

TAFE Directions Election 2007

'BALANCING TERTIARY
EDUCATION'
Making Skills an Equal
Career Choice

A skilled future for all Australians

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TAFE DIRECTORS AUSTRALIA

Ideas • Inspiration • Innovation



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TAFE DIRECTORS AUSTRALIA

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CEO Message to all Legislators and Political Parties

TAFE DIRECTIONS is a set of priority resolutions for action by the incoming Australian Government.

The skills crisis in Australia has arisen because training and skills have taken a back seat to school and university education for too many years.

Investment in education has become unbalanced – and while TAFE does not deny schools nor universities their boost in funding – skills has become a sad poor cousin.

Demand for TAFE services from individuals and industry is strong and growing. TAFE Institutes are responding successfully to rapidly changing skill needs – from entry through to higher skill levels. However, increasing demand for skills training, coupled with changing expectations from clients across virtually all aspects of training delivery, is stretching TAFE

to its limits. Current government policies on infrastructure fund and governance arrangements, as well as the delivery of upper secondary skills training and of higher level skills, are also hampering TAFE institutes' flexibility and growth capacity.

Engaging TAFE Institutes in the nation's skill building effort will be fundamental to resolving skill shortages and building a more productive and competitive industry base.

TAFE Directions: Balancing Tertiary Education is about making skilling an equal 'First Choice Career'. This election manifesto has been developed by TAFE Directors Australia (TDA) – which represents Australia's 57 TAFE Institutes with an enrolment of more than 1.68 million students.

PRIORITY RESOLUTIONS

RESOLUTION 1 – Increasing TAFE capability

TAFE Institutes have responded to industry and community demands and significantly expanded their operations over recent years to now enrol more than 1.68 million students a year. However, continued growth and improved capability will depend on increased and sustained funding for new technologies and delivery processes. TAFE Directors Australia calls on the incoming Australian Government to commit to establishing a TAFE Endowment Fund in light of the \$6 billion Higher Education Endowment Fund.

RESOLUTION 2 – Enhancing TAFE autonomy

TAFE Directors Australia initiated detailed proposals on the reform of TAFE in its White Paper to COAG (March 2007). This reform measure was informed by the Smart State Skills Review in Queensland (March 2006), the IPART NSW Report (December



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2006) and consultations across the TAFE Institute network. TAFE Directors Australia calls on the incoming Australian Government to commit to working with the states and territories to bring about increased autonomy for TAFE institutes, ensuring the maximum flexibility to respond to changing workforce skill needs.

RESOLUTION 3 – Litmus Test for Success in upper level secondary skills training

The existing upper secondary education models are not meeting today's challenges in sufficiently motivating young people to view TAFE skills training as an equal career choice.

International research indicates a number of key success factors for better engaging upper secondary level students in skills training.

TAFE Directors Australia calls for constructive, well-designed and innovative approaches to increasing opportunities for young people to enter into traditional trade and higher order skills training, with a greater commitment to involving TAFE institutes.

RESOLUTION 4 – Unlocking pathways to higher level skills

Current TAFE delivery of higher level skills training has been hampered by funding levels and restrictions on TAFE Institutes in various states. This is despite demand by TAFE students, and at a time when the nation is short of higher level skills.

TAFE Directors Australia calls for a stronger focus on the delivery of higher level skills training in TAFE institutes, including freeing up the transition from VET to university, and enabling TAFE Institutes across all states and territories to deliver degrees.



TAFE DIRECTIONS is a set of **priority resolutions for Australia's incoming Government** which gives direction for engaging TAFE Institutes in higher level skilling and creating relevant, accountable public educational skill Institutes that are proudly Australian and world class in achieving 21st Century quality skills.

Balancing tertiary education will be a big election issue, and the challenge for an incoming government is to make TAFE an equal career choice.



TAFE Directions: Balancing Tertiary Education

1

Increasing TAFE capability

Current situation

Growing demand

- > Demand for TAFE services from individuals and industry is strong and growing.
- > TAFE is the major brand for Australian vocational education and training, and a key player in Australia's tertiary education sector.

A record 1.68 million students enrolled in publicly provided training in 2006¹ – around one in nine working age people. Of these, TAFE directly or indirectly met the training

¹ Australian vocational education and training statistics – Students and courses 2006, NCVER, July 2007

needs for some 85% or more of traditional skills training and is a dominant market share player for training across industry and in lifelong education for adult education. Through its 57 Institutes, TAFE provides skills training from entry level through to advanced skill levels across all industries, for all socio-economic groups.

Changing demand

- > TAFE's services are constantly changing and developing to meet emerging industry requirements and learner expectations.
 - > Skill shortages are driving demands for more entry-level training and pressure is growing to address emerging skill-training needs at the higher end of the skills spectrum and for the existing workforce.
- > Industry is expecting more innovative and customised skills development – increasingly delivered in the

workplace and based around new industry technologies.

- > There is strong demand for TAFE to forge partnerships with individual enterprises, establishing joint training arrangements at the enterprise level and developing innovative workforce development solutions, with potential training spin-offs.
- > At the regional level, there are growing demands beyond traditional trade training.
- > TAFE has also established itself as a global provider of vocational training services and the first choice for many overseas students - both domestically and offshore²- with demand forecast to increase at a fast rate over the next few years.

- > These represent huge new opportunities and challenges for TAFE Institutes and their workforces.
- > The same challenges are placing heavy demands on existing infrastructure and resources, which have been largely geared to more traditional entry-level and classroom-based delivery.

Current funding arrangements

- > Historically, about 60% of total government outlays on education have gone to schools, nearly 20% to universities and only a little over 10% to TAFE³.
- > The Australian Government

² TAFE Australia National Capability Report 2007. TAFE Directors Australia, September 2007

³ CEET's stocktake: the economics of vocational education and training in Australia. C Selby Smith et al. S Leabrook. NCVER 2001



provides \$185 million per annum for VET capital works, the majority of which flows to TAFE Institutes.

- > However, this is insignificant when contrasted to the Australian Government's recently announced increase in infrastructure funding to universities of \$6 billion through the Higher Education Endowment Fund, and \$530.9 million to the school sector for 28 Australian Technical Colleges.
- > The Federal Government currently provides approximately one third of the total TAFE recurrent funding of \$1.2 billion a year, supplementing state/territory funds. This amount is considerably lower than other tertiary funding and is driven by an outdated hours-based on-campus funding model.

In comparative terms, TAFE training is under-funded relative to other higher education organisations. Take for example the funding per head, per year, for engineering students – university vis-à-vis TAFE. Such massive discrepancies are hard to justify or to understand, especially when engineering provision is at the higher end of VET skills provision.

	University	TAFE
Funding allocation	\$12,476	\$8,915
HECS	\$7,118	
Total	\$19,594	\$8,915

What TAFE Directors Australia wants

- > We need new strategies and approaches to increase TAFE capability to meet emerging industry needs and to create a viable TAFE into the future.
- > A critical and urgent first step is a new funding model for TAFE Institutes.
- > TAFE Directors Australia calls on the incoming Australian Government to commit to establishing a TAFE Infrastructure Endowment Fund to keep TAFE Institutes internationally competitive and to encourage closer working relationships with industry clients. This should at least match the \$6B Higher Education Endowment Fund.
- > The Endowment Fund would fund TAFE Institutions to:
 - (a) upgrade buildings and equipment, with a focus on new technologies, higher level skills training, enterprise partnerships and workplace-based delivery, regional capacity-building and international delivery
 - (b) develop IT infrastructure and related administrative systems
- > At the recurrent level, the hours-based on-campus funding model requires urgent review. This should be a priority focus for the next three-year Commonwealth-State VET funding agreement, due to be renegotiated next year.

Why we want it

- > Equipment, facilities and supporting technology play a critical part in the overall range and quality of training that can be offered by TAFE. They have a major impact on TAFE's attractiveness to clients and its capacity to compete with non-publicly funded providers.
- > TAFE needs to be able to offer the best in modern infrastructure and training facilities to attract industry and international clients and to maximise the return on government expenditure. With international capability increasingly being sought for TAFE Institute collaboration offshore, this would create significant public dividends in Australian education and export earnings.
- > TAFE's future growth capability depends on more sustained funding for new technologies as part of infrastructure renewal, as well as a more relevant basis for recurrent funding.
- > A modern and effective TAFE system will provide real benefits for Australia through increased employment participation, improved productivity and economic growth and ultimately greater global competitiveness.



2

Enhanced TAFE autonomy

Current situation

Current TAFE governance arrangements

- > Today's employers and workers demand flexible and responsive training solutions. To meet these needs and to remain competitive – both domestically and internationally – TAFE needs a strong business focus and the capacity to act quickly and decisively.
- > Currently TAFE Institutes operate under differing governance arrangements across states and territories, for example:
 - o Victorian TAFE Institutes have been self-governing under an incorporation model for 10 years,
 - o Western Australian TAFE colleges are statutory corporations, while in remaining states TAFE Institutes operate under various departmental arrangements,
 - o TAFE Tasmania is a statutory Authority with a Board responsible for the achievement of the Corporate Plan and the proper administration of assets.

Staff are employed as State Public Servants with some employment powers delegated to the CEO;

- o The Canberra Institute of Technology is a statutory authority, and
 - o Across several states, TAFE Institutes still require the approval of state ministers and/or bureaucrats for a wide range of day-to-day operational decisions.
- > The current arrangements are piecemeal, and from a business operating environment neither ideal nor conducive to current VET marketplace competition.
 - > Australian universities currently enjoy self-governance under individual incorporation, as do private providers. As TAFE's major domestic competitors, this puts individual TAFE Institutes at a major disadvantage.
 - > Internationally, most vocational institutes also enjoy broad self-governance responsibilities for employment, general and financial management.

Recent progress

- > TAFE Directors have advocated a 'self-governance' model to enhance financial accountability and operational performance.
- > TAFE Directors Australia initiated detailed proposals on the reform of TAFE itself, in its White Paper to COAG.⁴ This reform measure was collated from the Smart State Skills

Review in Queensland⁵, the IPART NSW Report⁶ and consultations across the TAFE Institute network.

- > In September 2007, the Australian Chamber of Commerce and Industry (ACCI), joined the call for TAFE reform. ACCI urged Australian Government contribution to the initiative, and effective 1st July 2008, for the measure to be part of micro economic reform funding to support state and territory governments to proceed with a national uniform self-governance standard for TAFE Institutes.
- > Both the Federal Government and Opposition parties have supported the call for greater autonomy and self-governance for TAFE Institutes. The Howard Government has made it clear it would be seeking this in forthcoming Commonwealth-State funding negotiations with the States.
- > Several state and territory governments have also supported TAFE Institutes moving to self-governance, for example: Queensland is moving ahead to pilot an independent commercial governance model for TAFE Queensland in three Institutes.

⁵ Queensland Skills Plan. Queensland Government Department of Employment and Training, March 2006

⁶ Up-skilling NSW. How vocational education and training can help overcome skill shortages, improve labour market outcomes and raise economic growth. NSW Independent Pricing and Regulatory Tribunal, December 2006

⁴ Investing in Productivity? Engaging TAFE to accelerate workforce development and job participation. TDA, March 2007



What TAFE Directors Australia wants

- > TAFE Directors Australia strongly advocates a move to all TAFE Institutes having at least an equal level of autonomy to universities in deciding their future.
- > TAFE Directors Australia calls on the incoming Australian Government to work with state and territory governments to achieve a national uniform self-governance standard for TAFE Institutes, and to accelerate this move through provision of micro economic reform funding.
- > Key features should include incorporation, governance by a Board of Directors, capacity to employ own staff and to determine strategic directions within the policy context of a government-owned institute.

Why we want it

- > The new form of TAFE needs to be flexible, adaptable and accountable.
- > Autonomous TAFE Institutes will be able to be more responsive and accountable to the demands from industry and the community in what is now a very challenging and competitive market - benefiting clients, industry and its public owners.
- > Greater autonomy would allow TAFE Institutes to:
 - o develop closer working relationships and partnerships with local business and industry, to customise training to better meet local enterprise and individual requirements and provide early warning of skill shortages,
 - o encourage better flow of information and personnel between industry and TAFE,
 - o become more entrepreneurial and less bureaucratic,
 - o enhance their asset management, and
 - o lift overall investment in skilling.
- > The result will be a stronger capacity to support the full range of skilling demands from individuals and business and create a more viable TAFE network.



3

Litmus Test for improving upper level secondary skills training

Current Situation

Pressing demands

- > Successful engagement of Australia's young people in skilling and development is a pressing national priority.
- > Skill shortages across most areas including the trades and the professions are currently restricting industry's growth opportunities, cost efficiencies and international competitiveness. These skill shortages are forecast to increase in the future.
- > COAG, in its Human Capital Agenda, recognised the important link between youth engagement, skilling and development and national workforce productivity.
- > However, Australia's school retention rates at the upper secondary level are well behind those of other Organisation for Economic Co-operation and Development (OECD) countries. The existing upper secondary educational models have failed,

not only in achieving acceptable school retention rates, but also in sufficiently motivating young people to engage in technical skills related training.

Funding for upper level secondary skills training

- > Federally, both major political parties have made multi-million dollar forward spending commitments on technical schools. The Howard Government has committed some \$531 million towards 28 Australian Technical Colleges (ATCs) – with pledges to extend ATCs – while Labor has pledged \$2.5 billion to fund trade centres across Australia's 2,650 secondary schools. While some ATCs have formed links with individual TAFE Institutes, neither side of politics has so far adequately incorporated TAFE Institutes into these initiatives.
- > Several states have also developed alternative upper secondary skilling models, for example:
 - o in Victoria, 5 vocational centres for upper secondary students have been planned at a cost of \$35 million, and
 - o in NSW, the government has pledged to proceed with technical colleges, linked with TAFE colleges.

TAFE and young people

- > TAFE has a long history of involvement with young people and adults, and in re-engaging them in vocational education. In contrast, school-based education

is more focused on university pathways.

- > In the European Union (EU), successful collaboration has been introduced between skilling institutes and schools through technical colleges. Close collaboration and co-location with skill institutes have been keys to their engagement success for youth and skills.
- > TDA calls for constructive and well designed innovative approaches to increase opportunities for young people to enter into traditional trades and higher order skills training. However, the evidence thus far is that TAFE-excluded solutions ignore EU experience, and do not work as well.
- > We clearly need to find better ways to engage young people in skills training.



What TDA wants

- > TDA wants improved access to skill formation for upper secondary level students. We believe, as do the Government and Federal Opposition that the key starting point has to be at the upper secondary level.
- > A critical first step is for the Australian, state and territory governments and the Federal Labor Party to review their current policies concerning school-based trade centres and adopt international best practice by recognising the value of creating or co-locating trade centres in TAFE Institutes.
- > TDA has identified '11 Key Success Factors' to underpin effective skills education at the upper secondary level. These are based on international research, pedagogical observation, and reviews of how upper secondary level skilling can be broadened – and made more popular – to better meet the needs of young Australians interested in building vocational skills. We believe these success factors should be used to inform benchmarks against which upper secondary skilling options are measured.

11 Key Success Factors for Upper Secondary Skilling

- 1) To attempt to maximise outcomes for students socially, occupationally and educationally with a set of extra curricula activities, and utilise sport and outdoor education as areas to promote social skills and teamwork.
- 2) To utilise applied and project based methodology.
- 3) To adopt a view that basic literacy and numeracy are fundamental skills for further education.
- 4) To develop an environment that demonstrates to students and parents that vocational pathways have parity in outcome and esteem with parallel academic programs.
- 5) To receive adequate and sustainable levels of funding.
- 6) To have access to a strong pastoral care and personal concern counselling services.
- 7) To have a substantial general education program that is occupationally relevant but can lead to further study.
- 8) To be involved in a social partnership with employers, educationalists and the community.
- 9) To provide work experience.
- 10) To have a clear identity, which builds student self-esteem and a sense of pride, encompassing work based learning, respecting the unique needs of all students.
- 11) To focus on a student's individual needs and interests.

Why we want it

- > We need to continue to encourage young people to remain engaged in education and enhance their interest in skills training so we can build our skills base and enable Australian industry to remain competitive in an increasingly global economy.
- > The Government has committed a large amount of funding to

this endeavour and the Federal Opposition has pledged an even higher level of funding.

- > Both major political parties risk sending students, parents, teachers and schools into dead-end skills experiences unless TAFE's role in this area is acknowledged and the key success criteria are followed before future spending is committed.



4

Unlocking pathways to higher level skills

Current Situation

Changing skill needs

- > Industry skill needs are changing, with the emergence of many new highly skilled technical jobs and skill sets at the paraprofessional level and above.
- > Higher level skills as well as trade skills are in demand, with tradespeople, technicians, paraprofessionals and many professionals in shortage.
- > A major industry body has predicted fewer unskilled positions and higher numbers of technicians and paraprofessionals in the future, with skills needing to be updated more frequently.⁷
- > Recent CEET Monash University research⁸ has also predicted a significant shortfall of higher level VET qualifications over the next decade.

Current sectoral divide

⁷ World Class Skills for World Class Industries. Employers' perspectives on skilling in Australia. Report to the Australian Industry Group. The Allen Consulting Group, May 2006

⁸ Qualifications and the future labour market in Australia, C Shah and G Burke. Centre for the Economics of Education and Training, Nov 2006

- > Australia has created a sectoral divide in its tertiary education – higher education is traditionally associated with universities and vocational training with TAFE.
- > TAFE can deliver Diploma and Advanced Diploma skills training, however this is still relatively poorly funded relative to lower level entry level funding.
- > Higher level Degree programs have largely been quarantined to universities, other than in a few jurisdictions where TAFE institutes can apply to deliver Degrees. This is despite clear demand from industry and students to broaden TAFE provision in this area.
- > The new types of skills needed in our changing economy call for a re-think of this divide and of the way that higher level skills are delivered.

Emerging challenges

- > There is capacity to further expand TAFE's current delivery of higher level vocational qualifications by addressing skill requirements that bridge the divide with university studies (for example in accountancy, engineering, the health sciences and building) and by creating alternative pathways to professional skills.
- > This would meet demand from both industry and students, at a time when the nation is short of higher level skills.
- > If TAFE is to better meet workforce demand and reskilling needs, it must be able to provide a full range of solutions for paraprofessionals

and those seeking to move to professional roles. This includes delivery of Associate Degrees and more applied Degrees as well as fast-tracked pathways to higher education.

Streamlining vocational regulations

- > However a range of Australian, state and territory government regulations have led to discrepancies in the regulations covering TAFE and universities. Most importantly, current regulations restrict TAFE Institutes in various states from delivering higher education qualifications beyond Advanced Diplomas.
- > The Howard Government has signalled the need for closer linkages between universities and TAFEs. It has outlined a model where both sit 'side by side' in the delivery of seamless educational and training outcomes, with greater linkages between courses, campuses and skills of TAFE Institutes and universities. The Federal Opposition also supports more streamlined arrangements.



What TDA wants

- > We need more high level skills training – at paraprofessional and professional levels, aligned to industry skills needs - to meet growing enterprise demand and learner expectations.
- > In addition to expanded delivery of higher level VET qualifications, TAFE should be given the legal power in all states and territories to issue higher education Diplomas and Degrees to maximise its skills services to clients.
- > TAFE Directors advocates speeding up the review of vocational regulations by states and territories to enable TAFE Institutes across Australia to deliver higher education Diplomas and Degrees to better support paraprofessional and higher level pathways.
- > We also need closer linkages between universities and TAFE institutes and clear strategies to streamline and fast-track processes for seamless educational pathways.

Why we want it

- > There is scope for a richer and more diverse higher education sector in this country - a system that provides greater access to higher levels of education and training.
- > Streamlining vocational regulations would balance tertiary education opportunities and access to skills, and underpin an expanded workforce skills base.
- > TAFE students have the most diverse make-up of all post secondary students. By enabling TAFE Institutes to offer higher education at the Associate Degree and Degree level, we will be opening up higher-level skills options to a much wider range of students.
- > Vocational education students are the workers of the future. Many are being educated for jobs that have not yet been invented. They need access to higher education that balances practical and knowledge-based learning and more applied Degrees to meet this requirement.
- > There are considerable current barriers to TAFE students seeking access to higher education at universities. Increasing the range of higher level qualifications in TAFE Institutes and improving the links between TAFE and university training options will serve industry, students and the nation far better in the longer term.



Members of TAFE Directors Australia

TAFE Institutes and their campuses are located across Australia.

PACIFIC

Australia-Pacific Technical College
www.aptc.edu.au

ACT

Canberra Institute of Technology
www.cit.act.edu.au

NSW

TAFE NSW – South Western Sydney Institute
www.swsi.tafensw.edu.au

TAFE NSW – North Coast Institute
www.nci.tafensw.edu.au

TAFE NSW – Riverina Institute
www.rit.tafensw.edu.au

TAFE NSW – Northern Sydney Institute
www.tafensw.edu.au/nsit

TAFE NSW – Hunter Institute
www.hunter.tafensw.edu.au

TAFE NSW – Illawarra Institute
www.illawarra.tafensw.edu.au

TAFE NSW – Sydney Institute
www.sit.nsw.edu.au

TAFE NSW – New England Institute
www.newengland.tafensw.edu.au

TAFE NSW – Western Sydney Institute
www.wsi.tafensw.edu.au

TAFE NSW – Western Institute
www.wit.tafensw.edu.au

NORTHERN TERRITORY

Batchelor Institute of Indigenous Tertiary Education www.batchelor.edu.au

Charles Darwin University (TAFE Division) www.cdu.edu.au

QUEENSLAND

Metropolitan South Institute of TAFE
www.msit.tafe.qld.gov.au

Gold Coast Institute of TAFE
www.goldcoast.tafe.qld.gov.au

The Bremer Institute of TAFE
www.bremer.tafe.qld.gov.au

Southbank Institute
www.southbank.tafe.net

Southern Queensland Institute of TAFE
www.sqit.tafe.qld.gov.au

Tropical North Queensland TAFE
www.tnqit.tafe.qld.gov.au

Barrier Reef Institute of TAFE
www.barrierreef.tafe.qld.gov.au

Brisbane North Institute of TAFE
www.bn.tafe.qld.gov.au

Sunshine Coast TAFE
www.sunshinecoast.tafe.qld.gov.au

SkillsTech Australia
www.skillstech.tafe.qld.gov.au

Central Queensland TAFE
www.cq.tafe.qld.gov.au



SOUTH AUSTRALIA

TAFE SA – Adelaide South
www.tafe.sa.edu.au

TAFE SA – Regional
www.tafe.sa.edu.au

TAFE SA – Adelaide North
www.tafe.sa.edu.au

VICTORIA

South West TAFE
www.swtafe.vic.edu.au

Swinburne TAFE
www.tafe.swin.edu.au

Victoria University of Technology
(TAFE Division)
www.vu.edu.au/tafe

East Gippsland Institute of TAFE
www.egtafe.vic.edu.au

Bendigo Regional Institute of TAFE
www.britafe.vic.edu.au

Sunraysia Institute of TAFE
www.sunitafe.edu.au

William Angliss Institute of TAFE
www.angliss.vic.edu.au

Holmesglen Institute of TAFE
www.holmesglen.vic.edu.au

University of Ballarat
www.ballarat.edu.au/tafe

Box Hill Institute
www.bhtafe.edu.au

Wodonga TAFE
www.wodonga.tafe.edu.au

Goulbourn Ovens Institute of TAFE
www.gotafe.vic.edu.au

Chisholm Institute of TAFE
www.chisholm.vic.edu.au

Central Gippsland Institute of TAFE
www.gippstafe.vic.edu.au

Gordon Institute of TAFE
www.gordontafe.edu.au

Kangan Batman TAFE
www.kangan.edu.au

RMIT University
www.rmit.edu.au

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