

About TAFE

Mission and values

TAFE NSW is owned and valued by the people of NSW and supports the development of skills to sustainably increase productivity, prosperity and wellbeing.

TAFE NSW delivers services that support growing prosperity across NSW, to enable people to:

- successfully make the transition to further education and work
- Improve their skills and achieve higher level qualifications that meet the needs of industry.

We are committed to ensuring that:

- More young people complete vocational education and training
- More enterprises invest in training and workforce development solutions
- More people engage in training and improve employment opportunities.

Our brand values

- **Connected** - We connect with industry, community and business through mutually beneficial partnerships and global networks.
- **Empowering** - We foster skills and self-confidence through learning, and inspire individuals to achieve independence and prosperity.
- **Professional** - We are a respected global leader in vocational education and training. We are approachable, accessible and offer a level of service commensurate with an experienced and highly capable training organization.
- **Progressive** - Early adoption of learning technologies positions us as a leader and empowers our customers with choice and flexibility. Collaboration creates opportunities for growth and business improvement.

Overview

TAFE NSW is Australia's leading provider of vocational education and training with more than 800,000 enrolments each year. Whether you're an individual looking for your first job, a promotion, a career change or a pathway to a degree or you're an employer seeking training solutions for your workforce, TAFE NSW can deliver a range of courses and services to suit your needs.

Choice of program

TAFE NSW delivers a range of long and short courses that offer a choice of industry areas, learning styles and qualifications to suit your needs. Courses are offered full-time, part-time and flexibly through distance and online learning.

We offer over 1,200 nationally recognized vocational qualifications from Certificate I to Advanced Diploma level, as well as Graduate Certificates, Graduate Diplomas, Statements of Attainment and TAFE NSW statements. We also offer higher education qualifications at Degree level. A wide range of short courses offers professional development and career acceleration options.

Choice of study locations

Chances are that TAFE NSW will have a location that suits your needs. Courses are offered at over 130 campuses across NSW. TAFE NSW campuses are grouped by geographical regions into 'Institutes'.

- [Find a campus](#)
- Flexible study options

TAFE NSW Institutes deliver courses flexibly using the latest online teaching technologies. You have the freedom to attend colleges at times that suit your needs, or you can study at work, home or any other location when it suits you.

The Open Training Education Network (OTEN) also provides world-class distance education services and products through a range of media.

- [Flexible study options](#)

Meeting student and employer needs

TAFE NSW works closely with employers to provide you with skills to make you productive and competitive.

Nationally recognized qualifications offered by TAFE NSW are developed in consultation with industry. Courses are updated regularly to ensure their currency and relevance. When you graduate with a TAFE NSW qualification, you'll have gained skills and knowledge closely linked to your chosen industry's needs. Employers can be confident that you can perform tasks at a required industry standard.

TAFE NSW is committed to improving student outcomes to positively affect individuals and contribute to skills development for the productivity of NSW. A range of strategies were recommended by TAFE NSW Institutes in 2010 to improve qualification completions.

- Getting clever about completions

Recognition of prior learning and experience

At TAFE NSW, we understand that you may already have skills and knowledge gained from your work, previous study and life experience that are relevant to your course. If you can demonstrate you have already gained the equivalent skills or knowledge, you may be given an exemption for a unit of study or, in some cases, a full course.

- Recognition of prior learning and experience

Learning pathways

Whatever your stage of education or career development, TAFE NSW can provide you with valuable skills – whether you need training for your first job, are looking for additional skills to re-enter the workforce, change jobs or accelerate your career.

Whatever your situation, TAFE NSW provides various learning pathways available to help you achieve your goals. The skills and knowledge you gain during your career and education are recognized and can be credited towards future studies and qualifications. If you are a school or university student you may get credit towards a TAFE NSW course. Many TAFE NSW qualifications also give you credit towards degree studies.

- Learning pathways

Services for employers

Whether you're a small business, a community or government organization or a large corporation, we can help you map out your training needs and implement an appropriate strategy to suit.

Business consultants at each TAFE NSW Institute have extensive experience and expertise, developed through a wide range of successful work with private industry and government bodies.

- For employers Quality education

TAFE NSW offers quality education.

- All TAFE NSW Institutes are Registered Training Organizations (RTOs) and meet national quality standards which are part of the Australian Quality Training Framework (AQTF). These standards ensure the quality of vocational education and training services throughout Australia.
- TAFE NSW Institutes also have ISO 9001:2000 certification. This status demonstrates the ongoing commitment of TAFE NSW to quality management and continuous organizational improvement in order to provide better training outcomes for students.
- We support and foster innovation to enhance the quality of teaching and learning provided to our students. The TAFE NSW Quality Awards are held annually to recognize the contributions of TAFE teachers and staff. Introduced in 1995 by the NSW TAFE Commission Board, the awards support continuous improvement of our staff based on teamwork, a systematic approach and quality principles. By sharing the knowledge gained from team projects each year, we are able to support and foster further innovation, enhance the quality of teaching and learning provided to our students.

Organizational structure

TAFE NSW Institutes

TAFE NSW operates through its ten individual Institutes. There are four metropolitan and six regional Institutes with a total of over 130 campuses across NSW.

Institutes are the key point of contact for our customers. Each Institute offers a broad range of courses and specialist services to meet the needs of its customers, industry partners and local community.

Institutes play a strategic role in meeting state and national education priorities for vocational education and training. Institutes have also developed a strong global reputation through the delivery of educational services internationally and supporting international students studying vocational and English language courses in Australia.

The ten Institute Directors are members of the TAFE NSW Executive Group which works collaboratively on key issues and joint activities. This collaborative approach ensures a strategic approach to engagement with our key customers and stakeholders, transparency in decision making and accountability and efficiencies in systems and business processes.

Each Institute has its own website which provides specific information about its range of courses and services.

Institute	View map	Phone
<u>↗Hunter Institute</u>		131 225
<u>↗Illawarra Institute</u>		1300 766 123
<u>↗New England Institute</u>		1800 448 176
<u>↗North Coast Institute</u>		1300 628 233
<u>↗Northern Sydney Institute</u>		131 674
<u>↗Riverine Institute</u>		1300 138 318
<u>↗South Western Sydney Institute</u>		131 974
<u>↗Sydney Institute</u>		1300 360 601
<u>↗Western Institute</u>		1300 823 393

Institute	View map	Phone
↗Western Sydney Institute		131 870
Not sure which is your local Institute? Search for a TAFE NSW Institute or campus		

Institute Advisory Councils

Each TAFE NSW Institute has an Institute Advisory Council which provides input on community, business and customer needs and issues. They also offer direction for improving industry, community and student outcomes. Councils are made up of professionals drawn from a cross-section of industry and the community bringing a wide range of expertise and advice to each Institute.

Annual reports

Each TAFE NSW Institute produces an annual report and routinely conducts surveys and other benchmarking exercises to make sure that it is working to meet the expectations of community and industry in the local area.

Corporate Governance

Minister for Education

The Minister for Education is responsible for schools, TAFE, State Training Services, adult, community and migrant education and higher education in NSW.

Managing Director

The Managing Director of TAFE NSW is responsible to the Minister for managing and administering the public education and training system and for advice affecting all education and training in NSW.

TAFE Commission Board

The TAFE Commission Board makes recommendations to the Minister on policies, strategic planning, the efficiency and effectiveness of TAFE operations and management, TAFE NSW's commercial activities, and cross-sectorial issues.

- [The *TAFE NSW Strategic Plan 2011-2013* document developed by the TAFE Commission Board \(1.5MB\)](#)

The Board consists of ten part-time members. Members are drawn from industry, the education and training sector and the wider community on the basis of their experience and expertise.

Our history



TAFE NSW has been Australia's leading public vocational education and training provider for more than 100 years. Our experience means that you can be sure that each TAFE NSW Institute is professionally run, and highly competent in the delivery of education and training.

TAFE NSW evolved directly from the community. It has grown into the organization it is today by responding to, and preempting, community needs.

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- [The government steps in](#)
- [Adapting to a rapidly changing society](#)
- [TAFE takes a name](#)

- women's access...making history
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In the beginning

First represented by the apprenticeship system, which had become prominent in the 1800s because of a need to train unskilled convicts for a life in a new society, 'technical' education can be traced back to the Sydney Mechanics' School of Arts, 1833. Although firmly established before Australia's first university (the University of Sydney, opened in 1850), the Sydney Mechanics' School of Arts didn't run a recognized 'technical' class until 1865 when it offered Mechanical Drawing.

Through the middle of the nineteenth century, the Sydney Mechanics' School of Arts balanced its courses: popular music and dancing were offered, as were geometry and architectural drawing; public lectures were delivered as well as classes. Even from the early days the deliverers of technical education in NSW took the view that education should not only strengthen job prospects – it should enrich society.

Although essentially a private concern, technical education in NSW responded to community demand – appealing to those members of the public who were interested in science and art for interest's sake, as well as those who were interested in what was to become known as vocational training.

As technical education in NSW evolved, institutions such as the Orphans' Schools and the Female School of Industry came and went, all contributing components.

In 1878, the Committee of the School of Arts made what was to prove to be an auspicious decision – it formed the Sydney Mechanics' School of Arts Working Men's College. Sensibly referred to as Sydney Technical College, it occupied premises in Pitt, Sussex and Castlereagh Streets, and although it didn't train apprentices, it became the hub of activity for technical training.

The government steps in financial responsibility for the Sydney Technical College was assumed by the state government in 1883, but they appointed a distinct board – the Board of Technical Education – to operate it. This date has often been quoted as the year TAFE NSW was born, but this owes much to convenience and coincidence. When Australia emerged from a prolonged economic recession in 1908, the NSW Government set about looking for a way to promote technical education. They found that 1883 was a convenient date from which to mark an anniversary: '25 years of technical education'.

In 1889, the NSW Government, already financially responsible for the College, increased its stake by assuming control from the Board of Technical Education; technical education became the concern of the Department of Public Instruction. Now with state-wide responsibilities, the system expanded and consolidated, absorbing education infrastructure until a separate Department of Technical Education was established in 1949.

Adapting to a rapidly changing society

An innovative approach was characteristic of centralized technical education in NSW. Relationships were fostered with the communities being served. After the First World War, many servicemen returned to Australia without any peacetime qualifications. Although altered and aged by the battlefields of Europe, a lot of men had never had the chance to learn a trade before enlisting to serve their country. The Technical Education Branch designed and ran trade courses for these men, many of whom were still very young. Courses were set up at short notice for men who might otherwise have never entered the technical system. They were free of charge to disabled ex-servicemen and any serviceman who had joined the war effort before the age of 20. They covered a range of topics, including sign-writing, coopering, upholstery, tailoring and piano-making. Participants were trained to "40 per cent proficiency" and then employed (the employer paying 40 per cent of wages, and the Government the balance). An employer's share of the wage bill increased as a worker's skills increased.

An early form of vocational guidance was also set up as part of the repatriation effort. Representatives of employers and employees sat on committees that interviewed and advised the returned servicemen.

Technical education's stronghold was naturally the urban areas – industry's domain was the cities. However, after a departmental investigation confirmed that many country areas were poorly served, the novel concept of the Mobile Instructional Unit was implemented. Train carriages were converted, sometimes at considerable expense, into travelling workshops and classrooms. These mobile units would be taken to all points of country NSW, shunted and parked. They became teaching facilities, enabling instruction for farmers and giving non-farmers an opportunity to study a trade. In time, some mobile units became the foundations for new colleges.

During the Great Depression, day classes were opened in Sydney and Newcastle to help fill the demand created, in part, by the rapidly swelling ranks of the unemployed. Day and evening classes were offered in general commercial subjects: English, arithmetic, shorthand and typing, accountancy and local government clerkship. During the lean years of the 1930s, these courses may have served to constructively occupy people as much as to provide immediate employment opportunities.

The Second World War brought about an obvious need to change the focus of training. Workers, a large number being women, were trained for traditionally male occupations, specifically for the war effort. Conversely, because troops would have to be fed, cooking classes were held for servicemen. Men trained and toiled over hot stoves; women donned overalls on the factory floor.

Again the technical training sector took the lead in helping ex-servicemen and women readjust to civilian life when it formed the Commonwealth Reconstruction Training Scheme.

The war continued to exert an influence on training throughout the 1950s and 1960s. Technology, spurred by the war effort, developed quickly. And as industry subsequently evolved and expanded, courses changed. Technical and paraprofessional occupations grew and the technical training sector embraced them.

TAFE takes a name

In the 1970s, economic recession and the Kangan Committee were the dominating influences on the direction of the sector which was renamed "technical and further education" or "TAFE". The Kangan Report named and defined the TAFE system. Many of the carefully cultivated components of the sector were recognized by the report and consolidated in the 1970s by the Whitlam and Fraser governments. Individual opportunity and social improvement became catch-cries and important philosophies.

Economically, the 1970s was a very different decade. The concept of recurrent education, where the community had to cope with a fickle job market and changing job specifications, was born. With climbing unemployment and economic trepidation, education and training assumed a role and an importance never before seen: it was readily accessible; it was crucial.

As the economy recovered and then celebrated in the 1980s, the TAFE sector also spread its wings. By 1982 there had been a great increase in short and special course enrolments – 195,000, up from 25,500 in 1979. These courses were designed to meet specialized vocational demands, for personal development and to help people fill in gaps in learning. This dynamic new aspect led to the expansion of the Department's role, and a change of name in 1983 to the NSW Department of Technical and Further Education (TAFE NSW).

In the 1990s, as Vocational Education and Training (VET) became the term associated with the private and public components of the sector, which by now was an industry in itself, the national nature of training was strengthened. The National Training Board was set up to maintain and oversee the industry and the competency-based components which had become such important features in the 1980s. The Australian National Training Authority (ANTA) was established to provide a national focus for the entire VET sector. The New Apprenticeship system and Training Packages –

innovations responding to the new national strategy and to the changing face of the 'trades' – consolidated strengths.

In 1991, the NSW TAFE Commission replaced the Department of Technical and Further Education. This led in 1992 to the formation of TAFE NSW Institutes – campuses grouped geographically into administrative units. This has helped foster the competitive but progressive and responsive approach of TAFE NSW.

By the end of the twentieth century, and with the Australian Qualifications Framework and the Australian Recognition Framework facilitating a national approach, 'choice' and 'flexibility' had become commonplace phrases and important components of the delivery of TAFE NSW courses.

Today TAFE NSW has more than 50,000 enrolments. Only around 1 per cent of TAFE NSW students are full-time, and many study online or from home or work. The gender split at TAFE NSW is more or less 50/50. Training is organized for specific industries and businesses, and is conducted on and off the job. Most TAFE NSW students are employed. And whether they're working or not, students come from every conceivable walk of life: over 20 per cent are born overseas; over 6 per cent are indigenous; 9 per cent have a disability; and 23 per cent are from a language background other than English. Thousands of school students study VET courses as part of their HSC; thousands of older students study for their HSC through TAFE NSW.

Women's access...making history

This short history highlights women's participation in vocational education and training in New South Wales from the latter part of the 19th century to the early years of the 21st century. It highlights the critical role played by TAFE NSW in supporting women to break new ground in personal development, community engagement and workforce participation across the state.

women's access...making history provides a timely reminder that, through major world upheavals and changes in the nature of our society, women continue to expand their horizons, explore new fields and improve their share of learning opportunities.

- [The women's access...making history document](#) (620 kb)

Bibliography

- *'Look how far we've come', Chris Robinson, Campus Review, Vol 11, No 36.*
- *Sweet Road to Progress: the history of state technical education in New South Wales to 1949, Joan Cobb, NSW DET, 2000.*
- *Spanners, Easels Microchips: a history of technical and further education in New South Wales 1883-1983, Information Services Division, NSW Department of Technical and Further Education, 1983.*
- *Thanks to Gillian Goozee, whose research and advice was invaluable when compiling this document.*

About qualifications

TAFE NSW offers a range of nationally recognized qualifications including Certificates I to IV, Diplomas, Advanced Diplomas, Graduate Certificates and Graduate Diplomas.

Nationally recognized qualifications measure up to rigorous national standards, and ensure that employers and training organizations throughout Australia understand what a particular qualification means, what you've learnt and what your skills are.

On this page

- [National Training Framework \(NTF\)](#)
 - [Australian Qualifications Framework \(AQF\)](#)
 - [National Codes](#)
-

National Training Framework (NTF)

The National Training Framework (NTF) is a set of nationally agreed standards which ensure the quality of vocational education and training services throughout Australia. It consists of the Australian Quality Training Framework (AQTF) and Training Packages:

- The AQTF makes sure Registered Training Organizations (RTOs) and the qualifications they issue are recognized throughout Australia. TAFE NSW Institutes are RTOs and have ISO 9001:2000 certification, demonstrating ongoing commitment to quality management and continuous improvement to provide better training outcomes for students
- Training Packages specify the skills and knowledge required for different jobs within an industry. They are developed in consultation with industry and are updated regularly to ensure their currency and relevance. When you graduate with a nationally recognized qualification from TAFE NSW, you'll have gained skills and knowledge closely linked to your chosen industry's needs. Employers can be confident that you can perform tasks at a required industry standard.

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. All AQF courses offered by TAFE NSW are nationally recognized.

AQF qualifications promote lifelong learning and allow you to start at the level that suits you and then build up your qualifications and move between different education systems as your needs and interests develop and change over time. AQF qualifications link with each other in a range of learning pathways between schools, VET providers and higher education institutions.

School Sector Qualifications	Vocational Education and Training Sector Qualifications	Higher Education Sector Qualifications
	Vocational Graduate Diploma	Doctoral Degree Master's Degree Graduate Diploma

School Sector Qualifications	Vocational Education and Training Sector Qualifications	Higher Education Sector Qualifications
	Vocational Graduate Certificate	Graduate Certificate
		Bachelor Degree
		Associate Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
	Certificate IV	
	Certificate III	
	Certificate II	
	Certificate I	
Senior Secondary Certificate of Education	Statement of Attainment*	

** A record of one or more units of competency or modules from an AQF course. Although not itself an AQF qualification, it may be counted towards one later.*

- [AQF website](#)
- National Codes

A National Code is assigned to each nationally approved course or qualification to indicate recognition throughout Australia. Where applicable, National Codes are listed in each course description.

Engagement with industry

TAFE NSW is an organization that engages with industry; an organization that is thinking in new ways and delivering training solutions relevant to industry requirements.

Industry developments are at the forefront of the TAFE NSW focus. TAFE NSW provides training needs analysis, strategic planning and advice to national Industry Skills Councils, government agencies, industry associations, enterprises and community organizations.

TAFE NSW staff are professionally qualified educators. They have extensive industry experience and work with industry to develop courses relevant to today's workplace and to give students an edge in their chosen career.

TAFE NSW Manufacturing Strategy

TAFE NSW has a long-term strategy to align its training products and services with the current and evolving needs of the manufacturing and engineering industry. The *TAFE NSW Manufacturing and Engineering Strategy* refocused training activities to ensure TAFE NSW is equipped to meet the changing circumstances and skills needs of the manufacturing and engineering sectors.

- [Final Report to the NSW TAFE Commission Board - Impact of the TAFE NSW Manufacturing and Engineering Strategy](#) (ΔΥ·kB)
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TAFE NSW training to support industry

TAFE NSW organizes its training around industry sectors aligned to national Industry Skills Councils. This allows TAFE NSW to deliver nationally recognized training and ensures graduates can use their qualifications around the state and nationally. Each industry area has a corresponding TAFE NSW training and education support unit which develops and manages, with the TAFE NSW Institutes, educational programs and teaching resources for the industry-focused courses it develops. These TAFE NSW units support the work of TAFE NSW Institutes in delivering flexible, customized and responsive training to industry and the community.

A service framework for equity support and vocational access that utilizes social inclusion policy is provided as a core business approach.

Find a course by industry area

- [AgriFood, SkillsDMC and Forest works](#)
- [Business, Finance and Culture](#)
- [Community Services and Health](#)
- [Construction and Property](#)
- [Electroforms and Energy Utilities](#)
- [Information Tech and Government](#)
- [Manufacturing](#)
- [Service Skills](#)
- [Transport and Automotive](#)

- Vocational Access

Or find a course that has been designed and developed by TAFE NSW to cater for the changing needs of industry and the community at large when there is not a relevant nationally recognized qualification.

Policies & procedures

TAFE NSW has developed a range of policies and procedures covering a range of issues including:

- access and equity
- administration and management
- fees
- VET FEE-HELP
- computers and internet
- courses
- personnel
- student administration (including assessment, discipline, fees, recognition of prior learning, selection and enrolment, student records and workplace learning)
- Wellbeing.

Policy information is provided in detail on the NSW Department of Education and Communities (DEC) website.

- See policies and procedures

TAFE policies and procedures

TAFE NSW policies relate to the day-to-day administration of TAFE NSW Institutes.

To find one or more policies in this section: Browse this index page for lists of policy and implementation documents grouped under categories and topics headings. Or, use the keyword search and A-Z list options in the right column.

Jobs with TAFE NSW

With 10 Institutes across NSW and more than 130 metropolitan and regional campuses, TAFE is regularly recruiting for full-time and part-time teaching and support roles.

As a TAFE teacher you'll enjoy the satisfaction of providing a wide range of students with the skills they need for success in employment and their future lives.

Job opportunities also exist for a range of other educational, administrative and support staff roles that enhance quality teaching and learning in campuses and institute/regional offices across the state.

TAFE Institutes recruit staff through their own human resources offices and advertise vacancies on the following websites.

- jobs@DEC
- [jobsnsw](http://jobsnsw.com.au)

Job opportunities at your local TAFE NSW Institute

- [Hunter Institute](#)
- [Illawarra Institute](#)
- [New England Institute](#)
- [North Coast Institute](#)
- [Northern Sydney Institute](#)

- [Riverine Institute](#)
- [South Western Sydney Institute](#)
- [Sydney Institute](#)
- [Western Institute](#)
- [Western Sydney Institute](#)

Not sure which is your local Institute?

- [Search for a TAFE NSW Institute or campus](#)

TAFE NSW Performance

TAFE NSW, like all training providers, reports on certain performance measures on an annual basis (for some measures on a biannual basis).

The following are a few such measures which demonstrate how TAFE NSW compares against national averages for all training providers in Australia.

Credit transfer

Credit transfer data indicate the number of enrolments which were a result of recognizing subjects successfully completed through other Registered Training Providers.

TAFE NSW had the highest proportion of credit transfer in Australia in 2010. In Australia there were 1,012,403 credit transfer subject enrolments. Of these, TAFE NSW had 51,3 per cent of total national credit transfer enrolments and 97,1 per cent of total NSW VET sector credit transfer enrolments.

Course completions for Certificate III and above

Completions of these higher level qualifications indicate the relative success of TAFE NSW students compared to those of all other Registered Training Providers in Australia.

National data from 2009 (the most current publicly available) comparing completions by students show TAFE NSW is 5.5 percentage points above the national average for AQF Certificate III level and above qualifications (36,3 compared to 30.8 per cent).

Cost for publicly-funded training

National comparisons for completion rates are based on "load pass rates" which are calculated by dividing the combined annual hours of units passed by the total combined annual hours of units passed, failed or withdrawn. Both these measures include units granted through Recognition of Prior Learning.

National comparisons show that NSW had the lowest publicly funded cost per load pass rate of any jurisdiction in 2009. The NSW Government real recurrent expenditure per hour of publicly-funded load pass was \$15.50 per hour, while the national average was \$16.94 per hour (2009 dollars).

Engagement in green skills training

Engagement in green skills training is measured by totaling the number of enrolments with at least one green skills unit and dividing by the total number of enrolments.

In 2010 the TAFE NSW average proportion of enrolments with at least one green skills unit/module (7.3 per cent) was higher compared to the NSW (6.6 per cent) and Australian averages (6.5 per cent).

Workplace delivery

Delivery of training may be within the classroom, by distance or online learning or in the workplace. Delivery is measured by the number of hours a student spends in training.

TAFE NSW's proportion of total hours attributed to workplace/employment-based delivery in 2010 (13.4 per cent) was above the national average (12.2 per cent). The proportion of workplace/ employment-based delivery for TAFE NSW increased 12.2 percentage points between 2006 and 2010 (from 1.2 to 13.4 per cent). This increase exceeded the average national increase of 5.4 percentage points (from 6.8 to 12.2 per cent) over the same period.

Source: **TAFE NSW Institute Performance Report 2010**