- Head Teachers

Director Faculty Employment Preparation & Social Inclusion (IM5)
- Executive Assistants (Clrk 3/4) (x2)
- Assistant Director Faculty - Employment Preparation (IM2)
  - Teaching & Learning Consultant (SEO)
  - Business Development Consultant (SEO)
  - Operations Support Officer (SEO)**
  - Head Teachers
- Assistant Director Faculty - Social Inclusion (IM3)
  - Aboriginal Development Manager (SEO)
    - Aboriginal Education Services
  - Partnerships Consultant (SEO)
  - Teaching & Learning Consultant – Social Incl (SEO)
  - Teacher Consultants - Disabilities (SPC)
  - Multicultural Coordinators (SPC)
  - Correctional Liaison Officer (SPC)

** Position appointed on a temporary basis to support career development

Version 1. October 2012

Draft for Consultation – without prejudice

Proposed Structure

Proposed new Foundation Skills Faculty and Community Engagement & Student Support Unit

Version 1. October 2012

Draft for Consultation – without prejudice
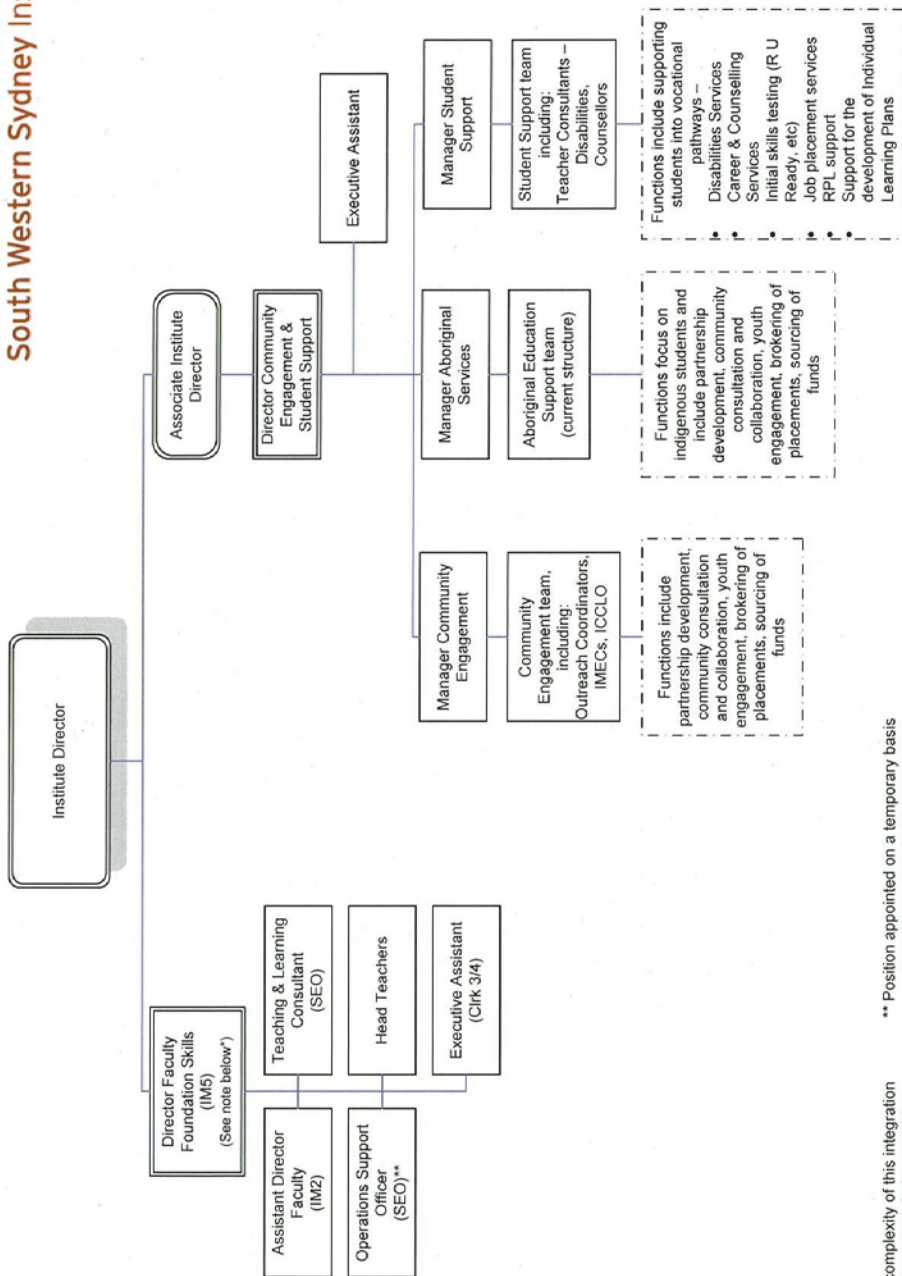
* Further analysis of the complexity of this integration may require additional resources during transition

** Position appointed on a temporary basis to support career development