

# Increasing Student Retention and Completion

Gail Eaton-Briggs, TasTAFE

# TasTAFE

Skills. Opportunities. Futures.

TasTAFE is the largest registered training organisation in Tasmania, and is proud to deliver more than 370 nationally accredited and industry-endorsed qualifications.

Our VISION is to enable Tasmanians to gain the skills and *qualifications* needed for the state's workforce and the community to succeed and prosper.



# OUR REACH

- West Coast and Queenstown mine closures
  - Port Arthur Historic Site we don't train ghosts... (just tourism and hospitality training!)
  - Antarctic Division everything from hairdressing to high risk licences
  - North west farms, dairies and agricultural properties
  - Child care children's services training around the state
  - Training for mechanics
  - Trade Training Centres
- And much, much more...



# 2014 - At a Glance

13

Campuses

28,841

Students

50+

Nationally recognised and locally  
recognised skill sets

370

Training package qualifications and  
courses on scope

1,956

Students (interstate and overseas)

20

Non-accredited courses



*TasTAFE .....*

*The Journey - 2007 - 2015*



*Take note of the Dates!*

2007

*Announcement of upcoming reforms to Post Year 10 sector*

2008

*Transition to Polytechnic/The Skills Institute/Academy*

*1st January 2009*

*Polytechnic, Academy and The Skills Institute start as  
Statutory Authorities established by three separate  
pieces of legislation*

*2010 Academy Board ceased*

*2011 Polytechnic Board ceased, staff transferred  
to the Department of Education*



*2011 - Virginia Simmons contracted to review  
the Provision of VET in Tasmania*

*2012*

*Report received*

*2013*

*Minister decides to have 1 provider*

*1st January 2013 -*

*New CEO starts to prepare for TasTAFE*

*1st July 2013 -*

*TasTAFE established by Training and Workforce  
Development Act*

- *Ministers Priorities*
- *Ministers Expectations*

8 years of:-

*Reforms, Policy Changes, Changes in Government,  
Ministers, Transitions to/Transitions from, Dividing staff  
up, Bringing them back together,  
Development of new cultures/ways of working,  
Different systems, client groups etc.*

# Changes in the Funding Environment



Hourly Rate	\$ 6.35	Based on 2014	
Funded Hours			
Funded Hours - Complete	3,000,000	2,500,000	2,500,000
Funded Hours Wtihdrawn		500,000	-
Funded Hours - Not starts			500,000
	3,000,000	3,000,000	3,000,000
Funding Received			
Funded Hours - Complete	\$ 19,050,000	\$ 15,875,000	\$ 15,875,000
Funded Hours Wtihdrawn	\$ -	\$ 1,587,500	\$ -
Funded Hours - Not starts	\$ -	\$ -	\$ -
	\$ 19,050,000	\$ 17,462,500	\$ 15,875,000





Tasmanian  
Polytechnic

Tasmanian  
Skills Institute



## 2013 - The elephant in the room







# We needed a targeted approach

## OneTAFE, One Team, VALUES & CATs

Our One TAFE. One Team approach has been instrumental in bringing together the identity, workplace practices and staffing resources of the two previous organisations AND focusing on the funding challenge.

In the first 2 years of operation, TasTAFE has deliberately and systematically gone about bringing two cultures together in a transformational change that not only created "*TasTAFE the organisation*," but the concept and practice of One TAFE, One Team. The CATs have been an integral part of that.



# *THE CATS JOURNEY STARTS*

COMPLETIONCAT	February 2014
ADMINCAT	February 2014
MANAGECAT	May 2014
VETCAT	June 2014
CURCAT	June 2014
GROWCAT	March 2015
LEADCAT	July/August 2015
MANAGECAT *	September 2015



# COMPLETIONCAT RESPONSE RATES

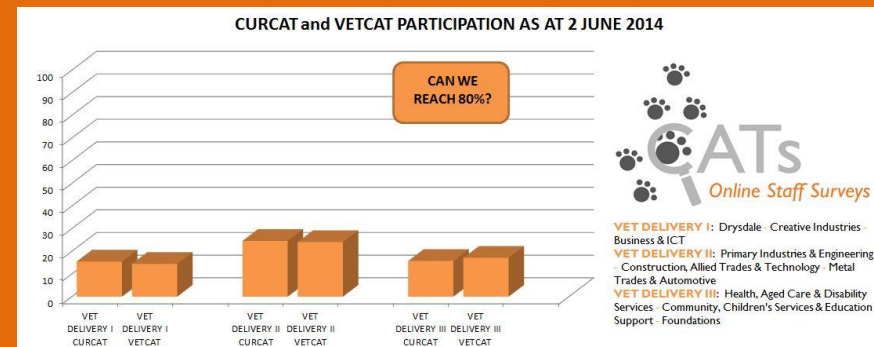
**587 staff -  
68%**



# This did not happen by accident!

Key to success:

- Planning
- Pre launch awareness campaign
- Regular communication
- Interesting graphics
- Friendly rivalry
- Humour
- Personal approach
- Rewards
- Chocolate!

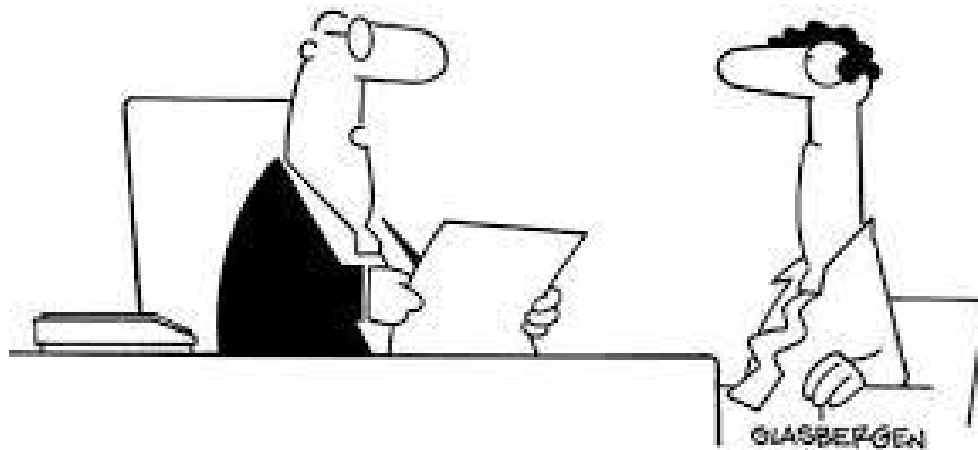


# Multiple Benefits

- Individual development conversations
- Individual Project – Student Success Project
- Assisted TasTAFE to deliver public value
- Influenced the redesign
- Impact on funding

# *Individual Development Conversations*

## *my* PLAN



"You participate with enthusiasm during staff meetings and never hesitate to offer a creative suggestion or opinion. That has to stop."

# The Successful Student Project

- Review TasTAFE PD Framework, including focus on mentoring
- Leverage off regional network and facilities for better community engagement
- Review student support
- Introduction of Virtual Learning Environment
- Staff connection to strategic and profile planning



# 4C's (Continuing CATS Conversation Committee) Meeting Minutes – 17 July 2015

## COMPLETIONCAT Update

- Partnership Framework drafted
- RFT for complimentary student support services goes live on 25 July 2015
- Web page will go live next week providing further details.
- Media release and briefing note and have been passed to the Minister's office
- Info sessions open to general public across 6-7 August (Hobart Launceston and Devonport)



- 8 organisations, each with a strong presence in Tasmania have lodged submissions for the RTF, with each of the service categories attracting at least one submission, with an average of 4 submissions for each service.
- Panels have been formed to evaluate the submissions and select preferred providers
- Submitters include: OzHelp, Colony 47, Life Without Barriers, MI Fellowship, Relationships Australia, Incolink, Independent Living Centre, Autism Tasmania.

# Creating Public Value

## PLANNING & STRATEGY



## The Strategic Triangle

*Creating Public Value, Mark H. Moore*

# Responding to external influences ....

## Market, Funding Policy

- Tasmania needs increased participation in VET
- TasTAFE competes for students
- TasTAFE will be more sustainable if we have more participation and completions
- TasTAFE needs to be active, not passive in encouraging increases in participation and completion

# Case Study – Creating Public Value through the CATS

- Legislation says we need to.....
- Minister for State Growth Priorities say we need to .....
- Minister for Education and Skills Expectations say we need to .....
- Board's Corporate Plan says we need to .....

# An example

- Minister's Expectation is that activity will promote participation in training, equity and delivery of services in markets, all of which will contribute to Tasmanian Workforce Participation
- Corporate Plan has a Key Target Area Participation to Completion
- The Goal is: TasTAFE systems, facilities and staff enable and support students to participate in training that benefits individuals, industry, employers and community through to completion
- Our operational capacity needs to be aligned accordingly

# Our Operational Capacity

- Is contributed to by many aspects – technology, infrastructure, human capability
- It makes sense then to measure human capability to ensure it aligns with the other points of the Strategic Triangle

## PLANNING & STRATEGY



## The Strategic Triangle

Creating Public Value, Mark H. Moore

Source: Kuczmarski 11/3/2014

To support participation to completion relies on many things including

The capability and skills sets of staff to:

- ensure customised student support
- understand student needs, motivations and behaviours

# Tactics based on COMPLETIONCAT data

	National Average	TasTAFE	What did we do
Ensure Customised Student Support	53%	53%	Redesigned student support area to include support for teachers  Tender for additional specific support services  Capability & Development Coaches
Understand student needs, motivations and behaviours	49%	49%	Mystery Shopping Competitor Analysis Student Focus Groups Capability & Development Coaches Retention piece



# COMPLETIONCAT CONNECTS TO SYSTEMS, CORPORATE PLANS ETC



# Using the data to shift approaches to learning & development

## TasTAFE's COMPLETIONCAT REPORT TOLD US:

- The staff have an appetite for learning and development
- Their preferences for learning and development
- Their perceived barriers to them participating in development

- Staff rated the amount of assistance provided by the organisation for developing skills for improving student retention levels and increasing student completion rates as **48.4%**
- Staff told us that:
  - Location impacted on their ability to access PD – **59%**
  - Cost impacted - **68%**
  - Timing impacted – **70%**
  - Their preference for the timing of development is in work hours – **95%**

- The perceived barriers of location, timing and cost can be largely addressed by adopting 70:20:10
- A significant proportion of our staff identified that they prefer to learn with their work colleagues or on their own where the learning emerges and cannot be predicted (reflecting, concluding, experimenting)

- TasTAFE adopted the 70:20:10 Learning and Development Model (Jennings) & created some features in our redesigned organisation



# Impact on Organisational Design



## Entry

- Multiple methods are used to engage with potential students and employers
- Entry to TasTAFE Unit



## Retain

- Relevant and high quality training is provided by well supported and capable teachers and appropriate contemporary student support systems.
- Student and Teacher Support
- Student Experience



## Exit

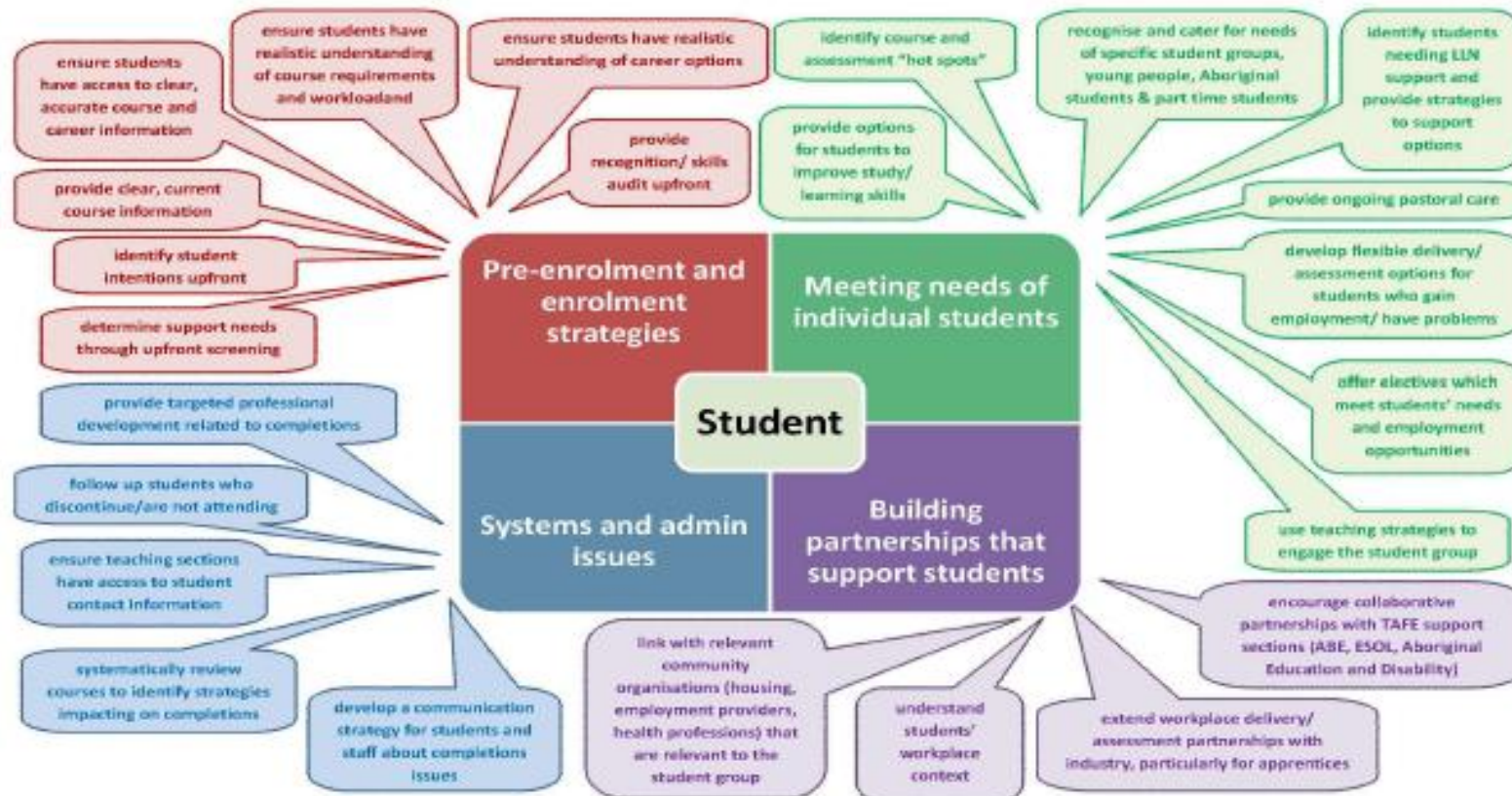
- Student Alumni
- Future Students Focus - Targeted pathway progression

# How do we know that we are making a difference?

- Response rates
- Stocktake of initiatives
- Linked the CATS to overall workforce development tool “My Plan”
- Common language
- Longevity of the initiative
- Multiple benefits – Public Value Model
- Linkages – between CATS – 70:20:10
- Influenced redesign – specific focus on student experience
- 2015 EOY completion rates will be a key indicator



# Could we do this without COMPLETIONCAT?



TAFE NSW, Getting Clever about Completions, 2011  
<https://www.tafensw.edu.au/about/overview.htm>



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Hi Gail

Rosemary and I have been reflecting on the Retention group you have put together and the work Claire has done so far. We think this project is a very significant one for the organisation and want to support it as much as we can. Our feeling is that we might benefit greatly by slowing things down a little and buying some time to do a few things including:

- Involving some on-the-ground staff from Student Services, VPELS and a teaching team or 2
- Really getting a handle on our internal perspective of the current issues for TasTAFE students
- Perhaps tabling and thrashing out some more of the research
- Drafting some graduated steps for group membership and action (ie, perhaps we bring marketing and business growth in when we are looking at certain aspects about attracting students and the alumni, but not when we are focussed on how we retain the students who have already enrolled with us). I think this would mean there is a core group membership and then the flavour and make-up of the group moves a bit for different focus

We think this is a great initiative that has perhaps lost some of its importance by being convened at a time where many, many priorities are floating around. We are a little concerned that it is not getting the attention and detailed response it deserves

# MEASURING SUCCESS

We measure success, outcomes and client satisfaction and have a continuous improvement focus.

To ensure our clients are satisfied with the outcomes of their experience and training we use a range of measures including specific strategies used to collect data:

- Annual Learner and Employer Satisfaction Surveys
- Feedback and Complaints Management
- Measuring staff capability through



at 2-3 year intervals



Questions?



Thank you