

# AEU State of our TAFEs survey report

## Tasmania

### 1. Respondents

2,686 completed the survey nationally

184 completed the survey in Tasmania

### 2. Demand for Training and Education

#### 2.1 Are you aware of any student waiting lists in the Institute/department?

	Drysdale	Tasmania Polytechnic	Tasmanian Skills Institute	Tasmania	Aust
Yes	25.0%	47.2%	30.4%	40.2%	45.9%

#### 2.2 In the last two years, has student demand in your industry area:

	Drysdale	Tasmania Polytechnic	Tasmanian Skills Institute	Tasmania	Aust
Increased	50.0%	64.2%	52.2%	58.7%	55.8%
Decreased	50.0%	8.5%	8.7%	9.2%	11.4%
Same	0.0%	25.5%	37.7%	29.9%	27.8%
Don't know	0.0%	1.9%	1.4%	2.2%	5.0%

#### 2.3 Have you had to turn away any potential students from the institute in the last two years?

	Drysdale	Tasmania Polytechnic	Tasmanian Skills Institute	Tasmania	Aust
Yes	75.0%	50.0%	58%	53.8%	57.7%

### 3. Resources and Workload

#### 3.1 In the last two years has the overall budget in your department

	Drysdale	Tasmania Polytechnic	Tasmanian Skills Institute	Tasmania	Aust
Increased	0.0%	3.8%	4.3%	4.9%	5.3%
Decreased	100.0%	75.5%	75.4%	74.5%	52.5%
Same	0.0%	13.2%	8.7%	11.4%	19.1%
Don't know	0.0%	7.5%	11.6%	9.2%	23.1%

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### 3.2 In your classroom delivery area, in the last two years, have class sizes:

	Drysdale	Tasmania Polytechnic	Tasmanian Skills Institute	Tasmania	Aust
Increased	25.0%	42.5%	36.2%	40.2%	49.2%
Decreased	50.0%	10.4%	13.0%	12.2%	8.6%
Same	25.0%	40.6%	46.4%	42.4%	39.6%
Don't know	0.0%	6.6%	4.3%	5.4%	2.6%

### 3.3 Since the start of 2008, has your workload:

	Drysdale	Tasmania Polytechnic	Tasmanian Skills Institute	Tasmania	Aust
Increased	100.0%	75.5%	87.0%	80.4%	83.7%
Decreased	0.0%	4.7%	2.9%	3.8%	1.8%
Same	0.0%	19.8%	10.1%	15.8%	13.7%
Don't know	0.0%	0.0%	0.0%	0.0%	0.8%

### 3.4 How would you prioritise the use of additional funds for teaching and learning at your institute?

#### Tasmania and Australia

	High		Medium		Low	
	Tasmania	Australia	Tasmania	Australia	Tasmania	Australia
Classrooms	41.7%	46.0%	35.7%	34.9%	22.6%	19.1%
Trade equipment	55.8%	50.2%	30.1%	31.4%	14.1%	18.5%
Library/learning centre	20.4%	24.7%	56.1%	53.7%	23.6%	21.5%
Computers and technology	53.5%	57.7%	36.5%	31.7%	10.0%	10.6%
Support for workplace delivery	43.1%	43.1%	36.5%	34.3%	20.4%	22.6%
Studio equipment	16.6%	17.1%	34.5%	36.5%	49.0%	46.3%
Technical and admin support	51.5%	49.4%	37.9%	35.3%	10.7%	15.3%

## 4. Industry Demand

### 4.1 Does the institute have the capacity to meet industry needs particularly in local community?

	Drysdale	Tasmania Polytechnic	Tasmanian Skills Institute	Tasmania	Aust
Yes	25.0%	34.0%	23.2%	29.9%	30.1%
No	75.0%	66.0%	76.8%	70.1%	69.9%

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### 5. What Tasmanian teachers said:

#### What changes at the Institute would help you improve the work you do?

- More workshops/classrooms;
- greater funding
- increased funds to directed to teaching and resources. We are over administered hugely;
- More access to computers and associated equipment;
- More funding to run better programs to support new teachers;
- Better resources and management;
- More funding for qualifications;
- More staff to cover the range of qualifications;
- More teachers!!!
- Better classrooms and resources;
- More funding available for development of teaching resources

#### What major areas of concern do you have in your teaching area?

- More and more commercial work being asked of us but no room to employ teachers to do the work , the present staff are expected to carry the extra load;
- Lack of resources for new/working equipment;
- Lack of time to prepare assessment tasks;
- Overload of paperwork to meet audit requirements;
- Too much focus on audit, rather than learning required to do the job;
- Lack of resources -I've spent over \$5000 of my own money to maintain knowledge and skill - mainly on text books;
- Polytechnic system not working as well as TAFE
- Far too much time doing teaching related paperwork for the filing cabinet and not enough time left to prepare fantastic new material/lessons;
- Lack of resources to cater for the demand;
- Lack of professional development, lack of facilities, unqualified teachers;
- Lack of administrative support, poor IT student record system;
- Not enough support;
- Too much administration, which takes time away from class preparation time. This is detrimental to the students. Too much focus on budgets rather than providing adequate resources to operate classes efficiently;
- Bring back TAFE - create a partnership between TAFE and Colleges to deliver VET;

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- Insufficient up to date resources. Massive amounts of effort/paperwork are directed towards achieving AQTF compliance, instead of what really matters - the students!
- Turning students away because we can't offer night classes. The cost of courses is far too high for someone to come in and improve their skills;
- Should equip all classrooms with computers and access to internet. All teachers should have a computer and not have to share;
- Not enough resources, space, teachers and admin staff, not enough time to meet all industry needs. The emphasis is always on cost and running everything as cheaply as possible which leads to classes that are too big for safe practical lessons. Budgets control everything we do or don't do particularly in PD. We are pressured into running commercial courses because we have to compete in a private training environment.