

- 3.2.2 Develop and implement specific support strategies for diverse client groups to increase or improve participation and success. Eg Disability Access and Inclusion Plan
- 3.2.3 Increase participation by diverse client groups in the higher-level qualifications of the AQF.
- 3.2.4 Provide professional development for staff to ensure appropriate skills to facilitate a high quality learning and assessment environment for diverse client groups. Eg Disability Awareness Training
- 3.2.5 Undertake comprehensive reporting and monitoring of delivery and outcomes for diverse client groups including consultation with internal and external stakeholders.
- 3.2.6 Implement strategies to recruit staff from diverse backgrounds to ensure the College's staffing profile reflects the diversity of the student population and of the wider community. Targets for workforce diversity will be incorporated into an Equity and Diversity Plan for Central West College of TAFE.

**3.3 Contribute to the development of sustainable regional communities.**

- 3.3.1 The College is committed to delivering training in the "difficult to service" markets, including remote and isolated communities. Innovative and flexible options for delivery and assessment will be identified and developed to meet the needs of clients in these areas.
- 3.3.2 Strengthen local industries and enterprises through the provision of flexible, relevant training that meets their skills development needs.
- 3.3.3 Improve regional access to information technology training
- 3.3.4 Assist Youth at Risk make the transition from school to post-compulsory education and employment.
- 3.3.5 Increase the number of regional apprenticeships and traineeships
- 3.3.6 Provide training and skills development that enhance the capacity of regional communities to plan and manage their future

**STRATEGIC DIRECTION 4  
BEING RECOGNISED AS A SIGNIFICANT PARTNER IN THE EMPOWERMENT OF AUSTRALIAN INDIGENOUS PEOPLES**

**Statement of Intent**

The College values Australian Indigenous peoples and the diversity of their cultures. The College is committed to providing culturally appropriate training to improve the standard of living and quality of life for Australian Indigenous peoples through empowerment with knowledge and skills that will enable self-determination. The College seeks to be recognised as a best practice provider of Indigenous training and will work with Australian Indigenous peoples to build a learning environment that achieves relevant skills development outcomes and provides life long learning opportunities.

**Priorities**

- 4.1 Participation by Australian Indigenous peoples and their success in vocational education and training is maintained and improved.

- 4.1.1 Ensure that comprehensive consultation processes are undertaken with Aboriginal communities to ensure training needs are identified and appropriate training products and services are developed and implemented.
- 4.1.2 Establish an Aboriginal Annexe to provide a designated identifiable learning environment for Australian Indigenous peoples.
- 4.1.3 Increase participation by Australian Indigenous peoples in the higher- level qualifications of the AQF to a point where their representation is proportional to or greater than that of the wider community.
- 4.1.4 Provide training and skills development that enhance the capacity of Australian Indigenous communities to plan and manage their futures
- 4.1.5 Work with all relevant stakeholders to increase participation by Australian Indigenous peoples in apprenticeships and traineeships.
- 4.1.6 Develop and implement an employment network or service that recognises the issues faced by Australian Indigenous peoples, particularly young people, in gaining employment.
- 4.1.7 Encourage the participation of Australian Indigenous peoples in vocational education and training to address identified community skills shortages.
- 4.1.8 Improve access to information technology training for Australian Indigenous peoples
- 4.1.9 Promote better understanding of cultural awareness by providing professional development for staff involved in the delivery and assessment of training and associated support services to Australian Indigenous peoples.

**4.2 Strengthen partnerships with Aboriginal Community Organisations to enable the identification and development of flexible, culturally appropriate training that meets the skills development needs of Australian Indigenous peoples and achieves community and employment/enterprise outcomes**

- 4.2.1 Continue to support the College's Aboriginal Education, Employment and Training Committees.
- 4.2.2 Establish collaborative training delivery and assessment arrangements between the College and Aboriginal communities or organisations to best serve the training needs of Australian Indigenous peoples
- 4.2.3 Utilise partnerships with Aboriginal organisations and industry to further develop vocational education and training and achieve community and employment/enterprise outcomes. Where possible and appropriate, provide assistance and support to access external funds to increase employment opportunities for Indigenous people.

**4.3 Address local, state and national issues impacting on Australian Indigenous peoples and their access to VET and employment**

- 4.3.1 Participate in and contribute to regional, state and national policy and planning groups, ensuring that local and regional issues and needs are included.
- 4.3.2 Increase the number of Australian Indigenous employees at all levels and in all key areas of the College, in line with targets established by the College.

**STRATEGIC DIRECTION 5  
ACHIEVING PROFESSIONALISM IN VOCATIONAL EDUCATION AND TRAINING**

**Statement of Intent**

Through an organisational culture that is strongly teams based the College seeks to further develop its capacity to respond to the challenges of the changing VET market through the development of a flexible, skilled workforce and an effective working environment that encourages innovation and excellence. The College will build on its strengths of organisational culture, commitment and professionalism to continue to be recognised as the preferred provider of quality vocational education and training in the region.

**Priorities**

**5.1 Create an environment of high performance that empowers staff to be innovative and responsive to client needs and expectations.**

- 5.1.1 Promote client focus as critical to the success of the organisation and ensure that it is seen as the responsibility of all staff.
- 5.1.2 Empower staff to make appropriate decisions and take actions to meet the needs of clients.
- 5.1.3 Recognise and support innovation and creativity that leads to new business opportunities, improved levels of service or enhanced outcomes for clients.
- 5.1.4 Seek client feedback from a variety of sources to analyse and use to drive continuous improvement of College products and services.
- 5.1.5 Recruit staff with appropriate competencies and knowledge to ensure the continuing provision of high quality services across all areas of activity.

**5.2 Develop a skilled workforce through a commitment to professional development**

- 5.2.1 Provide all staff with opportunities to access relevant professional development activities that increase knowledge and skills and that contribute to better performance in the work environment.
- 5.2.2 Ensure that the highest quality delivery and assessment services are provided to clients

through an ongoing commitment to develop the skills and knowledge of lecturers, particularly in the areas of Training Packages and the Australian Quality Training Framework (AQTF)

- 5.2.3 Enhance the information technology skills of staff to improve delivery, client support and e-technology implementation

**5.3 Build the diversity of the workforce to ensure the needs of clients from diverse backgrounds are met.**

- 5.3.1 Continue to develop and implement an Equity and Diversity Plan for the Central West College of TAFE that outlines workforce targets for the employment of staff from within diverse groups, strategies to assist achievement of those targets and monitoring and review mechanisms.
- 5.3.2 Identify recruitment strategies aimed at improving opportunities for people from diverse groups to apply for positions within the College (see also 3.2.6 above).

**Strategic Planning Context**

The College's Strategic Plan reflects, and is developed in alignment with key state and national policy documents relating to vocational education and training and wider government policy initiatives. These documents include:

Creating the Future : vocational education and training priorities 2003 - 2004

The State Training Strategy

Shaping our Future : a national strategy for vocational education and training 2004 - 2010 (Draft)

Regional Policy Statement

Focus on the Future : WA state sustainability strategy

A suite of performance indicators will be developed to track the progress of the Strategic Plan. Reports on performance will be made available to key stakeholders as a means of reviewing and monitoring the College's achievements of priorities.

For further information about this Strategic Plan contact the Manager Quality and Planning on (08) 99562834 or Freecall 1800 672 700 Visit the College's Website at: [www.centralwest.wa.edu.au](http://www.centralwest.wa.edu.au)



# Central West College of TAFE

# Partnerships with the Region

building capacity through education and training



## Strategic Directions 2003 - 2005



## MANAGING DIRECTOR'S FOREWORD

Central West College of TAFE has a participative strategic planning process that recognises the value of input from a range of internal and external stakeholders. Industry, enterprises, community groups, government and College staff have all played an important role in the identification of the Strategic Directions that form the basis of the College's plan Partnerships with the Region : building capacity through education and training.

The College has a vital role to play in the development of the region. Through the provision of quality training the College ensures the availability of a skilled workforce to meet the changing needs of regional industry. A range of programs are available to foster the lifelong learning skills essential for individuals to fulfil their study and career aspirations.

The College's vision is founded on a culture of quality, responsiveness and flexibility. Partnerships with the Region outlines the organisation's strategic aims and the priorities it will focus on in order to meet this vision.

WAYNE H COLLYER  
Managing Director

## Vision

We will provide life long learning opportunities that contribute to the development of individuals, enterprises and communities of the Central West region.

## College Training Services

The Central West region of Western Australia is a vast geographical area, covering more than 600 000 square kilometres. While the area is large, approximately the size of the state of NSW, the population is sparsely distributed outside of the major centres with many remote communities, including many Indigenous communities, located long distances from facilities and infrastructure most of us take for granted. Against this backdrop Central West College of TAFE has responded to the challenges of delivering high quality vocational education and training programs and services to clients from all areas of the region, employing a range of innovative and flexible delivery methods that have increased and improved client access to programs both on and off campus.

With the major campus located in Geraldton, the economic and administrative centre of the region, other campuses at Carnarvon and Exmouth, a network of regional locations and partnerships with the Telecentre Network the College provides a range of programs at all Australian Qualifications Framework levels, from entry-level training to Advanced Diploma. In addition the College works with regional secondary schools to provide VET in Schools opportunities and has contracting and partnership arrangements with several universities to deliver a number of tertiary courses.

The Central West College of TAFE provides relevant, up to date training delivery and assessment services in a range of industry areas including Art and Environmental Studies; Business and Computing; Construction Industries; Health and Community Services; Hospitality, Tourism and General Education; Marine and Aquaculture; Metals, Mining and Transport.

## Reflecting on Achievements and Planning for the Future

In 2002 the College reviewed its Strategic Plan and made an assessment of the extent to which the strategic planning process has facilitated the growth of the organisation and its capacity to achieve the strategic aims previously established. This afforded the opportunity to reflect on the achievements of the organisation thus far, including:

1. Increasing the training delivery profile, which has grown steadily since 1994, indicating the College is reaching more clients from throughout the region with a wider variety of programs.
2. Embracing the National Training Framework through the implementation of Training Packages and the Australian Quality Training Framework, consolidating links with industry to ensure the relevance and quality of training and assessment.
3. Enhancing linkages with industry, the community and educational partners including schools and universities, to offer regional clients increased study options.
4. Strongly committing to regional delivery, which has enabled the College to meet the needs of 'difficult to service' rural and remote markets.
5. Being recognised as a leading provider of training to Indigenous Australian peoples, relying on consultation and collaboration to identify and set up appropriate training programs.

6. Committing to the development of a highly skilled workforce and an organisational culture that enables individuals to provide high quality service in response to client needs.
7. Improving industry and community participation in planning processes through the establishment of partnerships and Industry Advisory Committees.

## An Evolving Strategic Planning Process

The College strategic planning process is based around input from key stakeholders including clients, industry and the community and a process of continuous monitoring and review of strategic aims. The College also incorporates national and state priorities into the planning process and has also taken into account the recently released Ministerial Statement "Creating the Future" outlining VET priorities in 2003 -2004.

The development of Partnerships with the Region represents the next stage in the organisation's evolving strategic planning process. It's worth reviewing where this process has come from:

Geraldton Regional College Strategic Plan 1995 - 1997 was developed to move the organisation to Statutory Authority status under the Autonomous Colleges Network. The emphasis was on establishing sound corporate management processes, introducing a quality culture to the organisation and establishing good educational practices.

Planning Today, for Tomorrow 1998 - 2001 recognised the vital role of external stakeholders in the strategic planning process and sought ways to incorporate more external input. This Strategic Plan positioned the College to move into the competitive training market and to meet the challenges of a very new training environment. The emphasis was on building the College's training delivery capacity, meeting industry training needs, facilitating User Choice and developing the College's learning environments.

Partnerships with the Region 2003 - 2005 is about identifying broad strategic directions that define the organisation's vision for the education and training future for the region. The emphasis is on the College's role in contributing to a sustainable region, engaging with a diverse range of clients to best identify and meet their training needs and building the skills of our staff so that they can operate as the VET practitioners of the future. As the title suggests this plan is about building partnerships that will contribute to the development of the region and its people. The plan is underpinned by a continuing commitment to the provision of industry relevant training delivery and assessment services that prepare clients for the future world of work.

Partnerships with the Region 2003 - 2005 recognises that the organisation has come a long way since 1995. The strategic directions identified in this plan will enable staff to develop objectives that build on the work of the past and position the College to meet the changing needs of the Central West.

The future? An interactive strategic plan on the College's website that facilitates change management and encourages ongoing stakeholder participation in the planning process.

## Strategic Directions 2003 - 2005

Five broad strategic directions have been identified through a process of consultation and environmental analysis. Each strategic direction is supported by a statement of intent with a number of priorities being established for each. Through the organisation's operational planning process professional and delivery teams will establish objectives relevant to their area of service delivery and client groups to further progress these priorities. Progress will be measured through regular reviews of operational plans and obtaining ongoing feedback and input from a range of stakeholders in order to adjust organisational priorities in response to the changing VET environment.

## STRATEGIC DIRECTION 1 ENGAGING INDUSTRY

### Statement of Intent

The availability of an appropriately skilled workforce to meet the needs of industry and enterprises in the Central West is critical to the ongoing viability of the region's economy. The College will work closely with industry to ensure training is relevant, aligned to regional industry needs and that graduates are viewed by industry as job ready and able to contribute to productivity from commencement.

### Priorities

#### 1.1 Make training industry relevant

- 1.1.1 Increase industry involvement in the development of innovative training programs and the delivery and assessment of training.
- 1.1.2 Ensure the relevance of training products and services by strengthening and further developing industry consultation processes including the Industry Advisory and Regional Advisory Committee networks.
- 1.1.3 Provide industry with additional training flexibility by offering a range of customised training products and services that are delivered on a commercial basis.

#### 1.2 Promote a culture of innovation in VET through collaboration with industry and other education and training providers

- 1.2.1 Access funds for research, product development, and innovative delivery and assessment through the establishment of industry partnerships that further the College's academic and training vision.
- 1.2.2 Enhance client access to industry standard facilities by establishing collaborative training arrangements with industry.
- 1.2.3 Establish partnerships with newly emerging industries to develop vocational education and training
- 1.2.4 Establish alliances with other education and training providers.

#### 1.3 Increase the number of apprenticeships and traineeships in the Central West

- 1.3.1 Work with all relevant stakeholders to increase apprenticeships and traineeships in the region through the provision of high quality support and innovative delivery and assessment

- 1.3.2 Further develop flexible learning capabilities with an emphasis on on-line products that support employment based training and delivery and assessment in the workplace.

## STRATEGIC DIRECTION 2 PROVIDING TRAINING PRODUCTS AND SERVICES THAT MEET THE NEEDS OF THE CENTRAL WEST

### Statement of Intent

The College actively seeks to identify the training needs of clients throughout the region and to provide training products and services that meet those needs. Training products are identified, designed and delivered to enable client access, provide further learning pathways and result in recognised outcomes for the client. The College will provide Central West clients with options for transition between school/vocational education and training/university through collaborative arrangements and partnerships.

### Priorities

#### 2.1 Provide opportunities for students from all sections of the community to participate in vocational education and training through the provision of relevant and flexible training delivery and assessment options that match client needs.

- 2.1.1 Establish a range of niche products that reflect the specific training needs of the region and that differentiate Central West's training from that of other providers. Eg. Maximise the opportunities provided by the Batavia Coast Marine Centre and existing university partnerships.
- 2.1.2 Strengthen the training culture of local and regional businesses by offering products and services that are recognised as adding value.
- 2.1.3 Build the capacity of the College to participate in and capitalise on the increasing globalisation of vocational education and training.
- 2.1.4 Provide additional and more streamlined approaches for clients to have existing skills and competencies assessed and formally recognised through skills recognition processes that are easy to use and cost effective.

#### 2.2 Provide multiple, flexible pathways for clients that maximise their vocational and/or further study options

- 2.2.1 Offer secondary school students the opportunity to access VET programs through further development of the TAFE School Links program and through training partnership arrangements with schools.
- 2.2.2 Implement a Return to Learn strategy aimed primarily at re-engaging 15 - 19 year olds in education and training, enabling participants to combine VET studies with the opportunity to achieve a Tertiary Entrance Rank/Secondary Graduation.
- 2.2.3 Develop products and services to increase participation by clients in the "mature age" market segments.
- 2.2.4 Work collaboratively with the other education and training sectors to develop cross-sectoral pathways.

#### 2.3 Create greater choice for clients by offering a variety of flexible, appropriate and accessible delivery and assessment methodologies

- 2.3.1 Make the best use of educational delivery technologies, such as the Internet and videoconferencing, to offer clients maximum choice of time, place and pace of their study.
- 2.3.2 Continue and strengthen the College's commitment to the provision of on-line programs and services through the Virtual Campus.
- 2.3.3 Increase training delivery and assessment undertaken in the workplace.
- 2.3.4 Continue the College's investment in the professional development of staff to ensure appropriate skill levels to support high quality flexible delivery and assessment (eg on-line, in the workplace or Skills Recognition).
- 2.3.5 Increase non-profile delivery through the development of training products and services that meet industry needs and position the College to participate in the global economy

## STRATEGIC DIRECTION 3 BUILDING DIVERSITY AND CONTRIBUTING TO THE DEVELOPMENT OF SUSTAINABLE REGIONAL COMMUNITIES

### Statement of Intent

The College operates within a diverse environment and is committed to providing equitable opportunities for all clients. In addition education and training plays an invaluable role in providing individuals, enterprises and communities with skills to achieve sustainability. Through strong consultation processes the College will identify and implement training programs that enable individuals to fulfil their VET aspirations and add to the skills base of the region.

### Priorities

#### 3.1 Consult widely to ensure training products and services are accessible and meet the needs of the College's diverse client groups.

- 3.1.1 Consult with individuals and representatives of diverse groups to ensure training needs are identified and including in College planning activities.
- 3.1.2 Identify potential barriers to access and success in VET programs and provide opportunities for representatives of diverse client groups to be involved in the development of innovative solutions.
- 3.1.3 Engage in a continuous process of monitoring and review of products and services delivered to clients from diverse groups.

#### 3.2 Increase participation rates and improve outcomes for diverse client groups including people from Culturally and Linguistically Diverse backgrounds, persons with a disability and people from regional and remote communities. NB. Strategies relating to Australian Indigenous peoples are outlined in Strategic Direction 4

- 3.2.1 Encourage individual learners to participate in the planning of their own learning programs and pathways including the identification of any special delivery and assessment needs to assist them to succeed in their learning.