

STRATEGIC GOAL 1 – 2006-2008

TO ENHANCE LEARNING OUTCOMES			<p><i>Linkages to University strategic themes</i></p> <ul style="list-style-type: none"> • Flexible in learning and teaching <p><i>Linkages to National Strategies for VET</i></p> <ul style="list-style-type: none"> • Increase participation and achievement, especially by existing workers • Help clients navigate and interact with vocational education and training • Take positive steps to achieve equality of participation and achievement • Make learning pathways seamless
Three-year outcome measures	<ol style="list-style-type: none"> 1 Increasing participation by, and upskilling of mature age workers 2 Increase in the number of young people currently disengaged from education that pathway into certificated training programs and VCAL 3 Improve completion rates and outcomes for indigenous Australians in accordance with State/National benchmarks 4 Increase uptake of Recognition of Prior Learning/Recognition of Current Competence in accordance with State/National benchmarks 5 Support articulation by at least 400pa Swinburne TAFE students into H. E. courses by 2008 (c/f 337 in 2005). 6 NCVER 'student satisfaction' ranking within the top six Victorian TAFE Institutes by 2008 with achievement of no less than national benchmark of 83% 		

2006 Focus		2006 Action		2006 Target	Accountability	Links to other plans	Expected completion
1	Explore flexible, innovative and client focussed pathways models and flexible delivery strategies to increase participation and achievement in learning for people at risk of social and economic exclusion	1.1	Develop and implement programs across different industry areas that attract and suit mature learners (over 44) that lead to employment outcomes for people in this age group who require re-skilling to re-enter the workforce	4 programs developed and implemented	DVC TAFE	U 1.4, 4.1 TAFE 1.11, 2.2	Nov 2006
		1.2	Develop and implement a program targeting mature workers and sole parents	At least 1 new TAPIT/ MIPs Equity Program		U 1.4, 4.1 TAFE 1.11, 2.2	Dec 2006
		1.3	Develop and implement a customised WEBCT based on-line transition learning program for young people who are isolated or face barriers to accessing on-campus programs	Trial program with at least 5 young people		U 1.4, 4.1 TAFE 1.2, 1.11, 2.2	Dec 2006
		1.4	Expand 2005 pilot partnership model with RMIT in the collaborative provision of Certificate I and II Learning Pathways programs particularly targeting disengaged indigenous youth	At least 10,000 SCH delivered in partnership		U 1.4, 4.1 TAFE 1.11, 2.2	Dec 2006
		1.5	Trial the implementation of a Building Bridges program targeting long term unemployed young adults with a disability	Delivery to 8 – 10 persons		U 1.4, 4.1 TAFE 1.11, 2.2	Oct 2006
		1.6	Development of a flexible VCAL model expanding access to new apprenticeships and work based learning opportunities	At least 1 new program developed		U 1.4, 4.1 TAFE 1.11, 2.2	Nov 2006

2006 Focus		2006 Action		2006 Target	Accountability	Links to other plans	Expected completion
2	Support uptake of recognition of prior learning/recognition of current competence with particular focus on linkages to accelerated and top-up training through implementation of flexible client-friendly approaches	2.1	Develop a web-based RPL/RCC approach that: <ul style="list-style-type: none"> • is structured to minimise time and cost to applicants • provides adequate information, support and opportunities for participants to engage in the RPL/RCC process 	Framework, including technical specifications for supporting web-based approach documented	DVC, TAFE	SA 4.1	Sept 2006
		2.2	Implement Division-wide pilot project (framed in 2005) for the development of evidence guides to support RPL/RCC	Evidence guides developed for at least 1 course area in each School			Nov 2006
		2.3	As part of the Division RPL pilot project, develop a policy and procedure to guide 2007 implementation of the offer of RPL/RCC to every TAFE enrollee at the time of enrolment and to provide for uptake at any time during their training program	New policy & procedure developed and agreed by BTS			July 2006
3	Contribute to implementation of MCEETYA (May 2005) Good practice principles for credit transfer and articulation from VET to Higher Education to facilitate inclusion of formal vertical and lateral pathways for credit and articulation, both in the design of new courses and programs of study and when upgrading existing courses and programs of study	3.1	Within curriculum development and accreditation procedures for Swinburne accredited TAFE Awards, identify strategies to include formal vertical and lateral pathways for credit and articulation	Revised procedures agreed by BTS	DVC, TAFE DVC, HE DVC, T&L	U 1.1 & 1.5 SA 4.1 TAFE 4.1	Nov 2006
		3.2	Revise procedures for learning program design and documentation for crown copyright curriculum and endorsed training package qualifications to incorporate identification of formal vertical and lateral pathways for credit and articulation	Revised procedures agreed by BTS			Nov 2006
4	Improve the level and nature of data collection at course and division level in relation to the student satisfaction with teaching and learning and the broader student experience.	4.1	Develop and trial a standardised online instrument for measuring and reporting student satisfaction	Trial to include at least one course area in each Department	DVC, TAFE VC	U 1.3 TAFE 2.8	Nov 2006

STRATEGIC GOAL 2 – 2006-2008

TO IMPROVE TEACHING QUALITY AND RECOGNITION AND SHARING OF GOOD PRACTICE			<p><i>Linkages to University strategic themes</i></p> <ul style="list-style-type: none"> • Flexible in learning and teaching <p><i>Linkages to National Strategies for VET</i></p> <ul style="list-style-type: none"> • Make a sustained investment in TAFE • Improve quality and consistency
Three-year outcome measures	1	Improve consistency, quality and responsiveness of training delivery	
	2	Increased capability of TAFE teaching staff in incorporating blended learning and assessment experiences in course design and implementation	
	3	Increased capability of TAFE teaching staff in developing, customizing and using e-learning content	

2006 Focus		2006 Action		2006 Target	Accountability	Links to other plans	Expected completion	
1	Encouraging innovative design and implementation of courses which integrates blended teaching, learning and assessment strategies	1.1	Increase provision of support for course teams in learning program design and implementation	3 TLA employed (Feb 2006) and engaged with supporting Dept staff with T&L activities	DVC, TAFE	U 1.1, 1.2 & 1.4 TAFE 1.5	Ongoing	
		1.2	Building on our base, consolidate, leverage and promote elearning capabilities to increase uptake of elearning in target areas	Increased no. of individual subjects/units of competence supported by a range of e-services		U 1.4, 1.2 SA 4.6 TAFE 1.2 & 1.4	Dec 2006	
				Increased no. of teachers and trainers delivering units that use e-learning			Dec 2006	
		1.3	Develop strategies to incorporate ICT skills development for learners in all courses	Strategies presented to and agreed by BTS & TEG			TAFE 1.4	Dec 2006
		1.4	Expand learning in the workplace opportunities including managing individual learning pathways for workplace specific training	Approved learning in the workplace components in all new and/or renewed courses			U 1.1, 1.4 – 1.5, 3.1, 3.3 ICE 1.5 TAFE 1.1	Ongoing
		1.5	Conduct a major project to develop and pilot flexible learning options for apprentices in Building studies using a blended learning approach. The project will trial delivery to 3 rd year carpentry apprentices	Stage 1 completed – develop program/ resources and plan trial		U 1.1 – 1.2, 1.4, 3.1, 3.3, 6.2	June 2006	
Stage 2 completed – trial new model	TAFE 1.1, 1.2, 1.4, 1.5, 1.10, 1.11			Dec 2006				
2	Excellence in teaching and learning supported through quality processes	2.1	Ongoing review of compliance with AQTF standards for teaching, learning and assessment and implementation of continuous improvement strategies through FOSPs and School Quality teams	All corrective actions completed within agreed timeframe	DVC, TAFE	U 1.3 TAFE 1.7	Ongoing	
		2.2	Procedures developed to support quality in online teaching and learning resources	Procedures approved by BTS			Sept 2006	

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2006 Focus		2006 Action		2006 Target	Accountability	Links to other plans	Expected completion
3	Provide targeted professional development programs and resources to support teachers in the ongoing development of high order professional skills in teaching, learning and assessment.	3.1	Implement a consolidated Division-wide staff development plan for deployment of 2006 annual funds from OTTE	Plan actioned	DVC, TAFE	U 1.2 TAFE 3.6	Dec 2006
		3.2	Provide for new entry TAFE teaching staff to attain the minimum requisite teaching qualification through offering of the Certificate IV in Training and Assessment and actively supporting the achievement of the qualification for ongoing and contract staff through the mechanism of the annual work planning process	All commencing unqualified contract staff enrolled in qualifications			Ongoing
		3.3	Provide for TAFE teaching staff to develop their skills through offering of a suitably structured Diploma of Training and Assessment and/or Diploma of VET Practice, supporting the achievement of the qualification for ongoing and contract staff through the mechanism of the annual work planning process	At least 40 Swinburne TAFE teaching staff undertaking qualification in 2006			Dec 2006
4	To build the capacity of the workforce to use information and communications technologies (ICT) and increase sustainable uptake of quality elearning in vocational education and training	4.1	Continue School-based e-learning leader strategic initiative project with increase to 0.2 EFT allocation/leader	At least 0.8 EFT e-learning leader allocation filled in each School	DVC TAFE	U 1.2, 1.4 TAFE 1.11	Ongoing
		4.2	Utilise 2006 Learnscope professional development project to support capability building in the use of elearning, particularly targeting engagement of new participants	Targets as detailed in Swinburne TAFE Learnscope project plan achieved			Nov 2006
5	Provide an enabling environment that ensures quality of TAFE teaching and learning through the provision of high standard accessible learning facilities that support contemporary VET pedagogy	5.1	Develop Facilities and Resource plans for all campuses that <ul style="list-style-type: none"> • identify minimum standards and timelines for achievement of spaces that support delivery of TAFE teaching and learning • support the Division's vision for flexible delivery 	Plans agreed by TEG	DVC, TAFE VP, Resources	U6.2 RG 3.6 TAFE 1.10	Nov 2006
		5.2	Resourcing of teaching and learning venues, facilities and equipment within budget	FLC available on 2 campuses with pilot utilisation in each School			Nov 2006
6	Encourage and support staff in submission of applications for awards that celebrate excellence in teaching and learning	6.1	Teaching staff applications supported for the following Categories in the Victorian Training Awards: <ul style="list-style-type: none"> o Outstanding Teacher/Trainer of the Year o Training Initiative of the Year 	At least 1 application for VTA	DVC, TAFE	TAFE 3.4, 7.5	May 2006
		6.2	Teaching staff applications supported for the following Swinburne TAFE awards: <ul style="list-style-type: none"> o Teacher Trainer of the Year o Judith Bissland Innovation Scholarships with further support provided for nomination to the VC's Awards for : <ul style="list-style-type: none"> o excellence in teaching and learning o excellence in innovation 	At least 15 applications for Swinburne TAFE/VC's awards			TAFE 3.4, 7.5

STRATEGIC GOAL 3 2006-2008

TO IMPROVE NEXUS BETWEEN RESEARCH AND TEACHING		<p>Three-year outcome measures</p> <p>1 Research conducted into learning and teaching practice and procedures</p> <p>2 Learning and teaching practice informed by current discipline-and industry-based research</p>	<p><i>Linkages to University strategic themes</i></p> <ul style="list-style-type: none"> • Focused in research <p><i>Linkages to National Strategies for VET</i></p> <ul style="list-style-type: none"> • Enable training providers and brokers to partner with industry to drive innovation • Strengthen industry's role in anticipating skill requirements and developing products and services to meet them
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2006 Focus		2006 action		2006 target	Accountability	Links to other plans	Expected completion
1	Facilitate making explicit, within the Division, conversations about the scholarship of contemporary VET teaching and learning	1.1	Establish (April 2006) and regularly convene a TAFE Division Teaching and Learning Roundtable with representation from each School and key support units	T&L Roundtable to meet 4 times per year	DVC, TAFE	U 1.2 TAFE 1.11	Dec 2006
2	Improve student learning generally, by communicating the results of current practices of TAFE Division staff in teaching and learning to a larger audience.	2.1	Conduct Swinburne TAFE teaching and learning showcasing event as a vehicle to share and celebrate good practice	At least one major T&L Forum conducted	DVC, TAFE	U 1.2 TAFE 1.5	Nov 2006
		2.2	Presentation of papers contributing to the scholarship of VET teaching and learning practice at State/National/International conferences	At least 2 papers presented		U 1.2, 2.3 TAFE 6.2	Dec 2006
3	Identify and respond to current and emerging industry needs through the development of new and customised products and services	3.1	Working with local supply chains, skill ecosystems and/or industry clusters participate in cooperative strategies for innovative training product/service development across supply chains or networks of suppliers	At least 2 projects	DVC, TAFE PVC, IE	U 4.2 ICE 2.5 TAFE 7.4	Dec 2006

STRATEGIC GOAL 4 – 2006-2008

TO IMPROVE EMPLOYMENT OUTCOMES AND COMMUNITY ENGAGEMENT		<p><i>Linkages to University strategic themes</i></p> <ul style="list-style-type: none"> • Entrepreneurial in endeavours • Engaged with industry and community <p><i>Linkages to National Strategies for VET</i></p> <ul style="list-style-type: none"> • Make a sustained investment in TAFE • Enable training providers and brokers to partner with industry to drive innovation
Three-year outcome measures	<ol style="list-style-type: none"> 1 Percentage of TAFE graduates in employment or further study, as measured by NCVER, sustained at 98%, or above annually 2 Employability skills explicit in learning and assessment strategies for all courses 3 Achieve continuous improvement in employer satisfaction with achievement of ratings to 85% satisfaction on all areas surveyed 4 Implementation of Wurreker Plan 2006-08 	

2006 Focus		2006 Action		2006 target	Accountability	Links to other plans	Expected completion
1	Support the implementation of Wurreker including support for the Indigenous Education Strategic Initiatives Program	1.1	Agree a 2006-08 Wurreker Implementation Plan that includes contribution to the Wur-cum-Barra employment plan	Plan agreed and submitted to OTTE	DVC, TAFE	U 4.5 ICE 3.2	Mar 2006
		1.2	Delivery of training consistent with the Wurreker Regional Training Plan	PA delivery targets met		TAFE 2.2	Dec 2006
2	Building on outcomes of 2004/05 pilot projects commence process of embedding Employability Skills Passport within all courses	2.1	Incorporate the Swinburne Employability Skills Passport as a tool for recording demonstration of employability skills explicit within the design of learning and assessment experiences for training package qualifications implemented in 2006 for which employability skills have been specified	Incorporated in design and implementation of new TP quals and/or curriculum where specified	DVC, TAFE	U 3.1 TAFE 1.8	Ongoing
3	Improve the level and nature of data collection in relation to employer satisfaction with training provided.	3.1	Develop and trial a standardised instrument for measuring and reporting employer satisfaction with training provided	Trial to include at least one course area in each School, with preference given to courses involving apprenticeship/traineeship delivery	DVC, TAFE VC	TAFE 2.7	Nov 2006

STRATEGIC GOAL 5 - 2006-2008

TO IMPROVE SWINBURNE'S INTERNATIONAL PERFORMANCE			<p><i>Linkages to University strategic themes</i></p> <ul style="list-style-type: none"> • International in outlook <p><i>Linkages to National Strategies for VET</i></p> <ul style="list-style-type: none"> • Facilitate access to international markets
Three-year outcome measures	1	Internationalisation principles embedded into course accreditation processes	
	2	Transnational quality strategy principles applied to off-shore delivery of TAFE qualifications	

2006 Focus		2006 Action		2006 Target	Accountability	Links to other plans	Expected completion
1	Enhance the flexibility of courses offered by the TAFE Division to assist students to succeed in a global environment	1.1	Within curriculum development and accreditation procedures for Swinburne accredited TAFE Awards, identify strategies to embed practices for internationalisation of student learning experiences	Revised procedures agreed by BTS	DVC, TAFE	U 5.4 TAFE 5.7 SA 4.1	Sept 2006
		1.2	Plan and implement targeted projects to enrich the experience of domestic and international TAFE students	At least 4 international enrichment projects implemented and evaluated	DVC, TAFE	U 5.4 TAFE 5.5 & 5.7 Int 5.3	Dec 2006
2	Recognise and meet the needs of on-shore international TAFE students	2.1	Develop an on-shore international student learning support plan	Plan agreed by BTS	DVC, TAFE	Int 5.3 SA 1.2	Nov 2006
3	Enhance quality assurance processes for transnational delivery of TAFE qualifications	3.1	Develop, and embed within relevant policies and procedures, TNEP approvals process for off-shore delivery of TAFE qualifications	Approvals process agreed by BTS	DVC, TAFE	SA 4.1 Int 4.3	Sept 2006