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Australian Education Union

Submission

Inquiry into the role of Technical and Further Education system and its operation

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Executive Summary

The Australian Education Union (AEU) welcomes the opportunity to provide a written submission to the House of Representatives Standing Committee on Education and Employment Inquiry into the role of the technical and further education (TAFE) system and its operation.

The AEU is an organisation of employees registered under the provisions of the *Fair Work (Registered Organisations) Act 2009*. It has approximately 190,000 members employed in government schools and public early childhood work locations, in public institutions of vocational and/or technical and further education and training, in Adult Multicultural or Migrant Education Service centres and in Disability Services centres as teachers, school leaders and education assistance or support work classifications.

This is the first Federal Government inquiry into the TAFE system in Australia since the Kangan inquiry initiated in 1973 by the Whitlam government. The Kangan Report, released in 1974 is widely acknowledged as the foundation of the modern TAFE system. This House of Representatives Standing Committee on Education and Employment Inquiry into the role of the TAFE system and its operation comes at a crucial moment for TAFE in Australia. Whilst there is an emerging consensus amongst policy makers in Australia of the critical significance of a high quality and well resourced vocational education sector to the future prosperity of an equitable Australian society, the TAFE system is under sustained attack.

The enormous pressure on TAFE comes as a combined result of sustained funding pressure from governments' pre-occupation with competition as the major policy driver in the sector, and unprecedented budget cuts by state governments. Australia's internationally renowned TAFE system is the dominant provider of high quality vocational education, yet its potential in recent decades is being undermined by funding cuts and competition policies enacted by successive State, Territory and Commonwealth governments. It is becoming increasingly apparent that TAFE's medium and long term survival is now at risk in many states and territories. While most policy makers acknowledge that TAFE needs to play a pivotal role in the emerging tertiary sector, it is increasingly apparent its institutional capability is being undermined, and its crucial role in creating positive social and economic futures for citizens of all ages and regions of the nation is being threatened.

In this submission, the AEU will provide substantial evidence of the significant changes which have swept across the TAFE and VET system over the last two decades. These changes continue to have far reaching consequences for the capability and sustainability of the public TAFE system. The AEU submission will demonstrate that the Australian TAFE system – the pre-eminent public provider in the delivery of vocational education in Australia – has suffered significantly with declining government funding for VET, which has resulted in a 25.7% decrease in per student contact hour funding since 1997.¹ The AEU has been arguing for more than two decades that unless State, Territory and Commonwealth governments seriously address this persistent underfunding and the arbitrary consequences of government policy to impose crude 'per-hour' efficiency measures on TAFE, the ongoing viability of TAFE will be threatened.

¹ Long, M *TAFE Funding and the Education Targets* (an update), the Centre for the Economics of Education and Training (CEET), Monash University p. 1

The recent report of the Australian Workforce Productivity Agency, a report upon which the AEU will rely in its submission to demonstrate the persistent underfunding of the public VET system in Australia by all levels of government, provides further evidence of the comparative disparity between funding of the VET sector, and funding in the schools and university sector in Australia, and of the ongoing under-resourcing which has undermined TAFE.

This submission will also provide evidence of how Commonwealth Government policies of increased competition for government funding in vocational education combined with an associated policy shift to increase the proportion of funds derived directly from students in vocational education have contributed to an unprecedented shift in market share away from TAFE and into newly established and untested private for-profit RTOs. When these policy settings combine with the decades-long obsession with “efficiency” dividends in VET, many public TAFE institutes have found themselves in increasingly difficult financial situations, particularly in the so-called “reform” state of Victoria.

The AEU will argue that the 2012 *National Agreement for Skills and Workforce Development (NASWD)*, which was signed by all states and territories, and the Commonwealth Government, cemented policies which have significantly damaged the public TAFE system, and accelerated the damaging trend of market share away from the trusted public sector TAFE, and towards a rapidly expanding private sector. This private VET sector is of untested and untried quality, and it operates in a policy setting which advantages fly-by-night, just-in-time provision of skills, rather than the established provision of high quality vocational education for which TAFE is known.

While the settings of the 2012 *NASWD* saw all states and territories sign up for increased competition for funds and resources for the public TAFE system, and an increased emphasis and reliance on student contributions to resource the system, the Victorian Government had already by 2008 adopted most of the major policy settings in the 2012 *NASWD*. The AEU will show in its submission that by 2012, the Victorian VET “market” had shifted so dramatically that in only a few short years, TAFE had become a minority provider of vocational education – the first time in any state or territory in Australia’s history that TAFE’s share had fallen below that of its private competitors. Between 2008 and 2012, TAFE market share in Victoria fell from 75% to 44%, while at the same time private provider share grew from 14% to 46%².

Events in the Victorian VET market precipitated the current crisis in TAFE, and anticipated many of the events which have played out in other states and territories as governments have sought, unwisely, to attempt to follow the Victorian experiment. Unsurprisingly it seems to anyone except those in the Victorian VET bureaucracy, the VET budget “blew-out” as voracious, poorly regulated, private RTOs swamped the market, offering cheap, often “free” but worthless VET qualifications, often enticing students with free iPads, holidays or cash if they enrolled in qualifications. The Victorian Training Guarantee saw the VET budget in that state exceeded by more than \$400m – the vast majority of this “overspend” going to private RTOs.

In May, 2012, after several months of punitive budget “adjustments” to the TAFE sector, the Victorian government slashed a massive \$300m from Victorian TAFE budgets, punishing the public provider for the blow-out in the VET budget, and precipitating an unprecedented crisis in TAFE. The AEU will present evidence in this submission that this budget cut to Victorian TAFE institutes has resulted in the loss of at least 2,400 jobs in the sector, the closure of many

² Victorian Training Market Quarterly Report, Full Year 2012, Skills Victoria - Department of Education and early Childhood development, Melbourne

hundreds of TAFE courses, and the threatened and real closure of a number of TAFE campuses across the state. The private sector remained largely unscathed in the budget cuts, many of them simply able to shift their nascent delivery into other sectors, or to consolidate their offerings with other private providers.

The AEU will show that state budget cuts to TAFE in Victoria were quickly followed by budget cuts to TAFE in NSW and Queensland, as these states and territories sought to position their own TAFE institutes to meet the conditions of the newly signed 2012 NASWD, and to “grow” the private sector in much the same way as the Victorian state government had done since 2008.

In this submission, the AEU will contend that while state budget cuts to TAFE institutes in NSW, Queensland, Victoria and SA have been far reaching and are threatening not just the viability, but the very existence of TAFE in these four states, nevertheless the policy settings in the NASWD need serious reconsideration because they are contributing to a shift in the fundamental shape of the vocational education sector which is undermining of public provision.

AEU Branch and Associated Body submissions are attached to this Federal AEU submission as Appendices 1-7.

1. Introduction

TAFE changes lives. It is the backbone of trades training in this country. It enables adults to change careers. It caters for students who prefer an adult learning environment rather than school. It has a truly national footprint and plays a vital role in regional Australia. It does so much to build a love of learning and to boost national productivity.” (Julia Gillard - National TAFE Day Speech, October 28, 2009)

In 1973, the Whitlam Government commissioned the Kangan inquiry into TAFE. Kangan created the vision upon which the modern TAFE system was founded. It was a vision which acknowledged the centrality of work for the dignity and prosperity of individuals and society at large, but it saw work as a site where young workers could act powerfully as citizens in a community. TAFE has always been about working class education, and it was always about opportunity for those who were marginalised or dispossessed.

TAFE existed in Australia before Kangan, and it has grown and developed since. TAFE is an adaptive and innovative education sector. It has shown immense resilience during periods of economic downturn, structural adjustment in industries and periods of economic boom. TAFE offers qualifications and courses in most industry areas of the economy. It works closely with industries assisting them to adapt to changes in technology and the environment. TAFE is central to Australia’s economic prosperity, and it underpins the growth and development of an educated, adaptive and engaged and sustainable workforce.

But TAFE has another, equally important aspect, and it is this “second chance” area of TAFE’s work which is so central to the growth of opportunity and equality. TAFE institutions provide often the only chance that people have to improve their life circumstances, and to become engaged in their communities. For many decades, TAFE has provided individuals with their first opportunity to commence a journey into further education, and work. This is why TAFE is so highly regarded amongst a broad cross section of the Australian community, and it is why cuts to TAFE institutes have met with strong community outrage, especially in Victoria where the

savagery of budget cuts has hit hardest. (Appendix 8 – Victorian TAFE Association summary of newspaper articles in Victoria in response to the cuts)

Events of the last few years, especially in the so-called “reform” state of Victoria, followed rapidly by NSW, Queensland and, in a slightly different way, South Australia are threatening not just the viability but the existence of public vocational education provision through the TAFE system.

These events include:

- massive budget cuts in a number of states and territories in funding to TAFE institutes, particularly in Victoria;
- the impact of ongoing reductions in government funding of the TAFE sector; and
- governments’ obsession with market design as the key policy for organising education in the sector, as evidenced in the *2012 NASWD*.

At the same time as these external events are impacting on the viability of the TAFE sector, there are a number of other significant changes, identified by a range of recent reports³ including:

- the consensus amongst policy makers of the need for greater participation and higher level vocational qualifications to provide the critical vocational skills for a transforming economy;
- the emerging tertiary education system and the need for the creation of valid and robust pathways between VET and higher education, whilst at the same time producing the necessary vocational capability for those facing increasingly more complex vocational work;
- likely redefinition of the complex and prescriptive Training Package system towards standards of occupational expectation that will require higher levels of pedagogical interpretation by teachers;
- the growing expectations shared by industry, students and TAFE institutions of the need for more sophisticated and flexible forms of delivery for vocational learning;
- training pathways and the provision of 'second chance' education and training such as for migrant and Indigenous students;
- the significant generational loss of teaching capability with a rapidly ageing teaching workforce; and
- the declining number of TAFE teachers that have had access to high level vocational teacher education programs, as a result of the significant decline in the numbers of TAFE teachers being able to access higher education over the last decade with the advent of the minimalist CIV TAE.

³ Skills Australia, *Lifting Quality in Training – Communiqué following the second Strategic Industry Forum* 20 November 2009 accessed online 20/4/2011 http://www.skillsaustralia.gov.au/PDFs_RTf/CommuniqueSIF.pdf, Clayton, B Practitioner experiences and expectations with the Certificate IV in Training and Assessment (TAA40104): A discussion of the issues, NCVET, 2009 accessed online 20/4/2010 <http://www.ncver.edu.au/research/proj/nr08504r.pdf>

2. TAFE and development of skills in the Australian economy

The TAFE sector remains the dominant provider of high quality and accessible vocational education to the Australian community, despite almost twenty years of struggling for ongoing funding under the crushing weight of governments creating contrived markets for vocational education. Its ability to continue to offer such high quality vocational education is a testament to the dedication and determination of its teaching workforce who have worked hard through periods of reform and economic restraint to absorb the ever increasing demands placed on their capabilities. Unlike newly emerging providers, TAFE continues to offer a broad educational framework for vocational education, including essential support infrastructure such as student services, libraries and learner support. It is this unique institutional capability based on stable high quality teaching and learning support which has been fundamental in meeting the needs of successive generations of students who have found their future vocation and opportunities for further study as a result of their education in TAFE.

The Productivity Commission’s *Report on Government Services 2013* found that the public VET system was efficient in terms of accepted measures of expenditure, and enjoyed high levels of support in terms of student and employer satisfaction.

The 2013 report showed that in 2011:

- nationally, 86.5% of TAFE graduates surveyed (by NCVER) indicated that they were either in employment and/or pursuing further study after completing a VET course, compared with 85.7% in 2004;
- of those TAFE graduates who continued on to further study, 53.3% pursued their further study within the TAFE system, while 20.4% went on to further study at universities;
- 60.3% of all TAFE graduates indicated they had improved their employment circumstances after completing their course, an increase of 4.5 percentage points from 2004 (55.8%);
- 84.9% of TAFE graduates surveyed nationally indicated that their course helped (71.3%) or partly helped (13.6%) them achieve their main reason for doing the course — slightly higher than the 80.7% total reported in 2004; and
- 89.2% of TAFE graduates surveyed nationally indicated that they were satisfied with the quality of their completed training. The satisfaction levels across students undertaking training with different objectives were very similar — students seeking employment related outcomes (88.8%), seeking further study outcomes (91.5%) and seeking personal development outcomes (90.3%).

In 2011, there were 62 TAFE institutions in Australia, providing vocational education and training at 1,139 locations across the country⁴. The state by state breakdown is:

Table 1 Number of TAFE institutes and campus

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
TAFE institutes	11	18	14	11	3	2	1	2	62
TAFE locations	133	164	379	125	43	47	7	241	1139

⁴ *Report on Government Services 2013*

According to Leesa Wheelahan, in a recently published paper⁵:

There are currently about 5300 VET institutions. This includes 62 technical and further education institutes (TAFEs) which are the public providers of VET, and about 4300 private providers. The remainder are a combination of schools, universities and community education providers and they are mostly very small. About 66% of students in VET in 2011 studied in TAFE and other government providers. However, this includes fee for service students who study in TAFE, and if only publicly funded students are counted, then 59.6% studied in TAFE in 2011, 33% in private providers and 7.4% in adult and community education providers ([NCVER 2012a: Table 11](#)). The biggest 100 providers (or 1.9% of all providers) in VET delivered 81% of teaching in 2011. Australia has had to construct a VET system and associated regulatory and quality assurance frameworks to police 98% of providers that deliver less than 20% of all teaching because it believes in the primacy of the market.

Funding of TAFE

In 2011, the Centre for the Economics of Education and Training (CEET) produced *TAFE Funding and the Education Targets* (an update). This report provided information up to 2009, which showed that government recurrent expenditure per hour of training declined by 15.4% between 2004 and 2009 – part of a longer term trend that saw funding per student contact hour in VET decline by about 25.7% from 1997. The CEET Report update (at Attachment 9) made the point that government funding for TAFE had declined both because of the decline in recurrent public VET expenditure and because of the shift of government recurrent expenditure away from the TAFE sector. The report goes on to say that:

If both expenditure per hour and TAFE's share of that expenditure had been maintained, even at 2004 levels TAFE funding would have been about \$974m (or 19.9%) greater in 2009 than it actually was.

The evidence provided in this submission shows that the shift in government funding away from TAFE has accelerated since 2009, and both the Australian Workforce and Productivity Agency's (AWPA) recent *Future Focus 2013 National Workforce Development Strategy*, and the *2013 Report on Government Services* show that the decline in recurrent public VET expenditure has continued.

AWPA argues in its report that expenditure per student contact hour decreased by 14% between 2006 and 2010. They go on to say that this downward trend in funding per student contact hour in VET needs to be investigated 'in relation to quality'⁶. AWPA notes that all jurisdictions except South Australia and the Northern Territory have reduced VET budgets for 2012 – 13, and then say:

The danger in coming years, if the Commonwealth, states and territories continue to tighten their budgets, is that there may be ongoing use of the somewhat blunt instrument of reducing funding per student contact hour to meet growth targets, rather than the more

⁵ Wheelahan, L The differing dynamics underpinning markets in tertiary education in Australia and the impact on equity and social inclusion, p3 World Education Research Association Forum Sydney 6 December 2012

⁶ AWPA *Future Focus 2013 National Workforce Development Strategy*, p130

positive and creative approaches to sustainability and growth. For while increased efficiency is to be applauded and encouraged, the extent of the reduction in expenditure per student annual hour on VET raises questions about the ongoing quality of VET teaching and delivery, especially when compared to the per student hour rate trends in the school and higher education sectors.⁷

Table 2, from *Future Focus* shows that despite its importance as a critical tier of the Australian education system, the rate of Commonwealth and State government recurrent funding per full time student for vocational education and training has dramatically fallen since 1999 compared to the primary, secondary and higher education sectors. Indeed the VET sector is the only education sector to have experienced a fall in funding during this period as the table below indicates:

Table 2: Commonwealth and state government recurrent expenditure, funding per full-time equivalent student (schools and higher education) and per annual hour (VET) indexed to 1999 (1999=100)⁸

	Primary government schools⁹	Secondary government schools¹⁰	Vocational education and training¹¹	Higher education¹²
1999	100	100	100	100
2000	108	103	94	99
2001	113	105	89	92
2002	113	108	92	89
2003	117	113	94	89
2004	124	117	94	93
2005	124	118	91	101
2006	127	116	89	102
2007	128	116	86	102
2008	129	115	82	103
2009	128	115	80	99
2010	130	122	75	108
2011	131	120	75	103

In this table, indexed figures are based on schools, higher education and VET data which has been estimated using the ABS Chain Price Deflator for GDP at 2010-11 prices. More weight can be given to differences in the growth rates than to comparisons at a point in time.

⁷ AWPA OP CIT, p130

⁸ AWPA OP CIT, p131

⁹ Source: Schools Average Government School Recurrent Costs data. Note that in DEEWR publications for schools the final data for a given year is the financial year data for the previous year. Includes state and territory expenses.

¹⁰ Ibid

¹¹ Source: VET Government Recurrent Expenditure per annual hour sourced from Productivity Commission, *Report on government services*, Table 5A.19. Includes state, territory and Commonwealth government expenditure.

¹² Source: Based on published and unpublished higher education data from the Department of Industry, Innovation, Science, Research and Tertiary Education. Operating Grant and Commonwealth Grant Scheme funding only. Excludes student contributions, HELP expenses, research funding, other Commonwealth higher education funding and state and territory government funding. From 2008 to 2011 universities were funded for target places plus over-enrolment above the target funding of up to 5 per cent in 2008-2009 and 10 per cent in 2010-2011. A number of universities enrolled above the over-enrolment limit, particularly in 2009, 2010 and 2011, and received only the student contribution for those places. For 2008 and 2009, funding for over-enrolments was paid in the following year. From 2010, over-enrolments were paid in the actual year. CGS funding for 2010 includes funding for 2009 and 2010 over-enrolments.

3. How TAFE develops opportunities for Australians to improve themselves and increase their life and employment prospects

The AEU has attached as appendices to this submission, material from its branches and associated bodies which detail the work of TAFE institutes in metropolitan, regional and rural areas across the country. We also draw the committee's attention to submissions from TAFE institutes across the country, and the many individual submissions which outlines the opportunities that TAFE has afforded many millions of students over decades.

We also support the submissions of the ACTU, Adult Learning Australia and the AMWU which provide further evidence under this section.

4. How TAFE delivers services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

TAFE plays a critical role in second chance education, and in work in regional and rural communities. Further evidence of the TAFE sector's contribution in these critical areas can be found in individual submissions to the committee, and in the submissions attached from our Branches and Associated Bodies.

We also support the submissions of the ACTU, Adult learning Australia, and the AMWU which provide further evidence under this section.

However, below we have included two of the comments from students, primarily from the AEU Victorian Branch submission attached (Appendix 5), as evidence of the work TAFE does in this crucial area:

The heartache I feel right now is unbearable. I found out today that the Advanced Diploma of Justice will most likely be cut from Chisholm TAFE. I have been at Chisholm since I was 15 years old and [it is] my second home/family. The teachers there worked with my dysfunctional life, not against it, they taught me to believe in myself and worked with me one-on-one to make me interested and engaged in school. The Welfare Counsellor there knew my name off by heart, she knew what I wanted to be, she helped me fill out my subjects and application for Year 11 VCE at Chisholm. I started my Year 11 and fell in love with literature and legal studies. I became one of the top students in the Year 11, only because I was encouraged I was told that I could achieve anything. What I am trying to say is without TAFE I don't know where I'd be, I don't know what I'd do, I don't think I would have accessed my full potential like I have now. I decided I wanted to do an Advanced Diploma of Justice at Chisholm after my VCE, but have now discovered that it might be cut. That would have equalled five years of TAFE education.

TAFE shows that whatever family life you come from, no matter how bad those bullies treated you, no matter how ignored you were by teachers, you can achieve, you are worth it.

Katy, student, Chisholm TAFE, Dandenong

I am a disabled adult in rural Victoria. What little hope of employment I have lies in being able to retrain myself in some of the emerging technologies at my own expense. In the last 12 months I have had to save up over \$2000 from my pension just to pay my [TAFE] fees. This has meant cutting back on heating and mobility. I simply cannot afford to continue if the fees go up. This will effectively kill any chance I have of getting my life back. I am appalled that this Government is dismantling a system that is the only hope of those that are in my situation or worse.

Ron Ipsen, student, Moe

5. TAFE in a competitive ‘training market’

There is a broad consensus in the TAFE system, and in emerging economic and social research that is presented in this submission that market design as the key policy tool in organising vocational and other education has failed. The policy drivers for the vocational education in the coming period must focus on the critical role played by public education institutions in the provision of coherent and high quality public goods – vocational pathways both into work, but also into further education. This is the way forward for an equitable and prosperous Australian society.

2012 National Agreement for Skills and Workforce Development and National Partnership Agreement on Skills Reform

On April 13, 2012 all states and territories signed up to *the National Agreement for Skills and Workforce Development (2012 NASWD)*, and *the National Partnership Agreement on Skills Reform (National Partnership Agreement)*. The key features of the agreements are:

- a national entitlement to training at a minimum of the first Certificate III qualification;
- access to income contingent student loans (ICLs) at the diploma and advanced diploma level (with a limited trial at Certificate IV for some industry areas);
- introduction of a *My Skills* website
- trialling of models for independent validation of training provider assessments “so students and employers can have confidence in the quality and consistency of training they purchase”; and
- “support for a strong public training provider network through the implementation of the reforms to ensure a high quality training system is accessible to all Australians.”

TAFE institutes are not mentioned once in either of the two national VET agreements. When there is reference to public providers, it is in respect of enabling them to operate effectively in an environment of greater competition, and the single reference to strengthening provider capacity includes a commitment to both private and public providers. Nevertheless, the requirement in the *National Partnership Agreement* to develop strategies to protect the public provider is an important requirement, particularly in the context of the savage attacks on TAFE budgets now underway in Victoria, NSW, Queensland and South Australia.

The agreements are a blueprint for states and territories to increase competition for government funding in their VET systems. By detaching public funding for vocational education from TAFE, and by establishing the conditions for income contingent loans, even if they are currently

restricted to Diplomas and Advanced Diplomas, the 2012 NASWD has established the architecture for a fully marketised VET system, and a wholesale shift of resourcing away from governments and onto individuals. The Federal Government argues that it did not require states and territories to offer the national entitlement at private and public providers. They say that a jurisdiction can meet the conditions of the *National Partnership Agreement* by restricting access to the entitlement to public providers. Initially, only the Northern Territory indicated that it would restrict access in this way. However, the incoming LNP government reversed this initial decision, and indicated that it would not restrict access to the entitlement to delivery in public providers. Even Tasmania, which recently re-established TasTAFE, has indicated that the entitlement will be offered at public and private providers. Restricting access to the national entitlement is only helpful in the short term. This 2012 NASWD and the *National Partnership Agreement* progress the marketisation process which was commenced almost twenty years ago under the National Training Reform Agenda. The 2012 NASWD requires the states and territories to pursue market reforms – through vouchers, ICLs and greater competition.

The consequence of the reforms required in these agreements will be to lock future generations of young Australians into debt for qualifications acquired at private providers which, unless there is massive improvement in the regulatory system, may be worthless to them. Despite arguing that the ICLs were designed to relieve the upfront cost of training, the Federal Government set a “weighted average loan value” which was \$4000 in 2012, rising to \$5000 from mid-2013. The introduction of income contingent loans in the VET sector will shift the costs of funding in the sector from governments onto individuals. The capacity to access ICLs was a significant inducement for Victoria to introduce its so-called demand-driven system in 2008.

The *National Partnership Agreement* requires jurisdictions to improve the efficiency and effectiveness of the VET system through:

(b) development and implementation of strategies which enable public providers to operate effectively in an environment of greater competition, recognising their important function in servicing the training needs of industry, regions and local communities, and their role that spans high level training and workforce development for industries and improved skill and job outcomes for disadvantaged learners and communities.¹³

The AEU believes that the state budget cuts in Victoria, NSW and Queensland announced throughout 2012 contravene the requirement in the agreement outlined in (b) above.

At the time of writing this submission, five jurisdictions have had their implementation plan approved by the Federal Government – the NT, SA, WA, ACT and Tasmania.

We have included in this submission, in Appendix 10, a breakdown of the funding allocated through the national agreements from the Federal Government to the states and territories. This table also gives an indication of the comparative size of the state and territory VET systems. The figures indicate the quantum of funds for each state and territory attached to the *National Partnership Agreement* and the whole national agreement.

¹³ NPA on Skills Reform p7

Table 3 below gives an indication of the rapid expansion of funds allocated competitively by governments since 2010. While Victoria stands out as the state in which competitive allocation of government funding for VET has grown most, it is also clear that other states and territories have expanded access in their VET ‘markets’ to government funding, accelerating the growth of private provision.

Table 3: Proportion of government recurrent funding allocated through open competitive tendering¹⁴:

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004	1.5	1.5	2.6	2.9	0.8	2.0	3.9	-	1.8
2005	1.6	1.4	2.4	2.8	2.3	3.4	3.4	-	1.9
2006	2.1	1.4	2.3	2.1	3.0	5.3	3.2	-	2.1
2007	1.5	1.3	1.9	2.3	3.5	4.5	3.6	-	1.8
2008	1.5	1.2	1.7	3.1	2.6	3.4	3.8	-	1.8
2009	3.9	2.1	3.5	3.7	5.5	4.2	3.5	-	3.4
2010	12.6	23.2	8.6	4.1	8.3	4.1	11.4	6.3	12.8
2011	10.6	53.3	11.9	2.3	10.8	5.7	13.7	6.3	21.5

The impact of the increased proportion of VET funds allocated competitively can be seen in Table 4 below:

Table 4: % change in student numbers 2010-2011¹⁵

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
TAFE	-1.2%	1.2%	2.1%	-9.2%	-6.2%	-2.8%	-6.3%	1.2%	-6.7%
Private	5.2%	-6.0%	0.6%	31.7%	7.2%	-9.7%	111.9%	-6.0%	56.4%
Total	0.3%	1.1%	1.1%	0.9%	-0.4%	-4.3%	14.8%	1.1%	4.6%

This table shows that TAFE’s share of students has dropped in 5 out of 8 states and territories, and nationally, between 2010 and 2011. It shows that all of that market share has gone to private providers. While the Victorian statistics are expected, and stand out not just because of the market shift but because of growth in student numbers, other states are equally concerning. Queensland, for example shows a 9% decline in TAFE student numbers and almost 32% growth in student numbers in private providers, but insignificant growth in total student numbers in that state. That means that private providers are effectively directly taking students from TAFE. Figures in SA are equally concerning, and it will now be interesting to watch what happens to their VET “market” once the effects of their policy start to be felt. The significant shifts in Queensland, SA, and Victoria especially are reflected in the national figures, where TAFE has declined by almost 7% and private providers have grown by 56%.

Table 5, below, shows that while the Federal Government has increased its funding from 2006 to 2010 by \$25.9m, its share of funding has fallen by 2%. More seriously though, the funds allocated competitively have increased from \$888.2M in 2006 to \$1,565.5M in 2010. This is an increase of \$677.3 m or 76%. The percentage allocated competitively increased from 20% in 2006 to 32% in 2010, an increase of 12 percentage points. Most of this increase was from 2009

¹⁴ Report on Government Services 2008 – 2011 Table 5A.8

¹⁵ NCVET 2012, Australian vocational education and training statistics: students and courses 2011, NCVET Adelaide

to 2010, an increase of \$494.1m or 46% and the share allocated competitively increased by 9 percentage points.

Table 5: Allocation of government real funds for VET (2010 dollars)¹⁶

	Federal recurrent	State/Ter recurrent	C'wealth Admin	Total gov't recurrent	Open comp. tender	L'td Comp tender	User Choice	Total Comp	%govt funds comp
2010	1169.5 (24%)	3346.0 (68%)	383.9 (8%)	4899.4	621.4	19.5	924.6	1565.5	32
2009	1137.2 (24%)	3229.5 (69%)	330.9 (7%)	4697.7	158.8	19.0	893.5	1071.4	23
2008	1107.4 (25%)	3259.9 (73%)	92.8 (2%)	4460.0	77.7	19.5	841.6	938.8	21
2007	1133.2 (25%)	3286.8 (73%)	75.3 (2%)	4495.3	81.6	13.5	796.1	891.2	20
2006	1143.6 (26%)	3247.4 (73%)	65.6 (1.5%)	4456.6	90.6	17.8	779.8	888.2	20

The NCVET 2011 Financial Information shows that Victoria became the highest spending state on vocational training. It spent almost \$1.2 billion, nearly \$150m more than its larger neighbour NSW and over \$300m more than it had outlaid the previous year. Payments to non-TAFE providers in Victoria increased from \$275m in 2010 to \$499m in 2011. Despite the massive increase in funding to private providers (it has almost tripled since 2007), TAFE institutes are bearing the brunt of an estimated \$400m cut next year, with about \$270m being cut from TAFE budgets. Payments to private providers also increased sharply in three other states, rising 196% in Queensland, 181% in Western Australia and 165% in South Australia.

The TAFE sector's share of publicly funded students declined from more than 72% in 2009 to under 60% last year. Governments have almost tripled their funding of private training since 2007, catapulting TAFE institutes towards minority provider status. Government funding of non-TAFE training providers grew from about \$410m in 2007 to \$1.4b last year.

Market design – the problem, not the solution

In ACCI, we're all about saying the market can dictate, but at the end of the day the public funding element of it (VET reform) changes the market dynamics. In economic terms, it (public funding) distorts the market and can incentivise providers to head down and follow the money trail, rather than what the customer wants. Free enterprise is one thing, but free enterprise with public money is quite different again. (Jenny Lambert, ACCI, 2012¹⁷)

In *Creating markets or decent jobs?*, John Buchanan pinpoints the frustration many feel when confronted with the ongoing obsession of contemporary VET bureaucrats and policy makers with imposing further 'market reforms' on the VET sector when he argues for:

¹⁶ (Table 5A.8) ROGS Ch 5 – VET 2010

¹⁷ Mitchell, J From Unease to alarm: escalating concerns about the model of 'VET reform' and cutbacks to TAFE, John Mitchell and Associates, October 2012

... moving beyond the market fetish that dominates much policy debate in general and training policy in particular. Instead of endeavouring to make markets run better, the chief debate should be about what kinds of jobs we want to nurture in the future.¹⁸

The 'market design approach' is a poor approach to policy formation for three fundamental reasons: the proponents of market reform do not always make clear what problems need fixing, scant evidence is provided for the virtues of imposing market design principles on the sector and it is presented as being the only way to achieve such things as choice and effectiveness. Through its haphazard application to the organisation of the TAFE and VET system in Australia, market design has had damaging consequences for the TAFE system in Australia, and is responsible in no small way for its current neglect.

Phillip Toner, from the University of Sydney in a recent paper¹⁹ questions the underpinning rationale behind the application of market design, and the contracting out of vocational education through the mechanism of a competitive training market. He commences his critique by making the point that the overwhelming weight of public evidence demonstrates that the risk of poor quality delivery and corruption resides with private, for-profit RTOs. The public evidence includes²⁰:

- three NSW Independent Commission against Corruption inquiries into private RTOs over the past 10 years;
- the hundreds of suspensions and cancellations of private VET providers by state regulatory authorities and the Australian Skills Quality Authority;
- the foreign student debacle, as detailed by the review by former MP Bruce Baird, including the necessary payment of refunds to overseas students and associated costs to compensate for provider failure and to protect the reputation of Australia as a reliable provider of quality education and training services;
- publicly expressed concerns by major employer groups such as AIG and ACCI about declining quality, the integrity of qualifications being issued, and reputational damage to the system; and
- regular exposés by the media of poor quality provision and of robbing of the public purse.

Toner traces the history of contracting out of vocational education from the 1990 Deveson Report²¹, and the subsequent introduction of User Choice and public subsidies for traineeships which commenced in the late 1990s. Toner makes the point that none of the reports advocating a competitive training market in vocational education (including from ANTA, COAG, Boston Consulting Group, Ernst and Young, Skills Australia and the Productivity Commission) ever justified their case with specific examples or rigorous evaluations showing poor provision by public providers or, conversely, excellence in private provision. Toner says that the proponents of increased competition argue from a simple economic assumption, asserting, but never providing evidence that it will achieve flexibility, responsiveness and efficiency in vocational education provision.²²

¹⁸ Buchanan, J and Eversson, J, *Creating Markets or Decent Jobs*, NCVER, Adelaide, 2004, p.13

¹⁹ Toner, P "Contracting out publicly funded vocational education- a transaction cost critique" unpublished paper delivered to a Political Economy Department Seminar. 25th March 2013 p.

²⁰ Toner, P "Contracting out publicly funded vocational education- a transaction cost critique" unpublished paper delivered to a Political Economy Department Seminar. 25th March 2013 p.3

²¹ Deveson, I., *Training costs of award restructuring: report of the Training Costs Review Committee: Volume 1*, Australian Government Publishing Service Canberra, 1990).

²² Toner, OP CIT, p4

Toner identifies a range of general and specific aspects of vocational education that make it unsuited to contracting out either through competitive tendering or student voucher, entitlement-type models. These include:

- the importance of the good or service being contracted out i.e. publicly funded vocational education and training;
- the economic and social cost of delivery failure on individuals, society and the economy;
- the potential for low quality providers to undercut high quality providers as they are not incurring the expense of delivering a quality service – under these conditions, competition is not a guarantee of either effective pricing or quality;
- effectively, the imposition of a contingent liability for Government to make provision for the financial failure of VET providers if training is not delivered;
- ‘important and infrequent transactions’ i.e. the onus is on individuals who bear the risk of their choice of training provider, and the investment that goes with it, for what is often a once in a lifetime decision. Individuals therefore have little opportunity to learn from their direct experience and improve their outcome from such transactions, as occurs when market exchanges are frequent;
- the low barriers to entry and exit for training providers in many VET courses e.g. low mandated formal entry qualifications for teachers and minimal amount of physical infrastructure and assets required to teach, reduces the fear or cost of adverse action by regulators and shortens their investment horizon; and
- the considerable latitude available to training providers in terms of training delivery and actual training hours that allows providers, if choosing to act in bad faith and exploit short-term economic gains, to supply a low quality service.²³

Toner makes the point that by their very nature, private for-profit providers are motivated to improve the financial performance of the firm by increasing revenue and minimising costs. These goals may not always be compatible with the provision of quality VET. By contrast, TAFE was established to overcome market failure and promote social equity, subject to externally imposed budget constraints.²⁴

Toner also identifies the risks and costs arising from contracting out that negate and exceed any anticipated benefits from outsourcing, including:

- the costs of specifying and defining the performance indicators for VET provision;
- the cost of Government having to intervene in the case of provider failure, in the form of refunds for students and other associated costs; and
- the increasing requirement for both public and private VET providers to use taxpayers’ dollars to fund an increase in their advertising and marketing budgets and the proportion of non-teaching staff, in order to attract students.²⁵

The impact of competition and market reform on the TAFE system has been well documented. Damon Anderson’s study of the impact of market reform on VET²⁶ found that training market reform – through competition and User Choice:

²³ Toner, OP CIT pp 10-18

²⁴ Toner, OP CIT pp10 -18

²⁵ Toner, OP CIT, pp7-9

- did not produce efficiency;
- did not result in a decline in training delivery costs;
- resulted in high transaction costs, greater complexity and uncertainty in quasi-markets which cancelled out any savings in streamlining internal administrative and planning systems; and
- increased the reliance of a large proportion of private providers on government funding which resulted in unnecessary duplication between private and public, and between public providers.²⁷

Anderson's study also showed that market reform had been accompanied by reductions in expenditure on:

- direct delivery;
- infrastructure maintenance;
- curriculum development and maintenance; and
- student services.²⁸

The reductions in direct delivery costs were achieved through:

- increasing class sizes;
- reducing face-to-face teaching hours;
- discontinuing courses with low enrolments; and
- increasing the use of sessional teachers.²⁹

Anderson's study found that more TAFEs than private RTOs engaged in cost reduction strategies in response to market competition.

Anderson also found that quality was compromised as a result of market reform because TAFE institutes and RTOs:

- were less inclined to share information and resources;
- diverted resources from training delivery to administration and marketing; and
- have higher priority to cost-reduction than quality improvement.³⁰

For TAFE, the main restrictions on their capacity to compete with private providers came from:

- costs of meeting community service obligations;
- geographic location;
- industrial awards and conditions for teachers; and
- attracting and retaining experience and qualified teachers.³¹

²⁶ Anderson, D, *Trading Places: The impact and outcomes of market reform in vocational education and training*, NCVER, Adelaide, 2005

²⁷ IBID, p.28

²⁸ IBID, p.29

²⁹ IBID, p.25

³⁰ IBID, p.29

³¹ IBID, p.24

Anderson argues that in the absence of compensatory action, in rural and regional areas in particular, marketisation through competition compromises efficiency, quality, flexibility and access and equity.³²

In 2002, Kaye Schofield was commissioned to do a study³³ for the Victorian government in the post-Kennett era. At this stage, TAFE institutes in Victoria had been made autonomous, and had implemented market approaches to VET more completely than most other states and territories.

Schofield refers to the policies and approaches which ensued during the Kennett years which resulted in increased levels of casual employment, inadequate workforce planning strategies, and minimal investment in professional development. In arguing that the sustainability of the TAFE system is ultimately dependent on the competence of the TAFE workforce, and that staff competence will remain the single most valuable source of future value, she said that in the autonomous Victorian system:

There is strong evidence of underinvestment and inadequate planning in this area that poses a high risk to sustainability.³⁴

Schofield argued for a model of collaboration between TAFE institutes as a way of addressing the problems which resulted from competition:

TAFE Institutes should be actively encouraged to collaborate in maintaining and enhancing high standards of professional knowledge and practice amongst all full-time, contract and sessional TAFE teachers. This will require the funding, development and implementation of strategically driven developmental activities ... across the TAFE network.³⁵

In those states and territories which most fully implemented User Choice and competition during the 1990s under a conservative federal, and conservative state governments, the impact of these reforms were dire, threatening the financial viability of many TAFE institutes.

The national entitlement

Basically people are burning their entitlement to training for a course that doesn't give them a career path and doesn't give that person proper purpose or direction. (There have been) a lot of wasted training opportunities, as a result of this model. (Innes Willox, Ai Group³⁶)

A key component of the 2012 NASWD is the implementation of a national entitlement for training up to a Certificate III, and increased availability of income contingent loans for vocational education, limited at this stage to Diploma and Advanced Diplomas, but with a limited trial at Certificate IV level. The AEU has already raised its concerns with these proposals. Marketisation and competition have had a significant impact on the costs of learning and studying for TAFE students everywhere.

³² IBID, p.24

³³ Schofield, K, *A new balance: investing in public infrastructure to sustain Victoria's training and skills development system*, Final Report – OTTE review 2002, Melbourne, Victoria, 2002

³⁴ IBID, p.4

³⁵ IBID, p.5

³⁶ Mitchell, J From Unease to alarm: escalating concerns about the model of 'VET reform' and cutbacks to TAFE, John Mitchell and Associates, October 2012

In 2006, the AEU conducted an inquiry into the future of TAFE. The TAFE Futures Inquiry was conducted by Dr Peter Kell, an independent academic. The Inquiry received more than 100 written submissions. Public consultations were held around the country over six weeks. The Inquiry visited each state and territory, including each capital city, conducting hearings in metropolitan and regional TAFE institutes. Over a thousand teachers, employers and members of the broader community, attended the inquiry hearings.³⁷

The TAFE Futures Inquiry documented high levels of student poverty, prohibitive course costs and an increased tendency to shift delivery costs directly onto students. The concerns raised in the TAFE Futures Inquiry have only accelerated, particularly in Victoria, but also in those other states which are advancing their implementation of the 2012 NASWD requirements. In the Australian VET context, marketisation has co-opted human capital theory, which focuses on the individual benefits of VET qualifications, and then uses these alleged benefits to argue for increasing the proportion of funding for the system derived directly from individuals. This cost-shifting inherent in the market agenda undermines the important “public good” aspect of vocational education, recasting the relationship between teachers and students, reinventing students as clients and consumers.

A number of stakeholders have outlined their concerns with the use of student entitlement systems in vocational education, in an article from John Mitchell’s excellent collection of essays which we understand he has submitted separately to the inquiry and which the AEU has drawn on for its submission. In *VET student entitlement schemes flawed*³⁸, Mitchell outlines the reasons why such schemes simply will not work in vocational education. Mitchell argues that:

- student entitlement systems assume that students are well informed consumers, able to make sound decisions. All available evidence shows that there is a paucity of reliable information directly from providers, and specifically in relation to the usefulness of particular qualifications in the labour market. Even if this information was readily available and in an accessible form, the particular characteristics of students in vocational education show that a significant number of them are not well placed to make informed choices about their futures, particularly in an environment where incentives to enroll in many private RTOs are accompanied by inducements to enroll such as iPads or holidays;
- a student entitlement system assumes that all training providers can be trusted to provide clear information about their services and the courses they offer. Recent scandals across the country, particularly in Victoria, show that this is simply not the case. Phillip Toner is quoted in the Mitchell article pointing to a whole branch of economics referred to as the “economics of obfuscation” which show that many industries specialize in confusing the consumer with complicated offers. He says: ‘For example, many mobile phone contracts and banking products are deliberately constructed to obscure what is being bought, and to make comparisons between providers nearly impossible;’³⁹
- students entitlement systems don’t fit well with VET because they assume that students and rogue providers will not collude to pervert quality requirements. He refers to research by Toner, which shows that there is sometimes a “confluence of interest between the student and the VET provider to diminish quality.” Whilst Toner refers to

³⁷ Kell, P, *TAFE Futures : An Inquiry into the future of technical and further education in Australia*, AEU, Melbourne, 2006

³⁸ Mitchell, J *From Unease to alarm: escalating concerns about the model of ‘VET reform’ and cutbacks to TAFE*, John Mitchell and Associates, October 2012

³⁹ Mitchell, OP CIT p 17

evidence around occupational licensing – that area of vocational education where students are required to hold an occupational licence to work in the industry, this problem is exacerbated where employers have ready access to public funding for qualifications which they can deliver in their own workplaces, and where they can require their own workers to complete courses as a requirement of work or promotion. Toner blames the original design of the system, which created, albeit unwittingly, the grounds for corruption: ‘The original design of the system set up incentives that didn’t promote quality, and actually set up incentives that facilitated, if not encouraged, malfeasance; and

- finally, drawing on the experience in Victoria, and quoting Brian MacDonald, the former Chief Executive Officer of Northern Melbourne Institute of TAFE, policy makers kept changing the rules, leading to confusion. MacDonald says: ‘Contrary to one of the explicit objectives of VET reform in Victoria, the current VET structure is extremely difficult and confusing for students, employers and practitioners alike to navigate. One problem is that there are so many different fee structures for different classes of program, and then you have all the eligibility criteria on top of that. The Institute’s student booklet is 38 pages, with around eight appendices.’⁴⁰

Student entitlement systems in vocational education have been introduced to shift funding of the sector away from governments and onto individual students. Despite the rhetoric around industry control of the sector, and the crucial role that vocational education plays for employers, there have been no attempts in recent times to encourage industry to contribute more to the funding of qualifications which contribute so much to their productivity. Instead, appendices to our submission to this inquiry from states and territories which are already implementing entitlement models show that students in the sector are already at great risk of being forced out of training as a result of increased costs associated with programs which are attracting a reduced government subsidy. They also show that an increasing number of qualifications are now required to be offered on a fee for service basis, particularly at the higher level, and that students are turning away from vocational education simply because it costs too much.

This problem is made worse in a climate where the activities of rogue private providers damage the quality and reputation of the sector, leading many potential students to turn away from high cost training because they simply do not see its value in a confused and confusing market. It is difficult to see how students could believe that qualifications delivered over a few days are worth much to them, and yet the practice of private RTOs offering qualifications in a fraction of the time it takes at public TAFE institutes is still rife.

Finally, the introduction of an “entitlement” model and the accompanying income contingent loan scheme in the sector was misleading and disingenuous. Notwithstanding the increase in costs to students over the last ten years as a result of resourcing pressure in the system- issues which we covered in the 2006 Kell Report- up until 2008 in Victoria, and 2012 nationally, all Australians had access to a government funded place at their local TAFE institute. There were limited caveats on this, and increased restrictions over time, but overwhelmingly students from disadvantaged backgrounds, those needing a second chance, those wishing to go on to further education, those requiring initial vocational education for entry to work, and those who have suffered unemployment or “structural adjustment” in their industry – all these millions of Australians had the opportunity of studying at their local TAFE institute at a relatively modest cost.

⁴⁰ Mitchell, OP CIT p 17

The introduction of the student entitlement in the 2012 NASWD (and earlier in Victoria) changed all that – but it did so under the cover of claiming that the entitlement was a new thing which students could access for the first time, rather than a significant restriction, often post the event, on access to public vocational education through TAFE. The best that the governments which signed the agreement could offer was the opportunity to a once only entitlement, at a provider of choice, with no guarantee of quality or employment outcome, and with the possibility of incurring lifelong debt if the student failed to qualify for this once only “entitlement”. Worse still, those who had already spent, or will spend in the future their once only entitlement to a vocational qualification at a dodgy RTO will have used up their entitlement and will in the future have to pay dearly for this mistake.

In 1973, the Whitlam government abolished student fees in TAFE. This resulted in enrolments growing from 400,700 in 1973 to 671,013 in 1975, a 59% increase.⁴¹

One TAFE student’s experience with the once only entitlement in Victoria:

I enrolled into three Certificate IV in Horticulture courses (Parks & Gardens, Landscape, Conservation & Land Management) at GippsTAFE Morwell campus in 2009. Because of my passion and interest in horticulture, I thought it would be a great way for me to get back into study, as well as a way to help me improve my chances of gaining employment and work experience in the industry. With only two subjects left for me to complete and gain the qualifications, I discovered that I would now have to pay full fees, due to a previous Diploma in an unrelated field that I had earned years earlier. I simply could not afford to finish those remaining subjects.

Anonymous, Morwell

The impact of market reform and funding cuts on TAFE teachers

Compared to schools, TAFE teachers face a different set of challenges in terms of teacher preparation, qualification requirements and ongoing professional development. In many ways, TAFE teachers are dual professionals: experts in their trades or occupations as well as teachers. Moreover, TAFE teachers are developing learning for highly fluid vocational work environments that are increasingly driven by demands of innovative practice and technological transformation. These sophisticated range of professional and contextual challenges are only heightened and attenuated by the onerous expectations embodied in national policy considerations outlined in this submission. Market reform has had the effect of fragmenting the sector, decreasing government funding, increasing reliance on fee for service activity and increasing student fees and charges.

In terms of teacher training and professional development, employers in the sector have blamed underfunding for the decline in teacher education and support.

Governments and employers in the sector have resisted funding TAFE teachers getting higher education qualifications, or any serious professional development.

Yet, reforms of TAFE and VET have always taken place without any clear analysis or understanding of the knowledge, skills and capacities teachers need to have, and indeed already

⁴¹ Goozee, G The development of TAFE in Australia, NCVET, Adelaide 2001, p. 28

possess. Instead, a key feature of reform of the VET and TAFE sector has been the problematising of teachers or the reduction of their role to that of a passive delivery agent of pre-defined national Training Packages or competencies. Therefore, the main focus has been on debating the surface level capacities teachers need to be responsive to ‘customers’ in a ‘market’, rather than students in an increasingly challenging learning environment. The introduction of training packages has resulted in a diminution in the minimum qualifications needed for permanent TAFE teachers – from the requirement that they have a HE qualification, to the C IV Training and Assessment (CIVTAA), which has now become the CIV Training and Education (CIVTAE)). The CIV Training and Assessment Training Package (Cert IV TAA) has become the de facto minimum (and in many cases the only) qualification for people teaching, training and assessing in RTOs, including all TAFE institutes in Australia. In some states, the CIVTAE is the only qualification requirement.

In the context of marketisation and reduced funding, the new minimum is the maximum that employers are willing to fund. This has occurred without questions being asked about what has been lost as a result. These are changes driven by stakeholders *external* to education, without insights into teaching and learning. As knowledge has been stripped away in training packages, it has been stripped away in teaching qualifications. This is problematic because teachers don’t have the same level of access to the theoretical basis of their practice as they used to.

To build a strong and resilient capability for further high quality vocational outcomes and a stronger labour market capacity, it is essential the harder questions of vocational learning theory and practice and the implications for vocational teaching are the front and centre focus. Central to understanding this is engaging much more directly with the professional domains occupied by vocational teachers and elucidated by their teacher unions, the voices of both having been marginalised in the recent era at the expense of the knowledge teachers have about their own field of professional practice.

The TAFE Futures Inquiry found high levels of support for the public TAFE system, remarkable examples of engagement with industry and workplaces and a genuine sense of ownership by the community of TAFE campuses. However while there were strong and positive feelings about the value of TAFE work, there was also a strong sense that TAFE was poised at a tipping point. The Inquiry also found:

- teachers working in industry programs around the clock with no systems in place to support them;
- teachers faced with a growing complexity in their work, including counselling and welfare, liaising across TAFE and industry, brokering relationships with partner organizations, marketing, recruiting, and overseeing and implementing student tracking systems;
- teachers investing their own time and money in maintaining current industry knowledge and experience, often with little support from their institutions; and
- more and more teachers shouldering the responsibility for frontline employment and human resource tasks, including employing and mentoring casually employed staff.⁴²

A summary of the TAFE Futures Inquiry Report can be found at Appendix 11.

⁴² Kell, OpCit, p.27

In 2010, the AEU conducted a national survey of its TAFE members. More than 2,691 people working in TAFE responded to the survey questions, providing a rich source of information about the current state of the system. A summary of the survey is attached to this submission (Appendix 12); however several points are worth highlighting:

- 53 per cent of respondents said that the overall budget in their department had decreased in the last two years;
- 49 per cent of respondents said class sizes had increased in the last two years; and
- 84 per cent of respondents said that their workload had increased in the last two years.

In a troubling message to the system, the survey showed:

- 46 per cent of respondents said they were aware of student waiting lists in their department or TAFE;
- 58 per cent of respondents said they had been forced to turn students away in the last two years; and
- the primary reasons why students were turned away (respondents could choose more than one reason) were lack of places (70 per cent), insufficient students (37 per cent) and resources (29 per cent).

Almost 70% of teachers said that their institute did not have the capacity to meet industry needs in their local community.

In 2008, the Victorian Branch of the AEU conducted its own State of our TAFEs survey. The survey was conducted in April/May 2008 and 1872 responses were collected. A summary of the report is attached to this submission. It shows:

- 80 per cent of respondents felt that their workloads had increased over the previous 12 months and half of these felt that their workloads had increased significantly (38.7 per cent).
- 80.8 per cent agreed and, of these, 41.1 per cent strongly agreed with the statement: ‘The quality of education that my TAFE is delivering is being affected by a lack of funding’; and
- Nearly half of the respondents (48.4 per cent) also felt that budget constraints had meant that they were teaching less hours than students had paid for.

6. Effects on TAFE operation and viability in those jurisdictions in which State Governments have announced funding decisions

Victoria and South Australia have now implemented a fully competitive entitlement system in vocational education. NSW announced its response to consultations held towards the end of 2011 around its “Smart and Skilled” strategy. The NSW government will fully implement Smart and Skilled at the beginning of 2014. The Final Report of the Queensland Skills and Training Taskforce, established in June to advise the government on the reform of the VET sector, was released on 6 November 2012.

Three states (Victoria, New South Wales and Queensland) have announced and are currently implementing savage cuts to TAFE budgets. The NSW government has already announced a \$1.7b cut to education in NSW, which for TAFE included an estimated \$80m cut. This follows

the \$54m reduction to the state training budget in June 2012. There will be a loss of 800 jobs in TAFE, course delivery will be rationalised within institutes and some courses will be cut altogether if other providers can deliver them more effectively or are seen as more appropriate providers. There will be a reduction of procurement spending across TAFE. The Queensland State Budget included a \$79m budget cut to TAFE, and an estimated a cut of about \$50m to capital works. There have been an estimated 100 permanent job losses in Queensland TAFE over the last year. The WA and SA governments continue to implement budget cuts to their TAFE institutes.

The NSW, Queensland and WA AEU branch and associated body submissions to the inquiry (Appendices 2, 3, and 7) include detail of the impact of budget cuts and the implementation of market reforms in their states.

The NSW and Queensland governments have approached the implementation of market reforms in their states differently than the Victorian government, although the impact of the reforms is likely to be the same. They have anticipated their reform process by slashing TAFE funds **before** they implement market reforms. For these two state governments, cutting TAFE budgets, and attempting to implement industrial reforms before they change the underlying architecture of the system is clearly an attempt to position TAFE institutes as just another “provider” in an undifferentiated market. In both Queensland and NSW, throughout 2012 institutes undertook “downsizing” of their workforces. In Queensland, an estimated 150 permanent TAFE teachers lost their jobs. In NSW, whilst the government has set a target of 800 jobs in TAFE over the next four years, it is clear that the number of actual job losses will exceed this target, especially when the large number of casual teachers is factored in.

Both Queensland and NSW have failed to provide details of the reforms to TAFE and VET funding which they say will be implemented by or in 2014. Both governments have been keen to rhetorically distance themselves from the worst aspects of the TAFE “reforms” in Victoria, but both governments have committed themselves to an open market for VET funding through an entitlement system. It is a measure of how desperate the situation for TAFE has become that some stakeholders have seized on the claims of both Queensland and NSW that their reforms will not be like Victoria to argue that these states will be avoiding Victoria’s excesses. However, with only scant detail of the intended architecture of their systems, and without a clear commitment to an ongoing investment in TAFE institutes in both these states, there can be little optimism.

The reforms to the Victorian TAFE system, commenced in 2008 and completed in 2012, were followed by savage cuts to TAFE budgets. What follows is a detailed examination of the reform process in Victoria and the budget cuts that followed, and their impact on TAFE in that state. Victoria remains the “leader” in terms of the reform process, and cuts to TAFE institutes, but despite rhetoric from NSW and Queensland indicating concern about events in Victoria, it remains the flagship in terms of VET reform, and all states and territories are following events in Victoria, and learning from what occurred there.

The Victorian ‘experiment’

I don’t think what happened in Victoria was an accident. To see it as an over-zealous, efficiency obsessed government looking for a savings in tight economic times is wrong. They knew what they were doing. They were turning TAFE Colleges into RTOs – just another provider on a level playing field. They were saying “TAFE is a 40 year old Labor experiment which hasn’t worked and we’re going to kill it.”(Kim Bannikoff, 2013) ⁴³

The impact of VET reforms and TAFE budget cuts in Victoria has had a profound effect on the vocational education sector, and because of the relatively long lead in to the process, is an example of the impact that these policies and cuts will have at both a state and national level. TAFE market share of government funded enrolments in Victoria (see Table 6) dropped from 66% in 2007 to 45.6% in the first quarter of 2012. At the same time, private provider market share grew from 14% to 46% - overtaking TAFE for the first time in Victoria’s and Australia’s history. This situation has further deteriorated in the early months of 2013. This massive shift predates the 2012 budget cuts. The market shift away from TAFE in Victoria is not restricted to Victoria in its impact. The most recent figures from the NCVER show that while TAFE in Victoria had a 77.6% of full year training equivalents in 2007, and private providers 12.9%, by 2011, TAFE had a 54% share, and private providers 39%. Nationally, in 2007, TAFEs share was 83.5% and privates 12.1%. In 2011, TAFEs share nationally had dropped to 67.6% and private providers 28.6%.

Between 2008 – 2010, private RTO numbers in Victoria almost doubled, from 225 to 528.⁴⁴

**Table 6: VET market share (government funded enrolments):
(Full year 2011/1st quarter 2012)**

	2008	2009	2010	2011	1 st Q 2012
ACE	19%	18%	15%	12%	8.4%
Private RTOs	14%	15%	23%	40%	46%
TAFE	66%	67%	62%	48%	45.6%

The extraordinary growth of private provision in Victoria has reshaped the national training sector, skewing enrolments into a handful of qualifications and more than doubling the proportion of publicly funded students who attend private RTOs. The number of publicly funded vocational students in Australia rose by 82,000 in 2011. Of these, 77,000 were in Victoria.

The data shows that Victoria had almost 600,000 publicly funded VET enrolments in 2011, 10,000 more than NSW. In 2010 NSW had over 60,000 more students than Victoria.

A number of commentators question whether there has been net growth in Victoria or simply a transfer of private full-fee training – which isn’t captured in the NCVER statistics – onto the public purse. For example, Gavin Moodie from RMIT argues that the growth is ‘phantom’ and it only accounts for a small proportion of Victoria’s boom in enrolments. Much of the vocational

⁴³ Bannikoff, K “TAFE – How a good idea got buggered up” The Australian TAFE Teacher, Autumn 2013, Vol 47/1 pp 14 - 17

⁴⁴ The Victorian Training Guarantee: Victorian Training Market Delivery and Demand, Quarterly Progress Report, Q1 2011 Skills Victoria – Department of Education and Early Childhood Development

education funded by the Victorian government is of low quality: short duration, little interaction with teachers or trainers and perfunctory assessment.

The growth has helped concentrate half of Australia's vocational training students in just five of the 1400-plus national training packages, with courses in areas such as business, community services and tourism increasingly dominating training around the country.

The growth in private provision in Victoria has done more than just skew the shape of the national market. It has also provided the funding base for a re-shaping of the private market with small private providers either consolidating or being taken over by larger companies in Victoria, and using the lucrative and easily accessible funding in Victoria to set themselves up in other states, anticipating changes in the funding arrangements there. This has been the risk all along – that the private sector would re-organise itself using initially the Productivity Places program funding (PPP) or the Victorian funding to set up the limited infrastructure they require to position themselves in other states when opportunities arise. A large number of the providers registered to deliver in Victoria have registration in a number of other states as well.

The Victorian budget cuts and the 'progress' of VET 'reforms'

On May 1, 2012, the Victorian government cut a further \$300m from TAFEs' budgets, removing the differential SCH funding arrangements between TAFEs and private providers by July 2012, and TAFEs' full service funding by the end of 2012. The Victorian TAFE Association estimates a total of 2200 job losses, the closure of hundreds of courses, and campuses, particularly in regional areas.

The May 1, 2012 budget cuts followed Minister Hall's announcement in October 2011 of a \$400m budget overspend, and cuts to TAFEs with budgets greater than \$100m. He said that these were the first steps towards "creating a level playing field between TAFE and non-TAFE providers". By the end of 2011, more than 300 TAFE jobs had already been lost.

A table showing budget cuts and job losses for each Victorian TAFE is attached at Appendix 13.

Victorian TAFE Institutes Transition Plans

On 13 September, 2012 the media was leaked a copy of Cabinet in Confidence documents from the Victorian Government of the summaries of the TAFE institutes Transition Plans. These Plans were the institutes responses to the massive cuts in the May budget.

The Transition Plans outlined further extensive cuts to the Victorian TAFE system, and included further job cuts, assets sales and campus closures, course cuts and rationalisations, fee increases in excess of 100% in some courses, the establishment in a number of TAFE institutes of separate entities (private arms) to deliver trades training, partnerships and amalgamations with other TAFE institutes and universities, the deployment of administrative staff to deliver training, and a reversion to the modern award and other significant attacks on the wages and conditions of TAFE workers.

Guidelines for the Transition Plans had been sent to the institutes a short time after the budget cuts were announced. The institutes were offered \$75,000 each from the government to contribute to the cost of developing the plans, and shortly after the institutes were informed, they were contacted by KPMG who offered to develop tailored quotes for each of the TAFEs, saying

that they would take into account the efficiencies that could be achieved because of the work they had already done in the sector. KPMG is believed to have been commissioned to develop a report mapping the impact of the cuts on the sector before the budget, but the government has refused to release this work.

The Transition Plans required by the state government were to cover a three year period, be fully costed and demonstrate institute contributions to the cost of the 'transition'. Plans were to include, but not be limited to detail in the following areas:

- strategic directions and priorities;
- options for new structural forms;
- financial planning and management;
- asset strategies and plans relevant to achieving sustainability and delivering on strategic priorities; and
- marketing and communications.

Since the budget cuts were announced, the Victorian government has made no secret that a key target of any strategies on the part of institutes to reduce expenditure would need to include employment arrangements for teachers. Minister Hall publicly attacked TAFE teaching conditions on several occasions, and implied that 'cosy' relationships between the union and directors had reduced the opportunity for expense reduction in the past. The government also made it clear that arrangements would need to include the 'reorganisation' of campuses (for which read closures), staff redundancies and a rationalisation of provision.

Unsurprisingly, industrial conditions for teachers were a key component of the institutes' Transition Plans, with 11 out of the 14 standalone TAFEs indicating an increase in weekly and annual teaching hours so that conditions for TAFE teachers would more closely resemble those in the modern award (a shift from the current average of around 800 annual hours in Victoria to as many as 1150). Most TAFE institutes in Victoria have already announced significant redundancies and job cuts, and a number indicated their intention to increase the use of casual and contract teachers. A number indicated that they intended to pursue a single agreement for all TAFE staff in order to increase the use of 'instructors' and blur the distinction between teachers and administrative staff in order to shift some delivery work onto administrative staff – because it's cheaper. Two dual-sector universities have indicated their preference for a single agreement between TAFE and university academics, a move which would further diminish and blur the identity of TAFE teachers.

The Transition Plans reveal a very bleak picture for Victorian TAFEs. Three TAFEs expect to break even in 2013; five project surpluses and seven identify deficits. The remainder did not submit their projections. Only two estimated the size of their surpluses. Holmesglen expects to be in the black by about \$1m and the Gordon by over \$9m next year. In 2011, Holmesglen had a \$10m surplus and the Gordon \$8m. The Gordon's \$9.1m surplus next year could be as low as \$200,000, depending on contracting arrangements, and the figure excludes \$4.7m the institute expects to pay in redundancies. The Gordon is seeking the state government's permission to pay 'peppercorn rent' for a university-owned facility in Melbourne, and to be absolved from repaying a \$1.4m cash advance it received last year.

At least five other regional TAFEs are seeking cash advances, loans or grants. GippsTAFE has warned that it won't break even in 2013 – as projected in its business plan – if the state government doesn't meet its request for a loan.

At least ten standalone institutes are seeking other forms of transitional funding of up to \$8.3m. Two have asked the state government to help with redundancy costs, while Chisholm has sought permission to retain about \$7.4m in overpayments under the Victorian Training Guarantee dating back several years.

The Transition Plans show that the state's TAFEs face a far tighter financial future than was indicated in their most recent annual reports, which outlined a combined funded surplus of \$98m in 2011 – down from \$192m in 2010. The 2011 result set alarm bells ringing in the sector, with claims it left TAFE institutes barely enough to cover capital works commitments and obligations to staff such as long service leave liabilities.

In late March, 2013 the TAFE Reform Panel released its report, and the Victorian government responded (Appendix 14), accepting twelve of the Panel's recommendations fully, six in principle and rejecting the recommendation to amalgamate TAFE institutes.

The Premier announced that the Victorian government would:

- provide \$200 million in funding for proposals to support innovation, collaboration, structural reform and business transformation to ensure the ongoing financial sustainability of TAFE institutes;
- give TAFE institutes greater control of their assets by transferring property titles, allowing TAFE institutes to re-invest the proceeds from sales, and by working towards more flexible financial arrangements;
- reduce the regulatory burden on TAFE institutes through streamlined reporting requirements and by more clearly defining roles and responsibilities of TAFE institutes and the Department;
- allow TAFE institutes to have more control over workplace relations;
- modernise the institutes' constitutions and supply commercial objectives for TAFE institutes to provide a clearer understanding of Government's expectations;
- remove the restriction on TAFE institutes being registered as Group Training Organisations; and
- reclassify the TAFE operations of dual-sector universities to bring them into line with other universities and reduce their reporting requirements.

Shortly after this announcement, the Napthine Government sacked seven of the fourteen TAFE board chairs, with many suggesting that a further three would soon follow. Two newspaper articles are attached to this submission – an article on the sackings by John Ross in the Australian and an opinion piece by Virginia Simmons. (Appendices 15 and 16) While the focus of commentary has been on the clear intention of the Victorian Government to prosecute its privatisation agenda in TAFE by effectively forcing TAFE institutes themselves to manage the worst implications of their policies, now through government appointed chairs of boards, another aspect of this is the clear intent to silence opposition to the Government from the TAFEs themselves. This comes at the same time as TAFE members in other states have been told that they are not permitted, as employees of TAFE to submit to the Inquiry into TAFE.

Chairs can now receive a sitting fee of up to \$485 a day while other board members can get up to \$371. TAFEs hold up to 10 board meetings a year. Suggested sitting fees for the newly appointed chairs could reach \$60,000 a year and \$20,000 for board members.

7. Conclusion

Forty years ago, upon the release of the Kangan Report, then Minister for Education, Kim Beazley Sr said:

The report envisages a major shift of emphasis. It abandons the narrow and rigid concept that technical colleges exist simply to meet the manpower needs of industry, and adopts a broader concept that they exist to meet the needs of people as individuals . . . The report takes a long step in the direction of lifelong education and of opportunities for re-entry to education. It recommends unrestricted access for adults to vocationally oriented education.⁴⁵

In the years since the release of the report, governments seem to have been determined to narrow the focus of vocational education, to turn it into a vehicle which delivers narrow skills for employers. Speaking at the Federal Conference of the AEU earlier this year, Kim Bannikoff spoke about both the intention and the impact of the National Training Reform Agenda. He argued that this agenda resulted in the stripping of education from qualifications, and funding from the public institutions responsible for vocational education. The National Training Reform Agenda gave the vocational education sector Training Packages and competency based training, a market driven system which placed profit above individuals and the social good, and a so-called industry-driven system where narrow skills for just in time employment were the key policy drivers.

In the last five years, this so-called “reform agenda” has proceeded apace, largely in the first place through the two National Agreements for Skills and Workforce Development (2008 and 2012), but then through the imposing of significant cuts on TAFE institute budgets across the country. The Victorian government has lead the way in the implementation of reforms and budget cuts, but it is clear that other state governments are intent on following the Victorian example.

When the Victorian TAFE Reform Panel released its report in late March this year, it recommended the amalgamation of the eight regional Victorian TAFE institutes into four. The Victorian government did not directly endorse this recommendation, although it endorsed most of the other recommendations, as described above. The announced “additional” \$50m annually over four years fell far short of the estimated \$300m annually which had been removed from TAFEs’ budgets (a total of at least \$1.2b over four years). This additional \$200m in funding for proposals ‘to support innovation, collaboration, structural reform and business transformation to ensure the ongoing financial sustainability of TAFE institutes’ have been clearly understood in the TAFE sector as an inducement for regional institutes to undertake the unpopular process of amalgamation themselves, sparing the government direct blame. Most metropolitan TAFEs have said publicly that it is clear that they will not qualify for the additional funding.

The \$300m stripped from Victorian TAFE budgets in 2012 (and annually for the following three years) was a large part of the funding allocated to TAFE institutes for what have become known as “community service obligations”, or “full service delivery”. It is this funding , now fragmented and separated from TAFE budgets as they either implement (Victoria and South Australia) or move towards (all remaining jurisdictions) open competition for all government

⁴⁵ Kim Beazley Snr, Minister for Education quoted in Goozee, G The Development of TAFE in Australia, NCVER, Adelaide 2001, p.27

vocational education funding and entitlements to training which in large part funds the broad educational and support work which is the defining feature of the public TAFE system. The report of the Victorian Reform Panel and has left TAFE institutes in no doubt about where the current Victorian government intends to take its TAFE system.

On page 6 of the Reform Panel report, it says:

Like all providers, TAFE institutes will make strategic decisions on setting prices, investing in services for students, capital stock and renewal, providing community or commercial access to facilities and educational offerings and delivery models. These investment decisions will need to be made on the basis of market analysis and strategic planning. **TAFE institutes should no longer assume that they are required to deliver community service obligations that are not explicitly required and funded by government.**⁴⁶

The Victorian Government is determined in its policy of privatizing TAFE institutes. TAFE institutes in Victoria, under the current Government risk becoming residual providers in an undifferentiated market. The comment from the Reform Panel that TAFE institutes should no longer assume that they are required to deliver community service obligations for which they have not been funded or contracted spells the end of the public TAFE system as we know it, and highlights the dangers of accepting market rhetoric and logic from governments. State governments have been arguing that they will define and quantify those things which distinguish the public TAFE system from private providers – and fund them where appropriate. The private sector was quick to argue that they had a right to be contracted and to deliver community service obligations as well.

But what needs to be made absolutely clear is that no state government in Australia, in anticipating or implementing their market reforms under the *2012 NASWD*, and their budget cuts to TAFE have made any long term commitment to funding the community service obligations of their TAFE institutes. Indeed, those states which have revealed the substance of their reform process have made it clear that any commitment to funding community service obligations will not extend beyond the first two years of the reform process.

Without funding and resourcing for the crucial broad educational, industry and social cohesion work that TAFE currently undertakes in its 62 institutes and 1139 campuses across the country, there will be no TAFE system as we currently know it.

All Australian governments, federal, state and territory must heed the warnings which have been coming from employers, community groups, students and teachers and undertake an urgent review of funding and resourcing of TAFE across the country, committing themselves to a viable future for this highly regarded, world class Australian TAFE system.

⁴⁶ TAFE Reform Panel – a strong and sustainable Victorian TAFE sector, Published by the Communications Division, Department of Education and Early Childhood Development, Melbourne January 2013, p vi

Appendices

1. AEU ACT Branch Submission
2. New South Wales Teachers' Federation Submission
3. Queensland Teachers' Union Submission
4. AEU SA Branch Submission
5. AEU Victorian Branch Submission
6. AEU Tasmanian Branch Submission
7. State School Teachers' Union of Western Australia Submission
8. Media Articles: Impact of cuts on TAFE institutes in Victoria, and responses from the community. Compiled by the Victorian TAFE Association
9. TAFE Funding and the Education Targets (An Update) – CEET
10. VET National Agreements Funding Allocation by State/Territory
11. TAFE Futures Inquiry- Summary
12. AEU State of our TAFEs Survey Report
13. Victorian TAFE Funding Cuts, Job Losses, Course Cuts and Campus Closures
14. Media Release: "\$200 million for TAFE" – Denis Napthine and Peter Hall
15. "Victorian TAFE chairs 'sacked'" - John Ross *The Australian* 28 March 2013
16. "Government sacks a hero"- Virginia Simmons *The Australian* 4 April 2013
17. Government real recurrent expenditure per annual hour
18. Vocational Education and Training workforce data 2008: A compendium
19. Selection of articles about TAFE funding by John Ross, *The Australian*

Appendix 1

AEU- ACT Branch Submission

Funding changes to CIT

Under the watchful eye of successive Labor governments (and federal coalition) between 1998-2008 the Canberra Institute of Technology (CIT) experienced approximately a 30% reduction to funding / Nominal Hour training in real terms. Sequential Australian Capital Territory (ACT) governments have artificially manipulated the training market since 2000 by apportioning a significant and increasing percentage of VET funding to private Registered Training Organisations (RTOs), even when no private RTOs were registered within the ACT to deliver that specific training. In the past the ACT government has denied CIT requests to fund programs while it actively invited private RTOs to engage in this VET training, to artificially provide competition with CIT. Once the private RTOs were established in the ACT the ACT government then used the competition to artificially drive down the funding of VET provision at CIT.

Over the past 5 years the ACT Labour Gov has also extracted 2-3% annual efficiency dividends (with additional savings) to profile funding. No actual figures of the quantum of current funding for VET in the ACT have been provided to the Australian Education Union (AEU) in recent times other than via the CIT annual reports. These do not provide insight into the entire VET market activity across the ACT. The lack of transparency of the ACT VET is of concern to the AEU and the ACT community.

Anecdotally, the impact of the cumulative effects of successive funding reductions has resulted in the loss of significant programs to the ACT community and reductions of between 20-80% in the delivery hours for VET programs across the board. While much variability exists with the impact of funding reductions on the delivery hours associated with various educational and training programs at CIT the median impact of funding reductions in 2012 on reductions to nominal hour delivery is conservatively 35-45%.

Teacher workload impacts

The ACT Commissioner for Work Safety served Improvement Notices on CIT in April 2012 citing the lack of natural justice and inappropriate behaviour by CIT in dealing with staff complaints in the past. Teacher workloads have generally become unsustainable and unhealthy amid an alleged culture of intimidation across CIT during the last 15 years. Since April 2012 more than 55 CIT teachers have raised complaints of bullying and harassment over this time period with the ACT Commissioner for Public Administration. These allegations are currently under investigation by the Commissioner with findings due mid 2013. In addition, CIT is currently investigating many such claims which have arisen since April 2013.

Many complainants allege that coercion has been used to intimidate teachers with insecure employment to accept additional unpaid work and to intimidate teachers wishing to abide by the conditions stipulated in the Enterprise Agreement. These allegations are being investigated. Many permanent teachers have been 'exited unceremoniously' from CIT and replaced by insecure teaching staff. Overall, the casualisation of the CIT teacher workforce has progressed throughout the past decade.

CIT teacher workloads have been identified by the AEU, CIT and the relevant ACT Commissioner as unsustainable and are currently subject to assessment with a view to amelioration. Many CIT programs have suffered from the loss of technical support staff and administration staff. These roles have been supported, to date, by teachers in an effort to maintain quality educational outputs. Teachers report that the median working week regularly exceeds 40 hours per week and frequently exceeds 50 hours per week. Teachers report that, while the teaching load of approx 20 hr per week has remained steady the ‘duties other than teaching’ functions have increased from approx 10 hours per week in 2000 to more than 25 hr per week currently so that actual teaching is now the minority of their work.

Teachers subjected to delivering training with significant reductions of delivery hours compared with Nominal Hours identified for program delivery have frequently suffered workload stress. This stress has been identified through sequential member surveys as the prime cause for concern in the workplace (greater than 80% respondents). The impact of these reductions in delivery hours are manifold and an example of the impact on teacher workloads is provided below:

For example, a VET program of 400 nominal hours duration which is delivered in 200 hours, with class sizes of 20 students, the approximate teaching loads and administration loads are tabled below

	400 Nominal Hours	200 Durational Hours
Teaching related functions	Hours	Hours
Enrolments / training plans	35	35
Employer communication	55	55
Student counselling / tutoring	100	190
Compliance / auditing functions	120	120
Training material development	120	250
Teaching / assessment	400	200
Total Teacher Time	830	850
Contribution to teacher annual teaching load*	55%	28%

* Annual Teaching Load = 720 hours per annum

Teachers delivering a training package of 400 nominal hours in 2000 would complete approx 1500 hours annual teaching related work (approx 36 hours per week).

Teachers delivering the same content in 2013 (with delivery hours = 50% NH) would complete 3035 hr pa teaching related work (approx 72 hr / week).

However, these same teachers are also required to now accept technical support and additional administration roles and, additionally, to seek out commercial opportunities to be able to compete with private RTOs operating in a manipulated VET market. Such workloads are clearly unsustainable and highly stressful. Consequently, it has become difficult to recruit

teachers and teacher managers into such positions over 6 years due to the unreasonable expectations placed upon the teaching staff at CIT.

The Comcare premium of CIT has risen steeply since 2008 when the first workplace bullying based teacher Comcare claim was accepted. Many teachers are now on Comcare for psychological injuries, with no determinable date of recovery. The ACT government Comcare premium has risen by 75% over the past 3-4 years.

Training Quality Reductions

A stipulated nominal hours of delivery of VET program content is provided as best practice guidelines to ensure the maintenance of quality training provision to students. It is impossible to deliver stipulated desired quality of VET program content when the delivery hours are less than the stipulated Nominal Hours. Necessarily, program material needs to be cut and as the discrepancy between delivery and nominal hours widens. The extent of training content diminution will be somewhat proportional to the fraction of delivery hours compared with nominal hours.

Underpinning skills are usually the first casualties of this attempt at efficiency. The loss of underpinning skills in training manifests in the inability of students to engage in problem solving and innovation in the workplace. This is a grievance to small businesses that frequently require employees, trainees and apprentices to be able to problem solve in the workplace. Hence, small business, representing the largest employers in the Australian commercial sector, is the most disadvantaged by this practice.

Teachers in the Automotive, Metals, Horticulture, Electro-Technology, Culinary Skills etc programs relate that they regularly use their own money, unreimbursed, to purchase training materials and tools for student use because these items are essential for training yet CIT cannot afford to provide them.

CIT relates that Plumbing and Electro-technology programs cost \$1000 more per student than the CIT receives from the ACT government and student fees in funding. Currently some 800 students are enrolled in Electro-technology programs and this represents a loss of \$800,000 pa to CIT for providing electricians to the region.

Two recent examples of radical changes to the VET programs offered at CIT include the stage 1 phases of both Carpentry and Cabinet Making. Stage 1 in both these programs requires that students learn how to use and maintain hand tools and instruments of the trade. Many of these are quite dangerous tools. CIT mandated that teachers who had been teaching the students these skills in 108 hours would be provided with only 45 hours to train them to competence and proficiency. Teachers were provided with no risk or hazard assessment process, guidance or training to assess associated risks and hazards but were instructed to make the changes in a short time frame. This has placed students and staff at potentially high risk and could also infer liability onto CIT and the teachers in the event that students injure themselves on the job. It is understood that the decision to reduce the actual training of tool use and maintenance to approximately 40% of the stipulated nominal hours was made purely on economic grounds, to fit reduced funding provided to CIT for the delivery of the training.

Axed Training Programs in the ACT

The extent of programs deleted from the CIT training profile due to the search for funding efficiencies since 1997 is legion. Significant historical program closures include the Geology program, axed in approximately 2000. Recently, this program was considered too expensive

to reinstate to meet the demand of the mining sector. In addition, difficulty was experienced in identifying and locating experienced geology teachers who could deliver such programs as no succession planning had been in place throughout the country.

The ACT Accreditation and Registration Council functioned for many years as both regulator and community advisory body to the ACT Minister for Education and Training on VET, Further Education and Higher Education offerings in the ACT. In June 2012 it ceased operation and its advisory function was taken over by a Council which has no appropriate community, practitioner, student, industrial or professional representation. In fact, only providers and big business has representation on this advisory council.

There exists no representative body advising the Minister on what the ACT community requires to meet its social obligations regarding VET and higher education. The profile of public training and education offered in the ACT is therefore decided purely on economic grounds as determined by the institutions themselves; by administrators, not by professional educators. No community consultation is engaged in the decision making processes to cease offering of public VET programs or to cease subsidisation of VET programs. Consequently, the disadvantaged, who traditionally rely on TAFEs to provide them with second and third chance options, are largely ignored in the financial decision making based profitability of educational and training offerings by CIT.

ACT based Engineering programs have suffered from closures as have programs in Agriculture, Horticulture and programs for at risk youth. Currently, CIT student support services, disability assistance and subsidised second chance educational and training opportunities are experiencing severe funding reductions and are scheduled to be offered only as fee for service in the future. Across CIT, some 350-400 Statements of Attainment (including skills sets) offered in 2012 are being removed from subsidised profile funding and allocated in 2013-14 as fee for service programs or deleted completely.

In late 2012 all CIT accredited Languages programs have been axed from CIT's profiled offerings such that there exists no accredited Languages training offered by a public provider in Canberra, the home of government, especially Foreign Affairs!

Conclusion

Commencing after 1997, the sequential funding withdrawal from CIT initially extracted achievable outcomes and efficiencies. All reasonable efficiencies were exhausted by the end of 2000 when it became clear that CIT was to compete on an unlevel competitive playing field with private providers. These providers did not have the cost burden of maintaining extensive and aging government assets and the requirement of staff to operate within the Public Sector Management Act. With the encouragement of the ACT government, private RTOs subsequently cherry picked the profitable programs which had long been identified as necessary for the self sufficiency of the ACT and regional communities. The residual, unprofitable but essential programs were left to the public provider to deliver while it was expected that this provider could also maintain the outputs with sequential reductions in funding over a 15 year period.

Despite multiple pleas from the community and industrial representative organisations to governments for reinstatement of funding to support provision of essential training to meet ACT community needs the ACT government has chosen to exclude community, small business and industrial consultation in favour of manipulated market philosophies. The consequences of these actions on the community include:

1. the loss of services to support disadvantaged students,
2. the cancellation of low profit but essential programs to support the skills shortages within the region,
3. the establishment of a coercive, unhealthy workplace culture at CIT
4. establishment of unsustainable teacher workloads
5. inability to secure appropriate teaching staff due to poor working conditions at CIT
6. loss of quality of VET and further education
7. placing staff and students in unnecessary risk
8. devaluation of the quality of training and education offerings at CIT
9. small business needs neglected in favour of profitability of educational institutions
10. failure of CIT to meet its obligations to support the educational and training needs of local business and the ACT community

Appendix 2

New South Wales Teachers Federation Submission

a) The role played by TAFEs in the development of skills in the Australian economy.

TAFE plays a vital role in developing the skills Australian workers need to thrive in a competitive, globalised economy. By providing education and training programs that prepare people for work, and re-skilling for the changing workforce; TAFE ensures this training will be responsive to local community and industry needs. TAFE is on the frontline when it comes to giving Australians the skills they need to get a job and secure their future.

Millions of Australians have and will continue to rely on TAFE to give them the skills needed to maximise their personal potential and to drive our productivity and national wealth. Currently NSW has annual enrolments in excess of 500,000. Through a network of over 130 campuses covering the state, TAFE supports regional economic, social, cultural and environmental development and sustainability. Research confirms that TAFE presents value for money. Allen Consulting in their publication *World Class Skills for World Class Industries (2006)*¹ stated that for every dollar invested TAFE returns \$6:40.

TAFE contributes particularly to the economic development and social cohesion of regional communities. In partnership with TAFE, regional communities seek to grow their local skills base to attract and retain new industries, provide employment opportunities and support the services and broader social and cultural activities that encourage people to remain in regional areas. TAFE encourages local planning and innovation by assisting communities deal with change and take advantage of opportunities for growth.

Continuing employment in many regional and rural communities requires a mix of skills that can respond to seasonal and economic fluctuations across industries. The service TAFE provides means that young people can undertake post compulsory education and training locally rather than relocating to metropolitan areas where they may be forced to undertake further education without the benefits of a family support network. In many regional areas, TAFE is the only significant VET provider and often a significant employer, enabling local people to stay in their communities and contribute to the local economy.

TAFE, in particular, has a strong record of engaging disadvantaged groups and giving them the skills they need to break into the labour market. However, there is a real danger that existing levels of disadvantage experienced in many regional areas of Australia will be reinforced if TAFE is not able to address these needs appropriately and in ways that suit differing needs.

TAFE provides a “second chance education opportunity” or a ladder of opportunity. Skill development allows people to undertake higher learning, which has previously not been available to them or not taken up, for one reason or another. Strong student engagement and adaptable, flexible programs, with multiple entry and exit points, is particularly suited to the needs of older learners.

TAFE is a system that each year transforms the lives of thousands of Australians by giving them the skills they need to succeed. With a national consistency of sustained and consistent quality outcomes, learners, employers and the community have confidence in the quality of the teaching and learning provided by TAFE. A growing concern with current and proposed changes impacting on TAFE is that the quality of teaching is under threat. It is crucial that TAFE continue to attract, recruit and retain the best teachers for Australia’s economy and the skill development of students.

It is clear that education and training is the key to enabling individuals to effectively participate in and contribute to the economy and society. TAFE is and should remain the leader in vocational education and training.

¹ Allen Consulting Group, May 2006, *World Class Skills for World Class Industries- Employers’ perspectives on skilling in Australia: Report to the Australian Industry Group* viewed 17 April 2013 at <<http://www.allenconsult.com.au/resources/acgworldclassskills2006.pdf>>

b) The development of opportunities for Australians to improve themselves and increase their life and employment prospects

TAFENSW has long been held in high regard for its role in offering 'second chance' education to marginalised groups in all communities, whether regional or urban. For individuals who left school at an early age, those needing retraining due to workplace injury, redundancy or redeployment, or those newly arrived where English is a second language, TAFE has been the mainstay to enable them to participate in an increasingly competitive labour market. It is programs offered by TAFE for disadvantaged communities and programs for Aboriginal and Torres Strait Islander communities that are becoming the first casualties in the TAFE budget cuts announced by the NSW Government in 2012.

With the announcement in November 2012 that within the next four years \$80 million would be cut from the TAFE budget and that 800 jobs, including TAFE teachers, would be lost, 'second chance' education, already under stress from Government underfunding over many years, was put in the direct firing line.

The NSW State Government announced at the same time that all funding for Fine Arts and Ceramics courses across NSW would be cut. Fine Art courses not only provided pathways to the industry but also to further education and training for marginalised groups. In Sydney, provision for Fine Arts educational programs has been cut at all TAFE Art schools, with the closure of the Fine Arts school at Campbelltown TAFE campus, a low socio-economic area. Further cuts to Fine Arts programs have occurred in rural and regional areas such as Moss Vale and Goulburn, with Orange, Ourimbah, Singleton and other smaller colleges having no student enrolments for Semester 1, 2013.

A limited provision of high-end diploma level courses are still available in larger regional areas such as Newcastle, Wollongong and Nowra, however, these are out of the reach of those in lower socio-economic and disadvantaged educational groups, as the new national curriculum requires students to attain the pre requisite Certificate IV before entry into the Fine Arts Diploma. VET Fee Help is not available for Certificate courses, and many students straight from high school cannot afford up-front fees of around \$6000-\$8000. This denies a pathway opportunity into art training.

In some colleges cuts have resulted in the number of weekly teaching hours making up a full time course being halved to 16 hours, which falls below the hours required for a student concession on public transport.

At the time of this report in excess of 30 permanent NSW TAFE Art teachers are facing redundancy and many part time casual TAFE teachers have lost all or some of their work. The impact of these job losses is having immediate effect on the individual teachers, their students and the local community. The NSW Teachers Federation believes that there are strong economic, educational, social and cultural arguments to maintain TAFE art education courses.

For many years, TAFE provision in Adult Basic and General Education, or 'second chance' education has been the main pathway for marginalised groups with disadvantaged educational backgrounds to reintegrate into society and gain employment. These groups, including long term unemployed, single parents and youth at risk, are currently under greater pressure through government policy to retrain and gain employment. At the same time pathways to further education through TAFE in NSW are being slashed.

As one TAFE educator stated: 'I cannot understand government policies even on an economic scale which they are so insistent on throwing at us. If it costs \$150,000 per year to imprison a youth and \$90,000 to imprison an adult, what does it cost to educate them with us in a classroom of 15 before it gets to that?' Such sentiments are backed up by independent studies into the educational backgrounds of those incarcerated in NSW. The results of 12,000 literacy and numeracy skills assessments conducted by the Australian Education and Vocational Training Institute (AEVTI) on inmates in NSW Correctional Centres since September 2007, confirmed that high numbers of inmates come from poor educational backgrounds and have a low skills base in reading, writing and numeracy. 60% of inmates have not completed Year 10.

It should also be noted that indigenous prisoners represent 26% of the prison population in Australia and a further disproportionate rate of incarceration occurs for those of South East Asian, Middle Eastern and Pacific Island ethnic backgrounds. Lochner & Moretti in *The Effect of Education on Crime: Evidence from*

*Prison Inmates, Arrests, and Self-Reports*² found offenders who find themselves in Correctional Centres are disproportionately under-educated, with lower skills in the basics of reading, writing, maths and oral communication. “If education reduces crime, then schooling will have social benefits.... the social return to education may exceed the private return.”³ A higher level of schooling meant a lower probability of arrest, incarceration and recidivism, clearly establish a strong case for basic literacy and adult education. Rawnsley in *Dynamics in Repeat Imprisonment: Utilising Prison Census Data*, confirmed that “[a] quarter of prisoners in Australia aged 30-34 with 5 or more prison spells have only a primary education.”⁴

Yet it is this very provision that is most at risk with the cuts in TAFE budgets.

Since April 2012, TAFE NSW has consistently withdrawn from the provision of numeracy and literacy skills, as well as the higher end of school programs such as the Year 10 Certificate, Higher School Certificate (HSC) and Tertiary Preparation Certificate (TPC). From the Wollongong TAFE campus alone, an area with one of the highest youth unemployment rates in NSW, offerings in 3 CGVE (Year 10) classes, 4 HSC classes and 1 advanced HSC class and 3 TPC classes (at its peak in 2003), have been cancelled due to budget cuts. By 2013, the campus only offers 1 Australian Education and Employment Training classes (near to Year 10 equivalency), 1 HSC class and 1 TPC class. In General Education alone, 6 full time English teachers were employed in 2003, in 2013 only one remains.

c) The delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

TAFE across Australia has world class programs that deliver access and equity services for all students. TAFE in Australia has a central role in ensuring that all students get access to quality vocational education irrespective of their ability to pay.

The 2012 ACOSS Poverty report states that despite 20 years of economic growth, many people in Australia do not have at least a basic standard of living. The report identifies that the proportion of people in poverty rose by approximately one third of a per cent from 2003 to 2010. TAFE has an important role in addressing the social and economic issues of poverty and disadvantage.

In NSW the Technical and Further Education commission Act 1990 clearly states in Objectives section 6 (e) the TAFE commission must:

provide educationally or vocationally disadvantaged groups (such as women, Aborigines, persons of non-English speaking background, persons with disabilities and persons in rural areas) with access to technical and further education services, including a range of appropriate specialised services.

In exercising its functions TAFE NSW does an excellent job at providing specialist support to students who experience disadvantage. Services include disability support, multicultural support, outreach services, support for Indigenous students, careers advice and counselling. TAFE NSW is different to the other states because, up until now, it has retained these services. However, the pressure on diminishing budgets and the impending ‘market model’ for TAFE NSW as a result of COAG agreements and the NSW *Smart and Skilled* policy settings, has seen the fight to maintain these services intensify.

For example TAFE NSW Outreach offers services that ensure that TAFE is not just developing skills for industry but offers a broader role of second chance education. These programs maximise the educational and employment opportunities of the region’s most disadvantaged and marginalised groups. If the current policy shift to privatisation and contestable funding results in the removal of programs such as NSW Outreach the capacity of TAFE to continue to deliver successful access and equity programs will be undermined.

² Lochner, Lance & Moretti, Enrico, 2003, *The Effects of Education on Crime; Evidence from Prison Inmates, Arrests and Self-Reports*, UC Los Angeles: California Center for Population Research viewed 17 April 2013 <<http://escholarship.org/uc/item/4mf8k11n>>

³ Ibid

⁴ Rawnsley, Terry, 2003, *Dynamics in Repeat Imprisonment; Utilising Prison Census Data*, Australian Bureau of Statistic, A paper prepared for a joint ABS/AIC Conference; Evaluation in Crime & Justice; Trends & Methods, Canberra, Australia

In NSW the role of teacher consultant takes primary responsibility in delivering access and equity programs. As TAFE NSW begins to plan for the change to a contestable funding model the role of teacher consultants is being impacted. TAFE NSW is currently implementing changes that will impact, not only industrially on teacher consultants' position descriptions, but also on their capacity to deliver appropriate advice to students, parents, staff and other stakeholders.

For example multicultural teacher consultants in NSW are currently facing their positions being deleted. Multicultural education in TAFE will diminish and the ability for TAFE to respond to the needs of disadvantaged groups will be affected. If these positions are lost a dire precedent for multicultural and other access and equity programs will be set.

Retaining specialist services such as disability teacher consultants, Outreach coordinators and other access and equity roles will be critical to continuing the excellent work of TAFE.

TAFE NSW is required by legislation to address the needs of educationally or vocationally disadvantaged groups. Funding for TAFE must be guaranteed to ensure that these vital educational services developed over many years continue to meet the needs of disadvantaged people of our community.

The link below can be followed to view short videos made by students for a NSW TAFE Teachers Association competition.

“Achieving through TAFE” – Charlotte Sexton, Moree TAFE Campus
<http://www.youtube.com/watch?v=nVJKzdUsC-8&feature=channel&list=UL>

“How Has TAFE Helped Put Your Goals in ACTION” -Imram Budwani, The Hills TAFE Campus
<http://www.youtube.com/watch?v=gU9-ZAwEDPg>

d) Those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

In mid 2012, following on from consultations with stakeholders and community, TAFE Institutes within NSW began “reviews” of operation. While each Institute’s review was carried out in a slightly different manner and within slightly different time frames, the similarities are significant.

Information provided by TAFE centrally and at Institute level indicates these reviews were preceded by budgetary constraints arising from the state Government efficiency dividends and Labour Expenses Cap introduced in the 2011/12 budget and the need to prepare for the *Smart and Skilled* reform of the NSW VET system. *Smart and Skilled* is purported to be the state’s response to signing up to the National Partnership Agreement on Skills Reform at COAG.

Smart and Skilled is driven by NSW State Training Service and introduces a new governance model for TAFE NSW that includes:

1. “Separation of purchaser and provider roles by removing the function of Managing Director TAFE from the Director- General of Department of Education and Communities,
2. A separate and distinct budget for TAFE NSW,
3. Greater autonomy and accountability for TAFE NSW Institutes,
4. Stronger partnerships with Industry and
5. Improved workforce productivity”

Draft Institute proposals refer to “meeting challenges for sustainable growth in an increasingly competitive VET market”.

Changes that are occurring now are a part of a 4 year proposal. Discussions with TAFE centrally confirm that the current round of reviews will be introduced in a 3 stage/phase approach. Again, Institutes timeframes are not aligned but most will result in significant numbers of redundancies occurring within this financial year.

A summary of change management plans given to the union by the Managing Director TAFE NSW on 14th January 2013 follows:

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

Institute (& anticipated timeframe)	Faculties potentially impacted	Head teachers potentially impacted	Teachers potentially impacted	Related employees potentially impacted	Potential VRs for teachers and related employees
Hunter Institute (Phase 1 by end of February 2013)	Industry and Natural Resources Faculty Business and Computing Faculty Creative Industries Faculty	5	15	1	17
North Coast institute (April 2013)	Faculty of Information Technology and Creative Industries	14	24	0	12
Northern Sydney Institute (Phase one by 26 April 2013)	Access and General Education Business and Commerce Community Services and Health Engineering, Transport and Construction ICT, Media, Arts and Electrotechnology Tourism, Hospitality, Environment and Horticulture	47	131	4	60
Riverina Institute (April 2013)	Business, Community and Partnerships	0	0	18	6 - 8
Sydney Institute (July 2013)	Built Environment & Transport Faculty Business & Finance Faculty Manufacturing Engineering & Electrotechnology Faculty Tourism, Hospitality & Service Industries Faculty Work & Study Pathways Faculty Community Services & Health Faculty CreatIT (Design & Media) Faculty	0	60	0	38
Western Sydney Institute (Stage 1 by 30 June 2013)	Building Construction and Primary Industries Business Services Employment Preparation, Pathways and Equity Fine Arts Health, Community and Personal Services Sydney West International Education Tourism, Hospitality and Environment	5	17	3	21

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

HUNTER INSTITUTE

Change initiative:

The first phase of the Institute's Change Management is focused on the teaching profile of three of the Institute's six Faculties. Engagement and consultation with key stakeholders around opportunities for efficiency savings and delivery improvements has occurred.

The review took into account the need to prioritise training places in areas of highest employment growth and skill need. Local industries and communities have been consulted regarding the proposals that involved significant consolidation where courses and facilities were identified as low in demand.

The anticipated timeframe for completion of this phase is by the end of February.

Faculty/Business Units potentially impacted:

Phase 1

Faculties reviewed in Phase 1 of the Institute's organisational change process include:

- Industry and Natural Resources Faculty, Ship and Boatbuilding
- Business and Computing Faculty, Information Technology
- Creative Industries Faculty, Fine Arts
- Creative Industries Faculty Management Unit
- Industry and Natural Resources Faculty, Metal Fabrication and Welding

Potential impact details:

The delivery of **Ship and Boatbuilding** is no longer sustainable within Hunter Institute. The change initiative is to discontinue Hunter Institute's delivery in this area, which has only been provided from Newcastle Campus. A major impact has been the decline in the Boatbuilding industry over the past 5 years including the closure of local major ventures such as Sensation Yachts and Azzura. Ceasing delivery will result in the deletion of 1 Head Teacher position and the deletion of 2 teaching positions (3 positions in total).

A review of **Information Technology** delivery including enrolment trends (past 5 years), job forecasts, other relevant industry data and consideration of the competitive environment identified that the Information Technology sections at two Campuses were no longer sustainable. This decision was based on industry and staff consultation. Teaching staff have been significantly under programmed during 2012. Ceasing delivery will result in the deletion of 2 Head Teacher positions and the deletion of 7 teaching positions (9 positions in total).

Commercialisation of Fine Arts Courses is in line with the Minister for Education's announcement on 11 September. A commercial business model has been identified by staff working parties which will provide fee-for-service courses only. The implementation of the new commercial business model will result in the deletion of 1 Head Teacher position and 2 teaching positions (3 positions in total).

The merger of **Creative Industries Faculty Management Unit** with the **Business and Computing Faculty Management Unit** will provide a single Faculty Management Unit which will assume management and operations of both faculties. This will enhance business growth in a competitive training market. Implementation of the merger will result in the deletion 1 Senior Education Officer (SEO) position.

A review of Metal Fabrication and Welding delivery across the Institute identified that the high cost and duplication of delivery were impacting on the Faculty's ability to achieve expenditure budget targets. The review found that 3 locations were providing the delivery of similar programs within a 20 km radius. Glendale Campus was identified to cease delivery due to the age of facilities (workshops and machinery) in comparison to other locations. Metal Fabrication and Welding will continue to be offered at other locations. This will result in 2 teaching positions being transferred to other locations and the deletion of 1 Head Teacher position.

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

POTENTIAL IMPACT ON STAFF				
Classification	Potential impact:	Number of staff impacted	Number of staff to be declared excess and a VR offered	Nett FTE impact
Teacher positions (impacted Phase 1 Change Initiatives)	Positions deleted: 13 FTE Positions created: 1 FTE (2 x 0.50 FTE) – to be filled by 2 of current 15 staff following a Pool assessment process Positions occupied: 15 FTE Positions transferred to other location: 2 FTE	15	11	-12
Head Teacher (impacted Phase 1 Change Initiatives)	Positions deleted: 5 FTE Positions occupied: 5 FTE	5	5	-5
Faculty Business/ Operations Officer Senior Education Officer (SEO)	Positions to be deleted: 1 FTE Positions occupied: 1 FTE	1	1	-1
TOTAL		21	17	-18

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

NORTH COAST INSTITUTE

Change initiative:

Review and realignment of TAFE NSW, North Coast Institute, Faculty of Information Technology and Creative Industries (ITCI) to reflect the funding changes for Fine Art provision and a review of offerings in other areas including Fashion and low level Information Technology courses.

The anticipated timeframe for completion of this realignment is by April 2013.

Faculty/Business Units potentially impacted:

Fourteen ITCI sections delivering Information Technology, Fashion or Arts programs across the North Coast footprint (Great Lakes to Kingscliff), will be replaced with six sections each delivering a broad range of courses from a suite of ITCI areas. Flexible teams will deliver according to market demand and access a range of funding options.

Potential impact details:

All existing Teacher and Head Teacher positions in the Faculty will be deleted and replaced by a lesser number of positions. Technical assistance will be rationalised and accessed as and when required. Teams will be based on six broad geographical areas (Tweed, Richmond, Clarence, Coffs Harbour, Port Macquarie and Taree/Great Lakes). Reductions in permanent staffing expressed as full time equivalent (FTE) are: 8.00 Head Teachers and 6.88 Teachers (Total FTE 14.88). There are 16 positions representing the FTE of 14.88, however as 4 of the positions are currently occupied by acting arrangements the total number of staff to be declared excess is 12.

POTENTIAL IMPACT ON STAFF				
Classification	Potential impact:	Number of staff impacted	Number of staff to be declared excess and a VR offered	Nett change FTE
Head Teachers	Deleted positions: 14 (14.00 FTE) Created positions 6 (6.00 FTE) Positions occupied:10	14	4	-8.00
Teachers	Deleted positions 24 (22.88 FTE) Created positions 16 (16.00 FTE)	24	8	-6.88
TOTAL		38	12	-14.88

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

NORTHERN SYDNEY INSTITUTE

Change initiative:

Northern Sydney Institute is undertaking a business review to identify efficiencies and implement strategies that will reposition the Institute for a sustainable future in a hyper competitive marketplace as well as improve the quality of service delivery. The business review proposals will be phased in over the next four years and include efficiency savings across all areas of the Institute's operations, structure and facilities.

The first phase focusses on teaching and learning service delivery and is the first of three change plans that will address front line delivery services.

The anticipated timeframe for completion of this phase is by the end of April 2013.

Faculty/Business Units and potential impacts:

Access and General Education

- Adult Basic education – amalgamate sections; head teacher and teacher positions affected.
- Outreach – rationalise planning and delivery; coordinator positions affected.
- Prevocational (HSC) – consolidate delivery sites; teacher relocations.

Business and Commerce

- Accounting – reduce program offerings; consolidate delivery sites; head teacher and teacher positions affected.
- Business Administration - consolidate delivery sites; cross campus program management; head teacher and teacher positions affected.
- Business Services (Marketing, Management and Human Resources) - consolidate delivery sites; head teachers to manage multi-disciplines; head teacher and teacher positions affected.
- Property services – amalgamate with Business Services; head teacher position affected.

Community Services and Health

- Hair and Beauty – cross-campus collaboration model for teaching teams and management; head teacher and teacher positions affected.
- Aged Care and Nursing – cross-campus collaboration model for teaching teams and management; teacher positions affected.

Engineering, Transport and Construction

- Building diploma – cease delivery and close section; head teacher and teacher positions affected.
- Architectural Technology diploma – phase out delivery; teacher positions affected.
- Shop Fitting and Detailed Joinery – cease delivery and close section; head teacher and teacher positions affected.

ICT, Media, Arts and Electrotechnology

- Fine Arts – commercial programs to be offered in ceramics, sculpture and visual arts; head teacher, and teacher positions affected.
- Electrotechnology - reduce course offerings in electronics trade programs; teacher positions affected.

Tourism, Hospitality, Environment and Horticulture

- Commercial Cookery – review products and services; increase workplace delivery; develop online products to meet industry demand. Head teacher and teacher positions affected.
- Hospitality and Tourism – cross-campus collaboration model for teaching teams and management; head teacher and teacher positions affected.
- Nursery – cease delivery of Nursery Production (wholesale) program; head teacher and teacher positions affected.

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

POTENTIAL IMPACT ON STAFF				
Classification	Potential impact:	Number of staff impacted	Number of staff to be declared excess and a VR offered	Nett change FTE
Teaching and Related Employees (including Head Teachers)	Positions deleted: 64 Positions Created: 0 Positions occupied: 182	182	60	-64
TOTAL		182	60	-64

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

RIVERINA INSTITUTE

Change initiative:

Riverina Institute commenced a Reflections and Repositioning project in late 2011. Since transition to the new business model on 30 July 2012 the Institute has commenced 'phase 2' reviews of functional areas to ensure they are best structured to deliver its strategic plan. The current change management plan covers Business, Community and Partnerships.

The anticipated timeframe for completion of this review is by April 2013.

Faculty/Business Units and potential impacts:

Business, Community and Partnerships

This comprises International students, Outreach, Regional Aboriginal Coordinators, Cross Sectoral Programs Unit covering schools and higher education, and Business Development Managers.

The outcome of the review creates substantially different roles and reporting lines for staff, and reduces the overall staff by 6.75 FTE. This includes the merging of Outreach and Business Development functions into Workforce and Community Development Manager positions, the replacement of Regional Aboriginal Coordinators with Aboriginal Workforce and Community Development Managers, creation of specialist tender writing and contract analysis roles, creation of a combined higher education and international strategy position, and a new school engagement team to increase TVET work and attract graduating students to TAFE.

POTENTIAL IMPACT ON STAFF				
Classification	Potential impact:	Number of staff impacted	Number of staff to be declared excess and a VR offered	Nett FTE impact
Teaching and related (including Head Teachers) in Business & Community Partnerships These positions are Special Program Coordinators and Senior Education Officer positions	Positions deleted: 20.45 FTE New positions created: 13.7 FTE Positions occupied: 15.5 FTE Permanent 2.5 Temporary FTE 2.45 Casual FTE	18	6 - 8 staff	-6.75
TOTAL		18	6-8	-6.75

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

SYDNEY INSTITUTE

CHANGE INITIATIVE:

TAFE NSW -Sydney Institute is undertaking a Business Reform Review to identify opportunities for efficiency improvements and to implement strategies which will maintain and enhance the Institute's economic, educational, and service sustainability in an increasingly competitive training market.

The Sydney Institute Business Reform employs a three stage approach:

- Stage One - immediate reforms as a result of current business;
- Stage Two - structural changes, to align services to an entitlement model to commence engagement in December 2012; and with an implementation date of July 2013.
- Stage Three - management and structural reforms as a result of Stages 1 and 2 changes to commence in May 2013.

Faculty/Business Units and potential impacts:

The Sydney Institute Faculty and Business Units that will be affected by the proposed Stage 1 business reforms include:

- **Built Environment & Transport Faculty**
 - *Cessation of Naval Architecture programs and shifting Aviation programs to non-core enrolments only*
 - *Deletion of all Naval Architecture and some Aviation Studies teaching positions*
- **Business & Finance Faculty**
 - *Amalgamation of Business and Finance teaching sections within colleges and rationalised across Sydney Institute*
 - *Deletion of all Teachers Organisational Sciences and some Teachers Legal positions*
- **Manufacturing Engineering & Electrotechnology Faculty**
 - *Reduction of the provision of print support services in the Graphic Arts (Printing) area*
 - *Deletion of some print support officer positions*
- **Tourism, Hospitality & Service Industries Faculty**
 - *Creation of two Centres of Excellence in Tourism in Sydney Institute at Sutherland and Ultimo*
 - *Deletion of some teaching positions in Commercial Cookery and Hairdressing*
- **Work & Study Pathways Faculty**
 - *Replace the roles of the Institute Multicultural Education Coordinators with Managers Multicultural Engagement*
 - *Rationalisation of the Higher School Certificate and Tertiary Preparation Certificate programs across Sydney Institute*
 - *Deletions of some Languages/ESOL teachers and reclassification of the Adult Literacy Officer*
- **Community Services & Health Faculty**
 - *Cessation of Optical Dispensing program and deletion of all teachers Ophthalmic Optics positions*
 - *Relocation of delivery site of Audiometry and Sterilisation programs*
- **CreatIT (Design & Media) Faculty**
 - *Reform of Fine Arts delivery at Sydney Institute so that fine arts is offered as non-core enrolments*
 - *Amalgamation of Fine Arts and Graphic Design at St George College*
 - *Deletion of all Fine Arts Photography and some Ceramics teaching positions*

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

IMPACT ON STAFF				
Classification	Potential impact	Number of positions impacted	Number of staff to be declared excess and a VR offered	Nett change FTE
Teaching and Related Employees (including HT's)	Positions deleted: 59.5 FTE New positions created: 2 Positions occupied:38	60	38	-57.5
TOTALS		60	38	-57.5

COMMERCIAL IN CONFIDENCE - WITHOUT PREJUDICE

Western Sydney Institute

Change initiative:

Stage 1 of the Western Sydney Institute Products and Services Review:

- is the first of an anticipated three Stage process. The anticipated timeframe for completion of this stage is by the end of June 2013. It is anticipated that the last Stage will be concluded in 2015 as emerging public sector and VET reforms are implemented
- has identified opportunities to improve efficiency and meet budget targets in product delivery, with Stage two expanding to include all Business Lines, along with positions administering corporate, support and operational services.

Business Lines/Business Units and potential impacts:

- Building Construction and Primary Industries – Agriculture teaching positions;
- Business Services – teaching positions
- Employment Preparation, Pathways and Equity – Adult Literacy Officer positions
- Fine Arts – teaching positions
- Health, Community and Personal Services – Outdoor Recreation teaching positions; Sydney West International Education – Senior Education Officer positions
- Tourism, Hospitality and Environment – Tourism teaching positions; a Hospitality teaching position

POTENTIAL IMPACT ON STAFF				
Classification	Potential impact:	Number of staff impacted	Number of staff to be declared excess and a VR offered (approx)	Nett change FTE
Teaching and related (including Head Teachers)	Positions deleted: 28.25 FTE New positions created: 2.5 FTE Of the occupied (24.25 FTE) positions involving 25 people, it is anticipated that four people (4 FTE) will transfer or be appointed through pool assessment processes.	25	21	- 25.75
TOTAL		25	21	-25.75

South Western Sydney Institute has gained approval for a change management plan as of April 2013 and projects implementation of Phase 1 will be complete by May. The proposed organisational change in this phase will result in the deletion of 8 positions at Senior Education Officer and Institute Manager level. Concerns have been raised about the removal of the high level educational support services these positions provide for teaching delivery.

Illawarra Institute and Western Institute are currently undertaking reviews and intend outcomes to be announced and changes implemented during Semester 2 2013.

These change management plans and projected deletion of positions do not include projected downsizing through natural attrition.

The repercussion of these wholesale organisational changes has not been limited to departing staff. Remaining staff have been affected by being on lists of “potentially impacted” staff for considerable periods of time only to be informed that no changes will occur within their section, while others have endured “pool assessment” procedures, where all staff within designated faculties must apply for a reduced number of positions.

The level of moral within TAFE NSW is at an all-time low as a result of continual cost cutting, the speed and size of organisational change and the shift of focus from student to budget. Bullying appears to be rife, with the union fielding calls from numbers of very distressed teachers and head teachers on a daily basis. Concerns have been raised at the level and prevalence of “course discounting” with many teachers within TAFE NSW questioning the educational viability of decreasing the delivery hours of courses as a budgetary measure. Some head teachers report being advised that if they can’t deliver a program within a shortened time frame, they will not be approved to provide that course to the community. One teacher repeated a line given by management that “four fifths of something is better than nothing”.

The creation of Centres of Excellence has resulted in teaching delivery ceasing in some colleges and staff and students facing hardship in having to travel distances to attend classes. In pockets of Sydney, public transport does not allow for ease of travel between suburbs, for example, from southern Sydney to the eastern suburbs, while peak hour grid lock can double the time of travel in some areas. Some Institutes appear to be concentrating delivery in some faculty areas so that delivery will occur from one college only, despite the size of the institute or the previous demand within other geographic areas.

The introduction of electronic enrolment systems has negatively impacted on number of potential students’ ability to enrol in courses and created administrative problems during the beginning of new courses. This has resulted not only in an increased level of frustration for teaching and administrative staff, but the loss of students. It is difficult to quantify the numbers of students that may have been lost to TAFE due to inadequate electronic enrolment systems. It would appear that despite the best efforts of this Government to dismantle the TAFE system through cost cutting, introducing unworkable systems, downgrading of the commitment to teacher training from a bachelor or graduate diploma to a Certificate IV and the current wholesale discarding of teachers of many years’ experience, the teaching and administrative staff within TAFE are able to maintain a quality system. Imagine what this state could have with a genuine commitment to funding from this Government.

e) The operation of a competitive training market.

In 2011 Minister for Education in NSW, Adrian Piccoli said:

Leaving training up to the open market there can be shortcomings, and that will have an impact on quality. We don’t want to jeopardize our quality in NSW. Also we want to protect the viability of TAFE; we don’t want to do anything that’s going to jeopardize the viability, particularly of regional TAFEs⁵

Committing something as important as the skills development of a national economy to the vagaries of the market deserves immediate reconsideration. The theory and machinery (vouchers, government driven markets, contestable funding) was sourced from economies prior to the Global Financial Crisis when citizens

⁵ Adrian Piccoli in Mitchell, J. 2011 “Playing follow the leader has pitfalls” *Campus Review*, 18 October

still trusted market solutions. Even, in Australia we have had the International Student debacle, the failure of ABC Learning, the failures of private RTOs and colleges in Victoria. In the UK the blurred semi-privatized patchwork VET model has come in for significant criticism related to national productivity failure.⁶

The problem with imposing simple economic models derived from delivery of utilities onto vocational education and training is that vocational education and training is not simple. Even the Minister, Adrian Piccoli, acknowledged that “one of the challenges with targeting skills shortages is we’re not quite sure where they’re going to be and governments are very poor at judging it.”⁷

The unintended outcomes of simplistic implementation of market models in VET have been reported extensively from the Victorian debacle. The first casualty has been quality. Phillip Toner, makes it clear that “VET as an activity is inherently problematic to contract out because quality is extremely difficult to define in a way that can be captured in a legal contract between the government and the RTO.”⁸

Justification for increased competition is couched in the need for “flexible and responsive training” but Toner dismisses this neo-liberal ideology and questions:

What about the flexibility an employer gains in having well trained, broadly skilled individuals who are capable of solving problems? What about the flexibility a well trained worker has in being able to transfer their skills to other firms and industries? These types of flexibility are undermined by low quality training.”⁹

The arguments for greater competition have also been framed in arguments about “user choice”.

The ‘choice’ argument makes assumptions about students’ ability to act as consumers, to be somehow ‘informed’ and argues that provision of data will somehow increase the ability of people to make choices.

Students who engage with vocational education in NSW often come from poor socio-economic backgrounds as was highlighted by the *TAFE Futures Inquiry* by Peter Kell in 2006. TAFE students face significant financial difficulty not just because of the fees and charges related to their study, but the associated living costs and loss of income. This year costs in NSW for students escalated by 9.5%. Many students are on benefits or apprentice wages. Further, many students are not choosing to consume. They are required to engage with vocational education and training in order to meet Centrelink participation requirements.

Alison Wolf calls this uninformed power inequity ‘asymmetric information’ problems in a market. Wolf says in reference to regulation of markets:

Asymmetric information is always present in a transaction- that is, one side knows things which the other does not, and has no way of finding out. But sometimes, the degree of asymmetry is seen to justify government action. Regulation of who can practice medicine is the classic example. But no centralised administrative body can possibly possess expertise in the hundreds and indeed thousands of specialist areas which vocational qualifications examine.”¹⁰

Students who engage with TAFE may be very young, having disengaged with the school system or they may be second chance learners, for example women hoping to return to the workforce. Firstly, young learners may not have any aspirations or career interests, especially if they come from a background of generational welfare dependency and their experience of learning may be very negative. Literacy and numeracy skills may be very low. It is only upon engaging and possibly failing a couple of times, that the relationship with the educator results in successful engagement. Similarly women often return to education with little confidence and often as a result of marriage breakdown or domestic abuse. Rebuilding confidence may take a few attempts. These typical learner scenarios would benefit more from the provision of career counselling,

⁶ Wolf, A, 2011 *The Wolf Report* viewed 17 April 2013 at < <https://www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report>>

⁷ Adrian Piccoli in Mitchell, J. 2011 “Playing follow the leader has pitfalls”, *Campus Review*, 18 October

⁸ Phillip Toner in Mitchell, J. 2012 “Why COAG needs to rethink reforms” *Campus Review*, 24 January

⁹ Ibid

¹⁰ Wolf, A, 2011 *The Wolf Report* viewed 17 April 2013 at < <https://www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report>>

literacy screening and tailored learner support than from supposed ‘choice’ and access to a website such as My Skills.

In 2013 NSW TAFE finds itself in a precarious position because of the experiment in ideology and market design that has resulted in severe cuts to TAFE provision, including in the bush. The chickens are coming home to roost in NSW, with \$80 million in funding over 4 years and 800 jobs cut from the TAFE sector. On top of this NSW TAFE must adhere to a 1.2% labour cap. There have been seemingly sudden and irrational decisions compounding the damage, including removal of funding for Fine Arts in September of 2012 and removal of funding for students who did not reside in NSW, impacting on rural TAFEs. Looming in 2014 is the next market design experiment of the NSW Government, so called *Smart and Skilled*. Unfortunately in the words of Innes Wilcox from the Australian industry Group in an interview with Campus Review the cuts to TAFE overlook the fact that “TAFE operate[s] for the public good.”¹¹

TAFE is the dominant provider of VET in New South Wales.¹² The data presented in the table below for NSW VET encompasses TAFE and private providers receiving public funding.

Table 5¹³
Broad indicators of publicly funded VET: New South Wales 2010

	TAFE and other government providers	Community & other registered providers	Total
Number of students	467,500	115,600	583,200
Contact hours	127.889m	18.992m	146.881m
Certificate-level enrolments & Diploma or higher enrolments	345,200	78,700	423,900
Number of institutions	117	516	634

Note: For a description of NCVET data see footnote 3 above.

Source: Based on Tables 11, 12, 14, NCVET, 7 July 2011.

NCVET data shows that, in 2010, VET in NSW:

- delivered nearly 147 million hours of training,
- had 583,200 student enrolments,
- had 358,100 (61.4 per cent) enrolments at certificate-level; had 65,800 (11.3 per cent) enrolments at Diploma level and above

¹¹ Innes Wilcox in Mitchell, J. 2012 “Industry

¹² Walker, Bob and Walker, Betty, 2011 *Competitive Tendering in VET: Cheaper is not Better* viewed on 17 April 2013 at < http://www.nswtf.org.au/files/vet_report_290911cd.pdf>

¹³ Ibid

Growth in funding of public NSW VET from 2005 to 2009 at 18.1 per cent was far below the Australian figure of just under 35 per cent as shown in the table below.

Table 16¹⁴
Funding of public VET: New South Wales

Revenue category	2005 \$m	2006 \$m	2007 \$m	2008 \$m	2009 \$m	% change NSW 2005-09	% change Australia 2005-09
State government	934.9	977.8	994.0	1,016.5	996.1	6.5	17.6
Commonwealth government	328.0	341.9	354.5	360.6	459.4	40.1	63.7
Fee-for-service	197.7	228.4	237.2	300.9	305.0	54.3	67.2
Student fees & charges	69.0	71.4	68.9	78.0	75.1	8.8	24.4
Ancillary trading and other	80.2	89.6	65.9	68.0	64.9	-19.1	14.4
Total	1,609.7	1,709.2	1,720.6	1,824.0	1,900.7	18.1	34.8

Source: Based on Table 1, NCVER, 6 October 2010, p. 9.

Moreover, while there has been increasing reliance by TAFE NSW on ‘fee for service’, and an increase in the relative contribution of the Commonwealth, there has been a decline in the NSW Government’s funding from 58 per cent in 2005 to 52 per cent in 2009 (as shown in the table below).

Table 17¹⁵
Major funding sources of NSW public VET as a proportion of total

Revenue category	2005 %	2006 %	2007 %	2008 %	2009 %
State government	58.1	57.2	57.8	55.7	52.4
Commonwealth government	20.4	20.0	20.6	19.8	24.2
Fee-for-service	12.3	13.4	13.8	16.5	16.0
Student fees and charges	4.3	4.2	4.0	4.3	4.0
Ancillary trading and other	5.0	5.2	3.8	3.7	3.4
Total	100.0	100.0	100.0	100.0	100.0

Source: Based on Table 1, NCVER, 6 October 2010, p. 9.

TAFE budget cuts have already harmed students' chances by causing increased class sizes, fees and charges, reduced class hours, lower teacher qualifications and discontinued specialist support for disabled, multicultural, Aboriginal and disadvantaged students.

The impact on regions is severe. Following on from the announcement in NSW in September 2012 that Fine Arts would no longer be funded; the North Coast Institute of TAFE commenced a restructure of the Information Technology and Creative Industries Faculty. The reduction in the budget for the faculty was \$3 million. However, as the faculty also included fashion and information technology teachers the restructure has led to all full time fashion teachers, (5 teachers representing over 160 years of industrial experience), several information technology teachers and nearly all the fine arts teachers losing their jobs. Lismore retains only one teacher of Fine Arts. At other TAFE institutes the damage is similar. There will be no full time Fine Arts teachers left in the Western Institute of TAFE.

The Creative Industries Taskforce (established by the NSW government) has since identified that creative industries’ exports were worth over \$1.5 billion to the NSW economy in 2011 about 3% of the total. Access

¹⁴ Ibid

¹⁵ Ibid

Economics have forecast that this will grow at 3.1% till 2020, compared to 2.7% for the economy overall. Over 150,000 people are employed in this sector and this is also predicted to expand faster than the rest of the state's workforce. (2.6 percent between 2006-2011 compared to 1.4 percent for the rest of the workforce).¹⁶ The taskforce has recommended the reinstatement of TAFE funding. However, the damage to the teacher workforce has already been sustained. For students wishing to study Fine Arts in NSW, the fees are as high as \$12,000.

The Fine Arts defunding presages what is to follow with the NSW government's market design solution, *Smart and Skilled*. *Smart and Skilled* has three aspects. It offers a voucher to students up to a Certificate 3 level, but unlike Victoria there will be three bites at the cherry. However, the amount the student pays will increase with each voucher. The amount has not been announced and will be set by the Independent Pricing and Regulatory Tribunal (IPART). After students have expended their vouchers they will have to pay commercial rates for all training. The government will decide which skills areas deserve funding. There will be a skills list issued, probably in May 2013. The Creative Industries fiasco has already demonstrated that government can get this very wrong and the immediate damage to TAFE in NSW is clear. The third aspect is that student loans will be necessary. Student loans may be too great a barrier for many students. The impact on those seeking career development or career change could be negative.

The profit making orientation that is required by increased competition is also damaging the TAFE teaching profession. Firstly, cost pressures have pushed extreme casualization of the TAFE workforce in NSW- up to 80% of the workforce in some institutes. Casual teachers are not afforded the same professional development opportunities as their full time colleagues and are reporting increasing exploitation. They are desperately juggling sometimes up to three jobs in order to make a living, leaving little time for a focus on the quality of their teaching. Further, the TAFE Commission in NSW is seeking to introduce cheaper roles of 'trainer and assessor' in NSW in the latest Enterprise Bargain.

Professor Terri Seddon recently identified that the work of vocational teachers is becoming more demanding due to the diversity of students and the multiplicity of worksites. She said that "to function effectively in these contexts, VET teachers need 'higher order capabilities' that are not acquired overnight and that teachers need sufficient time and a particular orientation to build a relationship with learners". She believes that "if you want VET practitioners to do the job that governments are asking them to do, which is about building skills and capacities for innovation while working in more and more complex workplaces and environments then you must provide them with support."¹⁷ She identifies a paradox between contestability and education.

In NSW the workload pressures for TAFE teachers associated with increased competition, and as a direct consequence of open markets, increased regulatory compliance, are becoming unsustainable. The costs of the parallel reporting and infrastructure required to impose regulation on an open market is seldom counted.

In the meantime, TAFE teachers in NSW try to do the right thing by their communities and students. Recently an Outreach coordinator reported upon a case where a student from a severely disadvantaged background who had recently completed a foundations pathway course was enticed into debt by a private provider offering a six week Diploma of Community Welfare. There is no protection now in NSW for the vulnerable.

¹⁶ Browne, R 2013. "Creative Arts Used To Boost State's Economy" *Sydney Morning Herald*, March 11

¹⁷ Professor Terri Seddon in Mitchell, J. 2012 "Why shark nets are needed in every state" *Campus Review*, 16 April

Appendix 3

QTU Submission House Standing Committee on Education and Employment Inquiry into the Role of the Technical and Further Education System and Its Operation

April 2013



Table of Contents

Terms of reference	3
Introduction	3
The Role of TAFE in the Development of Skills in the Australian Economy	4
The Role of TAFE in the Development of Opportunities for Australians to Improve Themselves and Increase their Life and Employment Prospects	6
The Role of TAFE in the Delivery of Services and Programs to Support Regions, Communities and Disadvantaged Individuals to Access Training and Skills and Through Them a Pathway to Employment	6
The Operation of a Competitive Training Market	9
Queensland State Government Funding Decisions which Impact on the Operation and Viability of TAFE	16
Appendix 1: Queensland TAFE Success Stories	23
Appendix 2: Voices of Queensland TAFE Teachers	29

QTU Submission
**House Standing Committee on Education and Employment Inquiry into the Role of the Technical
and Further Education System and Its Operation**

Terms of Reference

TAFEs have played a critical role in the training and development of Australians for more than one hundred years. For many Australians, TAFEs provide a critical pathway to training and skills which are increasingly needed to access employment. They also play a critical role in regions and in providing access for disadvantaged groups.

The Committee will inquire into and report on the role played by TAFEs in:

- *the development of skills in the Australian economy;*
- *the development of opportunities for Australians to improve themselves and increase their life and employment prospects;*
- *the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;*
- *the operation of a competitive training market; and*
- *those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.*

Introduction

The Queensland Teachers' Union is a state-registered organisation of employees representing 44,000 teachers in the Queensland government schools and TAFE institutes. It is an associated body of the Australian Education Union.

For the QTU and TAFE Queensland educational staff, the role of TAFE Queensland has never been in doubt. The focus of teachers has and will continue to be the provision of skills and knowledge to students enabling them to participate in society and the workforce wherever and whatever the need. The TAFE environment is repeatedly chosen by students and employers as a preferred provider because it provides quality education through a learning community, access to libraries and resources, learning support, career and personal counsellors and pathways to further study options.

TAFE across the country has high brand recognition and is well-respected. TAFE Queensland provides Vocational Education and Training (VET) that:

- Provides qualifications across the AQF;
- Is universally accessible and affordable;
- Is of a high standard;
- Is efficient and responsive to need;
- Represents the breadth of social and economic skills and needs.

The Queensland Teachers' Union believes that vocational education and training should be organised to provide broad, contemporary and relevant vocational knowledge and skills, rather than narrow, instrumental, "just in time" skills addressing only the immediate needs of employers. The VET system should develop and promote pathways for students into employment but also into further education.

TAFE plays an important and indispensable role within VET:

- As a public provider, it is best placed to address the broader mission of VET. In contrast, private registered training organisations (RTOs) are inherently focused on meeting short-term and specific training demands of employers;
- TAFE plays a pivotal role in addressing issues of access and equality through its presence in a wide variety of geographical and socio-economic settings and as a key provider of opportunities for disadvantaged students.
- It provides a quality benchmark in terms of its workforce and training programs.

However, it must be acknowledged that the landscape for Vocational Education and Training generally and TAFE specifically has changed. A number of obstacles exist for TAFE Queensland in the short, medium and long term including:

- Decreased funding per the student contact hour;
- Increased competition from the private sector;
- Increased competition between institutes resulting in duplication of effort in resource development and support services;
- Underfunding of maintenance of current assets;
- Changing expectations of students and employers;
- Technological change requiring investment;
- High overheads and bureaucracy;
- Rigid systems and processes limiting flexibility and entrepreneurial activity;
- An aging workforce;
- Across the VET sector generally, the lack of a structured approach to enhancing levels of workforce qualifications and capacity;
- Lack of a support for staff to develop skills and knowledge to engage in flexible and online delivery;
- Disincentives for employees to work in certain geographic locations.

In order to continue to improve the level and quality of offerings and outputs in TAFE in Queensland, a range of issues must be addressed. These include:

- Low levels of government and industry funding for VET in Queensland;
- Professional and vocational development for educational staff;
- Registration and development of code of ethics for VET teachers;
- Professional development and succession planning for managers;
- Centralisation and funding of resource development;
- Formalised, centrally funded networks for collaboration, moderation and validation;
- Funding for educational support services including libraries/resource centres, student counselling services, literacy and numeracy support.

The Role of TAFE in the Development of Skills in the Australian Economy

It is common ground that Australia needs to improve its skills development effort. Research has established that increasing investment in education and training and lifting the qualifications level of the workforce is by far the single most effective lever available to improve participation and productivity. Currently there is a significant shortfall in the supply of workers with the required vocational skills, and in particular, in the supply of workers with high-level technical, vocational and tertiary qualifications. TAFE is the VET provider that has traditionally trained these high-skill workers and continues to have a much greater capacity than non-TAFE providers to do this training effectively and efficiently.

John Mitchell is an independent researcher who has conducted case studies of TAFE-industry links involving 80 companies ranging from BHP Billiton, Telstra, BlueScope Steel, Optus, Toyota, QANTAS, Housing NSW, Sydney Water, Energy Australia and medium to small businesses. These employers uniformly and ‘publicly attest to the value delivered by TAFE’.¹ His most recent research (five case studies) ...

... shows how TAFE training meets one or more of these business and government goals – increased productivity including global competitiveness, flexible workforces, highly qualified staff building careers, skills for the new economy and regional growth.²

Case Study 2 of Mitchell’s research is about the partnership between Skills Tech Australia (Queensland TAFE) and Toyota. Mitchell reports:

TMCA [Toyota Motor Corporation Australia] seeks highly skilled tradespeople who meet two sets of standards: national training standards and their own international enterprise specific standards. They want their tradespeople to complete their national qualifications, learn Toyota approaches, and stay on with the company. TMCA formed a relationship with SkillsTech Australia in 2005 that has since achieved and, in some cases, exceeded the achievement of this goal.³

Previous research by Callan and Ashworth (2004), examined industry-provider partnerships in 47 VET providers (35 TAFE⁴, 5 other public providers, 2 AMES and 5 private) found that ‘many industry respondents rated the level of training as world class’.⁵

The QTU believes that increased industry engagement with and by teachers would contribute greatly to improved outcomes for TAFE. In recent years TAFE teachers have been progressively sidelined in negotiation with industry. A mechanism within TAFE Queensland should be established and fully funded to increase meaningful engagement with industry as well as provide for the vocational development of teachers. A fully-funded system-wide mechanism for moderation and validation between institutes is also required.

This coupled with centralised curriculum development would ensure high standard, consistent and up-to-date materials are available for implementation by teachers. Training Packages, from which the majority of VET skills and knowledge are taught and assessed, are not curriculum and require extensive unpacking for implementation. Only a systemic provider, such as TAFE, has the potential to undertake this task in a comprehensive way.

Employees are often expected to be flexible and open to multi-skilling and working in a range of roles. Thus it would be advantageous to develop courses which focus on the provision of skills for broader employability as well as narrow, job specific skills. Unlike private RTOs, TAFE is well positioned (or would be if properly funded and encouraged to do so) to develop courses which focus on these broader employability skills as well as for specific skills sets.

Buchanan et al. (2009) argue that Australia’s economic renewal has been hindered by its “fragmented” approach to workforce development, characterised, for example, by a focus on narrow skills sets and highly fragmented units of competence and on “second order” issues such as

¹ Mitchell, J. (2013a) Macro View is Needed in Analysis, Campus Review, 8 April, <http://www.campusreview.com.au/blog/2013/04/macro-view-is-needed-in-analysis/>.

² Ibid. The full study is: Mitchell (2013b) Reinventing service delivery: Case studies of TAFE Institutes meeting industry needs and government goals, , John Mitchell and Associates, TAFE Directors Australia, http://www.tda.edu.au/resources/ tda_reinventing_service_delivery.pdf.

³ Mitchell (2013b) Op. cit., p. 22

⁴ Including 6 in Queensland.

⁵ Callan, V. and Ashworth, P. (2004) Working together: Industry and VET provider training partnerships, National Centre for Vocational Education Research, <http://www.ncver.edu.au/publications/1459.html>

contestability and market design. They make a case for a broader approach 'in which learning flows are organised on the basis of deepening human capability'. They note that 'only an innovative and responsive public sector can recognise, nurture and support' such an approach and that, 'a key challenge is to ensure the public sector builds its capability to help establish such social infrastructure'.⁶

The Role of TAFE in the Development of Opportunities for Australians to Improve Themselves and Increase their Life and Employment Prospects

As noted by Kell:

TAFE students are diverse in backgrounds, interests, needs and experiences and span the full spectrum of ages from school leavers to existing workers to mature-aged students.⁷

Kell noted that students are attracted to TAFE to learn 'hands-on' practical skills, because they are treated as adults and because there are teachers who are 'willing to help you'. Kell noted that some students also expressed the view that TAFE provided them with an opportunity to develop a sense of well-being as well as achieving vocational outcomes.⁸

The satisfaction rates for TAFE with both Students and Employers are at historically high levels. The National Centre for Vocational Education Research (NCVER) Student Outcomes 2011 report indicates that 75 per cent of TAFE graduates nationally were employed after completing training in 2011. A total of 86.8 per cent were employed or engaged in further study. In total, 90 per cent of TAFE graduates were satisfied with their training in 2011. The student satisfaction rate has been rising every year since 2005.

However, many of the support programs and services that have traditionally enhanced student experience in TAFE have been cutback or eliminated due to the relentless pressure on TAFE institutes to seek efficiencies.

The Role of TAFE in the Delivery of Services and Programs to Support Regions, Communities and Disadvantaged Individuals to Access Training and Skills and Through Them a Pathway to Employment

TAFE Queensland has played a considerable part in the development of communities across the state of Queensland economically and socially by being the provider of quality vocational education and training in the State. This has resulted in strong recognition of the TAFE brand and an association with successful outcomes for students. In his 2006 inquiry into TAFE, Kell found that: 'TAFE enjoys good support in the community, and people are passionate about their local TAFE'. But he also noted that uncertainty about the role and future of TAFE was undermining public confidence at the local level.⁹

Through its state-wide network of institutes and campuses TAFE Queensland should continue to contribute to community economic development by providing industry training and second chance or life-long learning opportunities. TAFE is ideally placed to deliver to the thin training markets that characterise many rural and remote centres. Additionally investment in infrastructure and services in

⁶ Buchanan, J., Yu, S., Marginson, S. and Wheelahan, L. (2009) Education, Work and Economic Renewal: An issues paper prepared for the Australian Education Union, Workplace Research Centre, University of Sydney, <http://www.aeufederal.org.au/Publications/2009/JBuchananreport2009.pdf>.

⁷ Kell, P. (2006) TAFE Futures: Key Findings, Australian Education Union, South Melbourne, <http://www.aeufederal.org.au/Publications/2006/TFsummary.pdf>.

⁸ Ibid.

⁹ Ibid.

regional communities has a flow on effect for the community, providing a stable source of income and contributing to social cohesion.

TAFE has facilities spread across the state, many in regional and remote locations. These facilities form a core within small communities, only a part of which is the provision of vocational education and training. The local TAFE college is a sign of local prosperity and a sign of the potential residing in the community.

As noted by Whitley, cut-backs in TAFE funding in Victoria have hit regional centres particularly hard resulting in potential students in these areas missing out on opportunities or leaving the area.¹⁰ The QTU has serious concerns that the recently announced planned rationalisation of TAFE facilities in Queensland will have an even greater impact, given Queensland's more decentralised population.

In some instances a local campus is a specialised provider. For instance the Grovely campus of Brisbane North Institute of TAFE (BNIT) which is a small highly specialised campus situated in Brisbane's north-west metropolitan area. It has unique facilities to train for the expanding "lifestyle horticulture", floristry and animal care industries. These courses attract a consistent student cohort with high employment outcomes. Careful consideration must be given to the services such facilities provide to industry and the community and the cost of replication of such facilities in other locales. The Grovely facilities are not duplicated at any other TAFE campuses in the greater Brisbane area and the Institute has developed a strong reputation for quality delivery in these areas. It would be very difficult to undertake similar training in a commercial workplace due to student numbers and workplace safety issues. The QTU believes that maintaining such facilities represents a worthwhile investment for the industries that have training delivered in these environments.

Consideration should be given to forming partnerships with, for instance, local government and community groups to create centres for regional development. A range of complementary activities and uses should be investigated and implemented in order to retain and maintain these important community resources.

The QTU supports the expansion of new VET delivery technologies to enhance access and improve the learning experience of students. However, on-line delivery and new technology should not be seen as a panacea which renders face-to-face delivery obsolete. It must be acknowledged that there are still sections of the community who suffer disadvantage and are unlikely to have ready access to or will resist the use of new technologies. Additionally, face-to-face engagement remains the most effective means of enhancing the learning experience and ensuring quality control.

Studies have indicated that there is a large group of Australian adults with low levels of literacy and numeracy. Nation-wide, in 2006 the percentage of Australians aged 15 to 74 years who had literacy skills below the 'minimum level required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy' ranged from 46 to 70 per cent as shown in Table 1 (below). This situation has a clear and important negative impact on national productivity.

¹⁰ Whitley, P. (2013) Stop Short-Changing Regional Areas, Campus Review, March, <http://www.campusreview.com.au/>.

Table 1

Percentage of Australians/Queenslanders 15 to 74 years Who had Literacy Skills Below the Minimum Level		
	AUS	QLD
Prose literacy	46%	46%
Document literacy	47%	47%
Numeracy	53%	52%
Problem Solving	70%	71%

Source: ABS (2008) Adult Literacy and Life Skills Survey Summary, 4228.0, 2006 (Re-Issue),

[http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/B22A471C221C7BADCA2573CA00207F10/\\$File/42280_2006%20\(reissue\).pdf](http://www.ausstats.abs.gov.au/ausstats/subscriber.nsf/0/B22A471C221C7BADCA2573CA00207F10/$File/42280_2006%20(reissue).pdf)

Lower literacy skills are strongly correlated with factors such as fewer years of education, unemployment, low socio-economic status, Indigenous status, NESB status and rurality/remoteness. A key problem to be confronted is tackling educational exclusion and disengagement to deliver more socially equitable outcomes. TAFE has played the key role in addressing these issues and is much better able than private VET providers to address the issues of equity and access that plague the Australian training market. TAFE institutes are far more likely than private RTOs to provide the support and resource services (such as counselling and library services) that are necessary for vulnerable and at risk students.

TAFE provides education and training to a significant number of adults who have not completed secondary education who enter higher level qualifications as well as apprenticeships. Many refugees and migrants, especially those arriving with limited experience in paid employment, have few training or educational options outside TAFE in order to enter the Australian workforce or progress to more advanced training or education. While younger refugees and migrants might be eligible for secondary programs those over 18 are not eligible. The options in TAFE need to be broad in scope in relation to levels and skills in order that adults with potentially only a basic primary education and English as a second language need specialised tutelage and more than a few months of training in basic skills to enter and sustain long term employment.

Whilst some programs may not have immediate industry outcomes, the return on investment is realized in other areas. Increased social inclusion and the increased confidence on behalf of many students with disabilities provide utility and return on investment through limiting the liability in health and criminal justice expenditure.

Kell's 2006 Inquiry into TAFE found that:

Student poverty is starkly confronting and influences the work of teachers in profound and moving ways. Students told the Inquiry of the difficulties in meeting the costs of education and the associated expenses of transport, food, accommodation and childcare.¹¹

TAFE has also had a strong presence in Aboriginal and Torres Strait Islander communities and has delivered a number of Indigenous-specific programs as well as enrolling a much higher number and percentage of Indigenous students than the higher education sector in its general courses. TAFE is an important pathway for Indigenous students.

A problem that has arisen in recent times has been the abandonment of Certificate I and II courses in TAFE. These are now largely delivered within the secondary school system due the focus of TAFE institutes on providing the most profitable courses. Unfortunately, this means that many people wishing to return to the workforce or retrain have very few opportunities to succeed if they have

¹¹ Kell, P. (2006) TAFE Futures: Key Findings, Australian Education Union, South Melbourne, <http://www.aeufederal.org.au/Publications/2006/TFsummary.pdf>.

literacy and numeracy gaps. They are currently forced to enrol in Certificate III, Certificate IV and diploma programs in which they struggle and often fail.

Currently, there is very limited, and in many cases, non-existent funding for part-time evening students, most of whom are in the workforce. This is inconsistent with the professed ideals of life-long learning, improved community access, and a higher skilled workforce.

The QTU recommends that TAFE returns to providing a breadth of offerings which reflect the broad social and economic need.

TAFE has maintained a strong support system for students with disabilities. Through TAFE providing access to learning support and counselling services, disadvantaged students have had high success rates. In the words of the former Federal Minister for Education, Employment and Workplace Relations Chris Evans “...*the public provider TAFE has been a place where people with disabilities have been welcomed and supported properly. It's the only place in the system that does that ...*”

The Operation of a Competitive Training Market

VET policy under successive State and Federal governments has been to increase competition through the implementation of market mechanisms. Despite the conspicuous failure of market-based approaches to VET over a period of some twenty years (both in Australia and other English-speaking countries), the solution proffered by governments, bureaucrats and employers in responding to each new round of disappointed expectations is to urge even further contestability and marketisation.¹² There has been a failure to critically interrogate the assumptions underlying market-based provision of VET and to consider alternative approaches.

A market based approach has:

- failed to address skill shortage areas in the labour market;
- failed to improve productivity;
- exacerbated inequities in access to quality education and training;
- left many existing workers without qualifications to adapt to workplace change;
- undermined the capacity of the VET system to promote a planned approach to industry development, maximise quality employment and to meet future industry, labour market development and social needs.

Market-based VET encourages training that:

- prioritises provision for those who are easiest and quickest to train and least in need of training;
- minimises the time spent on training, leading to lower training quality;
- requires the least capital input (e.g. in the services sector rather than in manufacturing);
- emphasises narrow skills sets, enterprise-specific qualifications and meeting the immediate needs of individuals and firms rather lifting the qualifications of the workforce as part of a broad workforce development strategy;
- allows the market to determine what training is delivered rather than planning to promote industry development.

¹² Though the reservations about market-based reform expressed by key stakeholders (including politicians, industry leaders and bureaucrats) that form the basis for John Mitchell's aptly titled recent collection of essays on VET indicate that its weaknesses are finally being recognised. See Mitchell, J. (2012) From Unease to Alarm: Escalating concerns about the model of 'VET reform' and cutbacks to TAFE, John Mitchell and Associates, October, <http://www.aefederal.org.au/Tafe/documents/johnmitchell2012.pdf>.

There is now substantial evidence to demonstrate the negative aspects of marketisation and contestability in VET.¹³

With the opening of competition for government funding for VET there has been a proliferation of private providers. While the QTU acknowledges the presence of quality private VET in the market, there has been a worrying increase in dodgy providers absorbing government training money while short-changing on the outcomes.

Private providers have no requirement under the quality framework to provide many of the support mechanisms that TAFE has and does. The administration and other overheads of private providers are much less than those in TAFE. The concept of market contestability in VET is fundamentally flawed. The product which is being purchased is "training effort". The costs to the provider are directly proportionate to the training effort (time) required to achieve a qualification outcome, but the price paid has very little relationship to the effort. It is in fact a price paid for a qualification outcome. The amount of effort required and or expended varies enormously and a market which does not pay any regard to effort expended will inevitably increase supply where it can be done with the minimum effort.

Many non-TAFE registered training organisations have condensed delivery in the pursuit of profitability or viability. While fast tracking is viable for some students, others actually need more hours to prove competent in their field of study. The lack of any standard for minimum number or percentage of hours to be completed by students in training, combined with a push to on the job training and rorting of Recognition of Prior Learning (RPL) assessment leaves unscrupulous providers effectively short changing on delivery of training. The flow on effect of the rorting of assessment practices leads to the undermining of confidence of employers in the veracity of qualifications issued in the VET sector generally. A partial remedy to this would be to professionalise VET teaching through a move to:

- register all VET teachers;
- link continued registration to ongoing, structured professional development; and
- institute a VET teacher code of ethics with guaranteed adherence through registration

The "book audit" culture of compliance in VET is increasingly seen as being incapable of assuring desired outcomes. Increased regulation has placed an administrative burden upon training high quality providers at the same time as unleashing the unscrupulous. The QTU encourages a system wide review of quality policies and procedures to ensure that they are business appropriate and efficient. Many current quality procedures seem to create unnecessary paper shuffling with, in one instance, a reported fifty –two separate steps and related approvals required to pay a casual employee.

Quality systems, processes and desk audits do not guarantee the desired outcomes for student or for Industry. Evidence is increasingly coming to light that many private providers place a strong emphasis on the development of paper based material the sole purpose of which is audit compliance as opposed to undertaking and recording evidence of delivery and assessment of Government funded training. In some cases it is evident that none of the desired outcomes for government, industry or student are being achieved. In 2012, the ABC 7:30 Report aired allegations that major private providers of training have been engaged in practices which defraud the training system. The Victorian regulator stated in a letter to the ABC that such breaches would not be uncovered during routine audits and would only come to air through complaints. Anecdotal evidence is that similar practices are in place in providers in Queensland. As qualifications should be honoured nationally – the standard of product is meant to be identical except for regional or

¹³ See, for example, Mitchell (2012) Op. cit.

enterprise adaptations. Distinctions are being made increasingly on the basis of the provider issuing the qualification.

Stronger regulation is required. But, once the market is established, there are huge pressures to get government to reduce the regulatory burden (“red tape”) and to ensure “light touch” regulation, self regulation, codes of conduct, risk based approaches and so on. Additionally, governments are attracted to these arguments because of the potential costs associated with regulation. Experience shows that it is impossible to get the necessary level of regulation due to the powerful and basic drivers of the market to maximise profits, increase market share and avoid regulatory scrutiny.

Even putting aside instances of inappropriate behaviour and outright rorting, it is clear that market forces haven’t worked adequately to persuade employers to plan and invest in the training of the workforce. The short term interests of individual employers often don’t match the longer term interests of employees, the industry or indeed the community. The current skills shortages can be directly linked to this short-termism.

An increased emphasis on profitability of TAFE institutes is causing a rationalisation of programs. Small regional campuses are less able to deliver a range of courses to the community in face to face mode. Qualifications which may be essential yet have small or irregular numbers of students will be removed from local offerings if not completely from the system. An increased reliance on technology to deliver skills and knowledge will mean that individual students, especially those with a disability or literacy and numeracy problems will be at increased disadvantage.

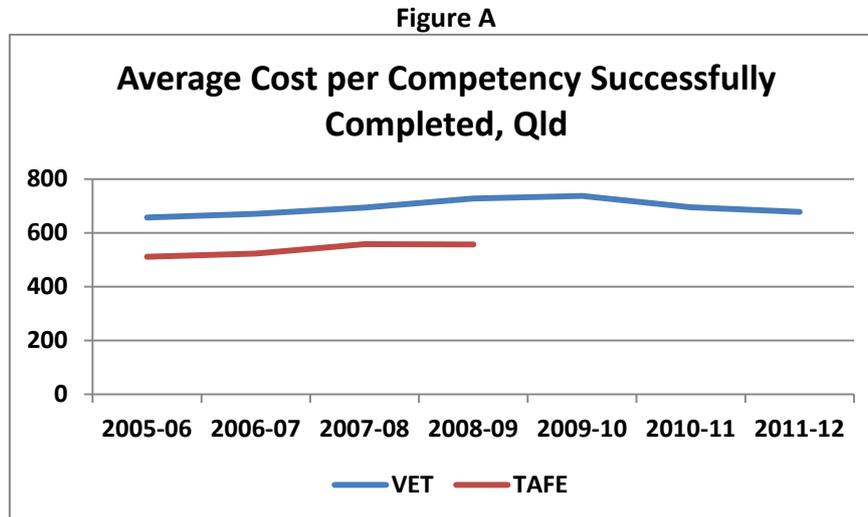
Currently TAFE Institutes compete against each other. As well as competing for students and employers each institute maintains its own marketing, IT, HR and finance staff creating a duplication of services. In some areas of operation it has contributed to a “pick your own adventure” approach particularly in relation to human resources. A consolidated TAFE system would reduce double handling and duplication in a range of areas and ensure consistency removing the need for remedial action.

In the opinion of the QTU the efforts by TAFE institutes to establish individual brands and recognition has been largely wasted. The public are aware of the ‘local TAFE’ and consistently confuse or do not discriminate between institutions. The general public is aware of TAFE as an entity not of the individual institute components that make it up.

Proponents of market contestability argue that low participation in training is caused by the inflexibility of public providers or lack of responsiveness to student and employer needs. In fact, the lack of participation in training is in part a consequence of market deregulation. New ways need to be developed of encouraging increased and effective participation in VET, but these need to be based on better understandings of why people either cannot or do not participate in VET. There are a range of different factors affecting participation, including:

- Early school leaving, youth unemployment and underemployment;
- Narrow and inappropriate focus on university as *the* post school pathway;
- Pathways to apprenticeships and the need to increase apprenticeship completion;
- Lack of literacy and numeracy and post-school qualifications in many existing workers;
- Fear of training;
- The lack of linkage between training, skills usage, workforce development, innovation and nationally recognised qualifications in many firms;
- The lack of investment in areas of precarious and contract employment;
- The lack of investment in higher level qualifications in areas of likely ongoing demand e.g. trades, community services and health.

TAFE has been criticised as an inherently inefficient provider of VET in contrast to private RTOs. However, as shown in Figure A, for the period it was provided¹⁴, the data indicated that, in terms of the average cost per competency successfully completed, TAFE delivered outcomes at a lower cost than non-TAFE providers.



Source: State Budget 2012-13, Service Delivery Statements, Department of Education, Training and Employment, Performance Statement: Service Area - Training, Tertiary Education and Employment, p. 14 and corresponding sections of previous Budget Papers. 2012 prices - adjusted using RBA inflation calculator.

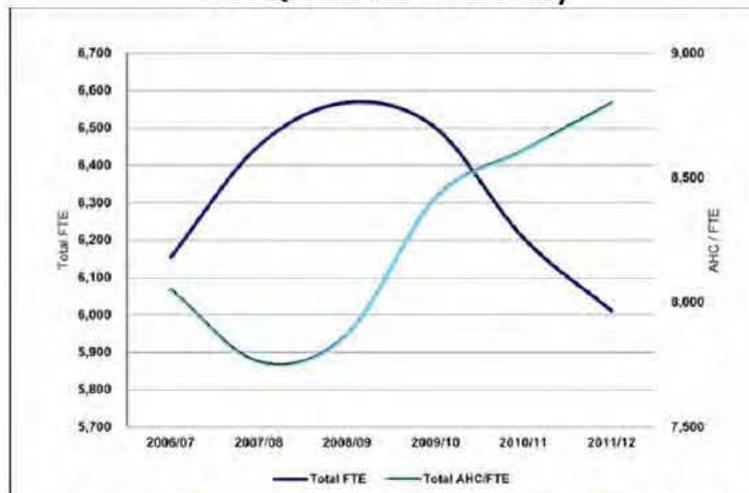
The Report on Government Services states that ‘a proxy indicator of efficiency is the level of government inputs per unit of output ... reported [as] ... “recurrent expenditure per annual hour”’.¹⁵ As shown in Figure G (see p. 15, below), by this measure there has been an “efficiency” improvement in the order of 23.4 per cent in VET in Queensland over the period 2002 to 2011.

The Final Report of the Queensland Skills and Training Taskforce contains a chart (see Figure B) showing a remarkable increase in the number of annual hours curriculum (AHC) delivered by decreasing staff full time equivalent (FTE) over the period since 2008-09. The chart is specifically labelled “TAFE Queensland Productivity”. In short, it shows that not only is the Queensland TAFE system efficient in terms of the numbers of student contact hours being delivered per teacher but the efficiency, flexibility and productivity of TAFE teachers has been rising despite the systemic and chronic undermining through underfunding. Unfortunately, the Taskforce appears to have ignored the chart’s implications in developing its recommendations relating to TAFE.

¹⁴ This data are reported in the State Budget Papers. Data relating to this measure were not provided for years prior to 2005-06; TAFE-specific figures were not provided after 2008-09.

¹⁵ *Steering Committee for the Review of Government Service Provision (SCRGPS), Report on Government Services 2013, Chapter 5, Vocational education and training, p. 5.28.*

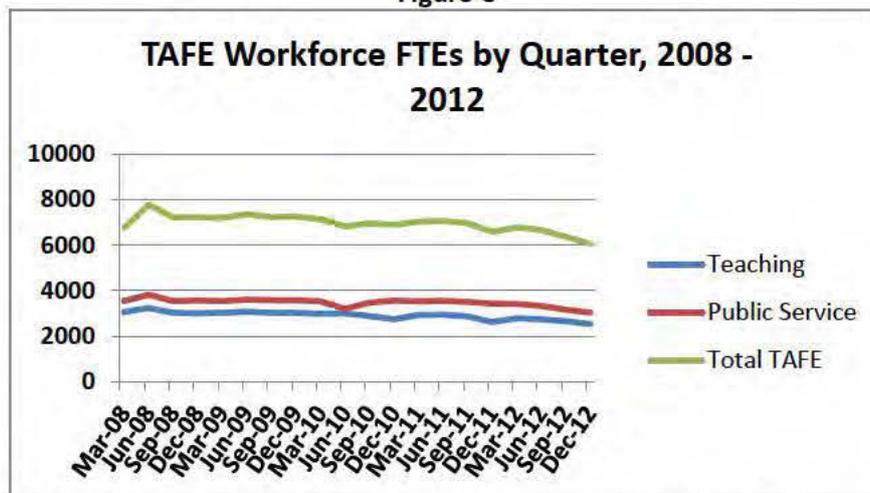
Figure B
TAFE Queensland Productivity



Source: Queensland Skills and Training Taskforce (2012) Final Report, p. 55.

Figure C shows the decreases in TAFE staffing FTEs since 2008. Teaching staff has been reduced by 22 percent and public service staff by 21 per cent over this period.¹⁶ The overall reduction in TAFE staffing in Queensland in the December 2012 quarter alone was 300 FTE positions. It is anticipated that staffing reductions have continued in 2013.

Figure C

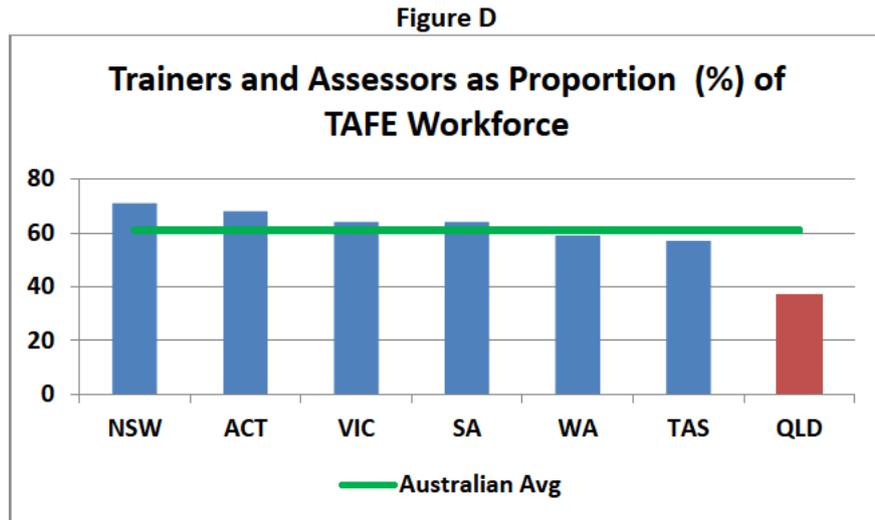


Source: Department of Education, Training and Employment, Queensland.

While both teaching and public service staffing have been reduced by similar proportions, the public service establishment is larger. As shown in Figure D, Queensland has the lowest proportion of “trainers and assessors” relative to total TAFE staff of any state/territory.¹⁷

¹⁶ Note: There have been further reductions in TAFE staffing in 2013 which are not included in Figure L.

¹⁷ Data for the Northern Territory was not available.



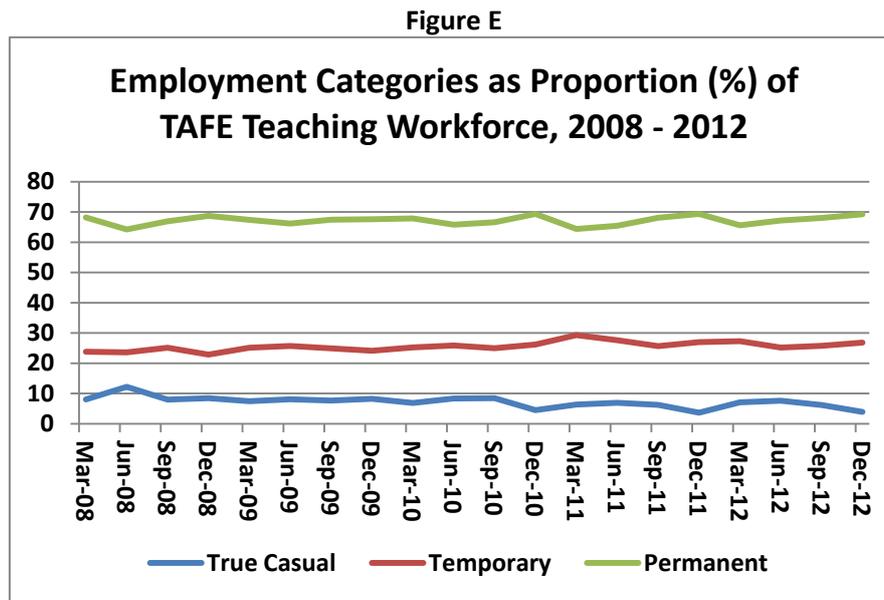
Source: Productivity Commission (2011) *Vocational Education and Training Workforce*, Research Report, Canberra, Table C.2.
http://www.pc.gov.au/data/assets/pdf_file/0009/108369/vocational-workforce.pdf.

Figure E shows that the composition of the TAFE teaching workforce in terms of proportions of casual, temporary and permanent employees has remained relatively constant over the last few years, with just under 70 per cent of TAFE teachers working as permanent employees. This is a direct result of policies (and corresponding provisions which previously appeared in the relevant industrial instruments) which have sought to ‘maximise permanency’. The relatively low level of casual employment in TAFE Queensland (in comparison it is assumed to private RTOs) has been criticised as an impediment to “flexibility”.¹⁸ However, as indicated in Figures A, B and C above, “productivity” and “efficiency” (as measured in the terms recognised by advocates of greater flexibility) have increased significantly TAFE Queensland in recent years without the need for greater use of casual labour. Furthermore, there are good reasons to maximise permanency. Aside from the clear benefits to workers (e.g. in terms of income security, workload management and integration with colleagues), the Bradley Review of the higher education sector, where casual workers constitute 22 per cent of the workforce, noted the following ‘unintended consequences’ of casualisation:

- It damages the quality of teaching because of the lack of effective training for casual academics;
- It is associated with inconsistent supervision of staff;
- Lack of communication with other staff;
- Reduced attractiveness of higher education as a career.

All of these are relevant issues for TAFE.

¹⁸ Notably in the Queensland Skills and Training Taskforce (2012) Final Report, November, p. 60,
<http://training.qld.gov.au/resources/industry/pdf/final-report.pdf>.



It is worth noting that the massive drop in enrolment share for TAFE institutes in Victoria – where they now have less than 50 per cent of VET enrolments – has not led to cost savings for government. On the contrary, unlike Queensland Victoria spends well above the Commonwealth Grants Commission assessed standard¹⁹ – by the greatest amount of any state or territory. The VET budget overspend has a direct result of unexpected private sector demand because some private providers encouraged enrolments with cash incentive ‘scholarships’ paid directly to students. Ironically, the Victorian government initial response to this VET funding crisis was to further strip the Victorian public TAFE system of funding, estimated to be in the order of \$230m over four years – though at least some of this has subsequently been restored.

In his case studies of five TAFE-industry partnerships, Mitchell provides evidence that a focus on “efficiency” narrowly defined is misplaced and suggests that “flexibility” is a better measure:

[N]one of the industry interviewees mentioned low-cost delivery as a priority goal. Some of them said that they appreciated TAFE’s competitive pricing, but they all focused on the value TAFE brought to their businesses and were able to elaborate in detail about the value they sought and obtained from TAFE ...

I asked the industry interviewees what they most valued about TAFE. Flexibility was the word used by four of the five key industry interviewees, and the fifth interviewee chose a related term, innovative ... [A]ll of the industry interviewees noted that TAFE understands their industry and their company, and used this knowledge to design and deliver relevant services ...

All five industry interviewees indicated that flexibility is the result of TAFE taking a customer-centric approach and being willing to develop an in-depth knowledge of the client’s needs, collaborate strategically and continually review training products and services to suit the client.²⁰

In earlier research on TAFE-industry partnerships, it was found that:

¹⁹ See the explanation of the Grants Commission treatment of actual and assessed expenditure below, Figure J and p. 17.

²⁰ Mitchell, J. (2013a) Macro View is Needed in Analysis, Campus Review, 8 April, <http://www.campusreview.com.au/blog/2013/04/macro-view-is-needed-in-analysis/>

Training involved substantial levels of flexibility and the use of a variety of modes of delivery ... High levels of customisation were a key feature of these larger training partnerships. Businesses wanted the training to be highly customised and contextualised to meet their requirements ... [An] advisory committee, comprised of representatives from industry and the training provider, was a major device used to manage the partnership and to maintain high levels of communication ... As a result of the flexibility of the training, many industry respondents rated the level of training as world class.²¹

Queensland State Government Funding Decisions which Impact on the Operation and Viability of TAFE

The operation and viability of TAFE in Queensland has been under threat for some time due to:

- Long-term government underfunding of VET, and
- An ever increasing share of a shrinking VET funding pool going to non-TAFE providers.

An increase of investment is required in training from both government and industry sources. Queensland is well below the national average in terms of investment for VET.

The Newman Government, elected in 2012, has worsened the situation by reducing TAFE funding and staff, and by announcing plans that would see a number of TAFE campuses closed, further staff redundancies, reduced working conditions for TAFE staff, further commercialisation and competitive tendering for VET funds and an even greater market share for private RTOs. The results will include cessation of a number of courses which are not seen as commercially viable and higher fees for students.

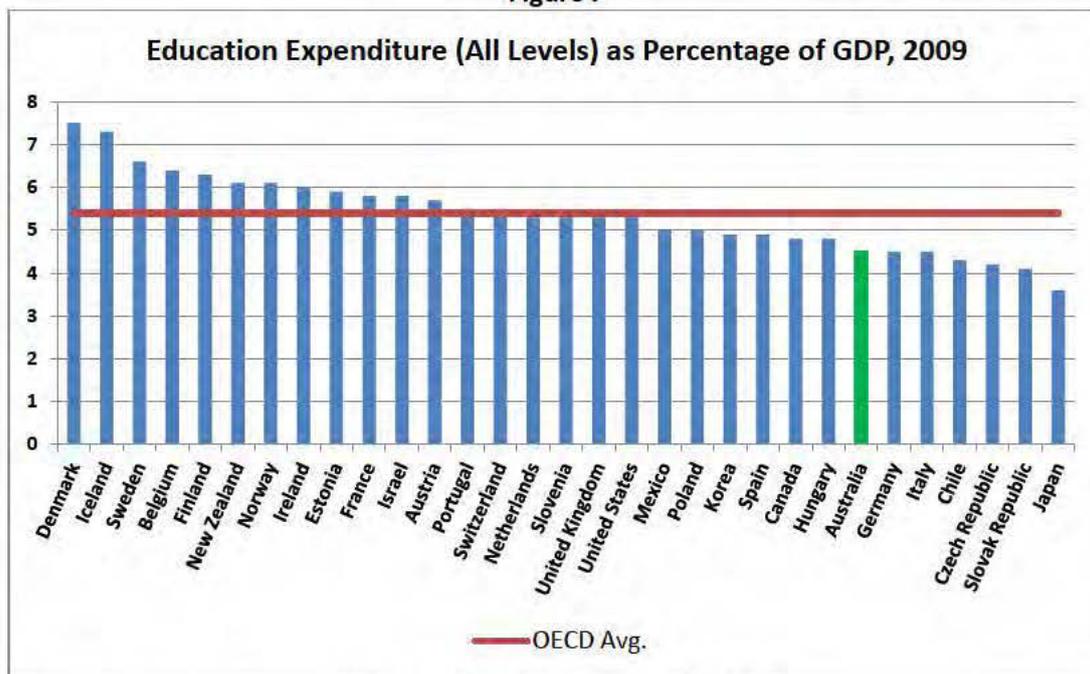
As shown in Figure F, Australia's levels of public expenditure on education are relatively low by international standards. Australia's public expenditure is 4.5 per cent gives it a ranking of equal 25th out of 31 OECD countries reporting and is well below the OECD average of 5.4 per cent of GDP.

In 2011, the Centre for the Economics of Education and Training (CEET) at Monash University observed that 'recent government recurrent funding of VET is characterised by a near year-on-year decline relative to provision'.²² CEET noted a decline nationally in VET funding over the period of 2004-2009 of 15.4 per cent and between 1997 and 2009 of 25.7 per cent.

²¹ Callan, V. and Ashworth, P. (2004) Working together: Industry and VET provider training partnerships, National Centre for Vocational Education Research, <http://www.ncver.edu.au/publications/1459.html>. This study did include some non-TAFE providers, but only 5 of the 47 providers studied were private RTOs.

²² Long, M. (2011) TAFE Funding and the Education Targets (An Update), Centre for the Economics of Education and Training for the Australian Education Union, Monash University, November, <http://www.aefederal.org.au/Publications/2011/CEETreport2011.pdf>.

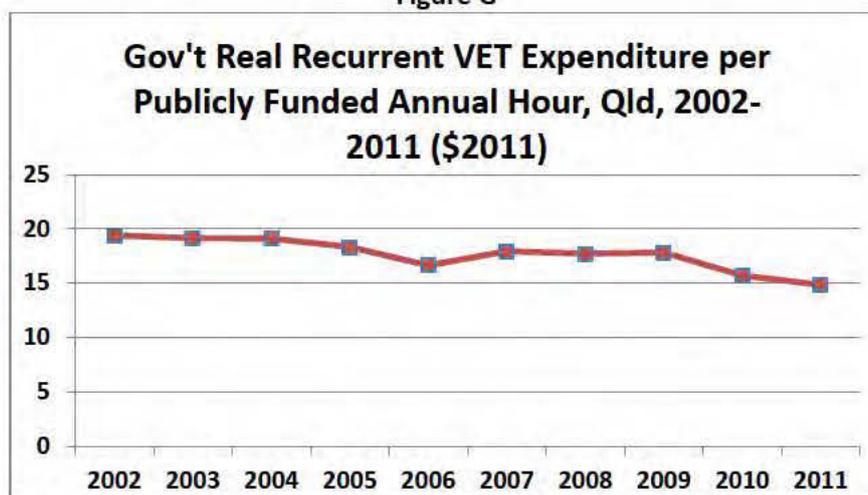
Figure F



Source: OECD Education at a Glance, 2012, Table B2.3

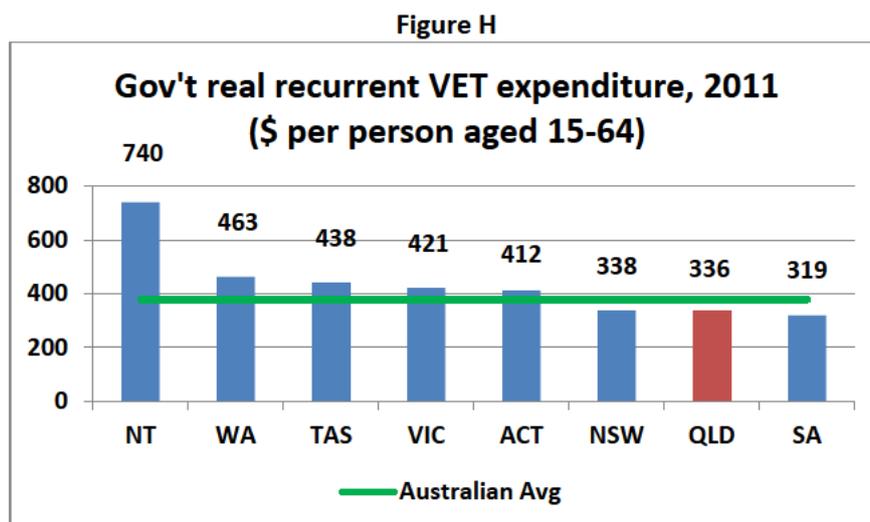
Recent data reported in the Report on Government Services, using real recurrent expenditure per publicly funded annual hour of delivery, shows a decline in funding in Queensland of 23.4 per cent over the period 2002 to 2011 (see Figure G).

Figure G



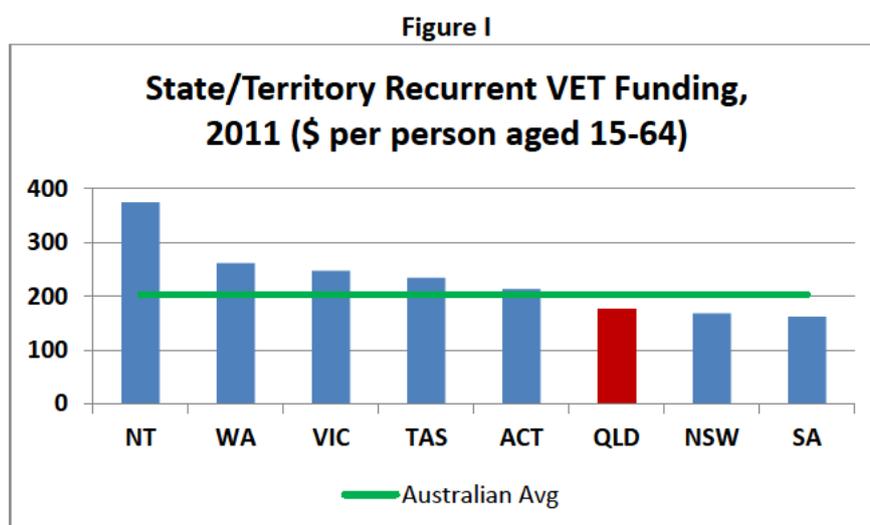
Source: Steering Committee for the Review of Government Service Provision (SCRGSP), Report on Government Services 2013, Chapter 5, Vocational education and training, Table 5A.19.

As shown in Figure H, on the most recent data available, in terms of total government funding (State and Federal) for VET, Queensland ranks second last in Australia.



Source: Steering Committee for the Review of Government Service Provision (SCRGSP), Report on Government Services 2013, Chapter 5, Vocational education and training, Table 5A.2.

When Commonwealth recurrent and administered programs are excluded, as shown in Figure I, Queensland's ranking improves marginally.

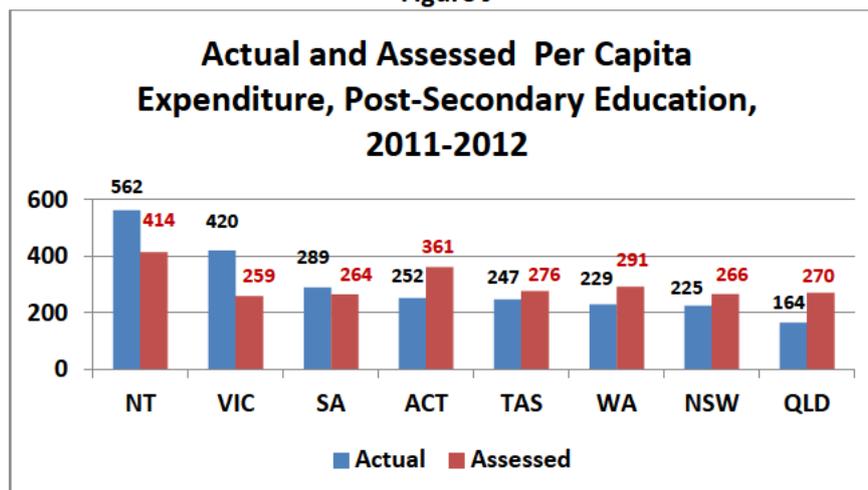


Source: Steering Committee for the Review of Government Service Provision (SCRGSP), Report on Government Services 2013, Chapter 5, Vocational education and training, Table 5A.8; ABS Cat. No. 3101.0, Australian Demographic Statistics, June 2011, Table 8.

Figure J shows another measure of VET funding²³.

²³ "Post Secondary Education" includes a small amount of expenditure for higher education as well as VET expenditure.

Figure J



Source: Commonwealth Grants Commission, Report on GST Revenue Sharing Relativities, 2013 Update, The Assessed Budget, Table S2-14, <http://www.cgc.gov.au/index.php/inquiries/gst-inquiries/146-2013-update-report>.

The Commonwealth Grants Commission (CGC) analyses and reports on state and territory “actual” and “assessed” expenditure. Assessed expenditure is defined as:

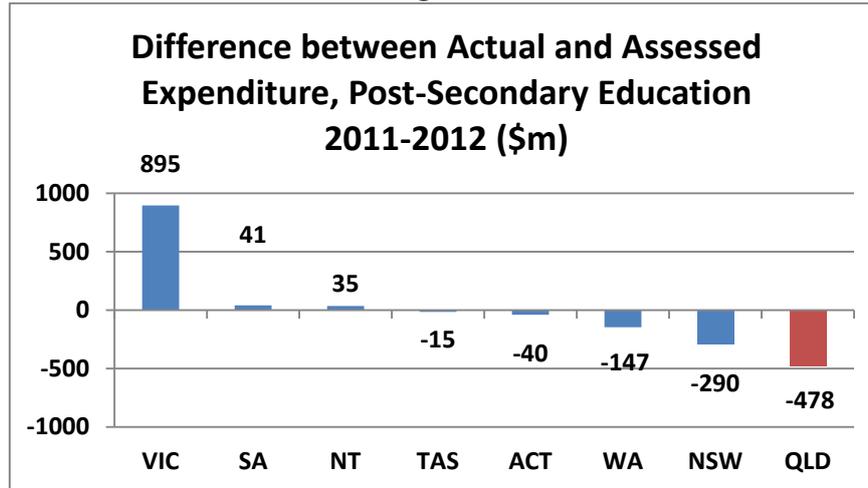
*... the expenses a state would incur if it were to follow average expense policies, allowing for disabilities it faces in providing services and assuming it provides services at the average level of efficiency.*²⁴

The Grants Commission data allows a state’s actual expenditure in particular policy areas to be compared to the actual expenditure of other states but also, and more revealingly, to “assessed expenditure”, that is, to the amount that the Grants Commission calculates that the state would need to have spent to provide services in that policy area at the average standard of all states and territories. Thus, the CGC provides an interesting alternative way of assessing government expenditure in various policy areas.

Figure J shows the 2013 Grants Commission assessments of state and territory expenditure on post-secondary education (for 2011-12). The CGC expresses per capita expenditure in terms of state/territory population, not student enrolments. Figure J shows not only the relative actual expenditure of each state for the 2011-12 financial year, but also that three states/territories spent above the level of assessed expenditure, while five states spent less than the amount assessed by the Grants Commission to be necessary to provide a level of services at the Australian standard.

²⁴ Commonwealth Grants Commission (2010) Report on GST Revenue Sharing Relativities — 2010 Review, Commission Terms and Acronyms, http://www.cgc.gov.au/data/assets/pdf_file/0015/18420/Commission_terms_and_acronyms.pdf.

Figure K



Source: Commonwealth Grants Commission, Report on GST Revenue Sharing Relativities, 2013 Update, The Assessed Budget, Table S2-14, <http://www.cgc.gov.au/index.php/inquiries/gst-inquiries/146-2013-update-report>.

Not only is Queensland last in actual expenditure but, as shown in Figure K, it has by far the largest gap between what it actually expends and what the CGC calculates it should expend to provide services at the average level of the other states and territories. In 2011-12, had Queensland expended at the CGC assessed level, an additional \$478m would have been available for post-secondary education.

And this is not a new development. Queensland has a long history of funding VET at a level that is far below the CGC assessed standard.

In addition to its annual Update Reports, the Grants Commission also publishes occasional Review Reports, the most recent of which was published in 2010. This report showed that Queensland devoted the smallest proportion of its operating expenses of any state/territory to post-secondary education (see Table 2).

Table 2

NSW	VIC	QLD	WA	SA	TAS	ACT	NT	Total
3.0	4.2	1.9	2.4	3.2	3.4	3.1	2.7	3.0

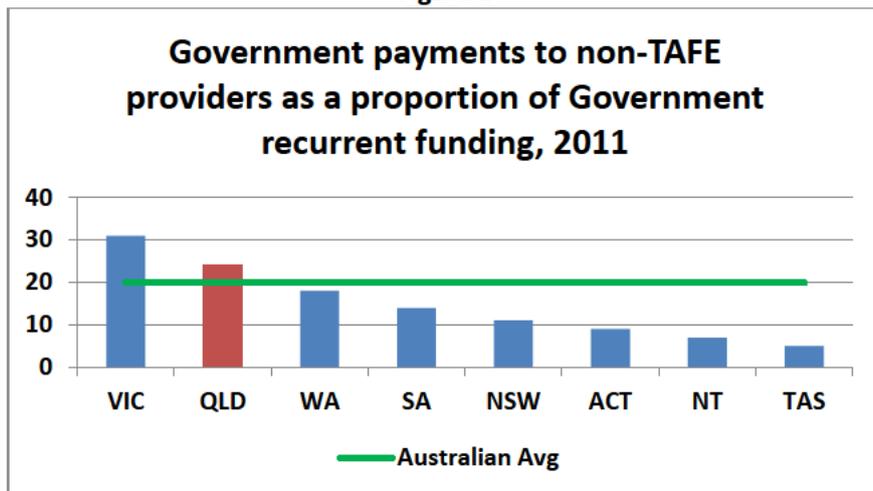
Source: Commonwealth Grants Commission (2010), Report on GST Revenue Sharing Relativities – 2010 Review, Chapter 10, Schools Education, Table 10-1, <http://www.cgc.gov.au/index.php/inquiries/gst-inquiries/27-r2010-review>.

According to the 2012-13 State Budget Papers, “Training, Tertiary Education and Employment” constitutes 1.4 per cent of State Government operating expenditure in 2012-13. The reduction in TAFE funding by the Newman Government in Queensland is estimated at ‘about \$80 million a year’.²⁵

For public TAFE institutions, low and decreasing levels of VET funding is compounded by the increasing share of this funding going to non-TAFE VET providers. As shown in Figure L, with the notable exception of Victoria, Queensland is the state/territory in which non-TAFE VET providers receive the largest share of VET funding.

²⁵ Sheehan, B (2013) ‘A Lean and Mean Year’, Campus Review, 18 March.

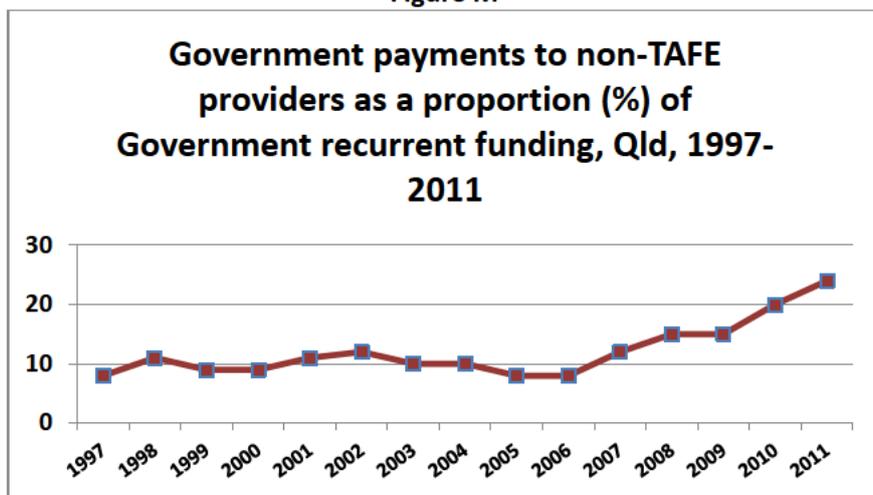
Figure L



Source: Steering Committee for the Review of Government Service Provision (SCRGSP), Report on Government Services 2013, Chapter 5, Vocational education and training, Table 5A.7.

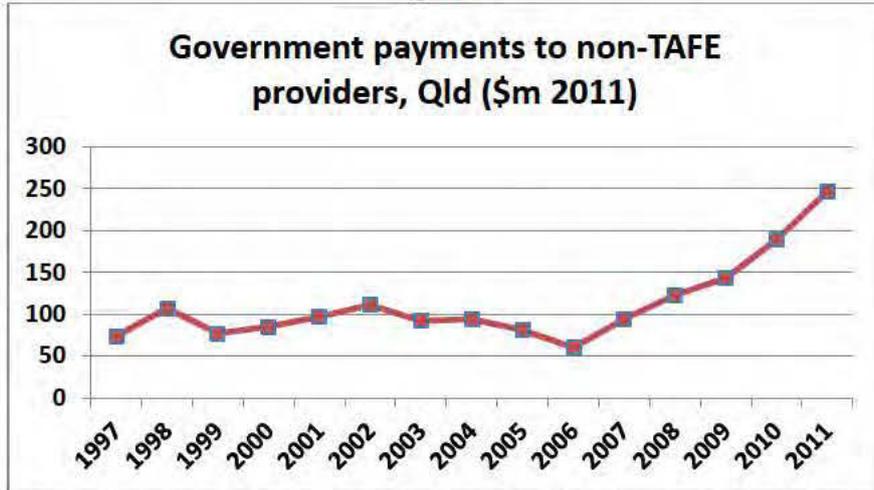
As shown in Figures M and N, funding for non-TAFE providers has been increasing both proportionally (a 200 per cent increase from 2006 to 2011) and in real terms (a 312 per cent increase from 2006 to 2011). Non-TAFE providers have been gaining an ever-increasing share of the shrinking VET funding pool at the expense of TAFE.

Figure M



Source: Steering Committee for the Review of Government Service Provision (SCRGSP), Report on Government Services 2013, Chapter 5, Vocational education and training, Table 5A.7

Figure N



Source: Steering Committee for the Review of Government Service Provision (SCRGSP), Report on Government Services 2013, Chapter 5, Vocational education and training, Table 5A.7

Appendix 1: Queensland TAFE Success Stories

1. Source: Courier-Mail, 6 April 2013

CAREER CHANGE How a real estate agent moved into coal seam gas



THE APPLICANT

Name: Jessica Cutts
Age: 28
Former position: Real estate agent
New job: Coal Seam Gas plant operator
 I left school and went straight into real estate. It consumes your life so I decided that I wanted a change. I did a bit of research on coal seam gas and what companies were out there and found that Origin was doing internships and went for it. It's been a shock in the change of skills but the work/life balance is great. I didn't realise the possibilities career-wise that are offered. I thought about going into coal mining with my brother but coal seam gas is much better for the environment. I get two weeks on and two weeks off where they fly me in and out of Condabri back to Brisbane. I'm a trainee field operator, so that basically means I'm in the field looking after the wells. I spend a lot of time in the car driving to each of the sites and taking readings and measurements and making sure everything's working. I came through with a group of 10 people who were career changing into coal seam gas at Origin. We've completed the Certificate III in Plant Operations (through SkillsTech Australia). My goal is to become a supervisor once I obtain an A-grade operator licence.



THE TRAINER

Name: Barry Wellington
Position: Diesel fitting teacher, SkillsTech Australia
Experience: 36 years teaching at TAFE
The course options: Certificate II and III in Plant Operations and about six months of theory and field work.
Skill tips: We've had guys who were carpenters, bricklayers and a butcher doing this course. These are all adults and they've got to have some guts to step out of their comfort zone like this. What we're doing is retraining them. They are keen, interested and they know that if they don't get in and understand this, they're not going to last. We're teaching them the basic process plant operating background for the coal seam gas industry. That's the basics of understanding compressors for pumping gas and prime movers, the units that drive compressors. They are familiar with some pumping systems, water pumps and the basic hydraulics so when they get on site and see a rotary vane pump, they're not going to be total strangers to it. This gives them the introduction to the industry away from the business of industry. If they were thrown in, they'd be very lost. When we're in a controlled environment and explain things and show them how things work, it's going to make more sense.

2. Source: Courier-Mail, 26 May 2012

SkillsTech Australia is a 27 hectare TAFE training facility at Acacia Ridge to address skills shortages across technical trades as the resources sector expands.

It hosts 20,000 students a year and up to 10,000 apprentices at any one time. In the past 12 months it has moved into operations training for the coal seam gas and transmission pipelines through partnerships with industry leaders, including Santos.

A partnership with Energex is helping meet demand in the electrical supply industry with liners and jointers.

SkillsTech Australia director Mary Campbell says the National Apprenticeship Program also has helped industry access a more mature-age workforce by looking for people who may have partially completed traineeships or are ex-defence forces and want to transfer into the resources sector. "We have made significant gains in the skills shortage. Sometimes you have to be that change agent," she says.

3. Source: TAFE Queensland, <http://www.tafe.qld.gov.au/students/indigenous/success-stories.html>.

Kevin Edmondstone



Kevin Edmondstone has discovered just how far TAFE can take him. Since graduating in 2004 with an Advanced Diploma in Aboriginal and Torres Strait Islander Arts, Kevin has gone on to full time employment and his artwork has traveled the world.

"I initially came to TAFE to learn more about art and I chose this program because it is designed for Indigenous people and taught by Indigenous people," he said.

His journey whilst successful has not been without its challenges and Kevin is the first to admit this.

"I had trouble with my math and spelling when I came to TAFE but I gradually learned more and more and got better at it with time.

"The key was to keep trying and not give up."

Kevin also credits his success to the support that he received from teachers and fellow students.

"There was always someone there, a teacher or a student to help me get through and overcome the challenges I faced," he said.

"At first I was shame to come here but that didn't last long. Now I tell everyone to come to TAFE and not feel shame because TAFE is a good place and it provides a lot of opportunities for Indigenous people."

In the future, Kevin would like to go back to his community and teach the skills he has learnt to his people but until then is happy to continue his employment with TAFE as a tutor in the Indigenous Art program.

"I enjoy teaching Aboriginal Art and showing my students different techniques.

"To see the look on their faces when I teach them something new is very rewarding."

4. Source: TAFE Queensland, <http://www.tafe.qld.gov.au/students/indigenous/success-stories.html>.

Neil Fourmile



Neil Fourmile, of Yarrabah, south of Cairns, believes the rewards from studying at TAFE can be huge.

Neil studied a Certificate III in Engineering (Fabrication) at TAFE, which he completed in 2003.

His interest in a trade first took shape during his senior years at Abergowrie College, west of Ingham. He enjoyed studying metalwork at school so decided to apply for an apprenticeship with Yarrabah Council.

"When I finished in 1997 and came back to Yarrabah, there was an apprentice boilermaker position advertised with the council. I went for it and got it, so three weeks after finishing school I had a job - I could not believe it," he said.

"It was good training, really helpful. The block training was excellent too because I was able to get out and meet new people, and learn new things in a different environment."

"The training and guidance I received from TAFE teachers was integral to helping me complete my apprenticeship.

"If you get in there and stay committed the rewards are huge," he said.

Neil was the first Yarrabah resident to complete a boiler making apprenticeship and in 2004 was named National NAIDOC (National Aboriginal and Islander Observance Day Committee) Apprentice of the Year.

He hopes his success will encourage other young Indigenous people to pursue apprenticeships and traineeships.

"If I can go to high school, and go to TAFE and finish my trade, you can do it too."

5. Source: TAFE Queensland, <http://www.tafe.qld.gov.au/students/indigenous/success-stories.html>.

Monique Rosas



Monique Rosas came to TAFE to improve her skills and establish her career after successfully obtaining a traineeship in business administration.

She is currently undertaking study in a Certificate III in Business Administration and is proud of the new skills that she has learnt, particularly in computers.

Studying and working hasn't always been easy for Monique and managing the two has been her biggest challenge since commencing at TAFE.

"In the beginning I found it challenging to be working full-time and studying part-time because I had never had to do it before," Monique said.

"It took a bit of getting used to and my employer and my TAFE teachers helped me to get through it and taught me some good time management skills.

"Everything is great now and I'm managing just fine."

Monique credits the ability to obtain skills to increase employment opportunities as TAFE's greatest benefit.

"The skills that I have learned here (at TAFE) are invaluable as they are required in the workforce," she said.

"My study has given me the opportunity to excel in the workforce and my ambitions are to climb up the corporate ladder.

"I encourage people to take advantage of the opportunities you are given and put your best into it because it is worth it in the end."

6. Source: TAFE Queensland, <http://www.tafe.qld.gov.au/students/indigenous/success-stories.html>.

Gregory Woibo



Forming a reggae band and supporting world renowned band UB40 on their tour of Cairns has helped Hope Vale resident Gregory (Greg) Woibo, 33, discover where TAFE training can lead.

Greg decided he needed a change in his life and decided to combine his desire to do something different with his "music dream."

"My music dream is to become a well known Indigenous band like Yothu Yindi and then go back into my community and become a music teacher," Greg said.

"I would also like to start music shops in Bamaga and Injinoo," he said.

Greg decided to enrol in a Certificate IV in Music at Tropical North Queensland Institute of TAFE in Cairns, one of the 13 TAFE Institutes across Queensland.

"My upbringing was filled with music and I have always been surrounded by it and that's why I chose to study it at TAFE," he said.

"I like learning how to use the latest technologies and equipment, such as computers, to write music. I have enhanced my skills and learnt new skills. I didn't know anything about computers before I came to TAFE."

He said he faced challenges along the way, like having to leave his community and find accommodation and move from 'the bush' to the city, but the encouragement and help he got from the TAFE Indigenous Student Support Officers made all the difference.

"While studying, I joined a reggae band "One Drop" with some of the other music students and since forming we have played at a number of community events and have a regular gig at Johnno's Blues Bar in Cairns," Greg said.

"One Drop supported UB40 on their tour of Cairns... I have been in bands before but I have never made it this far or accomplished this much."

"This success has prompted me to take my studies further. I am currently enrolled in an Advanced Diploma of Music and expect to complete that this year."

"TAFE is a good learning place for any person of any age."

"The benefits of studying at TAFE include learning new skills, meeting new people and making new friends, and obtaining a qualification that will lead to employment and a new career."

"If I did not choose to come to TAFE I would never have met the other people in the band, I wouldn't be in the band and I would not have shared in its success."

7. Source: Sunshine Coast Daily, 17 November 2012

MIGAS apprentice proves master of all trades

 **Nathan Woulfe** |  17th Nov 2012 5:46 AM |

MIGAS apprentice Jack Rossington's recent run of award accolades continued last week at the Construction Skills Queensland Excellence Awards, taking out the Apprentice of the Year gong.

Jack, a third year refrigeration apprentice employed by MIGAS Apprentices & Trainees and hosted to Haden Engineering in Bundaberg, has also claimed the SkillsTech QLD 2nd Year Refrigeration and Air-Conditioning Apprentice of the Year 2011, MIGAS Refrigeration Apprentice of the Year 2011, and MIGAS Overall QLD Apprentice of the Year 2011.

He was also selected as one of only two Queensland representatives at the week-long 2012 Today's Skills Tomorrow's Leaders Program, sponsored by Group Training Australia in Canberra.

MIGAS HR development officer, Wendy Cavanagh, said Jack was on-site and working within a fortnight of their first meeting.

"He contacted MIGAS [when he decided he wanted to pursue a trade career], impressed us to no end and started his apprenticeship within two weeks of the initial meeting," she said.

"From day one, with his passion to know everything and anything about the trade, Jack has impressed his fellow workers and supervisors. His enthusiasm has not changed since becoming an apprentice and is always asking for more challenging duties to undertake."

MIGAS CEO David Brown said it was part of the company's mission to create a sustainable Industry future by assisting young people at being employed into apprenticeships and traineeships.

"Along with personal and professional development, we like to offer as much encouragement and support as possible along the way," he said.

"MIGAS has supported Jack through all of his nominations and awards. We ensure the best possible outcomes for our apprentices, trainees and school-based trainees, and that means recognition of hard work."

STORY TOOLS



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8. Source: TAFE Queensland, <http://www.tafe.qld.gov.au/students/rpl/success-stories.html#>

Read some TAFE Queensland Recognition of Prior Learning success stories:

John McCrae - Certificate III in Automotive Electrical Technology
After 48 years as a high-voltage electrical fitter mechanic, John decided to gain a new qualification so he could do volunteer work with his steam railway group.
"I wanted to complete a Certificate III in Automotive Electrotechnology so I could be more useful to the group, John said.
"It is great my work experience has been recognised. Now I can really develop my hobby of helping to restore parts of the steam railway collection as part of my community volunteer contribution."

Lance Plahn - Certificate IV in Automotive Technology
As workshop manager for PIQ Logistics, Lance Plahn understands the need for relevant, top flight qualifications to stay competitive.
"Recognition of prior learning is a very practical system for people like me who want to have both their trade qualifications and work skills formally recognised when enrolling for higher awards."

Annette Curle - Diploma of Agriculture and Diploma of Rural Business Management
Annette is now equipped to take a very active role in managing the family property in rural Queensland after receiving two awards through TAFE's recognition of prior learning process.
"At last I have formal recognition of my lifetime of learning and experience and now I can confidently prepare applications when dealing with government bodies or going to the bank," Annette said.
"I would recommend the recognition of prior learning option to anyone who has plenty of practical experience but no formal qualifications. The process is painless and a great confidence booster."

Sheree Strauss - Certificate III in Hospitality (Commercial Cookery)
As a successful business owner of a Kingaroy catering company, Sheree understands the importance of developing further skills and qualifications in her field.
"From a business perspective, I have trainees and apprentices in my business and it was important for me to formalize my own qualifications first," Sheree said.
"I found the recognition of prior learning ran smoothly, and teachers at TAFE were very flexible, encouraging and supportive."

Penny Tones-Albery - Certificate III in Education Support
Tasbings State School teacher aide Penny Tones-Albery said "her years of experience as a teacher aide, the support of colleagues and the user friendly recognition of prior learning process offered through TAFE, assisted her in attaining Certificate III in Education Support through recognition of prior learning."
"I was well supported by the recognition of prior learning team, making the whole process easy to work through."

Deborah Shaw - Certificate IV in Franchising
Dalby Donut King Franchisee Deborah Shaw has come a long way since her first retail experience selling hot dogs from a caravan at Expo 88 in Brisbane.
"I have always wanted to run my own business and recognition of prior learning helped me attain a Certificate IV in Franchising. It is a great help at Donut King and is also beneficial in my new businesses."

9. Source: CQ TAFE, <http://www.cq.tafe.qld.gov.au/international/mining-success.html#>

Mining success for Chilean scholars

The training experience of a lifetime has come to a close for 12 Chilean students at a graduation ceremony at Mount Isa recently.
After two years, the pilot Chilean Vocational Education and Training Scholarship Program in Mining - a partnership between TAFE Queensland Mining Services, Xstrata Copper, and many other organisations - has reached its successful conclusion.
In 2007, the Chilean Government announced a new program of scholarships for students to experience living in overseas countries while attaining technical qualifications for mining and other priority industries.
The Chilean Government signed a Memorandum of Understanding with Education Queensland to provide this mining training.
The Chilean students arrived in Queensland in August 2008 to undertake English language training at the Gold Coast TAFE as the first stage of the program.
Then in January 2009 the 12 mining students began training in Mount Isa with TAFE Queensland Mining Services in partnership with Mount Isa TAFE and Xstrata Copper.

10. Source: CQ TAFE, <http://www.tafe.qld.gov.au/about-tafe/news-and-events/latest-news/2012081706.html>

Matthew credits his success to TAFE training and employer

Friday, 17 August 2012

Apprentice electrician Matthew Varker has thanked Central Queensland Institute of TAFE and his employer, the Gladstone Ports Corporation (GPC) for helping him get to the WorldSkills nationals.

Matthew is one of 10 Central Queensland TAFE trained students who will compete in WorldSkills at Sydney's Olympic Park from August 30 to September 1.

A fourth year apprentice electrician with GPC, Matthew has been practising his electrical skills in preparation for the event.

"I have a rough idea of what I will have to do on the day, but I know that a certain percentage of it will be unknown," he said.

"I am a little bit excited about the competition."

He said his training at CQIT had prepared him for the competition and his day to day job.

"The training was really good and the teachers were very helpful," he said.

Matthew attained a spot in the nationals after the winner in the regional finals withdrew from the competition.

The winner of the national competition may have the opportunity to join the Australian WorldSkills team, which will head overseas for the International competition in 2013.

For more information on Central Queensland Institute of TAFE's electrical training, contact the Institute on 1300 CQ TAFE (1300 27 8233) or [visit the Central Queensland TAFE website](#).

This page was last updated at 17 August 2012

11. Tropical North Queensland TAFE, <http://tnqit.tafe.qld.gov.au/about-us/news/2013021100.html>

Justice Studies student success

Monday, 11 February 2013 11:56AM

Iama Island man Simeon Makie has always been interested in the workings of the justice system and thanks to Tropical North Queensland TAFE (TNQT) he's working in a job he loves.

After graduating from TNQT in 2012 with his Certificate IV in Justice Studies, Mr Makie is about to commence employment as a court officer at the District Court, Normanton.

TNQT Justice Studies teacher Faith Atkins said she was proud of Simeon's achievements.

"Simeon is a mature-aged student who has wanted to help after living for many years in the Torres Strait and observing the problems his people were facing understanding the differences between traditional and Queensland law," Ms Atkins said.

"He has always been passionate about helping others and is a keen listener who has a pro-active, rather than reactive, approach to problem solving and issue management.

"When I found out that Simeon was successful in his application as a court officer, I knew that this role was perfect for him to use his life experiences and TAFE education to assist others make changes to their lives."

Mr Makie said he was overjoyed at winning the position.

"It's a 12 month contract and a starting point for me to learn new customs and help people who may only speak broken English have their voices heard and be dealt with fairly by the justice system," Mr Makie said.

"TNQT's flexible learning options mean I can continue my TAFE Diploma studies externally while still working in this new role.

"Working as a court officer I have a real opportunity to make a difference and would urge other Indigenous people to consider taking up justice studies so they too can help restore the traditional respect of the law that has always been the backbone of our culture."

For information on TNQT Justice Studies courses call: 1300 656 959.

Source: Mitchell, J. (2013) Reinventing Service Delivery: Case Studies of TAFE Institutes Meeting Industry Needs and Government Goals,
http://www.tda.edu.au/resources/tda_reinventing_service_delivery.pdf.

**Case study No.2: industry partners
TAFE to develop a flexible workforce**

Companies like Toyota Motor Corporation Australia (TMCA) want their tradespeople to learn the Toyota approach, hence they seek to partner training providers such as SkillsTech Australia in Queensland, who are willing to help the company achieve this goal. SkillsTech Australia's Graeme Muller says that the Institute staff fully support Toyota's approach, including its focus on continuous improvement: "Toyota uses the Japanese concept of kaizen or continuous improvement all of the time, and so we're always looking for how we can improve anything we do."

Case study No.2 profiles the need of TMCA for highly skilled tradespeople to complete their national qualifications, learn Toyota approaches, and stay on with the company. TMCA's Bruce Chellingworth, Manager TSM and Technical Training, who performs a national strategic role, believes that SkillsTech Australia staff fully support the Toyota approach:

Sometimes you walk in and think they [SkillsTech Australia lecturers] have a Toyota badge emblazoned on their forehead; they just love the program. We can measure our KPIs, but that sort of passion is hard to measure. How do you measure passion, emotion and belief about looking after kids?

Appendix 2: Voices of Queensland TAFE Teachers

In developing its response to the recent Skills and Training Taskforce Inquiry in Queensland, the QTU invited its TAFE members to provide comments to help inform its position. The following are representative examples of the comments made.

1. TAFE provides education and training to a significant number of adults who have not completed secondary education to enter at higher levels eg Certificate 3 or Diplomas as well as apprenticeships. Many refugees and migrants, especially those arriving with limited experience in paid employment, have few training or educational options outside TAFE.
2. Private providers will provide distance education at a price but with no one on the ground to provide quality training because they are in it for profit.
3. Our core function should be to continue to provide quality training to everyone who needs it. I stress the word 'quality'; we must continue to provide a better quality of education than is being provided by private providers.
4. TAFE should continue to supply a broad range of qualifications, at a variety of levels and continue to provide a variety of avenues and opportunities to a diverse range of learners.
5. TAFE should provide a major role in the VET sector training as I believe our infrastructure and facilities are the best available as are our teachers and tutors.
6. I was the Director of an ATP programme at Gold Coast TAFE for over 10 years and it was a privilege to be involved with hundreds of examples of adult students having the "second chance" and taking advantage of that.
7. TAFE is an instrument of economic development for Government and as such the course offerings must respond to Government priorities for training. However TAFE has a responsibility to provide a breadth of course offerings which reflect community interests, needs and the concept of lifelong learning and retraining.
8. Training in Literacy and Numeracy is essential for entry into the workforce and ability to perform successfully in the workplace. That is a no brainer. Life skills' training is the development of the individual as a person and cannot be neglected in the formation of any curriculum.
9. TAFE Institutes exist in a community and therefore must be responsive to that community's needs.
10. Guidelines need to be established for the provision of training and the co-provision of training that avoid duplication and ensure that the best provider of training actually provides the training.
11. Support functions at TAFE should be organised to provide support to the person at the right time, in the right place etc. to enable a student to complete their learning successfully.
12. TAFEs should continue to provide quality education and training across the State and across all certificate levels.
13. TAFEs should continue to provide post schooling students with a second chance as well as links for school students to enhance employability and job pathways opportunities.

14. Support services, e.g. counseling, library, tuition, need to continue to be funded at a satisfactory level.
15. I believe very strongly in the role of TAFE Institutes being maintained in regional areas - often it is about "second chance" education.
16. The local TAFE has been the hub of many regional towns.
17. TAFE needs to deliver training at all levels including foundation skills programs right through to Diploma or Advanced Diploma level courses.
18. TAFE offers quality that private RTO's don't. Private RTO's are established for profit which conflicts with the ethos of education.
19. TAFE Qld has a social responsibility to develop the skills of our most disadvantaged groups.
20. TAFE should be a hub for lifelong learning and community access.
21. Local regions and communities need TAFE as an alternative to university and as a trade or practical skills educational provider. TAFE has a solid reputation and long history in most communities – the public know its name and what it represents.
22. TAFE is widely recognised by existing workers for its ability to provide RPL and qualification upgrades required by industry.
23. The public wants a variety of educational offerings – the community love to come to TAFE for short courses, unique qualifications, skill sets etc.
24. TAFE should set the pace and the benchmark for quality training as the public relies on the government provider to know what the educational and skills trends/needs are.
25. TAFE course are attractive because they are flexible and delivered in many different modes.
26. Self-managed and multi-faceted teaching teams/units can better cater to public need – as opposed to many 'expensive' levels of management who are 'out of touch' with students and industry.
27. TAFE does have a social role to play and if you were to ask members of the public they'd agree.
28. In relation to funding for training and education for disadvantaged groups, the cost of training an adult for four or five years in order to enter paid employment needs to be weighed against the supporting an untrained, unemployable adult in welfare programs for a lifetime.
29. TAFE is very top heavy. It is so important for TAFE to employ experienced professional teachers who not only have the right qualifications, the expert knowledge but also the industry experience so that they can relate to the students and to the employer.
30. There should be support and co-operation between Institutes of TAFE rather than competition.
31. Take a broom through the bureaucracy that runs TAFE. Teachers do not need to be managed into confusion and eventually oblivion.

32. Look at state-wide resources - why does each team at each campus devise its own resources?
33. The last marketing exercise I took part in took up the time of 5 teachers for one day, 12 marketing staff for a week, overtime, travel and accommodation, and all the ancillary costs. We had 6 inquiries from it, and then got 1 student.
34. Training provided by skilled teachers, that are supported in advancing their skills and knowledge is essential to continue to provide these services. It is also essential that they have the resources to be able to do this.
35. It is essential that learning is provided by trained industry professionals. There is an unwritten curriculum that is taught together with the written curriculum that enables a student to be successful in the work environment that only a trained industry professional can impart.
36. Access to services such as the library and support personnel is essential to every training environment.
37. Competition is good. It helps to deter complacency where you may be the only provider. However it duplicates effort and encourages duplication of resources where two institutes are competing with each other. At present there is a reluctance for Institutes to share resources as they are competing in the same markets. It is a waste of resources for Institutes to duplicate effort in the preparation of resources, to not share resources or learnings or developments. At present Institutes work in isolation, with no communication or sharing, busily competing with each other.
38. Unlike many tick and flick private providers, TAFE has trained professional teachers and industry educators. This is crucial for quality teaching and employment outcomes, with support from library, counseling and tutor support staff.
39. Professional teachers with industry experience are essential. So is maintained currency.
40. TAE (Cert IV in Training and Assessment) is not an adequate qualification for trainers.
41. Over the years we have seen less and less accountability to our most disadvantaged groups. The gap has grown wider and in places like Cairns where there is high unemployment, this has a huge flow on effect to the community.
42. I believe that TAFE colleges should work together rather than competing against each other.
43. Development of training materials and resources is expensive and it has never been taken seriously in the time that I have worked for TAFE.
44. In the past 8 years I have seen 'competition' between drive the quality of TAFE downwards not upwards. Mostly because it creates a 'dog eat dog' culture where attitudes become negative.
45. Less managers and chiefs please - too many decision makers, too many change agents.
46. We are living through a global economic crisis and they want to put fees up/make entitlement models. What are they thinking? People can barely afford to buy food, run cars, shop, go out, take holidays etc. How many can afford to make educational spending a priority? The government must support education at the vocational level to maintain a skilled workforce and an educated society. Education is a human right for everyone – we seem to be forgetting this on every level.

47. I work with industry and meet with representatives regularly and try to adapt according to their needs and feedback.
48. Encourage all TAFE teachers to be university educated professionals. Provide funding and incentives. Provide continued fair pay and conditions. A good service will promote itself.
49. TAFE must continue to provide an alternative to the 'car boot trainers' that offer 'flexible delivery' - actually meaning 'no delivery, just cheat on the assessment'.
50. The better qualified the teacher, the better the learning experience. Standards with regard to having suitably qualified teachers that have a subject qualification and a recognised teaching qualification should never be lowered or diluted for expediency.
51. The learning experience is a combination of many factors - teaching, equipment, resources, feedback, opportunities to put learning into practice, variety of learning experiences enrolment procedures, records management, the environment for learning, etc. However, the most important factor is the quality of teaching. Professional development for teachers is an ongoing, lifelong and essential element in the provision of quality teaching.
52. Validation and moderation need to take place at source with the programme teaching group participation and discussion. Training in validation and moderation can be funded centrally but the actual process needs to be on site.
53. TAFE has trained professional teachers and industry educators. This is crucial for quality teaching and employment outcomes.
54. Spend money for physical resources.
55. Too much emphasis on ridiculous audit requirements including paperwork and not enough emphasis on quality of delivery.
56. I believe that constantly offering positions as temporary contracts affects the quality of applicants. If institutes were able to offer applicants permanent positions it would be attractive to more qualified people.

The Australian Education Union
(South Australian Branch)

Submission to the House of Representatives

Inquiry into the role of Technical
and Further Education system and
its operation

April 2013

The Australian Education Union (South Australian Branch) welcomes the opportunity to make this submission to the House of Representatives Inquiry into the role of Technical and Further Education system and its operation.

We are the union for TAFE educational managers, lecturers, lecturer's assistants, hourly paid instructors and invigilators. We hold that TAFE is a vital component of public education provision and that a strong and well-supported TAFE is essential for a strong and sustainable economy, and for the empowerment and well-being of all sectors of the community.

Background

As a result of a push by the Federal Government for market reform of VET delivery, the South Australian government introduced the "Skills for All" strategy in 2010 (see Appendix 1 for the Skills for All timeline). The strategy is an "initiative that is changing the way vocational education and training is funded in South Australia".¹ Specifically, it resulted in TAFE now operating in a competitive tendering environment alongside an ever-increasing number of private for-profit registered training organisations (RTOs).

Experience interstate, particularly in Victoria, requiring TAFE to operate in a situation of full market contestability raised serious concerns on our part in relation to the Skills for All agenda.

That concern was shared by a substantial number of individuals and organisations, and a campaign to defend TAFE was initiated by the union.

On November 24, 2011 Dr Bob Such, a former Minister in a Liberal state government for Technical and Further Education, moved the following motion in the House of Assembly of the SA Parliament:

That this house calls on the state government to ensure that TAFE is not undermined by the introduction of full contestability for VET funding, nor by the South Australian government's Skills for All policy.

The motion was carried.

It was an important motion and was the culmination of intensive lobbying by the AEU of state parliamentarians.

The current situation

Regrettably, the South Australian parliament's motion has not had the effect of preventing the undermining of TAFE SA.

¹ <http://www.skills.sa.gov.au/about-skills-for-all>

In March 2011 the chief executive of Business SA, Peter Vaughan, had savaged South Australian TAFE as a “sheltered workshop” for teachers.

They were protected, he said, by the “dead hand of bureaucracy” and by “inflexible” industrial awards.

His chief criticism of lecturers and teachers in the SA TAFE was that they “failed to meet the needs of the business community in filling skills shortages”. (To the extent that this may have been true, Vaughan did not make the obvious link between this and the under-funding of TAFE over many years.)

He called for it to be made easier to sack permanent TAFE teachers and for the removal of the cap on the numbers of casually-employed staff. Industrial agreements should be created for each area of expertise, he said, in a statement reminiscent of John Howard’s AWAs.

How did the state Labor government respond?

Minister for Employment, Training and Further Education Jack Snelling said that by 2012-13 he “expected” TAFE would have to compete openly against private training businesses and organisations. However, TAFE SA would have to do so under restrictive terms and conditions set by the government.

“The Office for TAFE will have more autonomy and flexibility to respond to the market and be competing for training revenue,” he said.

Indeed, one year after premier Jay Weatherill’s new team had been in office, on November 1, 2012, the SA parliament separated TAFE from DFEST, the SA government department of which it had until then been a part, and effectively handed its governance over to the private sector. Then Further Education Minister Kenyon announced that TAFE would now be an independent statutory corporation run by an independent Board. The Board’s inaugural Chair was Peter Vaughan!

The other members of the Board are:

Mr Rob Chapman. Mr Chapman is a former Managing Director of the State Bank of SA, and was most recently the CEO of St George Bank. He has extensive experience as Chairman of several high profile Boards. He is a former President of Business SA. He is not an educator.

Ms Joanne Denley. Ms Denley is currently the Director of Human Resources and Risk Management at Bridgestone Australia a huge multinational corporation which she describes as a “great global company”. She has a Master degree in Business Administration. She is not an educator.

Ms Miriam Silva. Ms Silva recently was General Manager of Commercial Operations at Elders and is currently a member of the Training and Skills Commission. She has an Honours degree in Maths and is a high profile Muslim. As

both a woman and a Muslim she has to be acknowledged for succeeding in a traditionally male and very conservative sector of South Australian business. But she is not an educator.

Ms Noelene Buddle. Ms Buddle is a private consultant and sits on a number of Boards including WorkCover Corporation and the South Australian Museum. She has a BA in Accountancy and a Master in Business Administration. She is a former general manager of Austereo. She is not an educator.

Mr John Branson. Mr Branson is currently the Chairman of Directors at Stuart Petroleum and is a Director of AED Oil. He is not an educator.

Mr Adrian Gerard Marron. Mr Marron is currently Chief Executive Officer of the Canberra Institute of Technology and has over 15 years' experience in the Tertiary Education sector. He has experience as an educational administrator.

Ms Annette Hurley. Ms Hurley was most recently a Labor Senator for South Australia and former Chair of the Senate Economics Committee. She is not an educator.

As a reflection of the contradiction between TAFE SA as a provider of courses that reflect the interests and needs of a very diverse Australian population, on the one hand, and as a provider to employers of a workforce that meets their productivity requirements on the other, the composition of the Board clearly indicates that its commercial role will have priority over its social role.

Those two sets of interests are not mutually exclusive: they overlap in some areas but they pull in different directions in others, particularly when the bottom line is the dollar required to fund TAFE SA.

It is our view that Peter Vaughan should be replaced as the Chair of the TAFE Board and that there should be a balance between corporate and social representation among its members. That social representation might include the SA Council of Social Services, SA Unions, the SA Farmers Federation, or rural local government, to name a few of the community groups with a genuine interest in how TAFE SA operates and who it serves.

Funding decline

South Australia has been acknowledged by the federal government as having got right the creation of a contestable market for vocational education. South Australia is regarded as having done a better job than Victoria. That is, South Australia has been identified as providing adequate funding to ensure the ongoing viability and sustainability of the TAFE system while meeting federal obligations, under National Partnership agreements, for providing a competitive marketplace including private RTOs.

South Australia signed up with the Commonwealth to receive federal National Partnerships funding which has been denied to Victoria, NSW and Queensland as a result of the massive cuts by their governments to their TAFE systems.

However, between 1997-2008, government real recurrent expenditure on TAFE was reduced by 23.3%, and by 16.4% between 2003-2008. Nationally funding to TAFE declined by 22.3% between 1997-2008, and by 11.9% between 2003-2008.

Further cuts were announced in the South Australian 2012-13 Mid-Year Budget Review last December:

Employment and grant programs

Budget implications (\$000)

2012–13	2013–14	2014–15	2015–16
MYBR Estimate	Estimate	Estimate	Estimate

Operating expenses — 10 000 15 000 15 375

This measure provides savings of \$10.0 million in 2013–14, increasing to \$15.0 million per annum (indexed) from 2014–15, by reviewing employment and grant programs to better align with Commonwealth Government programs.

Information economy programs

Budget implications (\$000)

2012–13	2013–14	2014–15	2015–16
MYBR Estimate	Estimate	Estimate	Estimate

Operating expenses — — — 2 522

This measure provides savings of \$2.5 million per annum (indexed) from 2015–16 by rationalising information economy programs.

International and higher education programs

Budget implications (\$000)

2012–13	2013–14	2014–15	2015–16
MYBR Estimate	Estimate	Estimate	Estimate

Operating expenses — — — 3 000

This measure provides savings of \$3.0 million per annum (indexed) from 2015–16 by restructuring international and higher education programs.

Training efficiencies

Budget implications (\$000)

2012–13	2013–14	2014–15	2015–16
MYBR Estimate	Estimate	Estimate	Estimate

Operating expenses — — 9 640 21 870

This measure provides savings of \$9.6 million in 2014–15, increasing to \$21.9 million per annum (indexed) from 2015–16, from training efficiencies including a reduction in the differential price to TAFE SA, a review of subsidy levels and ensuring funding is targeted at areas of industry demand.²

The series of funding cuts imposed on TAFE has a snowball effect. On February 27, 2013, TAFE SA announced a major restructure under which its three institutes would

² http://servicesa.cdn.on.net/documents/mid-year_budget_review_2012.pdf

become one. This was justified as a response to a number of “challenges on the horizon”.

“Whilst TAFE SA currently has the largest market share and our student numbers have grown, private RTOs are growing faster. Funding for training is being reduced overall and the additional subsidies TAFE SA receives to deliver the same training as private RTOs are diminishing. We are also returning deficits - \$8.5m in 2012/13.”³

The new single TAFE SA will have an office of the Chief Executive under which there will be four divisions. Teaching faculties will become seven “business units”. As a direct result of the restructure, around 150 staff positions will be axed by June 30, 2014. This represents 6% of the workforce and is in addition to 130 jobs lost (and HPI hours reduced) since the introduction of Skills for All funding on July 1 2011.

There will no longer be “duplication and competition across the organisation” meaning that delivery of the same qualifications at “nearby” campuses will be changed. This will hit hardest those students from low SES backgrounds and those in precarious employment or without income apart from the Newstart Allowance who may face additional cost in travelling to the particular campus which is approved to deliver a needed course. A government commitment to equity through education cannot be sustained where course provision is restricted as a result of the need for TAFE to cut costs in order to compete in the marketplace.

Service obligation to unemployed or precariously employed youth

Competition and competitive tendering exclude factors such as equity and service obligations to target communities from the VET agenda.

South Australia has high levels of youth unemployment, particularly in the metropolitan northern and southern suburbs and in the northern and western rural areas:

Regional unemployment⁴ (Year to) February 2013*

Statistical region	Total	Youth unemployment
Northern Adelaide:	8.1%	44.6%
Western Adelaide:	4.6%	13.9%
Eastern Adelaide:	4.2%	18.6%
Southern Adelaide:	5.1%	29.3%
TOTAL ADELAIDE:	5.7%	31.3%
TOTAL BALANCE OF SA:	5.3%	18.5%

³ *Stronger as one. Information for staff.* TAFE SA 27 February 2013.

⁴ <http://www.skills.sa.gov.au/workforce-information/labour-market>

Northern and Western SA:	5.4%	29.4%
Southern and Eastern SA:	5.2%	13.5%
TOTAL SOUTH AUSTRALIA:	5.6%	26.8%

*The total unemployment rate applies to people 15 years and over, and the youth (full-time) unemployment rate refers to young people 15-19 years of age.

It also has higher youth unemployment than the national average:

Unemployed and seeking full-time work: 11,500 (full-time unemployment to population ratio 5.1%. National ratio is 4.9%)

Unemployment rate: 15.7% full-time unemployment rate. Compared with 13.7% nationally.⁵

These youths will not only be disadvantaged by changes to the location of courses under the new “Stronger as one” initiative. They will also be affected by course cappings on enrolment numbers.⁶ A March 2013 list of capped courses includes Certificate 1 in Furnishing, Certificate 2 in Upholstery, Certificate 2 in Millinery, Certificate 2 in Floristry (Assistant), Certificate 2 in Tourism and Certificate 2 in Warehousing Operations.

Under the capping arrangement, 30 days’ notice is given to stop enrolments. This means that subsidies and funding for new enrolments are withdrawn or reduced by between 30-50%. New enrolments must be on a fee-for-service basis at a high cost to the student.

There are several issues of concern with the short notice for course capping. Many courses are resourced and staffed for a yearly program. Capping can cause significant disruption to planned course delivery. Courses are usually capped or closed because of perceived lack of industry demand for skill requirements or perceived lack of work and job opportunities. No thought is given to the educational and social advantages of re-engaging with students with long-term withdrawal from the education and training sector. These are students who need to re-engage in order to be provided with pathways to becoming useful and productive citizens within the community.

Precariously employed youths, that is, those in part time and casual employment which prevents them from being registered as unemployed with Centrelink are restricted in the number of subsidised courses for which they can enrol, depending on existing TAFE qualifications. They face the same problems as those of registered unemployed youths as outlined above but have the additional barrier to study at a time when the economy is calling for flexibility in career options and hence updating and acquisition of skills.

⁵ <http://www.skills.sa.gov.au/workforce-information/labour-market>

⁶ Persons registered as unemployed with Centrelink are entitled to enrol in an unlimited number of subsidised and priority courses, depending on their existing TAFE qualifications. Courses which are capped could effectively be denied to those who have this entitlement.

Growth of private RTOs

As noted in TAFE SA's "Stronger as one" document, TAFE numbers are growing, largely due to the provision of subsidised or free Certificate courses and a handful of Diploma and Advanced Diploma courses. However, "private RTOs are growing faster". There are now over 200 RTOs approved as Skills for All providers, of whom 76 are from interstate.⁷ The number of training providers is most concentrated in the six following areas:

- Business Services (110 providers)
- Retail Service (54 providers)
- Community Services (52 providers)
- Training and Education (42 providers)
- Tourism, Hospitality and Events (31 providers)
- Transport and Logistics (29 providers)

These courses are generally low cost delivery courses, leaving TAFE to carry the heavier burden of courses requiring expensive facilities and equipment. Traditionally these courses have helped subsidise the more expensive courses within TAFE. This is now under threat.

Included among the interstate RTOs are some interstate TAFE Institutes, particularly Victorian, which are paid substantially more in this state than they are in their home state.

Whereas TAFE SA saw an enrolment increase of 17% from Semester 2 2011 to Semester 2 2012, private RTOs saw an enrolment increase of 50% over the same period. Whilst TAFE SA's student enrolments in publicly funded courses have grown, TAFE SA's share of the publicly funded market has declined from 74% in Semester 2, 2011 to 69% in Semester 2, 2012.

The enrolment increase of 17% for TAFE SA does not necessarily translate into a funding increase because the funding is for completed course outcomes based on formal assessment and registered as either a pass or fail. While much effort and cost can go into the delivery of a course, a student who withdraws late in the course or who simply decides to waive the assessment requirement is not resulted and therefore not funded.

Market sees little value in the Arts

Arts programs offered through TAFE SA are under threat. Their cost of delivery is seen as too high, so they are not wanted in the business model of the new TAFE SA.

The Adelaide College of the Arts (ACArts) is one of the nation's pre-eminent centres for Arts training. Under the "Stronger as one" model, with profitability as a key driver, it would seem that there is little chance that the vision seen by the Chair of the College's Arts Advisory Board, Robyn Archer AO, for an arts training centre of excellence.

⁷ Skills for All: Summary Report, Dec 2012, p. 4

Archer notes that SA has long branded itself as the Festival State, and that Adelaide has only recently been rebranded as the Creative City. She says of ACArts that it is an “an institution which screams potential for arts training”.

“But ACArts,” she said in her March 18, 2013 Hawke Centre address, “has been working under the nationally familiar cloud of ‘you cost too much’ its future has continued to remain uncertain because of various shifts and changes in TAFE SA.

“Just a week or so before the Creative City branding, the new TAFE Board, chaired by Mr Peter Vaughan, announced the new shape of ONE TAFE as it will be in the future. I had a very good meeting with Peter and we agreed, that under this new system, the ‘centre of excellence’ at the Adelaide College of the Arts, which had been promised by TAFE for years, and which promise was the continuing motivation for the Arts Advisory Board and Christie Anthony in that post-review period, *will not be possible within this restructure.*”⁸

Regions will lose out

Course delivery costs are based on metropolitan delivery. There is a very real fear in rural areas that the cost of course delivery in rural and remote regions will lead to reductions in courses and even closure of some rural TAFE shop fronts. Kingston in the South East and Cleve and Wudinna on the West Coast are in the firing line.⁹ It is reported that regional TAFE can expect a 25% reduction in funding over the next 4 years.¹⁰

Capping of courses based on large metropolitan numbers is having a direct effect on regional campuses. At the same time, private RTOs are targeting low cost delivery high enrolment courses such as Business Management and Information Technology.

The following table¹¹ shows the percentage increase or decrease in regional enrolments from Semester 2 2011 to Semester 2 2012. It shows the total, the figures for TAFE SA and private RTOs and the movements in TAFE SA market share.

Region	Total est. increase	TAFE increase/decrease	Private RTOs increase/decrease	TAFE SA market share
Adelaide Hills	72%	63%	140%	-4%
Barossa, Light and Lower North	31%	27%	217%	-3%
Eyre and Western	14%	16%	-2%	2%
Far North	9%	4%	79%	-4%
Fleurieu and	9%	-20%	344%	-4%

⁸ http://w3.unisa.edu.au/hawkecentre/events/2013events/RobynArcher_transcript_18March.pdf

⁹ Feedback from AEU TAFE SA members.

¹⁰ Feedback from AEU TAFE SA members.

¹¹ Compiled from *Skills for All: Regional Analysis*, 11 December 2012

Kangaroo Island				
Limestone Coast	47%	36%	225%	-8%
Murray and Mallee	49%	34%	125%	-9%
Yorke and Mid North	57%	39%	166%	-10%

If these figures are indicative of what might become an annual pattern of competition between TAFE SA and its competitors, then the future sustainability of regional TAFE SA operations must be called into question.

Student fees and associated costs

Although Certificate 2 courses experience high initial enrolments, and are free, there is a high drop-out rate. As courses are funded on completions, this results in cost shifting to students for incidental expenditure, for example, safety gear.

There have also been some increased course fees, for example, for Higher Diploma and Associate Diploma courses, up from a previously capped \$2250 to a maximum of \$7000.

With the “Stronger as one” restructure, and the allocation of resources to central positions in order to cut “duplication”, it can be expected that there will be increased travel costs for students. This is also likely to affect regional apprentices who may well have the additional cost of metropolitan accommodation.

The closure of the O’Halloran Hill, Marlestone, Panorama and Croydon campuses is likely to lead to a reduction of staff numbers and a corresponding increase in class sizes, as well as pressure to utilise on-line training in place of face-to-face contact.

Compliance versus quality

As a result of having to compete as a business entity in a market environment, TAFE SA is experiencing a change from a focus on ensuring that all learners grow and develop to their maximum potential, that all learners have the confidence and the ability to continue to learn throughout their lives, and that all learners have the assurance and the skills to be productive members of society, to a focus on compliance with a narrow set of competencies which are ticked off to achieve payment for course completion from the government.

TAFE SA has been placed in the invidious position of narrowly defining course completion objectives in a way that reduces course costs and maximises the chances of payment for course completion. Our members in TAFE SA have complained of pressures from senior managers to produce higher compliance with

course completion criteria at the expense of quality of learning and the development of the learner.

The compliance regime arises directly from the need for TAFE SA to achieve market viability. The drive to sacrifice quality for tick-the box compliance is further reinforced, ironically, by the body whose task it is to regulate courses and training providers to ensure nationally approved quality standards are met, namely, the Australian Skills Quality Authority (ASQA). ASQA traces compliance via a paper trail but does not have a handle on the quality of learning and instruction as they apply in individual courses.

Conclusion

The South Australian government has failed in its responsibility to the parliament of South Australia by undermining TAFE through the introduction of full contestability for VET funding, and by the government's Skills for All agenda.

It has added insult to injury by appointing Peter Vaughan, a strident critic of TAFE, to Chair a Board that excludes social representation and minimises educational input.

Competitive tendering against a plethora of private RTOs has weakened TAFE SA and undermined its educational role by substituting money for clear educational goals as the major driver in TAFE and VET.

TAFE SA is no longer a servant of the community, with a commitment to providing a wide variety of vocational, basic and further education options to meet the need within our diverse population for courses that meet social, as well as industry, needs. TAFE SA must now operate as a business under the direct control of the business community which, since the 2007-08 Global Financial Crisis, has renewed its demands that the cost of providing public services through taxation be reduced, and that those services be supported only where they serve to meet the productivity requirements of the big end of town.

The community is the poorer for these changes.

Appendix 1

Timeline for Skills for All

2007/2008

Federal & State Government – set about to reform the National VET agenda through COAG and the Ministerial Council dealing with vocational education and training.

- Ensure that VET is better able to meet the needs/skills of individuals and Businesses.
- Ensure Australia has skill base to drive growth in participation and production
- Ensure workforce has ability to be innovative, deliver high quality and high value products and services to drive the economy.

March 2008

SA Government –released “Skills Strategy for South Australia’s future”

Reforms directed in increasing employment and Vet participation, labour productivity, post school qualifications and skills level and improving the efficiency, responsiveness and flexibility of the public funded VET system.

Targets outlined:

- Contestable funding to increase from 25% 2007/2008 to 48% by 2012
- Workplace delivery to be 25% of all training by 2012.
- Uptake of e-learning in TAFE to double by 2012.
- RPL to comprise 20% of learning achievement by 2012.
- Cost of publicly funded training to be lowered by 10% by 2012.
- TAFE to respond in terms of training to a target increased employment participation of 78% by 2014/15 from 73.8% 2008
- TAFE to win funding for commonwealth & State funded programs such as Youth Compact & PPP(Productivity Places Program) which are fully contestable.

In June 2008

(Economic Development Board commissioned report released)

Review of Skills & Workforce development in South Australia: The Challenge for the Next Decade –this review highlighted concerns that skill shortages may be critical to SA favourable growth prospects.

November 2009

Training and Skills Commission released Skills for Jobs (5 year plan)

This paper highlighted the need for further reform to ensure

- Raising the skill level of South Australians
- Increase the number of South Australians with qualifications

- Increase employment participation

2009

Economic Development Board – Economic statement South Australia’s Growth Prospect

To achieve identified growth need to improve workforce performance through participation in learning, skill development and in work.

May 2010 (Skills Australia) “Australian Workforce Futures: A National Workforce Development Strategy”-addressing a number of challenges

- Lifting participation & productivity to address the risk of labour shortage with aging population
- Adaption of new technology & rapid change to increasing global competition

May 2010

Productivity Commissions report on the Vet workforce

Report portrays the public VET system as in crisis.

TAFE system in Australia today is underinvestment. Government recurrent expenditure per hour of training, the Orwellian measure of efficiency used by governments in VET, has declined by 11.9% between 2003 and 2008, and by about 22.3% since 1997. No other education sector has sustained such long term of underinvestment as TAFE.

2010/2011 Commonwealth Budget

Mainstay of the Federal Government 2011 VET budget are based on the following key points

- A responsive system with range of qualifications to meet the skill needs of a growing economy & provide pathways into work and learning
- A quality system
- An accessible system for all
- Diverse system encompassing high quality **public & private providers**

A movement to a more privatised VET system.

July 2010 SA Government – release “Skills for All” green paper

Skills for All aims to

- Increase number of people in employment
- Engage more people in training
- Increase the number of people with post school qualifications

Skills for All demand driven system with advent of student entitlements, ultimately, TAFE is likely to suffer as students go for the cheaper, quicker training options with funding being available to both the public and private providers.

Quality of delivery will continue to be an issue with lack of resource investment to ensure good learning outcomes.

Submissions (400) many indicated the need for change of governance.

February 2011

TAFE Governance Position Paper –Consultation process for TAFE staff and external stakeholders outlining the Statutory Authority proposal

From the above 2 reports the drafting of a New TAFESA bill 2012 – aimed at that TAFE can better perform in a more competitive market as well as maintaining TAFE as a public institute.

July 2011

Establishment of the Office of TAFE SA

This first step simply as one of separating TAFE from the purchasing arm of government

Assist TAFE SA to become independent and accountable under new governance arrangements.

July 2012

From 1st July proposed TAFE SA will become a Statutory Authority for this to happen the TAFE Bill 2012 needs to pass parliament to address TAFE SA governance and establish TAFE SA as a statutory authority under the provisions of the Public corporations act 1993.

Skills for All funding model adopted with competitive market for both public and private providers. (Differential payment system at present for TAFE SA)

Currently

October 2012.

Minister releases TAFE SA board

Peter Vaughan (Chair) ,Rob Chapman, Joanne Denley, Miriam Silva, Noelene Buddle, John Branson, Adrian Marron & Annette Hurley

The board will recommend the CEO for the office of TAFE to the minister for appointment

The TAFE SA Act 2012 will soon be proclaimed and the TAFE Act 1975 will be repealed.

November 2012.

TAFE SA to become a Statutory Authority

From 1 November 2012 under new legislation, the *TAFE SA Act 2012*, TAFE SA will be a single Statutory Corporation, with one governing Board of Directors.

The establishment of TAFE SA as a single Statutory Corporation will separate the roles of TAFE SA as the provider of training from that of DFEEST as the funder and purchaser of training from both TAFE SA and private training providers. TAFE SA will remain under public ownership.

Appendix 5

AEU Victorian Branch Submission

The development of skills

In 2011 I graduated from Swinburne Uni TAFE's Advanced Diploma of Screen and Media, a course which I am incredibly grateful to have been a part of. I experienced a level of passion in the curriculum that was unsurpassed with any other training I have had in either an academic or workforce environment, and this was without a doubt the ideal learning environment for me. I am currently completing my first and final year of a Bachelor thanks to my studies at TAFE, but nothing compares to the intensive, hands-on skills I gained there. I have always proudly advocated the practical training my TAFE education has offered and I feel that Australians are fortunate to have such an effective trade-training system that is a major part of our academic and working culture. The Baillieu Government's failure to comprehend the significance of this system shows complete disregard for our education system and the future of a skilled Australia.

Kaylene, student, Tyler

TAFE gave me the opportunity of completing an Advanced Diploma in computer systems engineering as a mature student with family, mortgage and bills, at an affordable price. The quality of the teaching and the skills that I gained from TAFE made it possible for me to have a career and the job that I always dreamed of. I will always be thankful of the teachers who not only taught me the skills but also built up my confidence to achieve my dreams.

Nelly Sobarzo, Berwick TAFE

I undertook a Diploma of Liberal Arts degree at the CAE, completed in 2005. Teachers who were professional, committed and most of all dedicated to positive outcomes for their students. Not necessarily to achieve the highest marks, but also to gain confidence and self-belief, which are of huge benefit. Not all people find school a positive experience or have had their learning curtailed for many reasons. TAFE provides other pathways for further education. We need to be smarter and more adaptable, and to cut funds to education is short-sighted.

Julia McGrath, student, Melbourne

I would not be where I am today without the exceptional training and education provided through the TAFE system. With the growing demand for qualifications, skills and experience required by employers, TAFE is the most accessible option for many people looking to change careers or obtain a better employment position. The Baillieu Government's cuts to TAFE funding are a disgraceful attack on the VET sector that will particularly disadvantage those from a low socio-economic background that may be unable to pay the higher fees. This budget is a disgrace and Victorians will remember it at the next election.

James, student, Footscray

No matter how hard I studied my ENTER was not what I needed to get into uni. I completed a Cert II in Desktop Publishing, which gained me entrance into the Diploma. After completing the Diploma, I was granted access to third year of the Bachelor of Communications. I am now a professional designer. I could not have done this without the help of TAFE. The high-school accreditation system let me down and the TAFE system picked me back up. What will happen to future generations if TAFE becomes too expensive for them to afford?

Katherine Hinkley

TAFE was my saviour and I am very fortunate to have been able to access it. Since TAFE, I have completed two degrees and I am working in a position that I never would have been able to fulfil had I not been able to access TAFE. I also have the experience of a partner who is currently working in the TAFE system. These cuts have had a massive impact on our family. My partner's job is now unstable and even if he does retain it, the cuts in Senior Educators means that teachers are not only teaching, they are also coordinating and fulfilling other administrative duties. It is hard enough being able to deliver a quality service to students without lack of support. Our Teachers and Students deserve better than this.

Rebecca, Ringwood

I enrolled in the Diploma of Liberal Arts offered at the CAE Melbourne. I have never (after 4 years at Monash University and 1 year at an American University) encountered such outstanding teachers — extent and depth of knowledge of their subjects was astonishing.

Helen Cook, Melbourne CAE

I wasn't brave enough until my mid-thirties to take the enormous step of quitting my full-time, permanent, safe-but-misery-making job and apply for the Dip of Professional Writing and Editing at RMIT. I have two undergrad degrees and a Masters in my initial "chosen" field, but the quality of instruction, support and inspiration I have found at TAFE have been far more conducive to real learning than anything I experienced at either of the universities I attended. Without the flexibility, affordability, support and practical applications of my TAFE study, I know this would never have happened.

Anonymous, Melbourne

I am the parent of five boys, four of whom have hugely benefited from the TAFE system. Son 1 went to TAFE, completed two computing courses and then on to Uni where he completed further training in Bendigo. Now works for Google. Son 2 recently completed a Diploma in Community Services through TAFE. Son now at TAFE following his dream: Bachelor in Contemporary Music. Son 4 is an Apprentice Farrier and attends Trade School run by TAFE. Son 5 is still at home but may want to attend TAFE — if the government makes this possible by continuing funding.

Carleen Sing, parent, Shelbourne

Joe is a young student who struggled with personal trauma during secondary school. His father hasn't been a part of his life and he watched as his mum pass away during year 11.

Without any immediate family around and living independently he finished Year 12. After floundering for a while working in bottle shops and pubs, Joe enrolled in a Certificate of Business course at Advance TAFE. He is now completing his Degree in Business Studies through University of Ballarat at Advance TAFE in Sale surrounded by friends. Joe was able to do this against all odds. The entry level Certificate of Business won't be running in 2013 and other higher level new course fees are beyond his financial means. In short, if the Baillieu/Hall TAFE "restructure" was introduced in 2011, Joe would still be working casually in bottle shops and fast food restaurants without a career path, an education cut short and a young man not able to reach his true potential.

Leeanne Flaherty, Sale

[In] 1990 I was very nervous 19-year-old with low self esteem. I found the TAFE teachers to be very support and I came to the realization that I can study! I got my qualification and went and worked with special needs children in a centre. Now, 26 years later I am now teaching at TAFE and inspiring young students just like my teachers inspired me. I love my job as every day I see how we change lives. If TAFE goes, I'm not sure how I can keep growing in my career and I worry what will happen to the childcare industry. TAFE taught me that if you really want to achieve something you can.

Anonymous teacher, Heidelberg

I studied a Cert III in Science after (regrettably) having not completing any Science in Years 11 or 12 at high-school level. Four years later, and I am in my final year of a Bachelor of Biomedical Science, with a stable job in the healthcare sector, some research papers in the pipeline, and a wealth of contacts. To this day, I still use the skills that I learned at TAFE, and [without them] would have absolutely no chance of ever hoping to study to become a doctor. I firmly believe that TAFE is as important as Uni level education in the Science and Technology sector, and the last thing this state needs is less contributions toward this area. I owe a great deal to TAFE and the wonderful and experienced staff who are its lifeblood.

Edward Harcourt, student, Yarraville

What I have in life is due to the TAFE system. My fist exposure to it was in high school in the late 1980s, it was the equivalent of VET in schools today and allowed me the opportunity to learn to type and gain some retail skills. TAFE helped me gain my first casual job! After leaving high school, TAFE again came to my rescue. It was a way for me to study what I had an interest in (Mechanical Engineering). There was no alternative in my town, nor did my family have the financial capability to send me away to go to university. I gained my Associate Diploma and gained some excellent life advice from some superb teachers in the TAFE system, which I still use today (more on this later). TAFE again came to my rescue when I decide to do a mature-age apprentice course in Fitting and Turning. Ten years on it was still there as I remembered it. Sure, the standard had fallen, but it was still there for me to advance my skills in my chosen field. The cost was reasonable, there were teachers and it was still largely not-for-profit. It allowed me to skill my self and be an active member to society and contribute, long-term, in a positive way. My whole life position is thanks to a TAFE system that worked.

Peter Giljevic, Bairnsdale

I live in a refuge, though I have moved into an outreach home. I began to attend Chisholm [TAFE] at the beginning of the year with this newfound confidence. Here at Chisholm I have friends, and for the first time in years I feel normal. It is my greatest goal to finish my Diploma and to become a support worker to help improve the public health system for other young people who may find themselves caught up in it. With the budget cuts, as I am a part time student, I fear that I won't be able to afford next year, or the year after. I could never have gone to university, and the fact that TAFE existed always gave me hope that maybe I could have a career. I may have taken this for granted, but now that TAFE's future is in jeopardy I really have taken very seriously the idea that disadvantaged students may no longer have any institution to flock to. What will be the outcome? Less education opportunities for those who need it most.

Casey, student, Dandenong TAFE

When I started at TAFE in 1990 I had no confidence, I enrolled in an Office Administration course at the School of Mines and Industries Ballarat. It was wonderful, I met new people, and developed fabulous work skills, and grew my confidence. I went on to become a sessional TAFE teacher and am now working as an Information Technology lecturer at the University of Ballarat. Next year I hope to finish my PhD. All of that because of a wonderful pathway through the TAFE system. To the Victorian Government, don't take the opportunity for greatness away from dreamers like me. TAFE completely changed my life. I am forever grateful.

Sally Firmin, teacher, Lismore

After leaving the city to move to Horsham, I enrolled at Ballarat University to complete a Diploma in Art. The TAFE course allowed me to fulfil my artistic desires and help me find my place within the community. It is so much more than just an educational institution! As a result of the budget cuts I am no longer able to finish my course of study. I am left high and dry and my social network has been demolished. If we take a look at educational policy on an international stage, the most successful countries (PISA) are those that invest in education. Sadly, Australia has lost its way.

Anonymous student, Horsham

When I left high school the transition to university was too great and I left my dream of being an art teacher. Some time later I found a new career path with the TAFE sector studying early childhood. I am now a TAFE teacher and have a degree in Early Childhood and am currently enrolled in Masters. I cannot imagine where I would be today without the opportunities provided through the TAFE sector.

Simone Callaghan Dawson Lucas, teacher, Lilydale

TAFE has been extremely important [to me] for nearly 30 years of my life. As a child and young teenager I was bullied very badly at school (up in Queensland) and ended up leaving at just 13 years of age. After several years of depression and isolation I did a couple of short courses at Benowa TAFE and then did my senior certificate there too, allowing me to go on to University. My first experiences at TAFE allowed me to regain confidence and rejoin the world a stronger person. For the past 12 years I have been teaching in TAFE and have loved the opportunity to assist other people facing barriers of

all kinds in their pursuit of education and training. TAFE is truly an emotional subject to me for these reasons. Even in difficult times surely we can save this vital public resource.

Gabrielle Hodson, teacher, Broadmeadows

I was not the first to make the journey from the Diploma to a PhD. There were others before me. Many others achieved a basic degree at university. But I suspect that if these cuts go ahead I will be one of the last to make the journey. That fills me with a great deal of anger. Hundreds of working people will be denied the same opportunity. We must do all in our power to stop these cuts.

Dr Douglas Jordan, Kensington

Fee increases

I work for a Disability Employment Services provider in Gippsland. The people I work with are some of the most disadvantaged people there are, and very often a funded TAFE course is their only hope of gaining meaningful employment. Is the government really going to destroy the only hope these people have?

David Morgan, Korumburra

“Jack”, aged 25 and with 4 young children, has had a few pretty ordinary jobs but now has his sights set on an adult apprenticeship and a career as a motor mechanic. The problem for Jack is that 6 or 7 years ago, after a period of unemployment, he took a Green Corps job. As part of this short-term "job package" he came away with a Certificate 2 in Conservation and Land Management. Because he has this qualification, he now faces a \$4000 bill if he takes the advice of potential employers in the automotive industry [to do a Cert 2 Auto course at TAFE]. Jack does not have \$4000, and his family's situation makes him strongly debt-averse. His job-search provider deems the cost too high. At a time when having a comprehensive set of job skills is recognised as an important factor in employment, Jack's situation shows that both he and common sense will continue to be just "collateral damage" from the Baillieu Government's thoughtless messing with our training system.

Neil Hauxwell, teacher, Central Gippsland Institute of TAFE

I was very disappointed last week when a potential student came to enrol in our Certificate IV course. She was a newly single mum getting her life back in order and wanted to start a new career in nutrition. Eager and enthusiastic, she would be perfect for our little class, I thought. A few questions in, we found out she had completed an Advanced Certificate in Cookery 17 years ago. The course she would have paid \$1000 for would now cost her \$7000. Needless to say as a single mum she declined to go ahead with her enrolment and we lost a student. Surely there can be a time limit on certificates so that people can be retrained in something else? Not everyone is out to rot the system!

Sharon Cini, Industry Trainer and Lecturer, University of Ballarat, SMB

I come from a rural town called Cobram in Victoria. I have travelled such distances because Ballarat TAFE had shown great value in their education, their teachers, as well as students. I am studying Certificate III Hospitality (Commercial Cookery). I love

Ballarat. I thought I would live here for another couple of years, study my Diploma and Advanced Diploma of Hospitality, and then move overseas. Now I am rethinking my entire life goal, and how I am going to finish my last year of TAFE. Don't take our money. We are the future.

Sophie Hyde, student, Ballarat

At our information evening tonight I met a lady whose story convinces me that the skills reform disenfranchises those people for whom TAFE should be there. She has been an at-home mother for 13 years. Before then she had completed a Diploma of Teaching, but never used the qualification. She finally 'got up the courage' to follow up her interest in undertaking a qualification in Library and Information Studies, and came to the information evening. Because of the Diploma undertaken years ago, she will not qualify for any government funding. She will be paying full fees upfront for all Cert IV units, which she cannot afford. She was devastated by the lack of support in the system for mothers returning to work, and for mature-age students looking at career changes. As a staff member I felt helpless and angry at a system that does not support mature-age studies (many of whom have prior qualifications).

Renate Beilharz, teacher, Box Hill Institute

I am a partially disabled person whom is unable to work, to continue to receive my payments I must study. At the moment I am studying a Certificate III in Business Admin. With the cuts it has meant that I might not be able to continue to study next year, leaving me no options at all and cutting me from my entitlements at Centrelink.

Anonymous, Warrnambool

Last year I applied for a course in Advertising at RMIT as it was something I was always interested in. After being accepted I then had to pack my stuff and move to Melbourne. This was big for me, I had never lived anywhere else and moving from a small country town to the city away from my family and friends daunted me. With the introduction of the TAFE cuts I will be looking at paying approximately \$6000 on top of my \$1000 payment. That's for just one semester. As a result I will not be able to afford to study or support myself in Melbourne and will have no choice but to return home to Beechworth where the only education I could pursue is Teaching or Nursing.

Marli Tapsall, student, South Yarra

I enrolled in 2010 in a TAE course with Kangan TAFE which since lead to work as a teacher instructing people with disabilities in the workplace. I enrolled just before the enormous fee hikes that followed in 2011, which would have precluded me from study as at the time I had little income and was supporting (as I am now) two pre-school age children. I have a useful job I love as a result of training, which has now become inaccessibly expensive [for others].

Daniel Diesendorf, teacher, Coburg

I am a disabled adult in rural Victoria. What little hope of employment I have lies in being able to retrain myself in some of the emerging technologies at my own expense. In the last 12 months I have had to save up over \$2000 from my pension just to pay my

[TAFE] fees. This has meant cutting back on heating and mobility. I simply cannot afford to continue if the fees go up. This will effectively kill any chance I have of getting my life back. I am appalled that this Government is dismantling a system that is the only hope of those that are in my situation or worse.

Ron Ipsen, student, Moe

I enrolled into three Certificate IV in Horticulture courses (Parks & Gardens, Landscape, Conservation & Land Management) at GippsTAFE Morwell campus in 2009. Because of my passion and interest in horticulture, I thought it would be a great way for me to get back into study, as well as a way to help me improve my chances of gaining employment and work experience in the industry. With only two subjects left for me to complete and gain the qualifications, I discovered that I would now have to pay full fees, due to a previous Diploma in an unrelated field that I had earned years earlier. I simply could not afford to finish those remaining subjects.

Anonymous, Morwell

I am a disabled student studying Sound Production at GMEC. The sketchy information I have, is that because I will have completed Cert III and Cert IV in the same calendar year, I cannot get funding to study the Diploma in the second half of this year. The course will not run, because six of the dozen or so students would need to come up with around \$4000 each for fees to fulfil minimum numbers. The only reason I am living in Geelong, is for the course. Some students re-located here, from rural Victoria, and signed leases. Had we known this would be the situation, our lives would have been planned very differently. The changes have made this year an expensive waste of time for those among us who can least afford it, and desperately need the training to build better careers.

Anonymous, Geelong

I see these funding cuts as the Government blatantly turning their back on assisting Victorians to receive tertiary education and achieve successful professional careers. The TAFE system will be squeezed so hard that more and more people will have no alternative but to look toward private RTOs (who may provide a suboptimal learning experience). There will be a great loss of industry knowledge with teachers being retrenched. The fees are set to escalate considerably. We all need to stand up for the future of Australians and the right for all individuals to access education at a reasonable price from expert industry leaders.

Jacqui Terry, teacher, Geelong

I returned to study at TAFE in 2010, enrolling myself in an Advanced Diploma. The fees for my course are \$2300 in the first year and \$1900 second year. Three years ago the same course would have cost me around \$80 a year, under the old concession scheme. TAFE is meant to offer affordable further education for all students, not just a select few. Changes need to be made to the current system to ensure that everyone gets a "fair go", and that no one is left out in the cold.

Sonja Holness

For most students the concession rate has increased by between 91% and 118% (I am one of those students affected). I'm a 25-year-old TAFE student with no formal qualifications beyond Year 12 VCE and have chosen to return to study after working various full-time jobs to gain further training and skills. Under the current changes to the TAFE fee structure and eligibility to concession rates, I am only afforded a concession rate for one semester of a two-year diploma. This has equated to a saving of only \$80 for the first year. Many students in my course last year were already planning on not returning for their second year as they hold prior degree qualifications and thus will be forced to pay upwards of \$20,000 for a diploma qualification. To me the real "Skills Reform" should be in supporting the TAFE system and the skills that are taught within the system.

Ryan Jaffe, TAFE student

I couldn't afford the fees for university after high school and TAFE allowed me to start my education. I love my course and the teachers are so helpful and I couldn't have done without their support. If TAFE funding is cut further, I won't be able to graduate and start my career. I thought the government wanted all students to have the chance to study and learn. I was wrong.

Caroline S, student, Swinburne Hawthorn

Competitive training market/contestability

I was enrolled at a private RTO for just over a year as part of my carpentry apprenticeship. It was a terrible experience. When I started I had a vision of what it would be. I thought there would be structured schooling environment. Instead, it was just in a factory with an office, like a shed, that doubled as a classroom. After the first couple of visits, I asked them if there was a book I should have, so they dug out an out-of-date teaching manual and threw that at me. There were a couple of practical projects, but it was more like a woodwork class than a carpentry course. There is no comparison between the quality of the training at Gippsland TAFE, where I am now, and the picture I've painted above. At GippsTAFE there are a practical areas, a proper classroom, a library; the teachers a focused on making sure you actually understand the work, not on just pushing another one through. As part of my GippsTAFE course I have completed a Worksafe Victoria licence to perform high-risk work in scaffolding and elevated work platforms and also a first aid course. It's just a million times better. If I was younger, straight out of school, dealing with that situation with the RTO, I probably wouldn't have known to question it. You wonder what it's going to be like for the kids coming out of that place.

Blake Sherriff, carpentry apprentice, GippsTAFE

The changes to TAFE funding mean we no longer have enough funding to run classes. We're having to shorten courses, we're having to fit more students in the class to meet the financial budget, and at the same time we're being told to be more flexible and all the rest. We're caught in the crossfire. At this stage we're holding things together but only just, due to a lot of extra commitment in our own time. It's making a joke of our trade qualifications. At the end of the day we're going to be putting people out there that really don't know much because we haven't got the resources to teach them anymore. The

private organisations aren't interested in courses like ours because they can't make any money out of them, so we're left to do the stuff that needs to be done, with nothing. We want to put quality back out into the community. We're looking for people who want to be really good tradespeople, and to have to try and pass out a less than ideal result is soul-destroying. We're just watching things going backwards.

John Francis, automotive teacher, Ballarat University TAFE

I have worked at GippsTAFE for 25 years in the adult basic education and VCE programs. As I live in the community I teach, I have worked with many students whose lives have been transformed by studying at TAFE. The current Eligibility Criteria has prevented many adults in this area from attending our VCE programs because of paying full fees. One of my neighbours who's in her early thirties wanted to do a nursing course but was not able to afford the fees as she was ineligible, having done a Diploma in Law Administration 10 years ago. This is one small example of many illustrating the barriers placed for adults wanting to return to study. The idea presented to TAFE staff of "funding contestability", of opening up competition as offering "consumers more choice", is an insult to the integrity of our TAFE work. We can see through this veiled government rhetoric. It is all about money, not quality of education and training.

Persephone Minglis, teacher, LaTrobe Valley

AGA provided shocking training to my son. As a result he is unable to obtain employment as a tradesman because his skills were so bad. I sent him to GippsTAFE last year and the experts there took him from unemployable to now a qualified pressure welder. He now has a good job. Without TAFE we face a bleak future. We need TAFE.

Vanessa, student, Morwell

Just recently we sent our students out on work experience with bricklaying contractors. One of those students was a disengaged youth who was having a lot of trouble fitting in. To start with he didn't have a good attitude in class, his attendance was spasmodic, he came to us after he was told to leave a VCAL program because he was disruptive and his attendance was inconsistent. We have spent countless hours with him and his parents — who were at their wits end trying to work out strategies to keep him engaged in learning — counselling him throughout the program, trying to make him understand the importance of knuckling down to give himself the chance of getting a job, and after a while his attitude and his work ethic at TAFE did improve. He returned from a very positive work experience and we have received feedback from the employer that he was very impressed with the way in which he went about his work and offered him a job. I am happy to say that the student has taken up the offer and has started work with his employer already. Now there is a real chance that students like this will not get these opportunities in the future if TAFE is denigrated to a level where it cannot sustain the support needed by these kids.

Steve Lee, program coordinator, NMIT Heidelberg Campus

I am an ESL teacher. Last year we were told we couldn't start a class until 20 students were enrolled, a direct result of management's strategy to deal with the huge cuts in funding as a result of the Skills Victoria policy. This was unprecedented. I have had

many years ESL teaching experience, and 20 students is the maximum number, not the minimum, in an ESL class before best practice is compromised.

Graeme Sparkes, teacher, NMIT

As a student I would normally complete my course through a local TAFE, but due to the cost cutting I ended up trying to complete my course through an organisation in another state. I was not so successful. Little assistance was provided, incorrect information and a total disregard resulted in me withdrawing from the course. It should not be about tick a box, buy a qualification, but rather education. I have done a TAFE course before. It was wonderful. The staff were supportive and dedicated to me as a student. I have a slight disability. The staff helped me over and above. The [other] course I did online. No one was really interested in me as a person.

Trish, student, Lilydale

I am a Program Coordinator at NMIT. Last night while travelling on the 86 tram, I was appalled to overhear a young man bragging about his fabulous new job. This is roughly verbatim his boast:

It's the easiest job ever. I get paid \$50 to ring people and tell them that the Government is giving away free Diploma courses. I tell them they don't have to pay a thing; they can do any Diploma course they want entirely online, and the Government will pay the full fees. Every person who signs up means I get \$50. I've already made over \$1,000! Do you want me to get you in on it?

This is the system the Government has created: so easy to rot. It's money made at the expense of teachers like me and my colleagues. I decided not to challenge him, but instead got off the tram despairing that education about which I care so much has been so thoughtlessly and recklessly commoditised.

Catherine Davison, Program Coordinator, Study Skills Advisory Service, NMIT

Impact of courses being cut

The heartache I feel right now is unbearable. I found out today that the Advanced Diploma of Justice will most likely be cut from Chisholm TAFE. I have been at Chisholm since I was 15 years old and [it is] my second home/family. The teachers there worked with my dysfunctional life, not against it, they taught me to believe in myself and worked with me one-on-one to make me interested and engaged in school. The Welfare Counsellor there knew my name off by heart, she knew what I wanted to be, she helped me fill out my subjects and application for Year 11 VCE at Chisholm. I started my Year 11 and fell in love with literature and legal studies. I became one of the top students in the Year 11, only because I was encouraged I was told that I could achieve anything. What I am trying to say is without TAFE I don't know where I'd be, I don't know what I'd do, I don't think I would have accessed my full potential like I have now. I decided I wanted to do an Advanced Diploma of Justice at Chisholm after my VCE, but have now discovered that it might be cut. That would have equalled five years of TAFE education. TAFE shows that whatever family life you come from, no matter how bad those bullies treated you, no matter how ignored you were by teachers, you can achieve, you are worth

it.

Katy, student, Chisholm TAFE, Dandenong

I'm a Mum at home [who] was looking to further education at TAFE as a way of making a career change. Having moved from Sydney, I've found that regional TAFEs are fantastic. They are right on our doorstep, offer flexible learning options and provide a high-quality education that is equivalent or better than what you find in the city. It is, or was, more affordable than university for me. If there are cuts, I'm not sure that I'll be able to continue down this career path. I hope that the cuts are reconsidered. We all need access to further education, whatever our age.

Anonymous, Diver

At the end of this semester [our son] will have completed 3/4 of a recognised qualification with no avenue open for completion. Our son is justifiably disillusioned with this government and its commitment to youth and education. The last 18 months has been difficult enough for him having to move away from his home and support network and we ask for what reward? Our family has made many personal, emotional and considerably large financial investment to assist our son and we are left questioning and doubting this state government's integrity and belief in vocational training and the education system.

Leanne Flaherty and Bill Payne, parents, Sale

In the wake of the recent Liberal Government funding cuts, Advance TAFE Bairnsdale sacks 32 staff in the first million dollar cut and another \$4 million is yet to be cut from the operating budget. That must be something like another 120 jobs and countless courses to go from this region in the very near future. There is no more funding in Victorian TAFEs for libraries, student services, disability support, facilities or Outreach Centres. The long-standing Visual Art and Design Department and purpose-built facilities at Advance TAFE Bairnsdale will be closing at the end of the year and Visual Arts courses will no longer be offered in this region. Until last week, when the impact of the cuts started to be released, Visual Art and Design education and training in this region had a strong and exciting future.

Anonymous teacher, Bairnsdale

I'm 20 years old with a fiancé, daughter and dreams. For as long as I can remember, I've wanted to become a Veterinary Nurse. This year I came back and began a six-month course in Certificate II Animal Studies, and I was then going to start a Certificate IV in Veterinary Nursing. Three weeks before we finished our Certificate II, we find out that all the animal industry courses have been cut. And now there is nowhere in my area that do Veterinary Nursing courses. This budget cut has practically destroyed my dreams. Getting work in this industry is so hard, and now it is near impossible and I am uncertain of my future in this industry. My whole life I have wanted to do this, and now it has been taken away. I am devastated.

Anonymous student, Werribee

I am currently studying Certificate II & III in Business Administration on campus. The course will no longer be offered on campus at Sunraysia Institute of TAFE and I am having trouble finding a traineeship in Certificate IV because it isn't funded by the government. I want to be able to continue my education in a classroom environment. If people cannot do that then they will not study at all and we will end up with more people unemployed. The Victorian Government really needs to think about what they are doing. I am sure that they could cut back on other things that are less important than education.

Emma Crozier, student, Mildura

The University of Ballarat's response to meet the challenges presented by the State Governments cuts to TAFE funding mean that all but one Cultural Industries TAFE program is proposed to cease delivery from 2013. TAFE arts programs at the Arts Academy are part of our regions cultural fabric, impacting the vitality of our city and subsequent economic activity. The Arts Academy continues a long history of Arts Education in this region, dating back to 1879, when the School of Mines and Industries first held arts classes. Without some form of change in view or funding model, a 133-year history of arts education in this form is currently threatened and possibly gone within the next few weeks.

Paul Lambeth, teacher, University of Ballarat TAFE

There is an extremely high chance my science courses (the last science ones left in TAFE at Ballarat) are going to disappear with these budget cuts. They will not be "viable". If I do have any programs left they will be cut to the bare minimum and we will fall further behind industry standards. I keep hearing from everywhere we have to be more competitive and "act like a private RTO". Well I do not want to compromise my name or that of the University to stoop to their level of low-quality course and lack of care for their students. We are all very fearful for our jobs, our courses and more importantly that the future students will have no options left to gain quality training and will be left with empty qualifications.

Sharon, teacher, University of Ballarat

I am a mature-aged student who never had the ability to commit myself to anything. I finally found something I was good at. I have one more year to go of my Professional Writing and Editing course. Our course has been cut already. I have two children who depend on me to better myself so I can give them a better education. I am trying to better myself so I don't have to rely on the government financially for the rest of my life. If you take more funding away, this is what will happen to me and many others.

Anonymous, RMIT Carlton

I am a mature-aged student and I am currently enrolled in the Advanced Diploma of Building Design. I have been overwhelmed by the amazing staff who lecture me, by their dedication and generosity of knowledge. I am so excited about my future studies and career to follow. But sadly from all angles of my life there is fear and uncertainty. Whatever happened to the lucky country? Education should be accessible to all that desire it. The cost of my TAFE course currently puts a strain on our income, but my family and I have sacrificed so as I can be trained in new skills. What will happen if my

fees triple? I can barely afford them now. It is absolutely disgusting what Ted Baillieu wants to do to the budgets for TAFE. What about my children and all the other children in years to come? It is immoral to do this to our education system.

Anonymous, The Gordon TAFE

I am a 32-year-old mother of four children ages between 6 and 14. I left high school in Year 8 with no education. When my youngest twins started Prep, I thought I should be a good role model by gaining an education. I have now completed my first year of my Diploma in Community Services work. I have payed \$5000 so far, and I am a single parent. I will have a \$7000 debt owing when I finish TAFE. That to me seems so unfair for Australia. What happened to education should be free? My TAFE, Chisholm, will lose \$30 million next year alone.

Tabatha, student, Pakenham

I am 29-year-old male. I have just completed my Cert III Apprenticeship. Without the government funding I can't afford to further extending my skills, [meaning] less job opportunity. With no job I'll be forced into living on Centrelink payments. If I do become unemployed, [there'll be] no income for me, no tax income for the government and no one wins.

Min Chen, student, Melbourne

After a painful separation, I became a single parent last year. Finances have become very difficult as I also care for my twin daughters who I am trying to assist through university. I would love to retrain in other areas to expand my employability. I became inspired to do a Certificate IV in Bookkeeping so I could start my own business. The dream of financial security for my family loomed. Then I found out that as I have already completed a Certificate IV qualification (9 years ago), I could not get a subsidised place. It would cost me \$6,500 to complete. This of course is completely out of the question and in a heartbeat my dream was over. I felt lost and shattered. When is the Government going to think about people like me who want to learn and work hard and support myself and be an example to my children?

Liesl Trenfield, Epping

At Lilydale campus we provide an essential education and training service to the entire bushfire region. Lilydale is the transport hub. By closing this campus and many courses across Swinburne hundreds of young people will be forced to travel a great deal further. Many have said that they will not. Many are part way through their education and training. I thought that by signing them up Swinburne was entering a contract with these people. I am bitterly disappointed for them.

Anonymous teacher, Swinburne Lilydale TAFE

I am a teacher/coordinator at NMIT Building Structures and Services. I have 44 years experience in our industry and seen many governments come and go. This time the government has got the timing wrong. We can't reduce the training of apprentices, [when it] takes three to four years to prepare them for the trades, by increasing their fees. Private Registered Training Organisations have been given incentive to increase their training of

apprentices by on-site training programs where the apprentices are trained and assessed by their unqualified employers and we are brewing a generation of slap-it-up short cut single experience trainees for our industries. At NMIT we produce an all-experience, quality apprentice and many of our employers have also been ex-NMIT students. This current cut in funding will reduce the capacity of TAFE colleges to continue to train apprentices for future industry and place our gross domestic produce for future generations in jeopardy.

Brad McLuckie, teacher, Heidelberg

Turns out that despite having a health care card and no relevant qualifications, because I have Cert IV qualifications already (however useless to my employability), the Cert II in Engineering Fabrication would cost me \$3,600! I can't afford that. Pity. I think I'd be a great welder.

Anonymous, Preston

Recently, my daughter started a certificate course at Swinburne Prahlan. She has been working very hard and is actually ahead, in spite of another stay in a psychiatric unit. She has plans and wants a future, and with a little support, will be able to do this. She was telling me about the great support she has had from Swinburne, from the teachers, and also from the other services such as a disability liaison officer. So for her, it has not just been about the teachers, it has been about the extras that TAFE offers to disadvantaged students. This is in contrast to her efforts in the private educational sector, e.g. promised hospitality courses that don't eventuate or don't continue. Obviously, she depends totally on walking or public transport, so distance is a real issue for her. Education can mean the difference between an individual becoming a productive, economically valuable member of the community, or becoming an ongoing expense.

Ellie, parent, Rowville

I work as a Cert 2 teacher for a large TAFE in a trade skills shortage area. Today I had to tell a 26y/o student if she stays in her Pre-Apprenticeship course she would get an \$8000 bill. Even as a teacher I believe no Cert 2 course is worth an \$8000 bill. If you are unemployed or on a low income you have no way of ever paying back such a large debt. This all came about as the student had a higher qualification, a Cert 2 in Catering and Cert 3 in Retail. The higher qualification was RPL by a private RTO. The Cert 3 involved no training. The RPL was done during the student's own time, not during her working hours. She was forced to do the RPL on the Cert 3 in Retail by her large employer at the time. I hear of these stories in my own classes 3 or 4 times a year. I'm also betting these employers get paid a kickback for this service by the private RTO. The poor unknowing students are forced to do a Cert 2 or 3, get little training, if any, their qualifications are not portable and are rarely valued outside the chain, and the skills are not readily transferable to other jobs. The victim of these RTO cash-grabs give up their right to do ANY other Cert 2 or Cert 3 course in their lifetime.

Greg Peters, teacher, Melbourne

[My son's TAFE] studies, along with his personal attributes, allowed him to secure an excellent job allied to fitness, which he still holds today. Along with the specific

discipline skills and knowledge in fitness, my son grew in confidence at his ability to organise his time, write assignments of quality and apply his knowledge in a very practical way. My son now wants to complete an Advanced Diploma in Management. TAFE gave my son a chance he would not have had otherwise. The fitness courses are now being cut from the Ballarat TAFE. How many young people will not be able to pursue study for a career now? Slashing TAFE funding is wrong at every level. By all means, reign in the debt. But don't cut money to the well-established public sector to prop up the private sector, which is out to make money out of training.

Sandra, parent, Ballarat

I am an IT teacher, as well as a student of Kangan Institute. The course I had planned to enrol into next year has been cut. In fact we will lose six courses and four staff by July in our department alone. KI's entire hospitality department will close. By next year I may be jobless and not able to study in my chosen field. It's a sad time for Victoria.

Anonymous, Kangan Institute

Impact of full services funding cuts

As a student who is deaf, I need a Communication Aide to enable me to be able to participate in the class. The support workers in the classes, such as Communication Aides, Interpreters, Note-takers, Participation Aides, Tutors, are for some students the only way of accessing the courses they have a right to be able to study. Without them, myself and many other students with disabilities can no longer have access to TAFE because of Mr Baillieu's funding cut. Thanks for taking away my rights to education.

Deaf Student, Bendigo

TAFE has not made it easier for me to return to study; TAFE has made it possible. I have been on a Disability Support Pension for many years. Although I have skills and talents that could be well used in our community, I have not until TAFE had the support required to find a new vocation. If it were not for the support of TAFE staff, such as learning support, counsellors and teachers, I would have no hope of studying or ever returning to work. Cutting my opportunities at TAFE does not just deny me; it denies all the people I will help in my future vocation. How much is that worth?

Keren, student, Benalla

As a grown woman with two young boys, Janice decided that she "had to do something about my education". She enrolled in a General Education class at GippsTAFE. What got Janice through the first stages of her return to study was the presence of a Disability Support Worker in her class. Even in a multi-level class such as the one she attended, Janice was always able to get 1:1 help as she needed it. Janice has become an independent learner. The presence of a Disability Support Worker in Janice's class was possible because GippsTAFE was a Full Service TAFE provider. The State Government funding cuts to TAFE now mean that the program has been dramatically reduced for the remainder of this year. In 2013 the program will not be funded. One of effects from the cutting of "Full Service" funding to regional TAFEs will be that the quality of the Further Education in TAFE will decline. Janice's experience

may not be repeated.

Neil Hauxwell, teacher, GippsTAFE

As a parent of two special needs students, I have seen them progress because of the courses which were specifically designed to enable high-functioning students such as they are to transition to the workforce. Take away that opportunity and you are increasing a dependency on the welfare system.

Education in Australia must remain affordable and inclusive. Discrimination on any level is not allowed in employment, nor should it be in education.

Len Sherrott, Hoppers Crossing

This year [our son] has travelled for almost four hours each way, which is still a mammoth effort, requiring two buses and a train, travelling 169kms and a day that starts at 5am until he arrives home at 6pm.

Our son has required an aide and without that support the course was initially beyond his abilities. The staff at TAFE have worked hard to help him to be an independent worker. His personal commitment at an enormously difficult time of his life has been massive and he has been able to gain a Certificate IV, with dreams of continuing his study. Thanks to the help of the Disability Support Officer he has had the possibility of succeeding with his studies.

Sue and Mark, parents, Bruthen

I am a volunteer English tutor working with refugees. Often, though they are operating within a totally alien culture and environment, and it is my understanding that TAFE and other related institutions had been working at tailoring programs to combat the exclusion some can feel within the education system. Most refugees have suffered horrific events and some have been languishing in camps for decades. So counselling services, learning support and libraries are essential to sustain their enthusiastic participation. The diminishing support services on top of the new fee structure will put serious impediments on the ability of these people to participate in learning and proudly make their own valuable contributions to society.

Asago, Ringwood

I'm a support staff member who the Government's TAFE funding cuts will directly have an affect on. [But] it's the students with disabilities I work with that are going to suffer much more than me. TAFE is for some of these students their only opportunity to obtain an education with help in the classroom from people like myself. I am an Interpreter — a deaf person's way of communicating/hearing what is being said in class. Mr Baillieu, have you thought about the people you are discriminating against by taking away their rights to access and participate in education with support for access just like any other student at TAFE?

Irene Hill, Bendigo

Job losses/impact on communities

I have been a TAFE teacher for almost 13 years and have enjoyed working and sharing my knowledge and skills with students. I have never felt the uncertainty of my job as I do now. I am a sole single parent and I have worked hard to maintain a safe and secure environment for my 6-year-old son, but recently I am wondering if my son and I are not going to be out on the streets. What I thought would be a secure and hard working career has me now in a constant state of being on a roller coaster. Please make it stop!

Jennett, teacher, Box Hill

My partner and I both work within the same department at Kangan Institute. We don't want to lose our jobs, not now or the end of the year, but if we do stay there will be no certainty and it will not be an enjoyable place to work. I love Kangan, I love teaching, but these changes are not going to allow quality education for our students who need us the most.

Krissi, teacher, Airport West

My husband and myself have worked at Sunraysia Institute of TAFE for 5 years. He has just been told he is redundant, along with 25 other fellow workers. This is going to have a massive impact not just on my family but on the community we live in. Both my daughters go to TAFE, but I can no longer afford to pay for the course my youngest daughter is enrolled in and we may have to sell our house as we can't afford the repayments on one wage. This means we may look at moving interstate to find alternative employment. These cutbacks will result in more and more rural communities struggling to survive. We don't blame our local TAFE for this. We blame the government.

Debbie McDonald, Mildura

I started teaching at TAFE five years ago. I enjoyed teaching and was exceptionally passionate about changing the lives of my students. I had invested considerable time into developing my teaching practice through a VET Diploma and TAA Diploma, not to mention personal expense buying industry tools to teach with. I had ambition to become a leader at my institute. Within 12 months of the skills reform policy being implemented I have witnessed a big decline in students in my department. Next year I am faced with now delivering all of my courses with delivery hours slashed by 30% in an effort to make my courses cost effective, because we are burdened with a ratio of one manager/admin to five teacher ratio at my institute. I'm still only 42 years of age and have decided to leave the TAFE system because there is absolutely no future in it. I had a full-time ongoing contract. It's just not worth the workload stress. It's quite simple: exploiting the TAFE system and our managers exploit us.

Darren Tolley

Cuts to VCAL/VET

I am a VCAL teacher at Heathmont College. As a teacher of VCAL I have the privilege of teaching students who are studying under a SBAT arrangement. Currently I have a number of students in Year 11 VCAL studying hospitality, business administration and retail. They are disappointed that they will not be able to continue their TAFE studies in 2013 because they are unable to pay the full fees. Nearly all come from homes that are

single parented and far from wealthy. Often, just meeting the weekly bills is a struggle for these families. As an educator of students who have in the past struggled, how am I now to tell them they are not going to be able to pursue the career they have chosen. What will become of these students?

Jo Trigg, teacher, Healthmont College, Croydon

The students in my school who study school-based apprenticeships and traineeships won't be able to afford them under the new proposal. The students from my school who accessed tertiary studies at TAFE also won't be able to afford it now. I work with kids from disadvantaged social and economic backgrounds, who need hope for their future and the Government's decision steals that from them.

Anonymous teacher, Croydon

It looks as though VET in schools will have to increase next year, which could lead to the loss of one teacher in the fitting side of our engineering department. Apparently the students have "to shop around", according to a spokesperson from Peter Hall's office. Unfortunately that means, here in Gippsland, having to go back to AGA — who deliver, at best, second-rate training. It was only four years ago when the schools in our area decided to send their students to us as the kids just love "coming to TAFE". Why doesn't Peter Hall take a survey from the secondary colleges and see where they'd like to study VET in Schools?

Alan Long, teacher, GippsTAFE

My son is in Year 12 at Narre Warren South P-12 College this year and thanks to the VCAL program that is run through our school and the other local schools and TAFE colleges in the local area has managed to keep my son in school and gain an education. Please don't take this VCAL program from our children. They are this country's future and if they cannot see any clear direction for their lives, then what future does our country have?

Marianne Macumber, parent

As a Careers Adviser at an inner-regional school, I am outraged that carefully planned Student Pathways to Post-Secondary Education and Training (developed via a well-taught Careers Ed program beginning at Year 9) have been smashed to pieces. Where will exit students go in 2013, and how much will they be forced to pay? Our VETIS options are being priced out of existence! Local National Party MPs just don't seem to get that regional and rural business and tourism enterprises need well-trained graduates from the TAFE Business and Hospitality courses, which have now been destroyed by shonky cut-price operators. Access to an actual campus will now be restricted to those with the geographic and financial resources to move to the city. This is frightening. Success in most Uni and TAFE undergraduate courses actually require human contact, group work, workshops, laboratories, libraries etc. Welcome to the brave new world!

Chris Bromley, teacher, Kyneton

Appendix 6

AEU Tasmanian Branch Submission

The Committee will inquire into and report on the role played by TAFEs in:

1. the **development of skills** in the Australian economy;
2. the **development of opportunities** for Australians to improve themselves and increase their life and employment prospects;
3. the **delivery of services and programs to support** regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;
4. the **operation of a competitive training market**; and
5. those **jurisdictions in which State Governments have announced funding** decisions which may impact on their operation and viability.

In Tasmania the AEU TAFE Division has been significantly affected by the break-up in 2008 of a single public VET provider – TAFE Tasmania – to two separate organisations – the Polytechnic delivering pre-vocational programs and Tasmanian Skills Institute (TSI) delivering trade training to apprentices and commercial courses to industry.

Although 1 July 2013 will begin another transition in Tasmania, with the merger of the two organisations into a single entity – TasTAFE - it will start operation carrying an inherited deficit of at least \$5 million from the two predecessors.

Two very different approaches to cutting programs and staffing were undertaken by the two individual entities throughout 2012. The Polytechnic ventured down a path of identifying staff who were ‘surplus to need’ and relocating them into ‘meaningful duties’ for unspecified periods of time. In frustration many of these staff decided to quit their employment (in some instances over 30 years of service) with a paltry pay out of up to \$20,000 under the Workforce Renewal Incentive Program (WRIP).

“The purpose of this Program is the Government recognises the need for the Tasmanian State Service to maintain a balanced workforce profile to ensure that it maintains an appropriate combination of skills, capabilities, and experience to address future social, economic and workforce challenges. The WRIP seeks to renew and re-profile the workforce to ensure the State Service has the capabilities to meet future needs and delivers necessary savings to assist in meeting the budget.

The WRIP provides an opportunity to re-profile the workforce by offering incentives throughout an agency to permanent employees or groups of permanent employees and officers that results in early retirement or separation from the Tasmanian State Service.”¹

¹ Ministerial Direction 24, operative date 24 October 2011

At least 65 individuals who worked in the Polytechnic have been displaced from positions held in a number of program areas including Student Support Services, Student Support Leaders, Aboriginal Training programs, Tourism & Hospitality, Regional Schools Liaison officer, Professional Learning and Quality Assurance, Organisational Development and teaching teams in Business/ICT, Engineering, Creative Arts, Primary Industries, Wellbeing and library staff. Student Support programs have been severely affected with Student Counsellors positions reduced.

Whilst 'restructuring' was occurring in the Polytechnic, the TSI borrowed \$3.5 million from Treasury to fund a redundancy program after announcing it would slash its workforce via targeted redundancies of 45 FTE (fulltime equivalent). The reality is 52 FTE staff have left the workforce. A number of programs have been left gutted of human resources, teaching capacity and ability to continue to deliver in a competitive market post 1 July 2013.

Although these numbers seem low when looked at from the national perspective, for the Tasmanian TAFE system to lose over 100 teachers- it is a large chunk of the teaching cohort that have the skills, expertise, industry and/or trade backgrounds and teaching experience.

Decisions were made based purely on revenue, not made on projected and existing apprentice/student enrolments, market demand or any consultation with unions, employer groups, students, employees or the Tasmanian public – it was all part and parcel of 'whole of Government budget savings'.

Examples of TSI training that have been reduced significantly are; the construction and allied trades areas such as, electrotechnology and plumbing, natural resources which included dairy management, land care management and viticulture and wine industry operations, metals, tourism & hospitality, cookery, butchery and bakery, automotive and business & ICT and mining.

Further erosion of the public VET provider – TAFE – with ill thought out Federal funding provided to private operators in direct competition with the TAFE system has led to training and program cuts and job losses in the public system. Although Tasmania may not have the high level of competition from private RTOs as mainland States, there are many examples where the Commonwealth itself had funded private competitors such as; competitive tendering won by Mission Australia for migrant education to the detriment of the Polytechnic AMES Program which operates on a triennial funding basis with little job security for staff; dairy industry management and training with funding to a Christian based college in Smithton to the detriment of the TSI Dairy training program; state of the art commercial cookery facilities built in Catholic colleges in Hobart at St Virgil's and Marist College in Burnie to the detriment of the Drysdale Tourism & Hospitality campuses; a significant grant given to ANF to build a training college in Hobart for aged care and enrolled nurse training with the latest technology and training facilities – to the detriment of Polytechnic program struggling to deliver quality training with donated goods and out of date equipment.

Furthermore, almost weekly announcements are made of Federal funds being channelled into universities to upgrade their training facilities and campuses. For example, the announcement of

\$37 million Federal funding for a creative arts precinct in Hobart, whilst the Polytechnic - Creative Arts Program languishes with loss of programs such as jewellery making and drawing and depleted teaching resources. Successive Federal Governments are complicit in the death of TAFE by directing funding away from the TAFE system to universities. Glossy and expensive television and newspaper advertising promoting university education occurs on a daily basis, yet little Federal funds are directed into raising the profile of TAFE training as an alternative educational pathway.

The irony of the this Federal government Inquiry is not lost on those employees who have been impacted by loss of programs, training, jobs and opportunities when they are competing with Commonwealth funded, brand new, state of the art training facilities, when Tasmanian TAFE campuses are operating with out of date textbooks, training manuals, equipment and technology.

Socially disadvantaged and remote and regional communities in Tasmania have had Trade Training Centres built and funded by Commonwealth grants, but these too are losing their original intention of increasing skills and providing valuable VET qualifications, delivered by experienced TAFE teachers with trade or industry experience who meet National Skills Standards Council (NSSC) Standards, to those in communities who need it most. Due in part, to no requirement by the Federal Government to have participants to continue to attend training without losing government benefits so they enrol and then drop out of the programs shortly afterwards, thus continuing the cycle of generational poverty and poor educational outcomes.

Adult Migrant Education Programs

I work for Migrant Education, a team with the Tasmanian Polytechnic (TasTAFE) that provides English language tuition to newly arrived migrants and humanitarian entrants. When I started in 2004 funding was less competitive and more secure. It was possible for students arriving with no English language, literacy and formal education to remain within the TAFE system until they had developed functional English and gained a vocational qualification. One such student is now a team leader at a local childcare centre. The loss of tenders and reduction in funding has resulted in this no longer a possibility for most students.

Our students often now have to leave before they have gained functional English, in some cases to study with other private providers however, many fall through the cracks. What funding we have left (Commonwealth excepted) we put into bridging programs to enable students to attempt to gain entry to mainstream vocational and academic courses.

If TAFE funding was cut further we would no longer be able to do this resulting in a further reduction of migrant and humanitarian students gaining qualifications.

AMES Teacher - Polytechnic

Engineering program

There are major problems at a national level, the main one is that the national Training Package model does not fit paraprofessional training – the engineering industry involves substantial

underpinning knowledge before employment at any level. The area also involves smaller class groups and out-dated laboratory facilities, etc. All of this is evidence of lack of appropriate funding into TAFE.

Engineering teachers - Polytechnic

Wine Industry and viticulture training

As part of the budget cuts by TSI the decision was made to axe the training program and make the two teaching positions redundant. This was in the same week both the Federal and State Government announced funding grants of over \$600,000. The wine industry was aghast at the potential loss of the only wine industry training available in Tasmania. Both Wine Tasmanian and the AEU lobbied wine makers and producers and the State Minister for Education, who agreed to intervene and the training was no longer targeted for axing. However, due to poor media communication many growers believed the training program would not continue. Concerted efforts to have Department of Economic Development step in and take over funding of one teacher to undertake a project role to encourage wine growers to enrol in TSI wine industry training has led to an increase in enrolments.

Funding & support

Cutback of support staff has seen teachers under pressure

1. No administrative support
 - a. Teachers spending more time on paperwork and administrative duties
 - b. phones ring out because teachers are in class – one assumes after numerous calls the caller manages to contact the teacher
2. Cutback of resource production
 - a. Teachers spending time putting together teaching materials e.g. binding, colour printing, A4 laminated covers
 - b. Library facilities put under pressure which are not designed for bulk use, and has in turn led to some breakdowns and further cost to the library. While replacement or repairs are done, teacher resources will be delayed.
3. Library staff cutbacks
 - a. Reduced hours of opening
 - b. Pressure on other staff to complete extra work and duties
 - c. Loss of expertise – e.g. Testing & Tagging of electrical equipment which will result in extra cost for employment of a contractor (approx. \$2000)
 - d. Delays in completion of tasks e.g. stocktake normally completed by 1 Feb, still being done & no end in sight (April) which will result in the task not being done as regularly. The process includes identifying missing items, damaged items and items that are superseded e.g. OHS legislation. The end result will be lack of quality and availability of resources.

Attachments

1. Adult and Community Education – Attachment 1
2. Construction – Attachment 2
3. Aboriginal Education – Attachment 3
4. Primary Industries – Attachment 4

Rex Calvert
TAFE President
AEU Tasmanian Branch

15 April 2013

Attachment 1

A major omission from the terms of reference, has been the recognition that publically funded Adult and Community Education (ACE), used to be a major component of TAFE all over the country and was a significant contributor to Australians gaining employment and developing their own businesses.

In Tasmania the public funds; which used to support ACE, formerly through the Institute of Adult Education and then as a program within TAFE Tasmania, have been subsumed into LINC Tasmania. This funding is now being used to identify cost efficiencies and to support underfunding for the State Library. There has been no government oversight or accountability for this shift.

The development of skills in the Australian economy

- The review needs to consider the resources and structures required to achieve the COAG targets associated with increasing the education and training qualification profile of the Australian, and specifically the Tasmanian population and should take into consideration the role ACE plays in this area.
- ACE provides more choice, specifically for those people who have become disengaged from education and subsequently formal VET, and is able to respond more flexibly.

The development of opportunities for Australians to improve themselves and increase their life and employment prospects

- Western Australia through Training WA and their Strategy for Adult and Community Education in Western Australia (2009 – 2018)¹ and Victoria through the ACFE Board research undertaken by Lisa Nechvoglod and Francesca Beddie², as well as the Community Education and National Reform Discussion Paper commissioned by DEST in 2006³ identify that Adult and Community Education are “...a vital component of VET reform.” These documents provide examples and models which should be incorporated into TAFE and inform the review.

The delivery of services and programs to support, regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

¹ https://vetinonet-staging.det.wa.edu.au/accessequity/docs/ace_strategy_final.pdf

² http://www.skills.vic.gov.au/_data/assets/pdf_file/0003/350085/DOC-CENTRAL_n1530129_v1_Capacity_35_RHL_Attachment_1_Hard_to_Reach_Learners_what_works_in_reaching_and_keeping_them.pdf

³ <http://www.dest.gov.au/NR/rdonlyres/A3C3E888-F668-451A-BDA6-D7264A6E5B1E/14795/CommunityEducationDiscussionPaper.pdf>

- In order to ensure that TAFE in Tasmania is accessible to all members of the community ACE needs to be included strategically as part of TasTAFE. The capability framework identified in the Baden discussion paper³ would identify LINC Tasmania, as it currently exists, as merely a Tier 1 Community Learning provider.
- There has been an abrogation of responsibility for ACE in Tasmania. The social and educational impact of a lack of State Government policy on vocational and adult and community education has resulted in a loss of access for disadvantaged and older Tasmanians to ACE and subsequently VET. The Tasmanian Adult Literacy Action Plan goes some way to addressing this issue but exists in a wider VET and ACE policy vacuum.
- A major issue in Tasmania is the capacity to deliver nationally accredited training specifically in the Foundation Skills area. By incorporating ACE provision into the same policy framework as TasTAFE the opportunity to remove the systemic barriers between unaccredited and accredited training will be created and the COAG targets for equity groups and disengaged learners will have more chance of being achieved.
- LINC Tasmania has created an absurd concept called learn express which operates as an exclusive and expensive fee for service program with a limited number of courses aimed at people who can afford to pay. This program is a far cry from the original intention of Adult Education which was to provide opportunities for all adults in Tasmania to extend their education and training.⁴
- Effective regulation and auditing arrangements, which draw on models such as those found in Victoria and Western Australia and which recognise the value of ACE in TAFE, need to be developed. These arrangements should exist within the DOE governance structure required to ensure that publically funded adult and community education in TAFE in Tasmania is of the highest quality.

The operation of a competitive training market

- The financial impact of the State Government funding two major public VET providers (The Tasmanian Polytechnic and The Skills Institute) and leaving Adult and Community Education in the hands of LINC Tasmania has been both wasteful and devastating. This is reflected in the low retention rates of PY10 leavers and the lack of participation by older Tasmanians in VET and ACE. An appropriate governance model, with associated accountability needs to be developed which enables a cost effective seamless transition between ACE, VET and the Tertiary sector

⁴ http://www.utas.edu.au/library/companion_to_tasmanian_history/A/Adult%20education.htm

- The government can ensure that public TAFE and ACE resourcing, staffing and infrastructure are managed and operated in a financially responsible manner, with associated quality assurance measures, by including ACE in any policy oversight arrangements developed as a result of this review.

Jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability

- One policy framework and one Industrial Award needs to be developed which enables better interaction and connection between TAFE, LINC Tasmania, Colleges, High Schools and District High Schools, so that all organisations work together rather than separately to create improved pathways for all adult Tasmanians.
- Increased and mandated collaboration between TASTAFE and ACE needs to be facilitated to ensure high quality pathways to second chance and further education.

Attachment 2

1. The development of skills in the Australian economy

As a direct result of Government cuts to TAFE budgets, the list of electives in Training Packages that both Apprentices and Employers can now choose from, has been greatly reduced with TAFE Teams now opting to remove the more skilled units from their scope of choices as they are more costly to deliver. This in turn leaves units that require very little skill level and are much cheaper to deliver.

For example. A sample of units pertaining to Certificate III Carpentry and Joinery which are no longer offered:

- Manufacture and construct Windows and Doors
- Construct Window Sashes and Panel Doors
- Design Internal Stairs
- Manufacture Internal stairs

These are just an example of the skills that will be lost to Industry and the wider community in general.

The fact that the more highly skilled units of training are not being offered to Employers and Apprentices will result in these specialised skills being lost to Industry permanently.

Employers in particular are annoyed at the lack of choice being offered to their work force when they actually require training in high skill areas.

2. The development of opportunities for Australians to improve themselves and increase their life and employment prospects

Because of direct budget cuts to training programmes such as Pre Employment Training , those wishing to have a second chance at education are being left disappointed due to the limited number of courses being run and the limited number of places available.. This not only disadvantages the community as a whole, but it also is a great disadvantage to Employers wishing to take on a new apprentice with at least some basic skill and underpinning knowledge of that particular field of employment.

3. The delivery of services and programs to support, regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

Training courses to more remote communities are being cut in order to meet budget requirements. This leads to the already disadvantaged in those communities becoming more isolated and disadvantaged from the rest of society which in itself will lead to more people relying on welfare for support and stripping them even further of their dignity and self esteem.

Courses to some of these regions and communities can be facilitated by the use of qualified persons who both live and work within these regions thus cutting out the expense of things such as travel and accommodation allowances, combined with the use of online resources and assessments to meet the requirements for underpinning knowledge.

4. The operation of a competitive training market

As a result of a more open market, it has been my experience in conversations with some of the providers that their training consists purely on the basis of collecting paperwork only as evidence of meeting all levels of competency pertaining to each particular unit of training.

Also in my conversations, it has come to light that no form of practical training is offered to participants as some of the Private Training Providers do not have facilities to run practical training sessions.

The outcomes of such practices lead to:

- Large profits for the Private RTO's
- For the participants the end results are limited skill and underpinning knowledge levels
- Problems regarding future employment
- Lack of confidence by the general community in the ability of those working in particular fields of expertise, to be able to do the work for which they are being engaged
- A down grading of the level of qualifications being offered.

5. Those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability

As a direct result of funding cuts in my department of operation, I have experienced administration support being taken away which has resulted in a backlog of work to be completed as well as an unacceptable level of expectation being placed upon already stressed staff.

Teacher levels being reduced with the expectation of the remaining staff doing more work beyond a reasonable thing.

Student numbers in classes increased in order to increase revenue, without any consideration being given to Duty of Care as well as Occupational Health and Safety issues

Attachment 3

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The Committee Secretary

House of Representatives Standing Committee on Education and Employment Parliament House

CANBERRA ACT 2600

Dear Committee Secretary,

I would like to take this opportunity to contribute to the ***Inquiry into the role of Technical and Further Education system and its operation***. TAFE and the other public VET providers across Australia are an essential component for up skilling the Australian workforce so that our country and its industries remain competitive in the market place. TAFE is the training provider of choice for the majority of the general public seeking to gain vocational education and training to launch their careers to find meaningful and fulfilling work in the community. TAFE and other public providers also provide valuable opportunities for many equity groups such as Aboriginal and Torres Strait Islanders, people with disabilities, migrants with English as a second language, those requiring literacy and numeracy to name just a few.

I am an Aboriginal VET (Vocational Education & Training) Officer in the Aboriginal Training Programs team with the Tasmanian Polytechnic (at the Burnie campus)and our team have seen significant changes in the last few years both to our team and how we operate, as well as the organisation. Please note that when the word ‘Aboriginal’ is used in this submission it also represents Torres Strait Islanders peoples.

A. the **development of skills** in the Australian economy;

The Tasmanian Polytechnic is the only public provider of VET for unemployed Tasmanians and therefore Aboriginal Tasmanians seeking vocational skills to gain jobs. As in other Aboriginal communities across Australia, Tasmanian Aborigines are over represented in unemployment statistics often coupled with significant literacy and numeracy issues, low confidence and poor schooling experiences, all of which continues today. Many of these factors can be mitigated to a small or larger degree, depending on each individual’s circumstances, through the provision of dedicated, culturally appropriate support services as we have at the Tasmanian Polytechnic.

Three years ago the Aboriginal Training Programs (ATP) statewide team consisted of five full-time staff (2–Hobart, 1-Launceston, 1-Devonport & 1-Burnie). Two years ago hours were cut from two full-time positions and they were reduced down to 0.6 FTEs (full-time equivalent). One year ago, one of these positions was made surplus to requirements for the Polytechnic and that person was redeployed to another agency and the ATP team dropped to 3.6 FTE’s. Our very real

fear is that in the next budget round of cuts the remaining part-time position will be slashed as we no longer have any fat in our budget and for the last three years our team, along with every other Polytechnic teaching and non-teaching team, has had to reduce its operating budget.

ATP provides dedicated services and programs to approximately 1200 Aboriginal students across the state and with the merging of the Tasmanian Polytechnic and the Tasmanian Skills Institute on the 1 July 2013 we will be required to support an even greater number of students through the addition of apprentices and trainees.

Both the reduction of staff and the annually reducing budgets has placed great strain on our team's ability to provide a full service to the Aboriginal community who rely on us to a great extent to assist them to get a foot in the door on a pathway to training and ultimately employment.

- B. the **development of opportunities** for Australians to improve themselves and increase their life and employment prospects;

As an example of the value of providing equity training programs for Aboriginal students, one of Aboriginal Training Programs' former students was working in a casual unskilled labour role as a tree planter working in mud and the cold in winter and the hot sun in the summer with periods of no work at all and a family to support. Poor pay levels and the uncertainty of this employment led this person to seek change through enrolling in a Certificate III in Community Services Work through an Aboriginal program. With some support and the determination of this student he gained his qualification. He then gained work experience with some casual employment tutoring lower level Aboriginal students. Over the next few months this student won a position at a local Job Search Agency as an employment consultant and has turned his life around.

This is just one of the many positive life changing stories for our students that shines a bright light on the value and support provided by our public VET system. Cut services and staffing levels and success for our students also suffers.

- C. the **delivery of services and programs to support** regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

The importance of the Tasmanian Polytechnic as the public VET provider in this state cannot be overstated. Tasmania is primarily a rural community with extremely limited public transport (other than in Hobart) which restricts many Tasmanians' training opportunities. At the end of 2012 The Burnie campus' Creative Arts program, other than Fashion, was removed from the Burnie campus and is now only available at the Devonport campus (50 minute drive by car but 1 ½ hours by public transport). These programs have always been attractive to our Aboriginal students but none of last year's students have continued with their studies in this area as they are on Centrelink benefits and cannot afford the cost of petrol, do not have a driver's licence or own a vehicle. There is only one bus to and from the Devonport campus to attend classes.

Aboriginal VET Officers are an essential part of the Polytechnic. We are in identified Aboriginal positions and maintain our continuing involvement and relationships in the Aboriginal community. More importantly – we are accountable to our community and any actions taken by governments, whether state or federal, which cut staffing levels or services and programs to our disadvantaged Aboriginal people does not ‘Close the Gap’ between Aboriginal and Non-Aboriginal Tasmanians literacy, numeracy, achievement of qualifications and increase employment, but exactly the opposite.

There have been an increasing number of students who have recently been released from prison seeking training and assistance. One person has been living in a tent while waiting for public housing or even emergency housing to become available. He is determined to not go back to prison and has enrolled in a Foundation program (the Aboriginal literacy course has been cut) to build both his skills and his confidence levels before moving into a vocational course. There have been problems lately with his attendance that I have only recently been informed of as he isn’t in one of our Aboriginal programs. He is at risk of not having a successful outcome in this course.

Another Aboriginal student who is a young single parent with one child enrolled in the Aboriginal class Certificate I in Preparation for Work & Study in 2011 to build her confidence. In 2012 she then enrolled in another two Aboriginal classes the Certificate II in Community Services and the Certificate I in Active Volunteering. After gaining both these qualifications she has in 2013 enrolled in a mainstream dual Certificate III in Community Services Work and Certificate III in Disability. Her aim is to enrol in a Nursing degree at the University of Tasmania in 2014. This student has only progressed down this pathway by starting out in a culturally sensitive program that builds both confidence and skills enabling our Aboriginal students to move confidently into mainstream.

A service that has been cut from our program just this year due to reducing team budgets has been the tutorial support for Aboriginal students struggling with their studies. Students in need previously may have been eligible for 2 hrs per week of tutorial support. This was often only required for short periods of time to work through a particular study issue and occasionally for longer periods for students with higher learning needs. The budget for this service has been eroded over the last 3 years until in 2013 when it has been stripped from our budget altogether. In the last two weeks there have been two Certificate III students and a Diploma student request tutorial support. The Diploma student is seriously considering pulling out of her studies.

D. the operation of a competitive training market;

For Aboriginal Training Programs the operation of the competitive training market has changed the way we do business and provide training opportunities to the Aboriginal community across Tasmania. For years our very small team has had to competitively tender for nearly all of the VET courses we offer specifically for Aboriginal students. This places a large drain on the limited time each Aboriginal VET Officer had to provide our other support services. The only exception to this has been our Aboriginal literacy and numeracy classes which have been funded through the Polytechnic’s MOU with Skills Tasmania using ASCH (Actual Student Contact Hours). Cuts to 50% of the literacy classes mentioned previously.

On reviewing the competitive process several years ago, we were able to provide feedback to Skills Tasmania who administered the equity funding we competed for annually. While ATP was reasonably successful in winning funding each year there were negative consequences to our program delivery and student recruitment due to the drawn out application and approval process starting with tenders opening early September and approvals or otherwise not being known until December. This would then delay the program planning for our Aboriginal courses as we would need to fit around the Polytechnic's mainstream programs that had been planned In October/November and we were often required to run courses in the remaining time available in workshops and specialised classrooms. Often the delays would also mean that teachers in our programs were sessional staff with limited or indeed no teaching experience or teaching qualifications who needed to be mentored by other staff.

Since 2012 Aboriginal Training Programs has been in a two year Preferred Provider pilot where by ATP is guaranteed an agreed amount of funding each year, with clear and timely approval times for training and other equity projects to be endorsed. While there have been some kinks to iron out the pilot has seen a marked improvement on Aboriginal community engagement and retention in programs ATP have delivered. As we strongly desire this pilot to continue beyond the two years we have been very committed and, indeed, motivated to deliver strong outcomes under the new arrangements. In the first 12 months the numbers of completions and retention has increased. Reporting requirements have also changed to include a broader range of data on students in these programs prior VET experience and further pathways after completion of their training.

This temporary pilot has meant Aboriginal Training Programs has been able to work on improving training outcome for Aboriginal students. Budget cuts to the Foundations teaching team who deliver our Aboriginal literacy and numeracy classes has seen these classes abolished in the North West region of the state as at the end of 2012. Some of the students dependant on the Aboriginal literacy classes have been able to transition into Certificate I Foundation pre-vocational courses but many have since withdrawn from VET altogether as they either did not meet the suitability requirements or had insufficient literacy skills to gain entry into the programs. Another important reason why certain Aboriginal students have not enrolled at the Polytechnic in 2013 has been that for some of our students they only feel confident when first entering the VET environment through joining an Aboriginal class which is culturally inclusive and supportive. In the past these Aboriginal literacy classes have been the door to a brighter and fulfilling future where success in training and gaining skills and qualifications has meant employment. These people then become role models in the community who demonstrate the value of training and employment.

In conclusion we have continued to move forward towards continuous improvements both as an organisation and a team. We can bring about improved outcomes for students given the chance but that does not mean that it takes a big stick to achieve that through significant budget and staff cuts. TAFE and public VET staff are motivated to do our best but that willingness can be ground down to dust if we are continually asked to achieve more with dwindling teaching staff, dwindling support staff and indeed dwindling funding.

Yours sincerely,

Michelle Purdy

12 April 2013



***State School Teachers' Union of
Western Australia (Inc)***

SUBMISSION

**House of Representatives Standing
Committee on Education and
Employment**

Inquiry into the role of Technical and Further Education system and its operation.

Contents

1. The role played by TAFEs in the development of skills in the Australian economy	6
2. The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects;	12
3. The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;	13
4. The role played by TAFEs in the operation of a competitive training market 15	
5. The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.....	16
Conclusions and Recommendations	19
Appendix 1	24
Thin Markets.....	24
Appendix 2.....	26
Extract from Hansard – Tuesday 13 November, 2012.....	26
Appendix 3.....	36
Legislative Council – Question on Notice – Tuesday, 14 August, 2012.	36
Appendix 4.....	60
Personal Submission from a Lecturer, Metropolitan TAFE Institute.....	60
Appendix 5.....	61
Personal Submission from a Mother of a student at Central Institute of TAFE.	61
Appendix 6.....	62
Personal Submission from a Lecturer at a semi-regional campus of a metropolitan TAFE College	62
Appendix 7.....	63
Personal Submission from a Lecturer at a metropolitan TAFE College.....	63
Appendix 8.....	65

Personal Submission from a Lecturer at a metropolitan TAFE College	65
Appendix 9	67
Personal Submission from a Lecturer at a metropolitan TAFE College	67
Appendix 10	69
Personal Submission from a Lecturer at a metropolitan TAFE College	69
Specialist Student Support Services	69
Rip Off Superficial Training Qualifications	69
Industry Input to Training	70
Employment Opportunities for new graduates	70
Appendix 11	72
Personal Submission from a student who studied at a regional TAFE College	72
Appendix 12	73
Personal Submission from a lecturer at a TAFE College	73
Appendix 13	74
Personal Submission from a lecturer at a large metropolitan TAFE College	74
Appendix 14	77
Personal Submission from a lecturer at a large metropolitan TAFE College	77
Appendix 15	78
Personal Submission from a lecturer at a regional TAFE College	78
Appendix 16	80
Personal Submission from a lecturer at a large metropolitan TAFE College	80
Appendix 17	82
Personal Submission from a lecturer at a large metropolitan TAFE College	82
Appendix 18	84
Personal Submission from a student	84
Appendix 19	85
Personal Submission from a lecturer at a large metropolitan TAFE College	85
Appendix 20	87
Personal Submission from a lecturer at a large metropolitan TAFE College	87
Appendix 21	88
Personal Submission from a student	88
Appendix 22	89
Personal Submission from a lecturer at a regional TAFE College	89
Appendix 23	90
Personal Submission from a lecturer at a metropolitan TAFE College	90
Appendix 24	92

Personal Submission from a student	92
Appendix 25	94
Personal Submission from a lecturer at a regional TAFE College	94
Appendix 26	96
Personal Submission from a lecturer at a regional TAFE College with children who have attended TAFE	96
Appendix 27	99
Personal Submission from a lecturer at a metropolitan TAFE College	99
Appendix 28	104
Personal Submission from a student from a regional area	104
Appendix 29	106
Personal Submission from a lecturer from a regional area	106
Appendix 30	108
Personal Submission from a student from a regional area	108
Appendix 31	109
Personal Submission from a lecturer from a regional area	109
Appendix 32	110
Personal Submission from a student	110
Appendix 33	111
Personal Submission from a student	111
Appendix 34	112
Personal Submission from a lecturer	112
Appendix 35	113
Personal Submission from a student	113
Appendix 36	114
Personal Submission from a student	114
Appendix 37	115
Personal Submission from a lecturer	115
Appendix 38	117
Personal Submission from a lecturer	117
Appendix 39	118
Personal Submission from a lecturer	118
Appendix 40	119
Personal Submissions from students	119

Introduction

We welcome the initiative of the Minister in requesting the parliamentary Standing Education and Employment Committee (SEEC – the ‘Committee’) to undertake an inquiry into Australia’s Technical and Further Education (TAFE) system and its operation.

This submission is made by representatives of TAFE Institutes’ lecturers in Western Australia and has been coordinated through the State School Teachers’ Union of WA (Inc.). Its intent is to provide the members of the Committee with an unmediated account of the substantive experiences and practices within TAFE Institutes specific to Western Australia; as these relate to each of the Terms of Reference constituting the substance of the present inquiry.

Further, the submission also aims at providing ‘real life’ accounts of the negative impact of various governments’ policies, as these have been focused upon “competition” (as opposed to cooperation within the TAFE system and in the broader VET system) and “funding reductions” (as opposed to a funding regime built around an increase in the investing of resources in training Australians so as to increase the ‘social capital’ that Australians need to have if we are to prosper in the future).

Consequently, it is hoped that its contents will stimulate the Committee members’ self-reflection upon the decisive individual impact of their decision on the future direction and quality of training delivered by TAFE. In this context, it is contended that governments’ policy needs to undertake a “U turn” in relation to TAFE funding and policies, if the latter is to remain viable and able to provide a positive contribution towards achieving the qualitative up-skilling targets that have been set to be necessary to be achieved in the “*National Agreement for Skills and Workforce Development*” by the Council of Australian Governments (COAG) in April 2012.

As reported in the just mentioned agreement, such targets are said to be as follows:

“... Targets

22. *The outcomes contained within the Agreement are ambitious with targets that are long term (out to 2020), national and aspirational.*

a) halve the proportion of Australians nationally aged 20-64 without qualifications at Certificate III level and above between 2009 and 2020;

b) double the number of higher level qualification completions (diploma and advanced diploma) nationally between 2009 and 2020...”.

Yet, notwithstanding the stipulation of such ‘lofty’ targets, when measured in “*dollars per annual hour of training*”, between 1997 and 2009, the government’s real recurrent expenditure per public (TAFE) funded hours has been reduced of -25.7% Australia-wide and, in Western Australia, there has been a reduction of -30.2% (“*TAFE Funding and the Education Targets (An Update)*”; Michael Long, Centre for Economics of Education and Training, Monash University; November 2011).

In noting the preamble to the Terms of Reference, we welcome the Minister and Committee’s recognition that:

“...TAFEs have played a critical role in the training and development of Australians for more than one hundred years. For many Australians, TAFEs provide a critical pathway to training and skills which are increasingly needed to access employment. They also play a critical role in regions and in providing access for disadvantaged groups...”

However, unless the current governmental policy direction is drastically changed, TAFE Institutes will cease to play such a critical role in our community, including in its inability to carry out the community services obligations.

We will now turn to address the Terms of Reference.

1. The role played by TAFEs in the development of skills in the Australian economy

TAFE is highly effective in developing and delivering courses and programs that achieve employment outcomes for individuals and for employers.

1.1 TAFE plays an essential role in developing skills in broad vocational areas, as well as developing skills for work and underpinning knowledge

- TAFE institutes and colleges are large stable organisations with the ability to attract and retain highly skilled, qualified and experienced lecturers to design and deliver high quality educational and skill development programs.
- TAFE Institutes and Colleges have built upon decades of experience and have the capacity to continually improve on the overall quality of courses, as well as continually deepening and broadening the learning experience for students.
- An industry area is not homogenous – industries are widely varied with greatly differing needs, for example the training and staffing needs of a small family run business and a large multinational are wildly different. TAFE Institutes and Colleges are able to meet the needs of all parts of an industry because the lecturers recruited and retained in the system have high level skills, qualifications and a long and varied experience in their industry area. TAFE Colleges and Institutes are large enough to have groups of lecturers dealing with a given industry area and therefore allow for specialisation of knowledge and experience. This enables students to access a number of lecturers with varying specialisations of knowledge and skill, over the course of their study.
- In WA, lecturers in the public system have higher level wages and better working conditions and a greater chance at job security than their counterparts employed by private Registered Training Organisations (private RTOs). As a consequence TAFE is able to attract and more importantly, retain highly skilled, experienced and qualified staff. Therefore students, industry and community have access to not only highly skilled, qualified and experienced industry experts but highly skilled, qualified and experienced educators.
- Our Union has worked with a number of groups of lecturers in a range of industry areas in order to ascertain the level of skills, qualifications and experience of the lecturers in the area and in all examples the combined skill, qualification and experience level was impressively astounding.

- Unfortunately over the last decade the training system more broadly has moved to place more emphasis on employment only outcomes rather than a balanced approach that also funds and develops community skills which may lead to income generation (Aboriginal communities, arts and crafts, furniture making, music etc) and may lead to improving other industry areas such as tourism both in metropolitan and regional areas.
- Further, training, as a consequence of many factors, has narrowed in its focus with underpinning knowledge, 'depth and breadth' pushed aside in favour of teaching to the assessment only.

Development of skills clearly leads to greater employment opportunity, increased productivity, safer workplaces and less likelihood of individuals becoming reliant on government or community sector services or being imprisoned.

In Western Australia it would be impossible to calculate the contribution made by TAFE to the Western Australian economy, through pre-vocational skills, primary skills development and higher or further / specialist skills and through workforce development support to industry and community.

1.2 TAFE is an incubator of skills for the future and assists in supporting innovation in industry

- Industries change and develop over time. Our members have long argued that if students are to be able to continually adapt to the changing needs of their chosen industry it is essential they have access to depth and breadth in their training. It is only through a thorough knowledge of an industry that lecturers are able to plan for the future training needs of an industry and ensure that students are provided with the latest information and that employers in industry are assisted in meeting their changing staffing needs.
- It is our experience that TAFE is able to attract and retain lecturing staff with the skills, knowledge and experience to support this type of developmental work.
- In the past resourcing allowed for lecturers to have a great deal of input into the creation and development of training packages and to meet on occasion with other lecturers across the state to discuss educational strategies, develop and share resources and promote industry and educational innovation. Budget constraints and the promotion of 'competition' between training providers have meant that this type of collaboration, in the best interests of students, community and industry, has all but ceased.
- All colleges in WA now build in pathways to the university sector, where appropriate, greatly supporting State and Federal government aims to increase the degree of higher level qualifications held by the community. TAFE Colleges and Institutes thus play an enormous role as an incubator for future skills development. It appears however that some of this move to higher qualification levels may be at the expense of lower level qualifications with examples of Certificate IV courses now transformed in some areas into first year University level courses. For example, it has been indicated to the Union that course costs will rise from under \$2,000 to over \$15,000 for essentially the same course in a business area of a Perth metropolitan college.

- Unfortunately budget constraints increasingly mean there are few resources available to research and plan for the future or to meet and consult with industry.
- Unfortunately the training sector as a whole is moving towards teaching to the immediate needs of industry, rather than provide for a broad range of skills that help develop problem solving and other essential skills that will assist students throughout their working life.

Many, many TAFE students start at TAFE with little skill, education or self-esteem, yet with the support, guidance and quality education given, these students go on to become industry specialists, industry leaders, holders of further and higher qualifications, they set up businesses and contribute to their community and industry for many years to come. Students keep in touch with their lecturers and it is common for lecturers to receive feedback from students as to their career achievements, in line with that described here.

1.3 TAFE forms, maintains and develops partnerships with local communities

TAFE lecturers come from industry and community. Given their extensive background they are able to initiate, develop and foster relationships with both community and industry.

TAFE Colleges and Institutes are best able to develop these relationships with community and industry because they are large and have more stable workforce than the private RTO sector. A large number of our members have worked with private RTOs and their experience indicated that private RTO's have a greater turnover of staff and, on the whole, attract less skilled, qualified and experienced staff.

The Union has recently appointed a Community Liaison Officer with a lecturing background in Community Services Welfare work. Her contacts extend to organisations in the not-for-profit sector including organisations that support newly arrived refugee and migrant communities.

Consultation with the community has been extensive, involving key community organisations and stakeholders, in helping to raise awareness of the funding cuts to TAFE and the introduction of an entitlement model and its likely impact on client bases. Types of community organisations contacted include, youth, CaLD, mental health, disability and migrant and refugee organisations and communities. In all over 150 organisations were contacted.

As an outcome of the consultation process with community the Community Liaison Officer reported the following:

- TAFE colleges work in collaboration with their stakeholders/counterparts in developing programs to suit the needs of their communities, which sometimes involves adapting the content that is most relevant to each community's needs. Many of the courses offered are in collaboration with the community and delivered at community centres in a non-threatening environment where

most clients, especially women, feel safe, before they take the next step of their educational journey.

- Overwhelmingly, the community organisations visited so far have expressed a keen interest in the capacity of their constituency to access ongoing training and are concerned about attempts to limit what they feel is an opportunity but also an entitlement to access subsidised training in WA.
- The community organisations expressed their concerns that the restructuring of the TAFE sector has led to cuts to budgets and critically needed programs to gain access to further study and employment prospects.
- Reforms are usually targeted towards those at risk of being further disadvantaged and marginalised, such as youth who have had disrupted education, refugees and newly arrived migrants.

Below are some of the comments that were made by some of the community workers in relation to the introduction of an entitlement model and the quality of training provided by some private providers:

People will stay longer on unemployment benefits, with an increased risk of a lack of opportunities, especially for women, breakdown of social cohesion, social isolation, mental issues, and exclusion from the society, will take away future training and employment opportunities.

Think wisely before taking this action as it will be devastating for the CaLD (Culturally and Linguistically Diverse) community that is already disadvantaged by cultural, language barriers, including successful integration into mainstream society, etc.

A two week certificate in Aged Care course offered by private providers does not offer the same skills set of the same certificate level course offered at TAFE - there is no comparison.

Our experience has been that there is a huge difference in the knowledge and skills of a worker trained by the private provider compared to a worker trained at TAFE. We only employ TAFE graduates as they have gone through proper training endorsed by Australian Quality Training Framework and the training is provided by qualified lecturers.

There will be no chance for the youth to get ahead, lack of opportunities, breakdown of social cohesion, social isolation, mental issues, exclusion from the society, will take away training and employment opportunities, it will further disadvantage them

It will be devastating for the communities that we assist. It will further exclude them from society, and will take away training and employment opportunities. We also offer in-house training in partnership with TAFE colleges.

It will be devastating and take away the livelihood of many individuals.

TAFE provides a foundation to broad range of life opportunities especially for migrant women, builds their confidence, provides vocational skills to gain access to employment and an opportunity to interact and explore further study. We also work in partnership with TAFE to provide the NOW Course to some of our women. TAFE courses have transformed the lives of many!

Currently, some of the clients have not been able to gain access to courses such as Personal Trainer, Aged care, Community Services Work due to the limited number of spaces offered at TAFE.

We...provide the homeless and those at risk of becoming homeless temporary accommodation and life changing opportunities. We engage them in their recovery by walking along side, giving support and helping them to find solutions that lead to a better life and to reconnect with the wider community. This sometimes means that referring them to TAFE to enrol in courses that will give them opportunities and self-confidence to change their lives. Cutting the funding for TAFE will take away that opportunity and hope. It is not fair to take away the opportunity and a chance to change their circumstances for those individuals who never had the capacity or the funds to be able to afford any training. Impact will be social isolation, mental issues, and exclusion from the society.

TAFE is the backbone of our community and without access to affordable training there will be no hope for many who are disadvantaged.

The Community Liaison Officer's overwhelming conclusion was that community organisations considered TAFE to be a high quality provider that was willing and able to work closely with community to ensure that the needs of this sector were met and the 'clientele' of these organisations were able to access life changing quality training. The sector was most concerned that increases in course fees and changes would greatly disadvantage vulnerable people.

1.4 TAFE forms, maintains and develops partnerships with local industry (small and large)

- Some TAFE Colleges offer courses exclusively. This of particular importance to many smaller industries that rely heavily on TAFE to maintain the bank of knowledge about those industries and support and guide, in particular, the smaller enterprises in those industry areas.
- In regional areas this support is also apparent. Smaller industries still need access to quality education and training locally. Increasingly the focus of training resources is on 'big industry' where the much greater numbers of students means that classes are more viable when compared to smaller industries, thin markets or small areas in the regions. See Appendix 1 for more details. Supporting thin markets – small industry areas and trades – that are not financially viable under the current funding programs but none the less are vital in terms of supporting small industry areas, for example, jewellery, optical mechanics, graphic pre-press and farrier.

- Whilst some of these industry areas or trades listed in Appendix 1 may not be considered as thin markets in metropolitan areas they are in many regional areas.
- Due to budget constraints colleges increasingly look at course viability when determining whether to continue to offer the course in a particular area or region. One metropolitan college in WA takes on responsibility for a large range of these small industries or thin markets and despite some loadings in terms of funding assistance many of these programs still struggle to break even. None the less it is vital the government continue to support these small but none the less very important trades and industries.
- Increasingly the rhetoric, and now the action, is beginning to focus on 'big industry needs', to the detriment of smaller less vocal industries. In WA courses directly contributing to the mining industry are favoured and funding for other industries such as art and massage is beginning to be cut. Courses providing opportunities for women to re-enter studies and consequently the workforce have become more precarious despite the results achieved for women in these courses.
- Many women want to re-enter the workforce but not as full time or fly-in fly-out workers. Any reduction in course offerings will make it more difficult for these women to re-enter the workforce whilst balancing their training and family commitments.
- Lecturers are now hearing that a range of courses may be under threat and these include, for example: Art, Music, Design, Massage, Beauty Therapy, NOW, WOW. The WA government has been contemplating various models pending the introduction of the entitlement model in 2014, one of which looks at prioritising funding for 'priority industry area'. Priority areas are described as 'high', 'medium' and 'low' in this model. The concern is, particularly given that the Government has not consulted with stakeholders on the models, that many smaller, less vocal and female dominated industries will be deprioritised. See Appendix 3 for models being considered by WA government currently.
- Some of these areas of thin markets are found in rural areas only – none the less, greater consideration needs to be given to maintaining and fostering these trades wherever they are needed and support regional and remote areas develop and sustain their local economies or pursue community aspirations.
- TAFE used to provide much broader education in particular areas, now training packages and funding systems have narrowed qualifications to specific industry requirements at a particular point in time rather than provide a broader range of skills that would enable trained persons to move around their industry. There are some industry areas that narrowed the skill sets only to now start considering broadening them again.
- TAFE lecturers work closely with small and large employers. Much of the consultation that occurs at the government level only looks at consulting with large companies (who have the resources to attend consultative forums whereas small companies don't have the resources and thus miss out). TAFE lecturers, because of their long standing with small and large companies are able to tailor training to meet all needs and identify deficiencies in training packages. Funding constraints has meant that it is increasingly difficult to release lecturers from teaching to carry out this very important work.

- TAFE lecturers visit large and small employers to show and tell industry how to teach and guide apprentices. On open days employers, parents and potential students all comment on the professionalism of lecturers and how course structures are meeting their needs.

1.5 TAFE's long term relationship with employers and students

- Lecturers form long term collegial relationships with employers and students. The stability of TAFE, its capacity to retain staff and the capacity to foster relationships over a period of time greatly assists not only the development of a skilled workforce but the continuation of the training and support cycle as students later become employers in their own right and consequently begin to employ graduates, trainees and apprentices.
- The development and maintenance of these relationships also greatly contributes to TAFE's capacity to ensure high employment outcomes for students and workplaces that support and nurture the development of skills in new employees / students.

1.6 TAFE's role in providing literacy and numeracy support

- Unlike many Private RTO's TAFE provides ongoing support to students in terms of literacy and numeracy. Lecturers have indicated to us that student feedback about this type of support is that it has greatly increased their capacity to complete training requirements.
- Initial pre-vocational qualification literacy and numeracy courses, as well as ongoing support in the classroom during vocational courses, is vital to the life chances of many students. It is essential that more funding is found for these types of programs and in-class support programs such as CAVSS in WA.
- Some students are not able to access CAVSS support in WA, in metropolitan and regional campuses, and funding is not sufficient to meet demand. In 2012 demand was so great at one college that funding ran out before second semester commenced leaving students without LLN support for 6 months.
- Lecturers have indicated that many students, particularly those at the early stages of their post school training need constant face to face interaction with lecturers. Online or external CGEA and other courses do not always meet the needs of those students but are often the modes of delivery pushed as they are seen as 'cheaper' options in times of budget constraints.
- Quality support at the earliest stages of education and training is essential if students are to continue to further and higher level qualifications.

2. The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects;

TAFE has a long tradition, which is highly regarded and valued in communities as well as by individuals, in giving people a "second chance" at education. This can be because of early leaving from schools, or redundancy or redeployment later in life. It is also about programs for disadvantaged communities, or those marginalised or

excluded from society. TAFE also has a long history of involvement in programs for Aboriginal and Torres Strait Islander communities.

TAFE lecturers are passionate about changing people's lives. Lecturers have repeatedly indicated to the Union that despite excessive workloads, despite the stress and workload now imposed due to compliance issues, despite the stress and workload involved in unpacking training packages and scoping courses, the reason they remain in TAFE is because it is their opportunity to give back to the community along with the industries that have provided so much to them on a personal level, but, most importantly, to change the lives of so many in our community.

Whilst it is appropriate to focus on courses that assist some of the most vulnerable and marginalised in our communities, it must not be forgotten that TAFE courses and staff continually assist students from all walks of life and from many backgrounds to achieve their goals and reach their full potential. It is rare for any student to progress through their studies without some sort of special assistance or attention being needed – TAFE lecturers and support staff in TAFE are committed and passionate about providing such support.

Of concern is that funding constraints are meaning that some support services are threatened and more generally the time that lecturers have available to support students through the learning process is becoming more difficult to find.

At the end of this submission is a series of appendixes of stories from students and lecturers. These stories highlight the role that TAFE plays in Western Australia in developing opportunities for members of our communities to improve themselves and increase their life and employment prospects.

3. The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

Regional Issues

- TAFE funding has been cut in regional areas since 2008. Please see Appendix 2 for details. The total amount cut from regional colleges between 2008 and 2012 was \$24 million and this included significant cuts to Pilbara Institute which is situated in the heart of the mining industry in the North West.
- Without TAFE regional communities would have extremely limited access to educational opportunities.
- Many regional communities still lack reliable internet coverage making an individual's capacity to access online training difficult and frustrating.
- Many individuals in regional and remote WA greatly benefit from direct face to face contact with lecturing staff and practical teaching and learning strategies not suitable to on-line and distance education.
- Issues for regional students include: lack of reliable internet access, low computer skills, aging home computers, minimal software, time taken to send and receive mail in country areas, feeling isolated before studying and during study.

- Some courses are not appropriate for distance or on-line delivery. E.g. NOW (New Opportunities for Women) and other similar courses. Group interaction during sessions, personal growth and building relationships are essential in the NOW, and similar courses.
- TAFE delivers to regional and remote communities at considerable cost for both the institutes and students. Costs include travel, communications and accommodation and dealing with low student numbers per class in very small communities and towns. Travelling long distances in isolated area also presents occupational safety and health issues which must be addressed.
- The cost of delivering to regional communities needs to be considered. Whilst it is taken into account for regional colleges in terms of the overall funding model, programs delivered to regional communities by other colleges (where local colleges do not offer the courses) are not cost effective and need to be funded more appropriately.
- If local regional TAFE campuses are unable to offer a wide range of courses often regional people miss out and fail to access further educational opportunities. Distance and online courses often do not suit a range of learners who need one on one personal contact and support (practical and academic) to complete studies and gain skills. Research has shown that many students drop out of on-line courses.
- If unable to access suitable courses locally, students and potential students become disassociated from education.
- So many government and community services have been taken from smaller regional communities that closing small TAFE campuses would mean no social and educational centre is available to many small communities. Hope of building up and socially and economically developing those communities dwindles without direct access to TAFE.
- Fly in fly out private providers are unable to build lasting relationships with local communities and local businesses. Where these relationships are unable to be built training becomes focused on narrow immediate perceived needs rather than becoming an investment, devised in close collaboration with industry and community to provide for the immediate, medium and long terms needs or regional and remote WA.

Special Groups

- Due to competition the delivery of distance learning to ESL students in the AMEP program has gone to a private provider who employs lecturers on substandard wages and conditions.
- Even in some metropolitan areas students can now only access general education courses on-line or externally. These students no longer have access to the all-round care and development as in a face-to-face class. Many need nurturing and caring that fosters continuous skills development and confidence building to pursue further education and employment. Many of these students often need multiple attempts at one level or certificate. Lecturers have given examples of students needing multiple attempts at lower level or introductory qualifications before achieving such qualifications, who then, as a direct result of the assistance provided by TAFE, go on to achieve much in their life from owning their own business to eventually graduating from University.

Corrective Service Education

- TAFE plays an essential role in delivering corrective service education and providing life changing skills development within the prison system in both metropolitan and regional areas.
- We believe that over the last decade there have been periods when funding to corrective service education has been cut and essential courses that have the capacity to grow and develop vulnerable people within the corrective service system, have been denied to them.

4. The role played by TAFEs in the operation of a competitive training market

In Western Australia the 'competitive' training market has led to a rise in the number of private RTO's. Whilst approximately \$50 million has been cut from the TAFE sector since 2008 the private sector has had its funding increased by about the same amount.

TAFE lecturers continually interact with students who have left the private provider sector to come to TAFE. The stories are almost always consistent. We draw your attention to the appendixes of personal submissions attached to this submission. These personal submissions come from lecturers and students.

Of concern is that it appears the regulatory authority will not act on information concerning unethical practices unless the student themselves comes forward. Many students and indeed former and current staff of private RTO's are reluctant to come forward for fear that doing so may jeopardise their employment in their chosen industry. The Union is often told of unethical practices but by individuals who do not want to come forward or release information publically.

The regulatory framework, while constituting a massive impost on TAFE Colleges and lecturers, does not seem to be creating a level playing field when it comes to ensuring quality outcomes for students. Further, colleges are at a financial disadvantage when they take over responsibility for students who have left private providers because of the poor education and training they received or when the private providers closed down due to non-compliance issues. College have to 'up-skill' or 'retrain' these students so that they are able to cope with their continued education whilst at the same time having to respect the competencies already recorded by the private RTO as having been achieved.

Of most concern is the number of students coming forward to lecturers stating that they were given the answers to assessments. This story is repeated often and there are a number of examples of this to be found in the appendixes.

Students and their parents don't necessarily have the capacity to make informed choices as to where they might best enrol for further education and training. It is often some time into their studies that they, their parents or their employer discover the training is inadequate or in some cases non-existent. The Union recently met with a small group of students recently transferred to TAFE from a deregistered Western Australian private provider and a private provider from Queensland all of

whom had their apprenticeships extended as a result of the poor training they had received.

A lecturer recently contacted the Union stating that he had recently enrolled at a private RTO for the Diploma in Occupational Safety and Health and then the Advanced Diploma in Occupational Safety and Health. Both courses were delivered in an intensive face-to-face mode which also involved study at home. He had also studied at University for a Bachelor of Arts. The course fees were around \$3000 for all of the courses. This particular lecturer had taught and studied in the education system for 30 years at TAFE and at University. He was shocked at the standard at the Private RTO as compared to the TAFE system. It was much lower. He asked us to appeal to the standing committee not to let education become a commodity to be bought and sold as this lowers the education standard for all.

5. The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

How are colleges experiencing funding pressures and funding cuts?

5.1 Direct Cuts

- Please see Appendix 2 for full details of the cuts to the TAFE section in WA since 2008.
- Since 2008 the Western Australian Government has placed a FTE (Full Time Equivalent) ceiling across the Western Australian Public Service, including TAFE Colleges. This has meant that despite the need for the training sector to grow TAFE Colleges have not been funded to increase support and administrative services.
- There have also been continuous funding cuts called 'efficiency dividends'. These are detailed in Appendix 2.

5.2 Increased costs that are not met by increased funding

- A range of fixed costs have risen dramatically over the years but funding to Colleges has not kept pace with the increases. Examples are insurance and electricity costs.
- Funding for the substantial increases has to be found from savings internal to the College, meaning other services are compromised or cut to make up the short fall.
- For one metropolitan college the annualised increased cost for a very recent financial year, solely due to increased electricity charges was approximately \$255,000. This increase was not funded.

5.3 Increased compliance and other requirements that are not adequately funded.

- There has been little or negligible money for curriculum development. Training packages are at best skeletal.
- Colleges do not provide any additional funding for curriculum development. The system expects lecturers to do this work in their out of teaching hours and

often this is impossible. Quality of delivery is affected. Lecturers have indicated that in the past, time, funding and support was available for the purposes of curriculum development.

- The increase in compliance has made lecturers become involved in the administration burden which means less effective hours to get involved in preparation for lessons which is what students need.
- For example, in mid-2012 a trade section of one college was advised to develop all the required documentation for a new package. At the time there were 6 lecturers working overtime teaching the large number of students in the area. In the new year, 3 of those lecturers needed to be transferred to another section to assist. The 3 remaining lecturers were then required to produce the documentation with little, if any, assistance.
- In rural and regional areas the situation is even worse with some lecturers having to produce learning and compliance documentation for multiple courses and on occasions from a number of training packages.

What are the consequences of funding pressure and funding cuts?

Pressures on funding at the College level, in addition to explicit funding cuts, have meant that Colleges have looked for ways to cut costs. In the classroom or through various modes of 'flexible delivery' these cuts have occurred in the following way, individually or in combination:

- Cutting the nominal hours or student curriculum hours assigned to each unit of study as well as unreasonable requirements to cluster numerous units together and teach, demonstrate and assess all together.
- Increased class sizes or if delivering in a 'flexible' mode increased number of students to be handled by a lecturer.
- Increased workload as lecturers take on more responsibilities imposed on the TAFE sector with little or no additional funding (compliance paperwork/scoping/auditing/new training packages etc)
- Increased workload as lecturers take on more responsibilities as a consequence of cuts to administrative jobs or the removal or support personnel to other sections.

5.4 Cuts to Nominal Hours or Student Contact Hours

Overwhelmingly TAFE lecturers believe that funding cuts and reductions have led to a series of cuts to the actual hours they are given to deliver a course. This issue is mentioned in many submissions included as appendixes to this submission.

It must be noted that while TAFE colleges have cut student contact hours in response to funding pressures private RTO's in many instances offer courses with much lower levels of contact than TAFE.

At its core, these cuts have meant that students do not get the same amount of time with their lecturer as they may have had in the past. Whilst lecturers are indicating to the Union that their students need more support to get through their course they are being allocated less time to provide that support. Students are currently having their

educational experience compromised by cuts to their contact hours and higher than appropriate class sizes.

In relation to the cuts to curriculum hours the Union makes the following points:

- Students should be legally entitled to receive the full allocation of contact hours that they have signed for, paid for and need in order to have any hope of achieving competencies in the areas required by the relevant training package.
 - To deny them this full allocation of hours is not only ethically bankrupt but leaves the student with a full entitlement to pursue the College should they not be deemed competent in any area or if they have the attainment of their qualification put on hold.
 - State and Federal governments must be aware of their obligation to ensure that all students have adequate time to be fully and carefully assessed. A good portion of students are, at the same time as completing their studies, working in industry with clients, in full control of machinery and in other situations where it is necessary for them, and their employers, to be assured that they have had the necessary practical experience and contact with their lecturer to ensure they are working in a safe manner.
 - Cuts to Student Curriculum Hours do not take into account the impact on lecturing workload and the work involved in delivering educational programs in modes other than face to face class room delivery.
 - The practice of cutting hours appears to be for purely financial reasons, without consultation and negotiation with lecturers, without the taking into account of the needs to students or educational issues.
 - Nominal hours for each training package were devised through a process that included industry and educational input and took into consideration historical experience and what an average student was able to accomplish within a given timeframe. That is, an assessment has already been made and relevant stakeholders consulted in the process. The current nominal hours allocations were as a result of this process and assessment. Any decision to cut the amount of contact a student has with their lecturer can only be considered educationally sound if the decision is made after an assessment is made of each class and the students therein.
 - Western Australia already has some of the lowest Nominal Hours allocated to courses than anywhere else in Australia. Overwhelmingly lecturers are indicating to the Union that current allocations of hours are insufficient to meet all of the required competencies of a training package. To further cut these hours is to further disadvantage Western Australian students, their industries and the Community.
 - With reduced SCH lecturers cannot be expected to deliver and assess all required competencies and learning outcomes. Ultimately this will undermine the integrity of the competency system as it already has done so in the Private RTO system.
- Almost 10 years ago ANTA first noted with concern the trend of cutting nominal hours. In its report “Moving On: Report of the High Level Review of Training Packages” (2004) which identified cuts to nominal hours as a very worrying trend and in particular raised the issues of (see pages 33-34):

- “The way state purchasing authorities and/or local managers cut nominal hours where they need to cut costs”
 - “The lack of transparency in many state/territory based funding and purchasing systems related to training package delivery”, and
 - “The impracticality of suggestions that in an outcomes based, competency based system, input hours are not relevant”.
- The trend of cutting nominal hours is now a habit with private providers at the forefront. Despite this being an issue for well over a decade Governments and auditing processes have still not had it addressed. The personal submissions attached to this submission include a number of examples of cutting in Private RTOs. Courses delivered by private providers in unbelievable timeframes, when compared to the months or years at a TAFE College, set up an expectation in the minds of the community that it does not take much time at all to gain a qualification. Students are often not aware that they are not receiving quality training and developing a skill set that will stay with them forever. Students who move to the TAFE sector comment on the lack of learning, instruction and assessment rigour in the private system. This is mentioned in a number of the personal submission found in the appendices of this submission.
 - Lecturers now speak of students who come to TAFE with an understanding that they will be practically ‘given’ a qualification and are unwilling to devote the time to skill development. TAFE tries to maintain a quality position but is constantly undercut by private providers and a system that does not promote life-long learning and the development of learning skills.

5.5 Increased Class Sizes

In relation to increased class sizes the Union makes the following points:

- Increasing class sizes decreases the ability to deliver quality training
- Whereas it was once normal for class sizes to be capped at a maximum, now, on a regular basis, a push is made to have class sizes increased. Lecturers have indicated to us that in cases where 12–16 students is the class for the required normal this number is now 20–22 with occasions when classes may reach 40 before manager agree to split the class into two.
- Large classes are unsafe
- Classes made up of different levels of students are difficult to teach and often unsafe.
- Large classes leave students feeling unsupported

Conclusions and Recommendations

Our Union recently distributed replied paid postcards asking the general community of their concerns about funding cuts to TAFE.

We were overwhelmed by the support from the community from all around Western Australia and judging by the huge community response to the Union’s TAFE4ALLWA campaign to date, people are genuinely concerned about further government funding cuts to their local TAFE and the introduction of an entitlement model in 2014.

The following is a breakdown of the community's response to what issues are of most concern:

1. Higher course fees - 80%
2. Fewer course choices at local campus - 70 %
3. Poorer quality training that does not meet employer, community or trainee needs - 79%
4. Other issues raised in the comments section of the card, as indicated by some community members included the following:
 - 'Funding Elizabeth Quay over TAFE'.
 - 'Keeping TAFEs state funded is a priority'.
 - 'We need to be a smarter state, education is the only way'.
 - 'Higher fees will encourage young people to abandon education – downward spiral'.
 - 'Bad strategy for future Australian prosperity'.
 - 'Training jobs=A future for our Youth'.
 - 'Lack of Australian skilled workers'.
 - 'The downgrading of what was fabulous training organisation'.
 - 'Government funding Elizabeth Quay over TAFE'.
 - 'Lack of access to employment through value AQE Education at TAFE'.
 - 'Staff cuts and decreases in resources.'
 - 'Reduced opportunities for community'.
 - Staff on contracts – no guarantee if ongoing employment'.
 - More Apprenticeships for youth and adults'.
 - 'TAFE was always a good start to get skilled'.
 - 'A future for our youth'.
 - Cuts in wrong areas – management area not touched'.
 - 'Leave it alone'.
 - 'This is shocking an Australia that cannot compete internationally on any front!'
 - 'Poorly educated workforce effects long term competitiveness of the state'.
 - The down grading of what was a fabulous training organisation'.
 - 'Attraction and retention of teachers'.
 - Trade labour sought from abroad'.

The community values TAFE. The community trusts TAFE to deliver a quality product and to support students through their learning. The community wants to see TAFE properly funded and does not want their entitlement to access subsidised through the introduction of an entitlement model.

Given the above and feedback we have received from our membership we put the following recommendations to the Committee for consideration:

1. TAFE is a vital public educational institution

TAFE plays a key role in workforce development and planning, is responsive to individual and industry demand, allowing government to respond to the projected needs of the economy and society and to plan for the short, medium and long

term. TAFE works in partnership with large and small business to assist them in workforce planning and development and meeting the need for innovation and technological development.

To ensure the training system continues to meet the growing and changing needs of industry and the economy more broadly:

- TAFE Institutes must continue to be funded as educational institutions. Government should increase funding to TAFE. Student curriculum hours or nominal hours must be adequate and available to all students.
- TAFE Institutes should be funded to develop new and innovative training programmes to meet the needs of future students and the workforce, especially in the context of, changing technologies and industry innovation.
- A planned model that ensures the needs of industry, individuals and community are met should be preferred over uncapped, 'demand' driven systems which do not allow government to respond to the projected needs of the economy and society.
- The trusted, quality TAFE system should be supported to maintain and increase its current government funded delivery profile. TAFE has a demonstrated history of providing high quality skills training. Funding which has been provided to private providers should be restricted over time. The regulatory framework which the sector is currently subject to is "immature" at best and moves towards further competition will jeopardise the standards of the whole sector.
- Student support services, counselling (career and personal), disability support, Aboriginal student support, libraries etc. should continue to be funded and well resourced. Further, Access and Equity programmes, as well as support for immigrants and people of non-English speaking backgrounds need to be maintained and appropriately funded.

2. TAFE plays a key role in community building

TAFE plays a key role in community building and economic and social cohesion—in regional and metropolitan areas. The work of TAFE promotes social cohesion and economic development.

To ensure that community building, both economic and social, continues there should be:

- No increases to student fees and charges, as such moves undermine the ability of individuals to access training and employment opportunities, which is a critical part of economic well-being in society and a key method of addressing skills shortages in the current environment.
- No course closures, which restrict choices for students and impacts on the diversity of training opportunities available. Further, such reduction of courses has travel and hardship implications for those affected.
- No campus closures as this again restricts training options, reduces diversity of opportunity and the skills base of the economy and will negatively impact on local and regional communities.

- Consideration given to increasing access to training opportunities through the TAFE sector through measures which increase the courses available, reduce fees and promote the sector.

3. TAFE plays a key role in second chance education

TAFE plays a key role in second chance education supporting individuals to enable them to access employment for the first time, to build pathways into further and higher education, to return to the workplace after raising families and to transition into other vocations when structural adjustment in the economy results in unemployment.

To ensure that TAFE continues to play a key role in second chance education there should be:

- No change to the current entitlement Western Australians have to access multiple government subsidised qualifications over their lifetime.
- An outright rejection of any notion of a “oneness” or “firstness” principle or other restriction on an individual’s capacity to access government subsidised training. Such a principle is implied in new competitive funding proposals, whereby students may only have access to a guaranteed government subsidy for their first qualification (to Certificate III level). Second or subsequent qualifications may be on a “full-fee” basis, which it is proposed will be paid for through income contingent loans, similar to the HECS model in Universities. Given the complexity of the modern Australian economy it is naïve and unrealistic to expect one low level qualification will equip a person with the skills to fully participate in the employment market throughout their lifetime.

4. TAFE nurtures vocations

TAFE plays a key role in building the capacity of vocational education teachers and developing innovative pedagogy and a high skilled teaching and support workforce. TAFE nurtures vocations, building and nurturing vocational and academic knowledge, building research capacity in a public system that allows the benefits to be accessed by all Western Australians. TAFE also plays a key role in nurturing vocations in the workforce at large, preparing individuals to participate in ongoing vocational education when their industry is adapting to changes in the economy, or when they become retrenched or unemployed.

Ensure that TAFE continues to play a key role in the vocational and academic knowledge base there should be:

- No diminution of job opportunities in the TAFE network.
- Continued and improved professional development opportunities for TAFE staff.

Appendix 1

Thin Markets

Supporting thin markets – small industry areas and trades – that are not financially viable under the current funding programs but none the less are vital in terms of supporting small industry areas is vitally important. Examples of thin markets or small trades are jewellery, lock smithing, furniture restoration, upholstery, and sail making and trimming.

Whilst some of these industry areas or trades may not be considered as thin markets in metropolitan areas they are in many regional areas.

These market areas are, for example:

- Aircraft maintenance engineer - avionics
- Automotive Electrician
- Automotive Technician (heavy)
- Automotive Technician (light)
- Automotive technician (motor cycle)
- Binding and finishing
- Bricklaying (housing)
- Cabinet maker
- Carpentry and joinery
- Carpentry fixing (housing)
- Chef
- Composites laminating
- Engineering tradesperson (electrical)
- Engineering tradesperson fabrication (casting and moulding)
- Engineering tradesperson fabrication (leadburing)
- Engineering tradesperson fabrication (light)
- Engineering tradesperson fabrication (light)
- Engineering tradesperson fabrication (marine)
- Engineering tradesperson fabrication (pattern making)
- Engineering tradesperson mechanical (engine reconditioning)
- Engineering tradesperson mechanical (fitter and machinist)
- Engineering tradesperson mechanical (marine fitter)
- Engineering tradesperson mechanical (metal plating)
- Engineering tradesperson mechanical (plant mechanics [agriculture])
- Farrier
- Gardener
- Graphic pre-press
- Jewellery
- Optical mechanics
- Plastering
- Plastering
- Plumbing and gas fitting
- Screen printing stencil preparation
- Steel framing (housing)
- Tile laying
- Tool making and jig making (metal furniture)

- Vehicle body building
- Wall and ceiling fixing
- Watch and Clock repairing

Appendix 2

Extract from Hansard – Tuesday 13 November, 2012

Extract from Hansard
[COUNCIL — Tuesday, 13 November 2012]
p8392b-8392b
Hon Ljiljanna Ravlich; Hon Peter Collier

STATE TRAINING PROVIDERS

6330. Hon Ljiljanna Ravlich to the Minister for Education representing the Minister for Training and Workforce Development
- (1) For each year, from 2008 to 2012 inclusive, for each of the Technical and Further Education (TAFE) Institutes, what was the dollar value of the efficiency dividend and/or productivity savings or other funding cuts imposed on such institutes? (i.e. 3 per cent 2008, 2 per cent 2012 etc.).
 - (2) What is the amount of funding given to private Registered Training Organisations (RTOs) since 2008 on an annual basis, both in dollar terms and as a percentage of the total Training Budget?
 - (3) What is the proposed future funding allocation to private RTOs for 2013, again, in dollar terms and as percentage of the Training Budget?
 - (4) What is the Government's position regarding implementation of the Entitlement Model in Western Australia in 2014?
 - (5) When will full details on this position be made available for comment and consultation with key stakeholders?
 - (6) Four potential 'models' have been identified here, what is the detail of these?
 - (7) What steps will be taken by the government to ensure the TAFE sector in Western Australia will not suffer similar cuts to those experienced in the Victorian TAFE sector?
 - (8) Will any TAFE campus in Western Australia be closed in Western Australia in 2014?
 - (9) Will course fees increase as a result of implementation of the Entitlement Model?
 - (10) Will the number and range of courses available to students be reduced in 2014 as a result of these reforms?
 - (11) Will staff numbers in TAFE be cut in 2014 as a result of these reforms?
 - (12) For each of the TAFE Institutes, what courses offered in 2011 were not offered in 2012?
 - (13) Similarly, what courses were offered in 2012 will not be offered in 2013?
 - (14) How has the re-branding of TAFE Institutes (away from TAFE) benefitted the sector and what have been the costs of this process, including potential loss of goodwill associated with the TAFE brand?

Hon PETER COLLIER replied:

(1)–(14) [See paper 5361.]

Attachment to LC6330 (Parts 1-14)

(1)

College	2008	2009	2010	2011	2012
West Coast Institute of Training	\$138,555	\$560,584	\$781,585	\$697,030	\$985,415
Challenger Institute of Technology	\$85,034	\$1,242,302	\$1,714,261	\$1,620,395	\$2,232,097
Central Institute of Technology	\$371,455	\$1,867,089	\$2,611,609	\$2,452,700	\$3,347,946
Durack Institute of Technology	\$108,196	\$474,255	\$694,033	\$639,394	\$865,222
Great Southern Institute of Technology	\$54,910	\$376,962	\$544,170	\$509,385	\$654,527
South West Institute of Technology	\$52,011	\$577,046	\$803,427	\$756,707	\$1,014,666
Kimberley Training Institute	\$28,226	\$371,463	\$600,388	\$556,920	\$671,997
C.Y. O'Connor Institute	\$7,454	\$254,731	\$379,031	\$351,481	\$440,029
Polytechnic West	\$280,108	\$2,054,998	\$2,828,947	\$2,676,852	\$3,615,962
Pilbara Institute	\$119,390	\$736,955	\$1,126,651	\$1,039,639	\$1,151,650
Vocational Training & Education Centre	\$0	\$40,723	\$85,595	\$81,323	\$0
Goldfields Institute of Technology	\$0	\$0	\$0	\$0	\$143,030
Total	\$1,245,339	\$8,557,108	\$12,169,697	\$11,381,824	\$15,122,539

Figures comprise:

- Travel, advertising and consultants efficiency (on-going; introduced prior to 2001).
- 3 per cent efficiency dividend (on-going; introduced 2009).
- Vehicle fleet efficiency savings (on-going; introduced 2010).
- Procurement efficiency saving (one-off: for 2010 only).
- Procurement efficiency saving (on-going; introduced in 2010).
- Government global savings target (on-going; introduced in 2012)
- Efficiency dividend (on-going 2 per cent increasing to 5 per cent: introduced in 2012).

(2)

- \$42.4m in 2008/09, being 11 per cent of total training delivery expenditure.
- \$83.7m in 2009/10, being 18 per cent of total training delivery expenditure.
- \$83.1m in 2010/11, being 17 per cent of total training delivery expenditure.
- \$99.7m in 2011/12, being 18 per cent of total training delivery expenditure.

(3) Approximately \$98m in 2012/13, representing 18 per cent of total training delivery expenditure.

(4) The entitlement model for Western Australia is currently being developed. Government has yet to consider or endorse any proposed entitlement model.

(5) As agreed under the National Partnership Agreement on Skills Reform, Western Australia is aiming to have a model in place in 2014. It is anticipated that once the final design has been approved by government there will be consultation with community and industry in 2013.

(6) Design 1: Differing public subsidy levels for qualifications in:
Certificate III or below.

Certificate IV or above.
Foundation Skills.
Apprenticeships or traineeships.

Design 2: Differing public subsidy levels for qualifications in:
High priority areas.
Lower priority areas.
Foundation skills.
Apprenticeships or traineeships.

Design 3: Differing public subsidy levels for qualifications in:
Certificate III and below.
High priority areas.
Foundation skills.
Apprenticeships or traineeships.
Lower priority qualifications at Certificate IV or above.

Design 4: Differing public subsidy levels for qualifications in:
Priority areas.
Foundation skills.
Apprenticeships or traineeships.
Lower priority qualification at a higher level than previous study.
Other delivery areas.

It is important to note that these designs were developed to demonstrate the theoretical concepts which could apply. They were not proposed models.

(7) The model that is introduced in Western Australia will be tailored to the state's needs; it will not be the same as the model introduced in other states. The government does not intend to treat state training providers in the same way that has been applied in the Victorian TAFE sector.

(8) There are no plans to close TAFE campuses in 2014.

(9) Government has yet to consider or endorse any proposed entitlement model.

(10) It is not anticipated that the reform agenda will result in a reduction of courses available to students.

(11) It is not anticipated that the reform agenda will result in staff reductions for State Training Providers.

(12)

Central Institute of Technology

In 2012 the Diploma of Applied Language is no longer offered as publicly funded training but continues to be offered on a full fee-paying basis.

Challenger Institute of Technology

- School Apprenticeship Link in Hairdressing
- Certificate IV in Government
- Certificate II in Sport and Recreation
- Diploma of Business
- Certificate I in Creative Industries

- Certificate II in Wool Handling
- Certificate III in Wool Clip Preparation
- Certificate IV in Wool Classing
- Certificate II in Seafood Industry (Seafood Processing)
- Certificate II in ESI Generation (Operations Support)
- Certificate I in Transport & Distribution (Maritime Operations – Shorebased Linesperson)
- Diploma of Transport & Distribution (Coastal Maritime Operations - Master Class 3)
- Certificate I in Transport and Logistics (Pathways)
- Certificate II in Transport and Logistics (Stevedoring)
- Certificate IV in Tourism (Guiding)
- Certificate II in Asset Maintenance (Waste Management)
- Certificate IV in Asset Maintenance (Waste Management)
- Certificate I in Construction [Pre-Apprenticeship - Family of Mortar Trades]
- Certificate I in Engineering [SAL Family of Trades - Metals]

C Y O'Connor Institute

- Certificate I in Construction (Pre-Apprenticeship, Bricklaying/Blocklaying)
- Certificate I in Horticulture
- Certificate III in Production Horticulture
- Certificate III in Hospitality
- Certificate II in Transport and Distribution (Road Transport)
- Certificate I in Business

Durack Institute of Technology

- Certificate I in Animal Studies
- Certificate IV in Veterinary Nursing
- Certificate II in Nail Technology
- Certificate II in Make-up Services
- Certificate II in Retail Cosmetic Services
- Certificate IV in Training and Assessment
- Certificate II in Engineering [Split System Air Conditioning]
- Certificate III in Business Administration
- Certificate III in Environmental Science (Management)
- Certificate IV in Environmental Science (Management)
- Diploma of Environmental Science (Management)
- Certificate II in Automotive Vehicle Servicing [Pre-Apprenticeship (Vehicle Servicing Light)]
- Certificate II in Engineering [Pre-Apprenticeship - Mechanical (Fitter and Machinist)]
- Certificate II in Engineering [Pre-Apprenticeship (Fabrication - Light)]
- Certificate II in Construction Pathways [Pre-Apprenticeship (Brick and Blocklaying)]

Great Southern Institute of Technology

- Certificate II in Transport Distribution (Maritime Operations)
- Certificate IV in Shearing
- Certificate IV in Sport (Development)
- Course in Diabetes Management in the General Care Setting
- Diploma of Hospitality
- Diploma of Visual Art and Craft

Goldfields Institute of Technology

- Certificate II in Music

- Certificate III in Horticulture
- Certificate III in Rural Merchandising
- Certificate II in Nail Technology
- Certificate I in Furnishing
- Certificate II in Mining Field/Exploration Operations
- Certificate III in Resource Processing
- Certificate III in Mine Emergency Response and Rescue
- Certificate IV in Resource Processing
- Certificate II in Engineering [Pre-Apprenticeship (Fabrication - Heavy)]
- Certificate IV in Engineering [Coded Welding]
- Certificate IV in Engineering (Instrumentation)

Kimberley Training Institute

All courses offered in 2011 were offered in 2012.

Pilbara Institute

- Certificate I in Health (Aboriginal Communities)
- Certificate I in Business
- Certificate IV in Business
- Certificate II in Creative Industries (Media)
- Certificate III in Tourism (Visitor Information Services)
- Certificate I in Automotive
- Certificate III in Engineering – Mechanical Trade
- Certificate II in Mining Field/Exploration Operations
- Certificate III in Civil Construction Plant Operations
- Certificate I in Engineering [Pre-Apprenticeship – Mechanical (Fitter Machinist)]
- Certificate III in Engineering – Mechanical Trade [Fitter and Machinist ZB]

Polytechnic West

- Course In School Apprenticeship Link in Hairdressing
- Certificate III in Steel Framing (Housing)
- Certificate III in Community Governance Support
- Certificate IV in Business Management
- Certificate II in Recreational Vehicle Manufacturing
- Certificate I in Engineering
- Certificate II in Applied Fashion Design and Technology
- Certificate I in Furnishing
- Certificate II in Sampling and Measurement
- Certificate III in Laboratory Skills
- Diploma of Laboratory Technology
- Certificate I in Construction [Pre-Apprenticeship - Family of Mortar Trades]
- Certificate I in Automotive [School Apprenticeship Link]
- Diploma of Building and Construction (Building) [Builder s Registration]

South West Institute of Technology

- Certificate IV in Preparation for Entry into Enrolled Nursing
- Certificate IV in Assessment and Workplace Training
- Diploma of Training and Assessment
- Diploma of Reflexology
- Certificate III in Formwork/Falsework
- Certificate III in Spatial Information Services

West Coast Institute of Training

- Certificate I in Information Technology
- Certificate II in Sport (Coaching)
- Certificate I in Business
- Certificate III in Frontline Management
- Certificate III in Aged Care Replaced by CHC30212
- Advanced Diploma of Community Sector Management
- Certificate I in Conservation and Land Management
- Certificate III in Tourism (Tour Wholesaling)
- Certificate III in Tourism (Visitor Information Services)
- Certificate I in Hospitality (Kitchen Operations) [Food Family of Trades – SAL]
- Certificate I in Construction [Pre-Apprenticeship – Family of Mortar Trades]

(13)

Central Institute of Technology

Nil.

Note: In identifying courses that were offered in 2011 or 2012 and not offered in the respective following years, the Institute has:

Only reported on courses that are publically funded under profile funding.

Identified cases where a national qualification or locally accredited course has not been offered in the subsequent year.

Disregarded courses and qualifications with minor levels of recorded delivery which do not appear in following years.

Disregarded cases where the training continues to be offered in replacement or alternative qualifications.

Disregarded traineeship delivery and workplace delivery, where courses were available but enrolments depend on employer demand.

Challenger Institute of Technology

NB: 2013 offerings can only be determined as Profile Courses. Fee for service type offerings are not available.

- Certificate IV in Remotely Operated Vehicle (ROV) Operation
- Certificate IV in Information Technology (Multimedia)
- Diploma of Information Technology (Software Development)
- Certificate IV in Sport (Development)
- Diploma of Marketing
- Certificate III in Seafood Industry (Seafood Processing)
- Certificate I in Transport Distribution (Maritime Operations)

C Y O'Connor Institute

- Certificate I in Furnishing
- Certificate II in Multimedia
- Certificate IV in Multimedia

Durack Institute of Technology

- Diploma of Conservation and Land Management
- Certificate II in Visual Arts and Contemporary Craft
- Certificate IV in Visual Arts and Contemporary Craft

- Certificate II in Automotive Mechanical
- Certificate I in Information Technology
- Certificate IV in Information Technology (Websites)
- Certificate IV in Information Technology (Multimedia)
- Diploma of Sustainability
- Certificate II in Outdoor Recreation (Multiple Activities)
- Certificate IV in Sport and Recreation
- Certificate II in Transport & Distribution (Coastal Maritime Operations - Coxswain)
- Certificate I in Transport and Logistics (Warehousing and Storage)
- Certificate I in Transport and Logistics (Road Transport)
- Certificate II in Transport and Logistics (Warehousing and Storage)
- Certificate II in Transport and Logistics (Road Transport)
- Certificate III in Transport and Logistics (Warehousing and Storage)
- Certificate III in Transport and Logistics (Road Transport)
- Certificate IV in Transport and Logistics (Warehousing and Storage)
- Certificate IV in Transport and Logistics (Road Transport)
- Diploma of Logistics
- Certificate I in Spoken and Written English
- Certificate II in Spoken and Written English
- Certificate III in Spoken and Written English
- Certificate III in Occupational Health and Safety
- Certificate IV in Business
- Certificate IV in Small Business Management
- Certificate IV in Occupational Health and Safety
- Diploma of Management
- Diploma of Occupational Health and Safety
- Advanced Diploma of Management
- Certificate I in Automotive [Pre-Apprenticeship (Mechanical - Vehicle Servicing - Light)]
- Certificate I in Engineering [Pre-Apprenticeship - Fabrication (Light)]
- Certificate III in Community Services Work
- Certificate III in Disability
- Certificate IV in Aged Care
- Certificate II in Resources and Infrastructure Work Preparation
- Certificate II in Sampling and Measurement
- Certificate IV in Beauty Therapy
- Diploma of Environmental Monitoring and Technology

Great Southern Institute of Technology

- Certificate II in Asset Maintenance (Cleaning Operations)
- Diploma of Agriculture
- Diploma of Aquaculture
- Diploma of Seafood Industry (Aquaculture)

Goldfields Institute of Technology

- Certificate III in Live Production, Theatre and Events (Technical Operations)
- Certificate III in Live Production, Theatre and Events (Technical Operations) [Audio]
- Advanced Diploma of Occupational Health and Safety
- Certificate III in Retail
- Certificate IV in Retail Management
- Certificate II in Tourism
- Certificate III in Tourism
- Certificate II in Engineering [Split System Air Conditioning]

Kimberley Training Institute

All courses offered in 2012 will be offered in 2013.

Pilbara Institute

- Certificate I in Information, Digital Media and Technology
- Certificate II in Information, Digital Media and Technology
- Certificate III in Information, Digital Media and Technology
- Certificate IV in Digital and Interactive Games
- Diploma of Accounting
- Advanced Diploma of Accounting
- Certificate II in Business
- Certificate I in Engineering [SAL Family of Trades – Metals]

NB: The majority of courses listed in both these tables are within Pilbara Institute's scope of delivery and should training demand exist we would be able to meet it.

Polytechnic West

- Certificate IV in English For Academic Purposes
- Certificate III in Wall and Ceiling Fixing (Housing)
- Certificate III in Plastering (Housing)
- Certificate I in ESL (Access)
- Certificate I in Business
- Diploma of Youth Work
- Advanced Diploma of Network Security
- Certificate III in Automotive Specialist
- Certificate I in Hospitality (Kitchen Operations)
- Certificate IV in Racing (Racehorse Trainer)
- Certificate II in Glass and Glazing [Pre-Apprenticeship (Glass and Glazing)]
- Certificate II in Retail Baking Assistance [Pre-apprenticeship Retail Baking]
- Certificate II in Construction Pathways [Pre-Apprenticeship (Solid Plastering)]

South West Institute of Technology

- Diploma in Massage
- Diploma in Engineering (Unsustainable market)

West Coast Institute of Training

- Certificate II in Sport and Recreation
- Certificate IV in Fitness
- Certificate III in Tourism
- Certificate III in Tourism (Retail Travel Sales)
- Diploma of Tourism
- Advanced Diploma of Tourism
- Certificate III in Automotive Mechanical Technology
- Certificate III in Automotive Mechanical Technology [Light Vehicle]

(14) The State Training Providers (formerly TAFE colleges) were given the option to reposition and rebrand the colleges to raise the status of the State's public training providers as part of delivering increased competition to the training market.

This strategy has provided greater autonomy, and delivered a more flexible training system that can adapt quickly to the needs of industry and students, and ensure its ongoing relevance in supporting the workforce development needs of the state.

The total costs of rebranding are as follows:

Central Institute of Technology - \$19 800.

Challenger Institute of Technology - \$14 216 (as per previous reply to PQ1707, 3 March 2010).

C Y O'Connor Institute - \$12 200.

Durack Institute of Technology - \$68 566.

Great Southern Institute of Technology - \$42 118.

Goldfields Institute of Technology - \$141 232.09.

Kimberley Training Institute - \$50 525.

Pilbara Institute - \$6 352.54.

Polytechnic West - \$139 450.

South West Institute of Technology - \$22 668.40.

West Coast Institute of Training - \$45 346.15 ex GST.

Appendix 3

Legislative Council – Question on Notice – Tuesday, 14 August, 2012.

LEGISLATIVE COUNCIL

Question on notice

18 SEP

Tuesday, 14 August 2012

5814. Hon Alison Xamon to the Minister for Education representing the Minister for Training and Workforce Development.

I refer to my question on notice No. 5579 and to the proposed theoretical training models that were discussed publicly through a presentation at the recent Training Providers Forum, and I ask --

(1) Can the Minister table a copy of --

(a) this presentation; and

(b) any other record of discussion of the training models at the Training Providers Forum?

(2) If no to (1), why not?

Answer

(1)(a) A copy of the presentation delivered at the Training Providers Forum is hereby tabled (power point presentation slides attached) [see tabled paper no.]. Note that some of the information in these slides has since changed, including information about Commonwealth grants.

(1)(b) None.

(2) Not applicable.





Government of Western Australia
Department of Training
and Workforce Development



Training Providers Forum 2012

14 and 15 May 2012



Keynote Address

Dr Ruth Shean

Director General

Department of Training and Workforce Development

Reform Agenda on Skills and Workforce Development



National Partnership on Skills Reform

Introduction

- National Partnership on Skills Reform (Skills Reform NP) signed by First Ministers on 13 April 2012 at COAG.
- Replaces the outgoing NP Productivity Places Program (PPP).



Funding under the Skills Reform NP

- Total funding of \$180m over five years.
- Funding reduction in comparison with current levels of NP PPP funding for 2011-12.
- \$75m shortfall over the next three years.
- Funding returns to around the previous PPP levels in 2015/16.



Term and content of the Skills Reform NP

- Commences on 1 July 2012 and in place for five years until 30 June 2017.
- Commonwealth wants a range of ambitious new reform initiatives to be implemented.
- In addition, the Skills Reform NP specifies States need to lift overall completions, higher level qualification completions and completions across identified target groups.
- 65% of funding tied to achievement of set reform milestones and 35% training delivery targets.



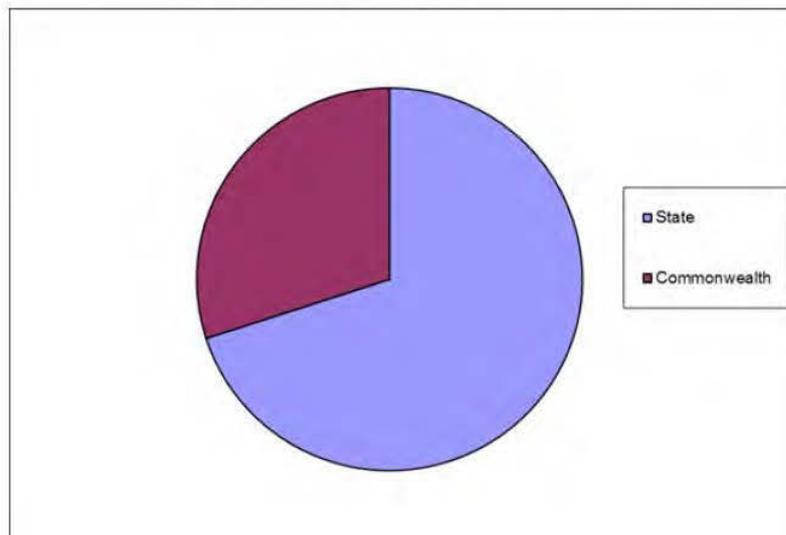
Structural reforms

- Entitlement model (Training guarantee)
- Income contingent loans (similar to Higher Educations Contribution Scheme – HECS)
- Transparency measures including MySkills, USI
- RTO quality
- Support to public training providers



Commonwealth / State funding split

- Approximately 70% of the total recurrent funding for training comes from the State (excludes capital and infrastructure)





Entitlement model

- In 2011, NOUS Group contracted by the Department to undertake modelling to develop student centred training entitlement.
- In September 2011, consultation with stakeholders seeking their views on a broad range of issues related to the concept of a training entitlement.
- Consultants proposed four different designs, with a recommendation on the preferred model.



Entitlement model: Definition

A training entitlement based demand-driven funding VET model places the student at the centre of resource allocation decisions.



Entitlement model: Working Group

Working Group consisted the following:

- Dr Ruth Shean, Director General
- Mr Simon Walker, Executive Director, Policy Planning and Innovation
- Ms Penny Bird, Executive Director, Service Resource Management
- Mr Graham Thompson, A/Executive Director, Corporate and Governance
- Mr Phil de Garis, Executive Director, Education and Training International
- Ms Sue Lapham, Executive Director, Service Delivery
- Ms Brenda Micale, Director, Policy Planning and Research
- Ms Liz Harris, Managing Director, Challenger Institute of Technology
- Mr Larry Davies, Board Member ACPET and CEO of Directions
- Mr Warren Hill, A/Director, Intergovernmental Relations, Department of the Premier and Cabinet
- Mr Sean Cameron, Director, Department of Treasury
- Mr Rod Whithear, Department of Treasury
- Mr Mark Burford, Principal, Nous Group
- Ms Simonne Wood, Consultant, Nous Group



Elements of the entitlement design

1. Key features: Eligibility criteria for the entitlement design and associated policy rationale
2. Estimated influence on student demand: Two growth scenarios (restrained and moderate growth) are considered against the base case and the labour demand for qualified workers.
3. Estimated impact on State budget.

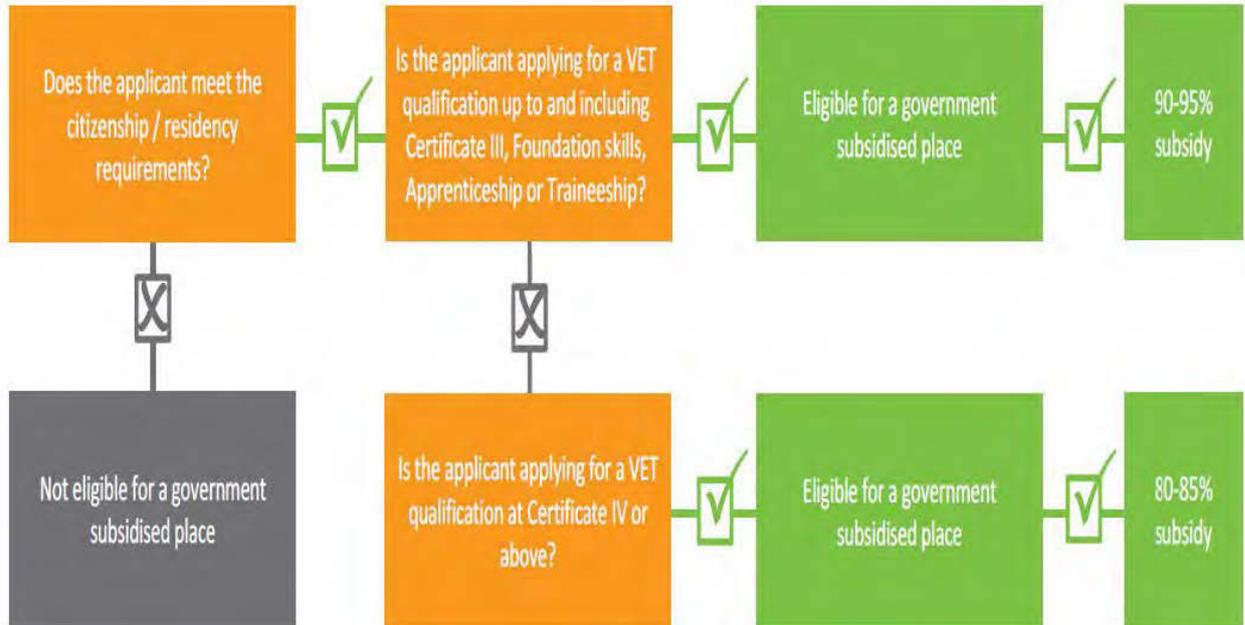


Criteria for comparison of the designs

- a) Increase in VET participation
- b) Support for the State's strategic priorities
- c) Ease of communication and administration
- d) Affordability for government

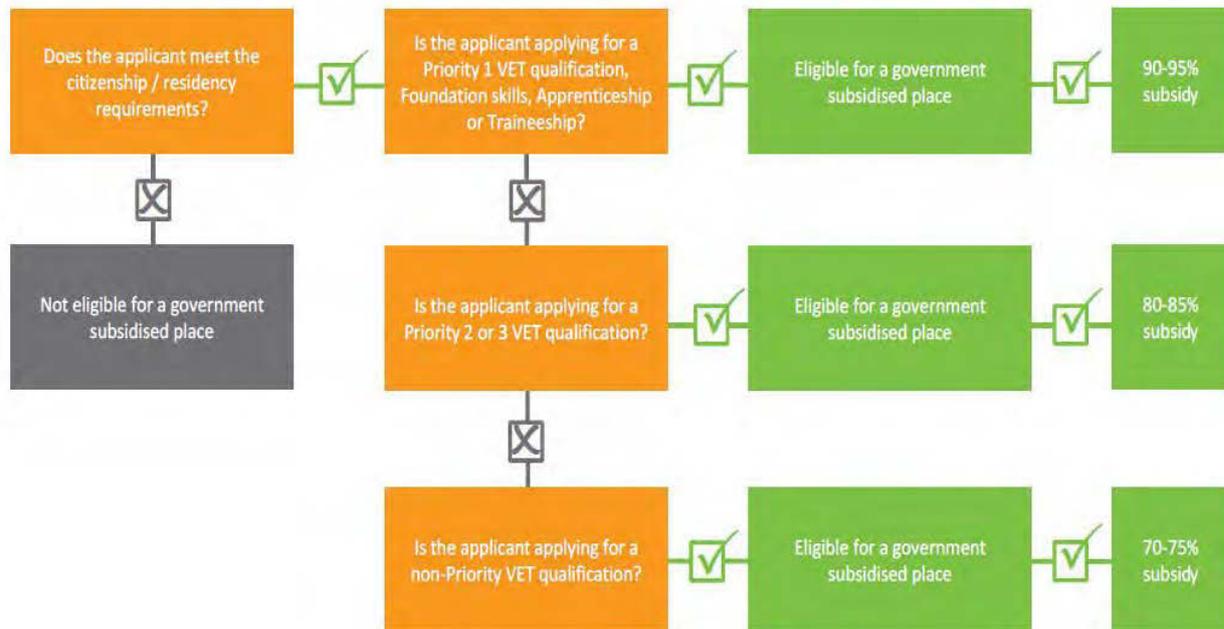


Logic tree for entitlement design I

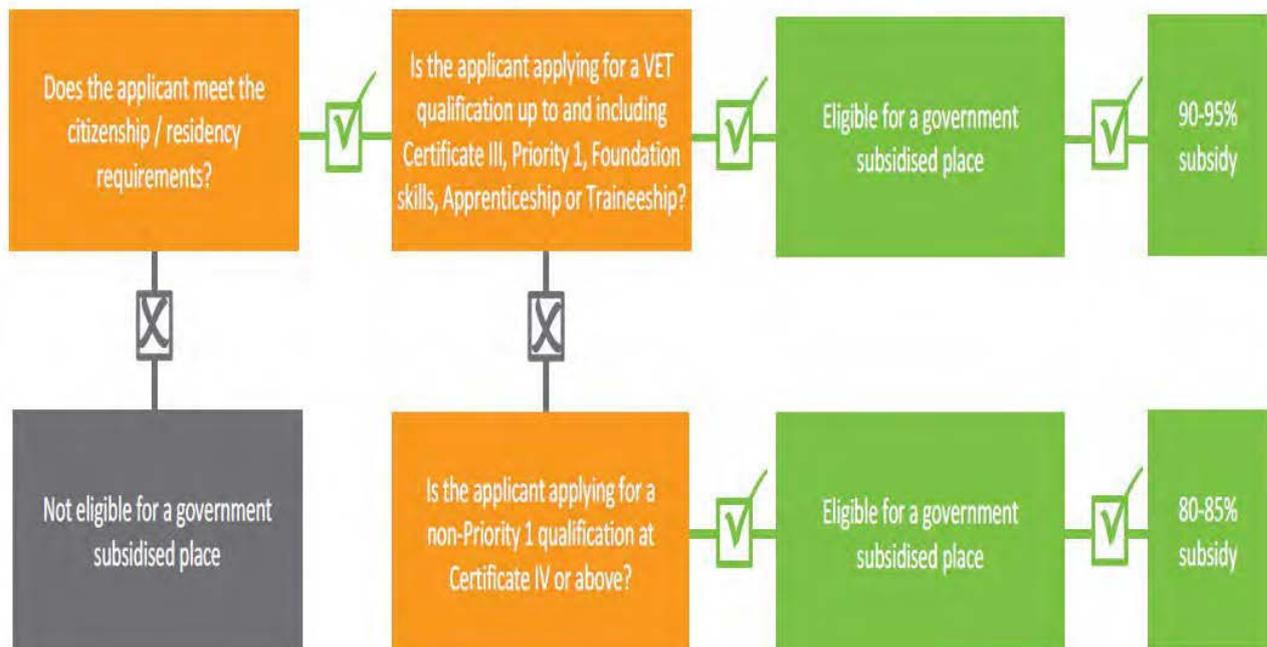




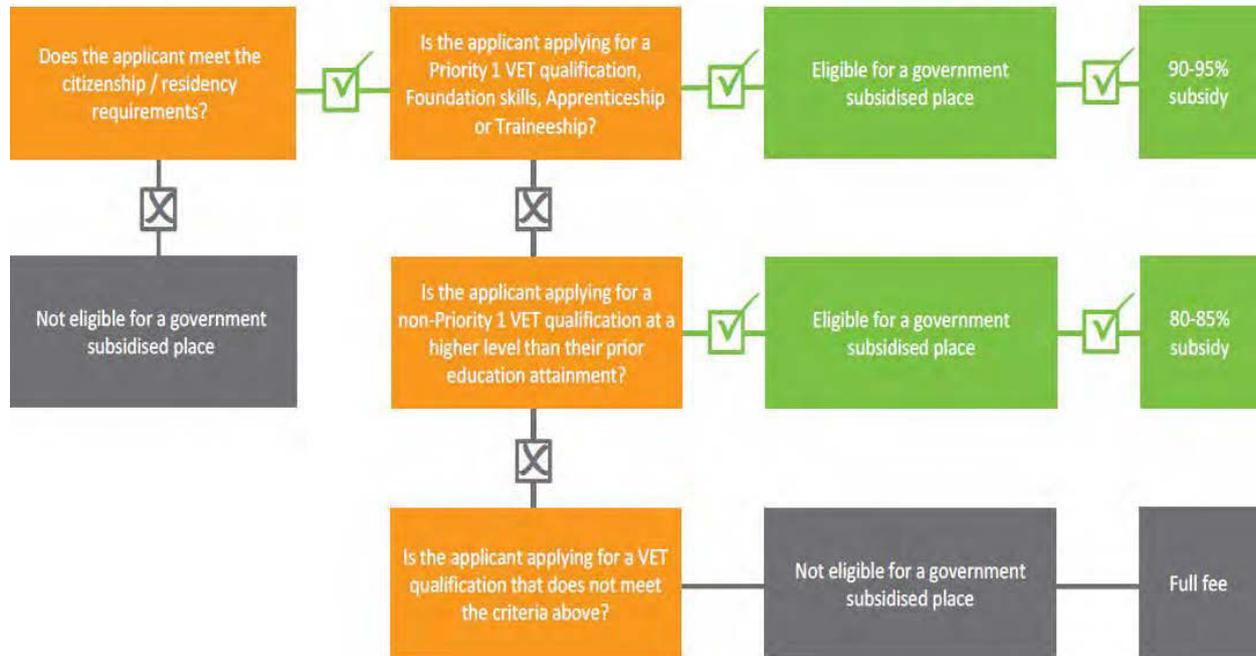
Logic tree for entitlement design II



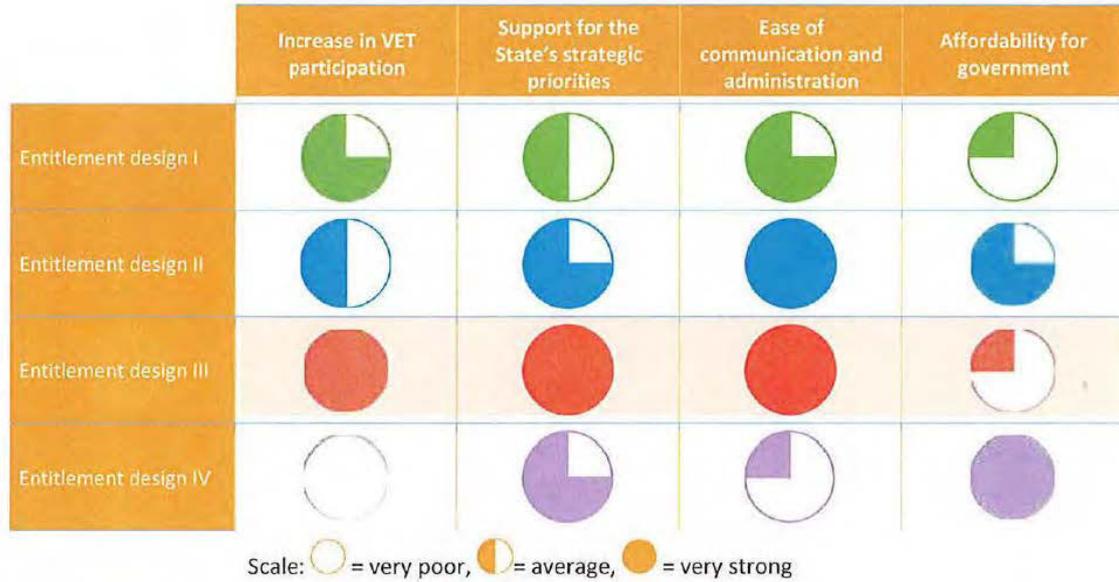
Logic tree for entitlement design III



Logic tree for entitlement design IV



Comparison assessment of designs





Preferred design

- The design will need to build on existing system strengths, including:
 - Apprenticeships and Traineeships
 - State Priority Occupation List (SPOL)
 - Higher level qualifications – Certificate IV and above
 - Foundation Skills
 - A well developed open and competitive training market
- Next step will be to shape a design that is simple to understand and navigate for all stakeholders.



Entitlement model

- Not an open ticket for anyone to do anything they want to do.
- Student centered, demand driven model that supports the State's training priorities.
- Available for RTOs – public or private – meeting State based criteria.



Income contingent loans (ICLs)

- Enabling access to VET FEE-HELP.
- Available to Diploma and Advanced Diploma students.
- Fees and charges framework to be reconceptualised to suit the entitlement model and ICLs.
- Simplified operational arrangements to be negotiated with the Commonwealth.



Improved training outcomes

- Skills Reform NP focus on improved training outcomes.
 - Overall completions
 - Higher qualification completions
 - Indigenous training outcomes
 - Additional targets being negotiated. Disability?
Regional / remote students?
- Improving qualification completions already in the Department's policy reform agenda and aligns well with the State's policy priorities.
- Higher level qualifications.



Challenges for the future

- Tight fiscal environment within the context of reduced GST.
- Increased demand for skilled workers.



Western Australia's response

- Finalise the Implementation Plan
- Continued close consultation with Department of Treasury.
- Minister for Training and Workforce Development and the Premier being supportive of the training sector.
- Strong and meaningful collaboration with industry and stakeholders.



Government of Western Australia
Department of Training
and Workforce Development



Any questions

Appendix 4

Personal Submission from a Lecturer, Metropolitan TAFE Institute.

Previously to working for TAFE I had worked at private training provider in the automotive industry. During in my five years as Lecturer there I had a battle to get support from the management to finance resources to conduct training. For the majority of the year lecturers had 38 hours contact with students per week and little time for preparation or resulting. Because of the pressure put on staff and resources the turnover was high and students did suffer with training being suspended at times. In my personal opinion the management at the RTO were put under pressure to achieve unrealistic financial goals rather than quality training. These pressures came from a CEO and board made up of industry businessmen with a financial mindset and little understanding of education or training.

Some students that come through the training centre that have credit transfers from private training providers lack the knowledge and experience that they should have. I think this in some instances is due to the lack of retention by students but more than often after talking with students it is clear that they have been passed as competent against units that they have not been trained or assessed properly. This has a knock on effect on our TAFE training as we come to train and assess the students and on the students when they may struggle to achieve competency as their training progresses.

Appendix 5

Personal Submission from a Mother of a student at Central Institute of TAFE.

I am the mother of a successful young woman in the field of events management. Access to TAFE in the days of reasonable fees for Diplomas was a god-send at a time of crisis of confidence. University had not worked out for her and we needed something that was going to interest her and that was 'real'. The reputation of the program at Central TAFE, lead me to suggest that to her. Once she was in and working with the lecturers who had fantastic industry contacts, it was obvious she had found her niche! Following the lecturers putting her name forward she was employed by an international hotel chain while she continued with her studies. Six years later she is still working in the area. The skills she has developed thanks to TAFE.

Appendix 6

Personal Submission from a Lecturer at a semi-regional campus of a metropolitan TAFE College

I have had the great privilege of being present in the life changing journeys of so many people over my years of TAFE – men, women and youth. I live within the community in which I teach and I am so often told in incidental conversations at the shops etc. that “if it weren’t for TAFE and you I would not be in this job”. Many times I have also been told by individuals, parents or relatives “I/they would not be alive, if it weren’t for TAFE”. It is critically important to improve the life chances of these people for individual, community and societal benefit. Often they have had no working role models for generations. They need the lower level qualifications, and often several attempts at these, to build the learning skills and confidence to go on and develop industry skills.

I know that many times I have been the first adult to ‘care’. We need to keep this opportunity alive. I fear that the current funding situation will see most of my students placed in a situation where there are no pathways and I think this is a backward step.

Appendix 7

Personal Submission from a Lecturer at a metropolitan TAFE College

A percentage of my students have done university courses or are coming back to retrain at TAFE. Others have been employed in various occupations and wish to be retrained for new careers in the Creative Industries area. I have had the opportunity of following many students' study pathway and then to see their career paths develop. Many graduates keep in touch with me ...most usually by attendance of graduating student exhibitions and also as young designers at industry meetings.

I have made an effort to visit private training providers to make comparisons such as quality of facilities, the courses delivered and to discuss issues from the students' point of view. I have found that the facilities have generally been inferior. The same nationally accredited courses (from NSW) are delivered in half the time...e.g. a diploma can be achieved in 12 months, compared to 2 years in my TAFE college. The quantity of work covered by the private training provider is much less than ours. A student who had completed a year or even 2, and wishing to transfer to my college, would usually have to be placed back in the 1st year (cert 4) because the amount and standard covered in the private college would not be enough to warrant a credit transfer or RPL.

The gradual erosion of funding has had an insidious and broad negative effect on students, lecturers and industry. I work in a fairly large TAFE college.

Lack of funding has had a major impact on:

Professional Development - My colleagues and I have been requesting specific digital technology training for over 7 years without much success. Not only did we purchase our own laptops for work (admittedly with a 25% Commonwealth Govt subsidy) but we also had to pay for some of our own software and also training. Much of this training was individuals learning a bit on their own and then by trickle-down teaching others picked up bits and pieces. The result of this lack of PD is that many lecturers in my area struggle to keep up to date with information technology.

Level of IT Support - We have not had effective support when the many and varied problems arose with our laptops. A minor problem might arise and could be fixed by an IT technician in 5 minutes. However, as many of us have not been trained in this, an hour of frustration and wasted time, with the problem unresolved...then a call to a centralised Helpdesk, only to hear a recorded message. On many occasions it has taken 2 days to receive a call-back...and on numerous occasions ...no call-back! When an IT problem occurs in front of a class and the problem cannot be resolved because there is no tech-support, it is very embarrassing for the lecturer. This can lead to dissatisfaction with the course and dropping out. Just this year, with a technician in our building, I have had to make 11 appointments or trips to see to a range of hardware, software and system issues.

Workload - There has been a considerable increase in workload over the past 5 -7 years. Every time a new training package has to be written or “unpacked” there is never enough time. As a result of lecturers being told to select/scope each new training package without proper meeting time for careful consideration and modification, poor selections are made. The packages are getting shorter and shorter (e.g. in Certificate IV in Graphic Design the drawing component used to be 2 units with 2.5 to 3 hours each...equalling approximately 5.5 hours per 2 semesters. Now it has been gradually reduced to a total of 3 hours). New courses require time to develop learning resources. We no longer have any time. We are pre-occupied with things such as: 1 the development of assessment tools...2 validation...3 Mapping ...4 Moderation.. 5 Lecturer’s vocational Diary...6 Upgrading Industry and training skills...7 Proving industry currency (i.e. proving that we are qualified to teach not only each qualification, but each unit we deliver, within the qual)...8 attend industry meetings...9 networking with industry. Then we have external audits. Currently my colleagues and I are spending much more time on covering the very lengthy checklists for passing an audit, than we are on actually teaching. I feel that the quality of my delivery is suffering as a result of this huge amount of bureaucratic administrative paperwork. We are also required to develop marketing strategies and Fee-for Service short courses, counsel and mentor students, provide for special needs, do extra reporting for international students, attend meetingsand oh yes....TEACH.

Finally- I have been an enthusiastic and dedicated lecturer and manager (short term) for enough time to see the changes occurring in the TAFE sector. Fads come and go...I have seen numerous incompetent and bullying managers and even a CEO having to front the CCC. My health has suffered on at least 2 occasions and as a result I reduced my full time load a little over the years, in an effort to reduce the work-load and stress. This year I further reduced my load to under half time (0.42). I now find that whilst my income has reduced to less than half....my work load has not. I now only have about 5 hours of prep time to do everything (which should mean a proportion of everything).....however I am still required to do the same AQTF/ Audit requirements as my full time colleagues. I do not have any time to prepare teaching resources or plan for quality delivery. This is not sustainable! I see my colleagues struggling under the work overload and can easily foresee more stress and work related illness. Yes funding cuts over the years have taken a huge toll on the TAFE sector. It is a shadow of its former self. The ‘FE’ from TAFE (Further Education) is long gone.

Short training packages seem all that we now deliver to any ‘client’ able to afford it!

Our grandparents fought for an inexpensive and broad based non university system, but it seems to me that it too is being corporatized and will finally be completely outsourced.

Appendix 8

Personal Submission from a Lecturer at a metropolitan TAFE College

I have taught in art history, visual arts and arts management for over 25 years.

In that time I have enabled younger students to

- Develop their literacy in all areas of writing and presenting written texts
- Develop their capacity for observation, analysis, interpretation and evaluation for the purpose of taking informed, more mature, confident initiative in various creative, academic and entrepreneurial contexts

For graduates, even the lowest qualification, including those in the arts, open doors and will indicate preparedness to employers or further education institutions. Their prospects are strongly increased.

Some students in this sector come stressed and suffer from lack of opportunity. The advantage for them in receiving a tertiary qualification of any kind includes rising confidence and a sense of they make a future for themselves. This 'rite of passage' must be there for every person - for the economy to prosper it's a no brainer! A qualification endows graduates with an initiative that helps them to grow up and change their lives, the lives of their family and friends and the life of the local and wider economy in that they can contribute and support themselves rather than become demoralised and without dignity.

I have seen this transformation in students many times. I have seen many students gain opportunities and jobs on arts projects with arts employers of all kinds and all sectors. Occasionally, around 90% have received jobs and opportunities just on graduation. Statistics show that the arts and cultural sector is roughly the same size as some parts of the manufacturing, health, education and insurance sectors in terms of its economic contribution and impact.

The only reward TAFE teachers get is the knowledge that graduates, society and the economy as a whole are better off. The pay is lower than for most managers but the 24/7 nature of the job doesn't change. There are no 'light duties' in the workplace itself, it is 100 miles an hour and constant deadlines all day. Teachers have carried the weight of change, ever more ballooning bureaucracy, and ever more deadlines for decades.

TAFE has traditionally ensured a 'rite of passage' that leads to a more secure society and economy. It builds on the work began with the Mechanics Institutes of the 19th century. The preparing of students for independent work and living must to be maintained on a massive level now, when more and more people need a second chance.

Appendix 9

Personal Submission from a Lecturer at a metropolitan TAFE College

Contributing to the Australian Economy

- When students can afford to do a TAFE course, they get the skills they need to find employment which in turn, puts money in their pockets that they can then add to the economy when spending. I am able to contribute to the economy as I am paid a wage to work at TAFE!

Improving and increasing the life and employment prospects of others

- Many of the students we teach have emailed us after finishing the course with news they have obtained employment.
- Many times, employers contact us directly asking if we have any suitable students for upcoming positions.
- TAFE is an important pathway for students to network while they practise their skills, either through Traineeships or Supervised Placement
- Students who did not do well at school can turn their lives around in a TAFE environment. They are given the time to develop skills, unlike many private providers that give only a few weeks for a course. There is no way, in my opinion, that a short 4 week course can cover the depth of knowledge that TAFE provides in a 6 month course. Employers tend to agree. When speaking with industry they tell me they prefer TAFE graduates for this reason.

TAFE services and programs that support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

- One student was paying her TAFE fees at \$5 per week because that was all she could afford. On completion of her course, she had connections to industry due to her Supervised Placement and was able to find relief work which led to a permanent position. This meant money in the bank to feed and clothe her family without relying on the government for welfare.

Training delivered by private training organisations in my industry area

- Courses do not run as long as they do at TAFE, giving students less time to develop a full understanding of skills and knowledge. They are much more expensive, so inaccessible to students with financial hardship

Funding cuts and shortfalls and their effect on the delivery of my courses and the experiences we are able to give to students / industry and communities.

- The delivery hours for my course have been cut twice in the last 2 years. When units are clustered together the hours are cut. Clustering can be useful for delivery when the content marries well, but it doesn't necessarily mean the time to deliver the content can be reduced! The last 4 semesters my students have consistently provided feedback saying they needed more time in class.

I deliver via hands on activities and workshops which the students tell me are more valuable than just reading notes and copying from the board. When hours are cut there is not always the time to provide them with these hands on activities. These practical activities are particularly important for courses involving interaction with other people as part of the job role. We do a lot of role plays where they can practice saying and doing what they would do in the workplace. I have concerns that if courses go online or external, this valuable learning will not be possible. Courses such as Education Support require students to practise supporting others. They need time in class with other people to do this.

- Another problem with funding cuts is that there are not enough staff to carry out the necessary duties. Courses involving Supervised Placement such as Community Services, Children's Services and Education Support to name a few, require time to organise the placement and staff to visit the students. There is not enough of either currently. If Administration jobs are lost then lecturers will have to take on the tasks of sending letters to prospective Supervised Placement workplaces and all the other related paperwork.

How increases to student fees or course costs affect the capacity of students, industry and community to access TAFE

- Increasing student fees may make further education inaccessible to students suffering financial hardship. Many people doing courses at TAFE enter industries that pay a low award wage.

Appendix 10

Personal Submission from a Lecturer at a metropolitan TAFE College

Specialist Student Support Services

- By their nature State Training Providers (TAFEs) are relatively large institutions offering large numbers of students a wide variety of qualifications. In addition to the multiple lecturers teaching each qualification, these TAFEs also provide a variety of specialist student support services such as Disability support officers, International student support officers, Aboriginal student support officers and through the resource centre (library) TAFEs offer specialist library staff to help students with research skills, and very often general report and writing skills as well as career advice and other services.
- In contrast I have known students in "bare bones" small private training providers who only interact with one class lecturer over their entire qualification or series of qualifications. These students are not exposed to a variety of subject matter experts and apart from what the single lecturer can do, receive no specialist student support services from the small training provider.
- With the flow of funding away from TAFEs to small emerging private providers, students are being short changed by the lack of access to specialised student support services that TAFEs traditionally provide. With the loss of funding and numbers of students, the continuation of TAFE specialist student support services is also under threat. This is a double whammy for students in both training systems.

Rip Off Superficial Training Qualifications

- The Training Packages on which qualifications are built do not provide mandatory or general recommendations into the depth of delivery and assessment of the elements and performance criteria of units of competence. Nor do Training Packages specify or recommend delivery and assessment methods or time frames. Thus training delivery and assessment can employ the extremes of superficiality. Thus some Diploma courses that require up to 2 years of study at TAFEs are offered by some profit motivated private providers in amazingly short times of a few days or a few weeks. Regardless of the background, almost all students who enrol in these obtain the qualification. Yet AQTF Audits do not address or necessarily penalize such qualifications as AQTF rules are silent on such superficiality. Note, recognition of existing competencies by people already experienced in their industries can also be assessed in depth or superficially by training providers.
- These superficial qualifications offered by some private training providers are "ripping off" the trainee, the state and federal funding bodies as well as the industries served by the training. Graduates of such qualifications,

demonstrate few if any genuine industry competences. They "touch" topics and competencies so lightly they gain only enough to answer or "demonstrate" assessment tasks that are themselves so superficial as to be of no lasting benefit.

- There have been many examples of such shallow qualifications offered over the years. In most cases it has been "profit motivated" private training providers responsible for ripping off the training system. State Training Providers (TAFEs) and quality driven private training providers have a much better record in providing "value for money" training qualifications.

Industry Input to Training

- AQTF rules require all training providers to demonstrate real links to the industries they serve. Some industries or sectors in some regions are very good at cooperating with Training Providers. There are many advantages to industries to work closely with training providers. Until recent state funding cuts, State Training Providers had a long established presence in communities and hence had developed long standing relationships with local employers. Many of these relationships, reliant on individual lecturers to maintain, have been broken as lecturers have retired or funding cut.
- In other regions and industries, there appears to be no incentive for industries to maintain or have relationships with the training providers. In many cases the relative ease of employing fully trained 457 visa employees have been dis-incentivising local employers from maintaining relationships with training providers. Employers sponsoring 457 employees should have an obligation to maintain relationships with Australian training providers.

Employment Opportunities for new graduates

- While many training graduates are either already employed or obtain employment relevant to their completed qualification, there are significant numbers of new graduates that are unsuccessful in finding that essential first employment relevant to their qualification. This represents a huge loss of investment of both time and money for the individual as well as government funding. The "entitlement" system locks these graduates from applying for alternative subsidised training places in areas where more employment opportunities exist.
- In some cases, the industry employers are short of suitable employees but are unwilling to employ new graduates. These employers sometimes underestimate the competences gained by the graduate during their training to work profitably without further training. Other employers require employees with specialised knowledge or skills not directly taught by training institutes, but are unwilling to train new graduates in the specialised competencies themselves. Yet other employers only employ graduates with say two years of industry employment, and are not willing to provide new graduates with such industry employment. Yet other employers prefer to engage 457 visa workers from overseas rather than employ local graduates.
- In any of the situations described above, the lack of support for graduates to obtain industry employment is seen as a failure of the system but it is vital that

industry play an active role in supporting graduates and become more flexible in their approach to new graduates.

Appendix 11

Personal Submission from a student who studied at a regional TAFE College

In 1995 Hedland College and Edith Cowan University partnered in delivering an Executive Certificate in Management. I was able to enrol and was accepted as the result of RPL in my work experience. At the time of my enrolment I was 38 years old, I had left school at fifteen and went to work. I had not undertaken any training or further studies. Why I enrolled is another story but having done so I was fortunate enough to meet a Lecturer who was interested enough in his students to suggest to me that I should continue on and do an Executive Diploma which I did. Feeling very pleased with myself and my achievements I was only too happy to sit back and enjoy my two certificates but my lecturer approached me to discuss a Masters in Management, two more years of study, at least.

The lecturer was enthusiastic, he believed that education was the short cut through life and he was persistent, he gave me the enrolment forms that I needed and I relocated to Perth and went to university. I am a first generation Australian arriving from Belfast in 1966 with my four sisters and three brothers, I was the first in my family to attend university and I made my family proud. As you can see from the list below a Masters didn't stop me. It could have, if it wasn't for the support and encouragement I received from just one TAFE lecturer. The years have rolled by and as things worked out I now lecturer in management at Pilbara Institute, funny thing I still quote from that earlier lecturer and I always encourage my students to undertake further studies, as I say to them, if I can do it then so can you.

- 1996 Executive Certificate in Management
- 1998 Executive Diploma in Management
- 2000 MBA (Management)
- 2003 Post Graduate Diploma Human Resource Management (MBA Equivalent)
- 2010 Cert IV Training and Assessment Education (TAE)
- 2010 Diploma of OH &S
- 2010 Diploma of Training
- 2011 Cert IV in Financial Services (Bookkeeping)
- 2012 Senior First Aid
- 2012 Worksafe Certified WHS safety rep
- 2013 Diploma of Management
- 2013 Diploma of Quality Auditing
- 2013 Vocational Graduate Certificate in Sustainability for Education

Appendix 12

Personal Submission from a lecturer at a TAFE College

- Contributing to the Australian economy by developing skills
I contribute to the Australian economy by improving both the business administration and the reading and writing skills of adults in my day to day work as a TAFE lecturer. Often the people I work with go from not being able to form a sentence to being able to write a legible and well-worded letter, thus giving them the skills to work in the administrative area, positions which are now hard to fill given the emphasis on mining jobs in our state.
- Improving and increasing the life and employment prospects of others
Students I work with learn the skills to be able to apply for and perform in jobs that would previously have been inaccessible to them due to their lack of skills. This improves their lives immensely by making them contributing members of society who are able to earn a living and support themselves, rather than living off Centrelink payments. Students have reported feeling a great sense of achievement through positive feedback from individual pieces of work and from achieving their goal to successfully complete the course.
- The delivery of TAFE services and programs that support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment
I support disadvantaged individuals through team teaching of literacy and numeracy skills whilst they are undergoing their VET courses. This means that the development and use of these skills is meaningful to them in terms of the work they will do and that their skills are of an adequate level by the time they graduate.
- The impact of increases to student fees or course costs on the capacity of students to access TAFE
Increases to student fees and course costs would make the courses I lecture in inaccessible to most students in the area. I work in a very low socio economic area and people coming to TAFE simply wouldn't be able to afford to do so if fees were raised. Many already struggle to buy the text books that are required for the courses. Increasing these fees would not only be a devastating blow to people who are already disadvantaged, but would increase the load on taxpayers in having to support these people through Centrelink payments.

Appendix 13

Personal Submission from a lecturer at a large metropolitan TAFE College

TAFE: Contributing to the Australian economy by developing skills

I am a lecturer in the Children's Services section of a Western Australian TAFE. Our college delivers all of the Children's Services qualifications from the Community Services Training Package. The Children's Services section at our college delivers high quality training via a group of well experienced and well qualified lecturers. Most lecturers have a teaching qualification; many have an additional university degree including some with Masters qualifications.

As a consequence the Children's Services team provides delivery of the courses to students using a variety of modes. These include face to face classroom delivery, playgroups and crèches run by the lecturers, traineeships, on-line delivery and part time off campus delivery. High quality learning materials have been written by the lecturers in the Children's Services section to supplement delivery.

The section works closely with industry and as a consequence of this ongoing liaison and the high quality of training from our college our graduates are well received and sought after by the Children's Services industry.

Improving and increasing the life and employment prospects of others

Because I work as part of a highly functional and effective team I have been involved in a well planned and executed approach to effective training of students. This approach has included the setting up of playgroups and crèches to enable students to have a 'hands on', practical experience of working with children and their families in an well structured environment, where they are supervised and taught by lecturers.

Lecturers have been assigned to teach units that relate to their qualifications and previous experience. Examples of these are a social worker to teach the child abuse unit, a psychologist to teach child development unit and so on. In addition to these approaches lecturers have been assigned as group facilitators for each student group. The role of the group facilitator lecturer is to assist the student to achieve a meaningful and successful learning experience at our TAFE college and to provide support, advice and referral for students whose life circumstances are impinging on their studies.

The consequence of these kinds of strategies is that we have achieved consistent cohort of satisfied students who have found their learning experience to be enjoyable and beneficial. Student retentions have remained at a good level as have student outcomes. Many students have gone on to study at university after completion of their course.

I believe the commitment and professionalism of the Children's Services staff have contributed considerably to increasing life and employment prospects for our students.

The delivery of TAFE services and programs that support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

Over the years various courses and delivery methods have been tailored for Aboriginal people to enable them to enter the Children's Services workforce. These had mixed outcomes, but ultimately culminated in two very effective programs occurring. Firstly, children's services training is now delivered very effectively via a Foundation, with one of our lecturers running this program. Secondly children's services training has been delivered to remote Aboriginal communities in the Northern Territory by lecturers from our TAFE college in conjunction with community organisations and other educational facilities.

The competitive training market in the Children's Services industry

My understanding of training delivered by private RTOs in the Children's Services industry is that it is of a low standard, with minimal assessment and courses being delivered in a very short time frame. Assessment seems to only be skilled based and not include underpinning knowledge. For instance I am aware of Certificate III in Children's Services courses being delivered in six weeks, whereas our TAFE college delivers this course to full time students in nine months.

Funding cuts and shortfalls and the effect on delivery of our courses and the experiences we have been able to provide to students

Funding cuts together with the Federal Governments outcome based funding model have had a considerable impact on effective delivery of Children's Services courses in our TAFE college. Effects have been felt in the following ways:

- Increased stress levels in lecturing staff as a result of increased expectations being placed on staff to provide an increasing variety of delivery methods to students and carry out an increasing amount of administrative work.
- Pressure from the management in the college to assess more students as Competent (CO) because this result is linked to the amount of funding the college receives. This has the potential to reduce the standard of delivery provided in order produce the required number of students assessed as CO (in other words a 'dumbing down' of the courses). This in turn has had a negative effect on the morale of lecturing staff who have prided themselves on the high quality of their teaching and delivery.
- Lack of funding has restricted the facilities offered in the Adult Migrant Education Program crèche that was set up and is administered by the Children's Services section. It has also affected the capacity to extend the

crèche to a fully licensed child care centre. Both of these limitations have had a negative effect on opportunities for student learning.

How increases to student fees or course costs affect the capacity of students to access TAFE

Feedback from students is that many of them find meeting the current TAFE fees difficult and quite a number need to request that they be allowed to pay their fees off over a period of time. It is my view that an increase in fees would reduce the number of people applying to complete TAFE courses. TAFE courses are seen as reasonably affordable compared to university courses. The current fee structure enables students to study in a particular area or field to find out if they like it or are suited to it. This then enables the student to go on and complete a higher qualification at TAFE and/or go on to study at university.

Appendix 14

Personal Submission from a lecturer at a large metropolitan TAFE College

Impact on Lecturing due to TAFE funding cuts

Reduction in TAFE funding is having a huge impact on the quality of public training. No funding for support or to employ staff (technicians, Administration) in some areas is creating unsafe or difficult working environments.

- Machines & tooling not being serviced, computers and overhead projectors not being replaced or serviced
- This is placing enormous pressure on Lecturers to deliver Safe and quality training.

Cuts to delivery hours

- This has been implemented by the introduction of a 7.5 hour teaching day instead of the original 8 hours.
- Also cuts to course hours, students enrolling for a 210 hour semester and only delivering 150 hours.
- Students failing and having to Re-enrol due to not enough hours to complete the required work.

Delivery by private RTO's is producing very low quality training, cutting corners to make a profit.

My experience in teaching students with prior training from private RTO's is that these students show little or no knowledge on a previous subject they have been deemed competent in. This requires follow up training which impacts on the current training being delivered. When students are questioned regarding their previous training they say 'I wasn't shown that' or 'we didn't do that'. Important and essential units either left out or brushed over.

Appendix 15

Personal Submission from a lecturer at a regional TAFE College

TAFE: Contributing to the Australian economy by developing skills

I have been a TAFE lecturer for 19 years and before that a teacher in primary schools in Western Australia. As a lecturer I have successfully trained hundreds of quality Education Assistants located in the city and in regional areas. Some of these students were already working in this industry. The majority of the students were looking to gain employment in the industry. Through placement in schools as part of their training these students gained employment as a relief, contact or permanent employee in public and private schools. A high percentage of these students were single parents on concessions. By gaining employment as a result of this course they were able to reduce the benefits they were receiving from the government. Education Assistants also contribute to raising the literacy and numeracy outcomes of students in schools by providing extra support needed in the classroom for teachers to effectively teach ALL students in their class and not just some of the students. Since the funding for schools has been reallocated to other areas students who are having difficulty in learning are not always given the support they need to achieve. Education Assistants help provide this support so that success is reached for more students in schools.

Improving and increasing the life and employment prospects of others

Another role I have as a lecturer is to give literacy and numeracy support to apprentices and/or students studying in Vocational Education Training. This support assists students to complete their studies in their chosen industry. By getting this support, students who would have struggled with study and given up their trade are able to successfully gain the competencies required at TAFE. In some of these cases, the students have great practical skills but when it comes to completing the study side of their training they are not confident. This support by myself and the excellent training they are given by the VET lecturer ensures their success in the industry of their choice and thus benefits Australia's economy by training quality skilled trades/other people who are employed or are ready to be employed in Australia.

Funding cuts and shortfalls and the effect on delivery of our courses and the experiences we have been able to provide to students

The area most affected by funding cuts to TAFE is in the delivery to students. It seems to be a reduction in numbers of lecturing staff, materials for students, support services for students, travel time cutbacks, additional workload expected of lecturers that are targeted. This of course has a direct impact on the quality of the training for students. Courses are often taken "off scope" to reduce the costs of operating the colleges. Some of these courses are essential to training people to become employable and to start a pathway to employment or to start a new direction to other employment. This leaves a huge hole in the ability of TAFE to meet the needs of communities. It is hard enough to gain access to materials, equipment and literacy/numeracy support to ensure quality and effective training without cuts to funding for TAFE.

How increases to student fees or course costs affect the capacity of students to access TAFE

If student fees and course costs increased, without an increase in income of families and apprentice/trainee support incentives, I believe that the skills shortage and unemployment would rise dramatically as a direct result of this. Access to TAFE would no longer be affordable to businesses and the general public. This would be a huge injustice to Australians who are genuinely trying to gain employment and/or provide for families.

Appendix 16

Personal Submission from a lecturer at a large metropolitan TAFE College

I am a long standing lecturer in the Fabrication and Welding trade area of TAFE in Western Australia. The majority of my teaching is carried out with Pre Apprentices, Apprentices or post trade students.

In the past as a lecturer I would always encourage pre apprentices and apprentices to do post trade study in the trade, with the aim that it would help them further their career. The usual pathway that I promoted was to do more advanced welding courses in the students own time of an evening. This would result in students completing their apprenticeship and also getting an advanced welding qualification. (Coded Welding to Australian Standard 1796) That is, a qualification that was in addition to their basic trade qualifications.

The evening classes started off at a basic level and continued over a number of semesters to the advanced welding qualification. The apprentice would enter the program at an intermediate level and progress from there. The evening classes also provided an opportunity for those without formal trade qualifications to up skill and be able to get work in the industry.

Irrespective of the students background the evening classes most definitely improved their welding skills and made them much more employable in the higher end construction projects where oil and gas, mining and engineering companies were continually calling out for tradespeople with these advanced welding skills. It is an area where traditionally there has been a massive skills shortage.

The advanced welding qualification is also a pre requisite for any new tradesperson to pursue formal nationally and internationally recognised Welding Supervisors and Inspectors qualifications.

In the past the cost for attending these courses was approximately \$250 for one night per week for a semester of study. To unskilled workers, apprentices and newly qualified tradespeople it was quite affordable to be able to attend these courses. The courses were always well attended and often had a waiting list of people wanting to join the class.

Due to college managements need to save money, in the past year or so all night welding courses have been now cut. The opportunity to pursue this type of night course does not exist anymore without having to pay full fee for service rates. For example the course can still be conducted but only if there are at least 12 students willing to pay the fee of \$3250 for one night per week for a semester. Consequently the relevant units may still be offered but the demand at that cost is virtually zero.

At my college which is highly regarded for its training in the metal trades, training for the next generation of advanced welding tradespeople, Welding Supervisors and

Welding Inspectors, has simply been stopped. The ability for an apprentice to pursue a higher level of skills and knowledge no longer exists.

This is despite the industry's demand for tradespeople with these skills and the courses being very popular with students.

There are a number of private RTO's that conduct similar welding courses in Western Australia, however the two national bodies (The AWI – Australian Welding Institute and the WTIA- Welding Technology Institute of Australia) that certify people who have passed the advanced welding qualification to Australian Standard 1796 do not recognise the private RTO's as they are considered to be questionable in their standards.

Irrespective of that, the fees charged by the private RTO's would make it just as prohibitive to an apprentice or a new tradesperson at this early stage of his/her career to access such training.

Appendix 17

Personal Submission from a lecturer at a large metropolitan TAFE College

The role played by TAFEs in the development of skills in the Australian economy and the role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects

I believe I make an extremely valuable contribution to the Australian economy by teaching my students the necessary business and computing skills to enable them to successfully compete for, have and hold jobs. I expect my students to maintain my high standards and work ethics in the workplace and actively encourage them to pursue their studies whilst employed. I constantly impress on my students the need for them to work and be valued in a business environment and, in turn, make their contribution to Australian society by not expecting to receive government handouts.

The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

Yes – many of my students are migrants/refugees: my programs encourage them to successfully integrate into their communities and strive to find and keep successful employment. My programs also teach them life skills and assist many of disadvantaged students. I am often rewarded by students contacting me after they have left and sharing their successes with me.

The role played by TAFEs in the operation of a competitive training market

I currently have a student in my class who studied with a private RTO. He enrolled in the Certificate II in Business course and completed it within a month. When he enrolled in my 6 month Certificate II in Business course at the beginning of this year, I asked him why he was doing the course again. His reply included the following:

- He was never taught anything
- He didn't feel he learnt anything or gained any knowledge
- No-one showed him how to do anything
- He was expected to read everything from a book
- For assessments he was given all the answers.

He left the course, having qualified, but feeling very insecure and certainly without the required knowledge about what was expected / required of him in a business environment. He is a most enthusiastic participant in my current course and daily comments on how much he has learnt and how much better the TAFE course is.

I believe the private RTO's do not deliver a quality course, particularly so for special needs students. They appear to be churning the students out, chasing the

government dollars for training and also don't appear to be subjected to the same stringent auditing processes that TAFE lecturers are.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

I'm currently delivering 9 units in the Certificate II of Business – as I'm working with mainly illiterate migrants, they are battling to cope with the course. We're delivering a course that requires many resources for the students to work with i.e. copiers, scanners, etc to allow them to know how to use these items – our office practice firm was closed down, so we're delivering without being able to offer the students the "hands-on" experience with this office equipment that they need. Our multimedia projector doesn't work properly – and we're constantly being told that new ones are too expensive: this is a "tool in trade" for us whilst delivering!

Full course hours are not offered if benchmarks are not achieved and in some cases, course hours are being cut anyway. With an illiterate group of students, there is no way I could conduct this course successfully in a shorter period as I'm spending ½ my time teaching English to them.

The literacy / numeracy department is passing students on to us who really do not have a sufficiently high language level – they might meet the requirements of that course but that doesn't mean they have the English skills to cope with other courses. We need more funding in the language and literacy areas. This becomes a huge problem when students go on to IT, Financial Services and Business courses as they can't cope with the level of work being given to them, due to their lack of English ability.

How increases to student fees or course costs affect the capacity of students to access TAFE

The students would not be able to afford the courses and wouldn't get any further education. The standard of the students is very low as many are from non-English speaking backgrounds: they battle to comprehend work given and desperately need more English classes: they're not coping in this current environment and certainly wouldn't be able to access university courses instead of TAFE courses!

Over the years TAFE has had many cuts to administration and support services – lecturers are now having a much more administrative role than what they should. The AQTF paperwork and audits required of lecturers has also become top heavy: the emphasis now appears to be on paperwork, rather than the job of teaching the students! As a lecturer I'm constantly counselling students, particularly the migrant students – this is not my role, but rather than lose a student or appear unsupportive of the student/s lecturers spend many hours nurturing students with problems in order to encourage them to stay in courses rather than leave.

Appendix 18

Personal Submission from a student

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects;

My career started as an apprentice in my chosen trade. This involved the usual block attendances to TAFE...at TAFE we got to experience all facets of the trade even though "on the job" we may be more specialised or limited to particular work. I enjoyed my attendance & opportunity to mix with other app's my age going thru the same experiences as I was. The rapport I had with my lecturers assisted me to do well & at the end of my apprenticeship I maintained contact with some of my lecturers as I respected them & their opinions. They had assisted me on many occasions...once when I had issues within my apprenticeship but also when I commenced my own business their guidance/advice was often sought...this enabled me to become more confident knowing I had some support. I also completed short evening courses that increased my skills in specialised trade areas of interest as well as skills & knowledge in areas such as business, quoting, plan reading, record keeping etc.

I ran a successful business but my contact with my TAFE lecturers also introduced me to another career I had not considered as I became a part time lecturer myself.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

Being on low apprenticeship wages, increases in course costs (which were met by myself) would have limited my ability to do further studies & improve my career opportunities. As a completed apprentice who was taking opportunities to up skill myself I actually saw courses being closed due to increased course costs...unfortunately this led to such low numbers of students attending that courses didn't run & valuable learning didn't take place.

The role played by TAFEs in the development of skills in the Australian economy;

On completion of my apprenticeship & my additional training courses I went on to work as a sub-contractor & ultimately on to a self-employed contractor providing service to countless customers & providing myself & family with a good standard of living.

Appendix 19

Personal Submission from a lecturer at a large metropolitan TAFE College

The role played by TAFEs in the development of skills in the Australian economy

One of the most satisfying aspects of being a TAFE lecturer is the influence & impact you have on young students & apprentices as they attend their TAFE components. This provides us with an opportunity to shape, improve & enhance our industry. A lecturer wears many hats & we are viewed differently by students, parents, community & our industry stakeholders. Ultimately we are seen “employment officers” as the common expectation of our role is about preparing people both young & old to be successfully employed within our / an industry.

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects;

As a lecturer we hold our vocational competencies & experience & must impart these to potential industry personnel...in addition part of our lecturer training is learning strategies to engage & motivate students making this transfer of skills & knowledge more effective...here lies a main difference between normal industry people engaged for training compared to the teacher trained TAFE lecturer...often this difference is not considered or valued...but just because someone has the skills & knowledge of a vocation does *not* necessarily mean they can teach it effectively.

I have assisted countless Apprentices with not only completing their apprenticeships but later in life have assisted them with business training, gaining licences for self-employment & ultimately assisted them in employing their own apprentices keeping this healthy cycle turning.

The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

As a lecturer I have assisted in the development of online training programs specifically designed to provide training access to people in regional & remote areas. These programs assist students with improving their knowledge & skills in areas such as plan reading, quoting, trade calculations, basic book keeping, calculating business charge out rates & other business related topics. These training programs also assist candidates to meet the criteria required to apply for licensing in order to commence their own businesses.

Such programs also assist students who may not necessarily live in regional or remote areas but due to other issues &/or disadvantages cannot attend classes in the usual ways.

The role played by TAFEs in the operation of a competitive training market

I have worked at a provide provider for a 3year period. Previous to this I was working in the TAFE system but due to the government agenda saw the closure of the section at the TAFE & the transferring of the training to a private provider. I had no choice but to work for this provider if I wanted to remain in the training sector. Instantly it was noted that the provider did not have all the required infrastructure / equipment tho we had been promised this would be on coming...however this was not the case due to the high costs of its provision & we had to make do without it which made it impossible to address the criteria required of the UOC.

Profit was also high on the agenda & we saw student fees increase & less hours being given for UOC to be completed...we even saw the amount of blocks / weeks of attendance reduce compared to what we had been running whilst in the TAFE sector.

Lecturers where given some time to mark, plan & prepare lessons but this was often interrupted by other duties that often arose...time for professional duties such as reviewing & improving the training program, moderating, maintaining AQTF/Quality standards was non-existent.

The role played by TAFEs in the operation of a competitive training market

We are aware that feedback we get from employers & students that had attended the private RTO is that many of them are dissatisfied with what they (the RTO) are doing/offering & that we are providing a better service & training program.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

One of the problems we often see in the college is the amount of students having trouble paying their current fees...many are on payment plans. We have at times had to threaten withdrawal of training to some students. Increasing course fees will only further enhance this problem. It has long been argued (& currently being surveyed) that apprentices wages are low considering wages were originally meant for 15/16 yr apprentices who were still living at home...although these wages have risen with CPI so has the school leaving age so many apprentices are dealing with low wages but have many other expenses that a 15/16yr didn't have...like running a vehicle...which is often virtually a requirement of their job. Being older many are funding rent, food & bills etc.

Increasing course fees & costs only further puts increase pressure on them & is a de-incentive to take up training.

Appendix 20

Personal Submission from a lecturer at a large metropolitan TAFE College

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability

The cut backs have totally affected the delivery! I have had in excess of 5 hours shaved off a 20 hour delivery qualification that has had an increase of learning outcomes added. Additional students have been added to the class resulting in students having to do a lot more study at home on top of all the other subjects that they are already doing!

Quality of training is being affected due to lack of time in the classroom resulting in under prepared workers for industry! Yet the system cuts the SCH from clustering too many units together and increasing class numbers creating more stress on student`s and Lecturers alike!

Appendix 21

Personal Submission from a student

- Continual upgrade of the Certificate IV in Training and Assessment is a requirement of my employment and I have been able to gain this qualification and then upgrade it through my local TAFE.
- Increases to student fees and course costs may have meant that I made the decision not to pursue gaining and upgrading this qualification.

Appendix 22

Personal Submission from a lecturer at a regional TAFE College

The role played by TAFEs in the development of skills in the Australian economy

Through the skills and qualification that I gained through my local TAFE, I have been able to work in an area that offers 'second-chance' training to individuals who did not attain sufficiently high levels of literacy, numeracy and language skills as part of their school experience. This training then allows those individuals to transition directly to work, or to other training.

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects and the role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

Within my roles at TAFE I have been involved in the provision of 'second-chance' training in language, literacy and numeracy to disadvantaged individuals who did not attain sufficiently high levels of literacy, numeracy and language skills as part of their school experience. As well as this, this 'second-chance' training has been offered at 2 regional areas serviced by our TAFE.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability

Funding cuts have a big impact on the provision of services to clients, and especially so to clients in regional areas, as lower numbers means that it is even harder than normal to achieve classes of viable sizes.

Fee increases will impact especially with our particular client group, who are disadvantaged by having poor Language, Literacy and Numeracy skills, this tends to go hand in hand with economic disadvantage, therefore increasing fees and course costs would make it even more difficult for this client group to access the training that they need in order to fully participate in society.

Appendix 23

Personal Submission from a lecturer at a metropolitan TAFE College

The role played by TAFEs in the development of skills in the Australian economy

I deliver Human Resource qualifications both Certificate IV and Diploma. One very large employer contacted me after hiring a number of our graduates. He wanted to let me know that whatever it was that we were doing was really meeting his needs. He had employed university students in the past that did not have any hands-on skills but our graduates did. We have helped this large employer recruit and manage their large work force.

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects

See above. One of the most rewarding times as a TAFE lecturer was with the New Opportunities for Women program. This was for women who were re-entering the work force. Some had low self-efficacy when it came to seeing themselves and learners and employers. This program assisted these women go to further study and employment. Some of my graduates kept in contact to let me know of their success; for example one joined the WA Police service and others went on to complete university degrees and ended up as teachers and one a psychologist.

The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

See above

The role played by TAFEs in the operation of a competitive training market

I currently teach the TAE Certificate IV in Training and Assessment. I have direct evidence of how private RTOs have issued this qualification with at times no training and very little evidence from the candidates. In the face of evidence like the RTO publicly advertising a 2-day program for a few hundred dollars and distributing assessment tools (that was obviously invalid) the Training and Accreditation Council (TAC) said they could not do anything without a complaint from a student or employer. Private RTOs delivering this qualification that was intended to lift the quality and consistency of training in our sector have not followed the principles of assessment and rules of evidence that they were meant to be teaching. This not only had a huge flow-on effect for the whole industry, it has also made it very difficult for reputable TAFE providers to compete in the market with unsuspecting students and employers not realising that this qualification cannot be delivered properly in one to five days for a few hundred dollars.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

I had an email from a new Principal Lecturer this morning. He said that as we all have feedback from students that they need additional support in literacy, maths, time management and communication, could anyone share what they have done. He sent an email out to the all the Principal lecturers in the college asking what they were doing to address this. We used to have literacy support for all students who needed it. We have lost much of that funding now and the college has "prioritised" this funding and many students are missing out. As for the other needs there is no additional funding to address these. It is also hard for lecturers to address these issues in ordinary class time as the hours we have to delivery courses has been reduced under the banner of efficiencies. I have been monitoring the replies and not one Principal lecturer has been able to suggest strategies in the current climate and funding constraints to meet his and therefore his student's needs.

Appendix 24

Personal Submission from a student

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects;

My first engagement with TAFE was in 1983 when I completed a community course in programming a micro computer. In 1984 I completed a coded welding certificate at Kalgoorlie College. This enhanced my skills and made me more useful in my workplace. In 1985 I completed Certificate 1 in industrial hydraulics through Kellerberrin TAFE who brought a mobile (semi-trailer mounted) classroom to my employers premises. These qualifications along with my trade made me very employable. During the recession of the late 80's and early 90's I was laid off when my employer closed the business. Over the 18 month period following the lay off my skill set enabled me to win many short term full time positions ahead of less qualified applicants and I was never out of work for long.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

The low cost community courses helped to re-engage people in learning. In 1983 the computer course was 9 hours long for \$10. The coded welding certificate was a low cost plus consumables course. The hydraulics training was also low cost. If these courses were not subsidised and I had been required to pay the full cost then I would not have done them.

The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

The hydraulics course was conducted in a semi-trailer pantechnicon converted to a hydraulics and pneumatics laboratory. This was taken to small regional centres remote from the TAFE campus. Without this service I would have been unable to obtain these skills and knowledge as the campus was 60km from my home.

The role played by TAFEs in the development of skills in the Australian economy;

I was fully engaged in construction, fabrication and maintenance (predominantly in the mining industry) from 1985 until 2008. Due to my expanded skill set I was able to be utilised a wide range of tasks outside of my trade as a 1st Class Welder. Since 2008 I have been a full time trades lecturer.

The role played by TAFEs in the operation of a competitive training market

The private providers that I have studied under have been engaged by my various employers to deliver training in the workplace. I have noted that no student ever fails

an assessment on these training courses. The courses are often conducted in time periods much shorter than the nominal hours set by the state. It has been my experience that the recorded outcomes, (competencies) are not reflected by some of the participants after the training has been completed. No LLN support is available for workers on these courses, but they all pass the assessments anyway! On one occasion I witnessed the provider write the assessment answers on the whiteboard to ensure the students filled in the assessment correctly.

The TAFE at which I am currently employed does not follow this example. We conduct the assessments within the appropriate guidelines. We then result our students, and if necessary conduct reassessments or re-enrol the student as required.

Appendix 25

Personal Submission from a lecturer at a regional TAFE College

The role played by TAFEs in the development of skills in the Australian economy

I play a role in developing skills by training my students to the required degree of skills and knowledge as required by the training package and the AQTF. This makes their skills and knowledge levels of value to their employers.

These students will be of economic value to the employers' business and be gainfully employed. Their earnings and the profit they make for their employer will be invested into the Australian economy. The flow on effects of this will create employment for others, wealth and capital growth. They will be sought after by overseas companies and those earnings will flow into our economy also.

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects

Because TAFE lecturers are not focussed solely on an economic outcome for the TAFE (Private providers are driven predominantly by profit) they are able to adopt a holistic approach to training. Whilst they are limited to the nominal hours for delivery, the depth of training is often much greater than the private provider is able to offer. This results in a better prepared and genuinely competent worker graduating from the course.

The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

I have delivered training to remote indigenous communities. I have also delivered training to high school students in a remote town wishing to obtain an engineering trades apprenticeship.

The role played by TAFEs in the operation of a competitive training market

Private providers will only deliver training which delivers them a profit. The electrical trade requires a low level of infrastructure and consumables – so is very profitable. The mechanical trade requires more but this can be reduced by requiring the apprentice to complete practical 'assignments' in their workplace at their employer's expense. These 'assignments' would normally be conducted in a training provider's workshop so that the assessments were being properly conducted by a trained assessor. The rules of evidence are often breached by the 'assignment' method of assessment. The fabrication trade is not usually delivered by a private provider as they would incur a financial loss. The capital costs to set up and the consumable costs required to run are too high. Therefore that training is left to the TAFE to deliver.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

Approximately 75% of our apprentices have maths and English levels significantly below the starting point for trade studies. No training is funded for people who wish to improve their maths and English skills. Funding is available for indigenous students who are enrolled in some other course already, but that is all. These low levels severely disadvantage students throughout their trades training.

Many students would not access TAFE if the costs were increased.

Appendix 26

Personal Submission from a lecturer at a regional TAFE College with children who have attended TAFE

- I work for regional TAFE Institute located in one of the most prosperous industry enclaves in Australia, accounting for a substantial percentage of the GDP for the entire country. My area of expertise is Metal Fabrication and Welding two areas continuously acknowledged as skills shortage areas and often responsible for the highest rate of use of 457 visas for the introduction of foreign workers to fill those shortages. I have been at this TAFE for 15 years and have seen the training landscape change as a direct result of the political appetite for a move to a user pays system and the removal of the training guarantee, which in my opinion started the invent of labor hire businesses but was also the major cause in the decline in industry training, that led to the skills shortage situation in the first place.
- I have been personally involved in my role of a TAFE Lecturer in the training of over one thousand apprentices over 15 years that have stretched over more than one generation, many of whom still live and work in the area or who have moved on to other industry opportunities. Some of my apprentices have won World Skills competitions against other states and countries. My Son is a product of the TAFE system and works in a highly paid profession as an Electrical Instrument Technician for Woodside Energy and my daughter as an Operator for Rio Tinto. They would not be in those positions today without access to a quality TAFE system.
- The nature of the TAFE system provides a successful interface between the many VET subjects that are delivered in schools. Many of the VET students I have taught, have gone on to successful completion of their vocational qualifications through the apprenticeship system as a direct result of the relationship developed between TAFE delivery and the VET sector in schools. The impact this has on not only the industry within the area, but also the community itself is enormous. Industry benefits by being provided with a skilled local workforce who are familiar with the conditions here and the community benefits in the provision of highly paid and sought after career options for people who commit to the area and/or industry, even in a fly in fly out capacity. I have had a long involvement with indigenous training with a large proportion of indigenous apprentices graduating through my section at the TAFE. TAFE provides a trusted brand familiar to all that attracts indigenous people interested in taking advantage of the many opportunities available in the mining and resource sectors. Industry works well with our many campuses which deliver all over a very diverse geographical landscape, with culturally specific training products developed in conjunction with not only the companies but the people themselves. This would be hard to achieve outside the TAFE system. Vocational outcomes for indigenous people in this region would be some of the highest in the country.

- I have not personally taught in a private provider but have had to assess students who have come from private providers with competency in units that they clearly were not proficient in. Having said that I acknowledge that that is a generalization and not all institutions are operating to the required standards although many are. I have found that my ability to deliver quality training is getting more difficult with the constant changes in thinking and process regarding competency based training and the AQTF standards brought in to regulate a de-regulated environment. The government thought it prudent to set us all up as competitors under a sub-standard and restrictive funding model hoping to stimulate a competitive market place but in my experience this stifled the TAFE system and encouraged many of the dubious tactics and poor quality training that necessitated the invent of the AQTF standards. TAFE colleges were hesitant to share resources and information as they were competing for the same funding dollar. More alarmingly the application of these standards for a short time seemed to be moving towards a simplified approach but now seem through audit to be returning to the bad old days of far too much regulation and red tape which has the inverse effect of keeping lecturers tied up in compliance issues instead of continuous improvement of their training products. They are making it more about the system instead of the outcomes based approach which they purport to uphold. Funding should be directed to the coal face in the provision of resources, attraction and retention of quality staff, technologically advanced processes and facilities and the return to one TAFE brand that can be developed through true collaboration between stakeholders, the current direction simply has not worked.
- Even though I deliver in a very competitive industry environment the use of private providers is not majorly significant although this is increasing slowly. It is hard to develop the kind of infrastructure required in the metals training area without significant capital outlay and as such it is even harder in remote regions, and this is where TAFE really does do the job.
- Funding has always been a contentious issue in training and rightly so as we need to be accountable for the responsible acquittal of our resources however much of the focus seems to be directed at individual colleges instead of at the system used to support it. Simply increasing student fees and course costs will only further marginalize the very students you are seeking to attract and although looking at the fee structure is an inevitable outcome, care should be taken not to allow this to be the focus of funding increases.
- Apprentice employment and training in some of the large multi-national companies in my area, which produce so much wealth, are in relation to their workforce, very poor indeed. Rather than just a mining tax perhaps making companies accountable for the ongoing training of key personnel should be considered, after all there are no large government workshops like the railways and electricity generating boards pumping out hundreds of apprentices every year as in the past. These have been privatized although if you vetted many of the leading industry tradespeople and lecturers training today who are close to, or have already retired, you would see just what an

important role in training these entities provided. Where is the next intake coming from?

Appendix 27

Personal Submission from a lecturer at a metropolitan TAFE College

I wish to contribute to the Inquiry into the role of Technical and Further Education system and its operation.

My position is that of a TAFE staff member, University sessional lecturer, external assessor and previously lecturer at University based and VET (Vocational Education & Training) sector in the UK.

I have broad experience of the general areas and range of delivery across institutions and first-hand experience working with staff and students at a variety of institutions. I have worked on a nationally funded ALTC (Australian Learning & Teaching Council) Scoping Study regarding Media Art literacy and computer based training across disciplinary areas and currently undertaking a PhD regarding curriculum development and the integration of Media Technologies within general teaching areas such as Visual Art. I continue to work within the Creative Industries as a practitioner, writer and educator. My work has been awarded and recognized at national and international levels in Australia and Europe throughout my career and across disciplines such as photography, painting, video dance, drawing and curation of art exhibitions.

A. the development of skills in the Australian economy;

The Australian TAFE system provides focused, nationally structured and recognized levels of education & training across a range of disciplinary areas where students have access and potential to enrol from low entry points, where literacy and numeracy are embedded within the teaching & learning and the institutions have established continual and ongoing moderation, validation and improvement with transparency and open communication for students and staff. This is in advance of the universities I have experienced in Australia and ensures a high degree of student focus and assistance for many to develop employability skills in general and specific areas of work.

Students I have witnessed who entered with low self-esteem, having been 'ejected' from the school system and with little or no communication skills have developed confidence, skills and self-esteem to continue to University or enter the workplace immediately upon leaving TAFE. Many of those who move to the university sector return to TAFE lamenting the level of general support they have at university or that studies at university do not address skill building to the degree or depth they experienced at TAFE. Those students who go into the workforce directly, whether from adult returners to the TAFE system who are retraining or younger students, have fond allegiance to the institution and have sought to employ current students as assistants.

Many students with little prospect of making positive contributions within their local or general communities grow and blossom where they make a difference, are confident and have invested directly within a state funded system, which supports them, where

an egalitarian and 'can do' mentality is not only encouraged and fostered but dynamically implemented with positive and consistent outcomes. Industry consultation where teaching staff and management are closely linked to local and national levels of industry awareness ensures that a quality and relevant approach to curriculum is maintained and developed. There is an ability to plan, develop, manage, implement, react to local demand and work within a local, state, national and international context. Our graduates also teach within private RTO's, where several of those colleges promote their degree of focus as being more relevant and industry focused than TAFE!

B. the development of opportunities for Australians to improve themselves and increase their life and employment prospects;

The training within the TAFE system allows for students to not only learn traditional skills but also enhance and develop their skills if they chose to invest beyond a single course program. Many students see the results of those at higher level TAFE courses and decide to continue their studies at TAFE rather than immediately leaving for lower level work opportunities or lower level entry to university, where appropriate.

The Australian TAFE system is effectively not only industry focused but also a community based educational institution. Its students may enter for basic literacy or short skill based courses but often they will then invest their time and money to develop their skills further in an ongoing program of study related to their employment or passions.

The student cohort is multi-cultural and students from a wide variety of backgrounds are supported across literacy and interest groups to develop their social involvement within their local communities. They are also exposed to Australian focused teaching and learning where their previous experience is shared, valued and integrated within an Australian context at a recognized and trusted community level where they are confident they receive creditable training which is directly accountable to government. Private RTO's have no such remit and students who have moved from private RTO's to the TAFE system, where they were 'encouraged' to enter Australia via a private RTO program find the degree of support and professionalism within TAFE noticeably greater than their prior experiences.

C. the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

There is no other equivalent for such programs evident in such a formalized way. Community education in Western Australia is generally piecemeal with few funded staff, and many of them have studied at TAFE and refer their students who wish to develop above 'basic' levels of interest to attend TAFE courses. To remove, cut back or restructure the TAFE system further than it has been already would seriously impact upon community level activity across a range of disciplinary areas. Already many students have to travel large distances to attend TAFE as their local colleges have closed. Many travel more than three hours a day to get to and return from college.

There is evidence from the USA that where community education provision is cut there is a direct link to greater expenditure in mental health and policing

http://www.thenationalcouncil.org/galleries/policy-file/Spill%20Over%20Effect_State%20Budgets_NCSL.pdf

Evidence suggests a doubling of expenditure related to Mental Health or direct policing. The TAFE system provides people with opportunities to improve their capacity to enter the work force in positive ways, where they may develop personal focus beyond work, extend their networks of friends and colleagues (where face to face education is proven to positively impact upon networks of friends, colleagues and professional networks).

A mature age Sudanese refugee showed examples of his poetry where he was recommended to contact the ABC and subsequently had a short 30 minute television program dedicated to his experiences in Sudan, his family life and his poetry. This was a direct result of seeing his work informally and advising him to make contact with key local people, ex TAFE students, who worked within the ABC. Through TAFE studies new Australians are able to introduce, discuss, share and enrich Australian culture and identity in a broad, positive and multi culturally positive environment where they are supported, encouraged and feel included within their new community. The above example is one of many.

Support staff within the TAFE system are dedicated to assist across a range of social, behavioural and mental illness issues, such staff or provisions would again be difficult to ensure across private RTO's where staff would probably have multiple responsibilities rather than specialist focus.

D. the operation of a competitive training market;

A competitive market within education sees the drive for cost effectiveness and cutting of permanent staff to a casualised workforce with little tenure or personal investment beyond immediate working hours. This has been dismissed by several universities in Australia as counterproductive, where they are now seeking to move back to permanency with their staff.

Buildings are expensive real estate and small independent RTO's have already been exposed for operating and accrediting courses and awards from offices or sites that are effectively unmanned or have questionable levels of OHS supervision onsite. Degrees of accountability within a privatized sector would be open for abuse, where they have already been found to be so in Australia and the UK in the past. Private RTO's in the UK saw profiteering from RTO directors to the detriment of their course delivery and focus, as profitability becomes a determining factor within a privatized sector. This is now evident in the university sector where specific courses not perceived as cost efficient are being cut in favour of short-term profits.

Competition already exists between the TAFE sector and universities as well as those large-scale industrialists who have established their own RTO's to service mining related training. There is no compunction to train from base levels to entry

levels within the private sector and such a move would be costly in itself to implement. Universities are already implementing first semester 'bridging' courses for undergraduates where their literacy, numeracy, communication and media skills are developed to the institution's desired base levels. The TAFE sector already provides good and established community linkage, accepts students from low levels of educational experience and assists them in developing their skill sets to degrees they are accredited to competently work within the general or specialist job markets according to their levels of study.

In fifteen years in Australia I have not encountered any people who have come from private RTO's where their literacy or numeracy skills have been developed alongside their 'training' as this has no relevance for such providers to invest in. Students from private RTO's have however attended TAFE courses and have stated that they were surprised by the levels and degree of involvement across all areas of their training they received. To ensure that such compliance exists within a private RTO would be difficult to enforce or sustain to an effective degree. Standards would be removed and RTO's would function at levels that were 'popular' for either employers or students seeking to 'fast track' to employment but where additional and embedded communication and numeracy skills would not be present, removed or marginalised through expense, time or cost effectiveness.

Regional TAFE's and university extension courses are already cut back beyond metropolitan areas in WA. Unless specific funding is invested in regional and remote areas, not associated with mining, such as the South West or Mid West of WA it is unlikely that such areas would benefit from private RTO provision as this would be costly and difficult to maintain.

I have experience of under qualified staff with questionable expertise, who had been removed from TAFE sector as a student teaching within private RTO delivery and rising to positions of management where they service several towns across state from a minibus. That particular person would not have passed a working with children clearance had it been in place at the time of their appointment while their professional C.V. would not have been considered adequate for work within TAFE.

E. those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability.

It is clear that a 'rationalisation' of delivery across the VET sector is in progress where many courses not perceived as 'economically relevant' to immediate job readiness have been axed along with buildings, staff and their associated presence within their respective communities. The reduction of TAFE provision in WA has seen the closure of programs at Carine, Fremantle, Midland, Bunbury and in other areas at a time where new migration and population in WA has doubled the population in fifteen years.

It is clear that there already exists significant youth unrest on the streets of metropolitan WA especially at night. Those evening classes implemented at our TAFE College have continued to expand in direct response to community desire and emphasis. There is no other provider beyond Perth centre offering such large-scale community focused provision. This surely indicates that a privatized provider would

not embark on such initiatives, as there are none, especially where computer based training is being implemented.

Education is part of a civilized infrastructure and has been seen to work since the early Greek 'Academies'.

What may be more appropriate and visionary would be to support or encourage an established and reputable community recognized brand, as TAFE is, to explore and implement extended community based programs with local shires and where TAFE staff are encouraged to develop their personal programs beyond the confines of a singular institutional focus. Local shire provision of community facilities for educational programs is limited and often not suitable for training. Given the growth of WA population if there is a desire for development of competitive privatized provision in VET sector there should be significant investment in such facilities, which is ironic given the attendant prior closures of local TAFE buildings then sold as real estate.

There is also a clear need for states to examine US data regarding the closure or reduction of provision in community education in comparison with increased expenditure in mental health or policing.

It is clear that the current TAFE system supports and fosters people from a broad range of backgrounds and cultures in developing their Australian identities and confidence to contribute to the life and wealth of Australia, there are none that I have been aware from private providers in fifteen years in Australia.

Appendix 28

Personal Submission from a student from a regional area

- **The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects;**

After being an at home mum of 2 young children, I first attended TAFE in 1985 to learn computing so I could gain employment as a part time worker as I had young children at home. Due to learning to touch type and learning word processing enabled me to gain employment. My quest for more knowledge in the computing area lead me to enrol in more advanced units in the Business Administration area which eventually lead to full time employment as PA to CSO's. As I was a quick learner and could impart knowledge I was asked by another TAFE lecturer in 1997 if I wanted to lecture. I have since completed my Graduate Diploma in Education (Training and Development) and am now an Advanced Skills Lecturer.

- **How increases to student fees or course costs would have affected my capacity to access TAFE**

As I was not working at the time and my husband's wage was just above that of receiving any concessions, I would have found it difficult to access TAFE.

- **The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;**

It was great to have a local TAFE campus which was easy to attend and close to child care services so I could attend classes which enabled me to gain employment and move up the ladder in the Business Admin field, eventually becoming a TAFE lecturer.

- **The role played by TAFEs in the development of skills in the Australian economy;**

I have been gainfully employed firstly as a part time worker, then, as a full time worker in advanced positions.

- **The role played by TAFEs in the operation of a competitive training market**

I have no experience with private providers as they did not have the status of TAFE providers - not recommended by others - poor resources, unskilled lecturers, everyone at the time said "If you want a job – go to TAFE!"

Appendix 29

Personal Submission from a lecturer from a regional area

The role played by TAFEs in the development of skills in the Australian economy and the role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects;

Many of my students have now gained fulfilling careers in the business admin field and I still interact with them in their positions in the local community. As I deal with trainees in the workplace, quite a few of the supervisors of my present trainees were my trainees in the past – a great feeling to know I was a contributor to their gaining of the knowledge and skills required to gain full-time employment and grow in their workplace.

The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment;

I have developed programs to suit the needs of all members of the different community groups in my region – school-based trainees, trainees (school-leavers, young mothers returning to work) and all age groups attending face to face classes (either full time or part time) and external students who are presently in the workplace and wish to upgrade their skills.

The role played by TAFEs in the operation of a competitive training market

We have worked alongside a group training scheme provider who also became a RTO. The main Business lecturer was a past trainee/student of mine with no other work experience or the development of skills. Feedback was that the delivery of training was “shoddy”. This organisation has now lost scope in the Business area and I am taking over from students / trainees with previous qualifications from this private training organisation – skills poor and although I am bound to mutually recognise their previous qualifications, I need to retrain the basic skills in order for these students to reach the levels required by the TP in the advanced levels.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability

Trainees would not be a viable option for workplaces to invest time and resources in training if the incentives and concessions are dropped and fees increased. Students who are unemployed and cannot access concessions would not be able to access this training. TAFE’s community service will disappear and TAFE will be part of the private enterprise vying for a smaller and smaller slice of the training cake.

Appendix 30

Personal Submission from a student from a regional area

For myself as a student the biggest concern for me would be to cut the funding model as it is. The flexibility for me to pay and enrol as I go through the course and then reenrol if I need to give me a choice about how to complete entire course.

For many adult learners studying part time, flexibility is required. To enforce upfront fees or a system where by colleges only get paid on completion of the course is going to destroy the flexibility of mothers, carers and full time workers to study. If the costs rise for this type of study it will cut us out completely. It is imperative that we do not penalise this type of clientele.

Appendix 31

Personal Submission from a lecturer from a regional area

I provide flexible online learning and it is crucial that we these arrangements to study and pay as we go. I am extremely worried about the entitlement model as I feel it will kill flexibility and ostracise part time and low income students.

Sometimes it can take up to two years for my students to get their certificate but then at the end they fund employment when they are ready to enjoy it.

The other thing is the destruction of courses for the sake of pursuing an education in areas that are not popular. If there are low numbers no course will run. It is crucial that the government provide facilities for the different and varied courses that private providers will not touch because they are not financially viable. That is the duty of the government. Otherwise we become just like the US where education is a privilege and not a right, we churn out clones and the gap between rich and poor just gets bigger.

Funding costs to TAFE have affected me because I now work 9 hours a day and every Sunday just to keep on top of my load. Providing financial support to the college to ensure we keep providing quality training is fundamental to the future of education in this country.

Appendix 32

Personal Submission from a student

- **How you were able improve yourself and increase your life and employment prospects given your experiences as a TAFE student?**

My first language is not English and I didn't get any education about English in my country, but when I came to Australia I learned English, now I can speak and write English little bit better. Also here In Australia I got many skills in many subjects like word processing and others.

- **How would increases to student fees or course costs have affected your capacity to access TAFE?**

My income is so limited and I haven't children also I pay more than two- thirds my payment for rent so in the last two days from any fortnight I always haven't money for my eat, that if I haven't any bills to pay, but I if I have bills (and I always have bills) it well be real disaster for me. So I always under lend. So it's so affected me.

- **How have you benefited from the delivery of TAFE services and programs that supported regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment?**

It's helped me to mix in my community and with other people who are living in Australia.

Appendix 33

Personal Submission from a student

How were you able improve yourself and increase your life and employment prospects given your experiences as a TAFE student?

I studied English and this has helped me to integrate in the community and also get a casual job.

How would increases to student fees or course costs have affected your capacity to access TAFE?

If the fees increase I would not be able to afford TAFE, because my income is not enough to pay the fees, because I am an old Indian man live since 5 years in Australia and I don't have any other extra income to pay my TAFE fees if in case it is increased.

How have you benefited from the delivery of TAFE services and programs that supported regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment?

I have continued my studies from English and am studying Business now hope to get a job in the future.

How were you able to contribute to the Australian economy given your experiences and the skills you developed as a TAFE student?

I would be able to find work.

Appendix 34

Personal Submission from a lecturer

The role played by TAFEs in the development of skills in the Australian economy

Personally up skilled about 200 Education Assistants over a period of 3 years to Diploma level (all in the workplace), which enables them to support children in literacy/numeracy/special, needs situations in the classroom. A national priority. Also many go on to an articulated university pathway to become a teacher.

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects

I wrote 2 RPL toolkits for Certificate III and Certificate IV Education Support to enable existing EAs to obtain a qualification. About 400 clients to date. Many Certificate IV students go onto a university.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability

Increases to student fees or course costs would make the course inaccessible to the majority of our students.

Appendix 35

Personal Submission from a student

- **How were you able improve yourself and increase your life and employment prospects given your experiences as a TAFE student?**
I have got a lot of knowledge and experience in TAFE and I like to continue - also if TAFE closed my children would never be able to continue their studies as I would not be able to afford any fees.
- **How would increases to student fees or course costs have affected your capacity to access TAFE?**
If fees increase I can't continue my education.
- **How have you benefited from the delivery of TAFE services and programs that supported regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment?**
I have improved my self-esteem and confidence. I have improved my knowledge and would like to start my own business after my studies.
- **What were your experiences when studying at a private provider as opposed to your experiences at TAFE?**
I didn't get any benefit as I learnt nothing. I was given books to read while the teacher sat at the front of the room and read books. No tests. I was given an assessment and received a certificate but I never got any feedback on my assessment. I was told that I made some mistakes, but never shown them.

Appendix 36

Personal Submission from a student

- **How were you able improve yourself and increase your life and employment prospects given your experiences as a TAFE student?**

How I was able to improve myself with doing this TAFE course is I have learned a lot of new skills and information that can help my life out and employment prospects because I know what is needed to be done in the workplace

- **How would increases to student fees or course costs have affected your capacity to access TAFE?**

With the fees and course costs raising it will be hard to get the money to come to TAFE and learn new skills since you do not have the money at all to come to TAFE and they also need more courses at the campuses where people can access them easier without having to worry about not making it.

- **What were your experiences when studying at a private provider as opposed to your experiences at TAFE?**

What my experiences was when I was studying at a private provider is that when I done it before they give you the work to do but the thing is they give you all of the answers without you learning anything that can help you get knowledge about what you are learning.

Appendix 37

Personal Submission from a lecturer.

The role played by TAFEs in the development of skills in the Australian economy

Working in the creative industries sector, people with talent and career aspirations unrelated to the skill shortage areas are an important course of TAFE students. Without strong industry lobby groups however, the training opportunities for people that are destined to be self-employed, free-lance, “cottage industry”, will be sorely neglected. TAFEs main contribution is to take people with creative talent and skills, and show them how to find themselves a career niche generate income from their talent and skill.

The role played by TAFEs in the development of opportunities for Australians to improve themselves and increase their life and employment prospects

Many people are ‘rescued’ by the arts and creative industries, whether mental illness, returning to the workplace, or at risk youth undertaking a qualification, being retained and engaged. Not just a 1 week course where the momentum then disappears, but sustained training over a 6, 12 or 18 month period.

The role played by TAFEs in the delivery of services and programs to support regions, communities and disadvantaged individuals to access training and skills and through them a pathway to employment

By working in the regions, in an area renown for being creative, TAFE has given regional people a focus, networking, a place to get organised, gain skills, and progress their community and professional involvement.

The role played by TAFEs in those jurisdictions in which State Governments have announced funding decisions which may impact on their operation and viability

Being a creative industry, funding had been drastically cut. Courses are now run on reduced hours, but students are grateful that they are at least continuing for the time being. The fear is that with the uncertainty and reduction of funding, the creative industry training that leads to nationally recognised qualifications will be cut. This is already being felt with some courses being cancelled and others facing an uncertain future. If increased fees meant that the courses could run, instead of not running, then it would be the next best thing to securing funding so that creative industries courses can continue with student costs as they are now but these are important industries and should be funded like any other.

Appendix 38

Personal Submission from a lecturer.

- I am employed at a regional TAFE Institute.
- My role was to implement and deliver CAVSS with lecturers in the Trades area.
- I established effective networks with some of the employers and made sure I explained to them my role as a CAVSS lecturer and how it impacted and supported their apprentices learning journey at my Institute. The employers that are part of the network include major mining companies, community organisations and government agencies.
- The feedback from the student survey was very positive in relation to the support they received and the completion of their training. The feedback from the lecturer's survey was that they would like to continue with CAVSS and that they thought it had a positive impact on student results. The employers have commented that they are pleased that their apprentices are receiving ongoing support in their training. Recently, the Apprentice/Trainee Co-ordinator from a large mining company asked for my input about other support available for the training of new apprentices in the Handskills course being run at my Institute in a meeting organised by the lecturer delivering the training. I was able to give him a couple of suggestions for the future to follow up with my Institute.
- This type of support is critical and needs to be adequately funded.

Appendix 39

Personal Submission from a lecturer.

- TAFE is now having to change large fees for up skilling courses. For example, Electronic courses for post graduate classes in 1990. The evening classes cost \$10 per semester. In 1995 it was \$1.50 per hour. People stopped attending when the costs rose. Instrumentation apprenticeships were stopped around 1995. Industry needs more instrument trained workers but very few options available. For example, Electricians doing a Certificate IV at fee for service in the region of \$5000 in a flexible delivery mode. Each lecturer is looking after 150 students on line. Funding does not allow reasonable workload for each lecturer. The workload extends the time taken by each student to complete the course.
- The entitlement model will deprive people of the opportunity to change careers / jobs or to improve their lives. For example, 18 year old female does a Certificate III in Hairdressing. In subsequent years she develops an allergy to the Chemicals. She is not entitled to do another Certificate III in office work or anything else. Or she starts a family when she is 25, stays home for 15 years and then decided to try and get some skills in another area; again she is not entitled to training.

Appendix 40

Personal Submissions from students.

The federal government is currently conducting an inquiry into the role of TAFE

TAFE Colleges across Australia have had their budgets cut and underfunding has seen courses cut, student fees rise and campuses closed.

Use the form below to tell them what TAFE means to you. You can answer as many or as few questions as you like. If one question seems similar to another, it is perfectly okay to repeat elements of what you've said in response to another question.

Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: DESIRE Age: 20 Postcode: 6061

Country of birth/Origin: D.R. CONGO When did you arrive in Australia? 05/2010

Your education and profession before you arrived in Australia? _____

I was a student in year 10.

Have you or your family members been to study at TAFE? What did you or your family member study?

MY family have benefited alot from TAFE because many of us came here without knowing English.

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

TAFE helped my sister getting into childcare jobs and my brother went to university and also my parents are improving in English gradually.

How did the study at TAFE help you contribute to the community and Australian economy?

TAFE taught my parents to speak English and they don't need an interpreter who would require a salary from the government.

Are you hoping to do further study at TAFE? What would you like to study? And why?

I'm hoping to study something that will help me get into university to study Electrical Engineering.

What impact it would have if this opportunity was beyond your or your community's reach?

many of us will be jobless and our future dreams will be ~~it~~ never be achieved.

Why do you think funding for TAFE is important?

TAFE needs funds urgently because many of us its our only option to get into University or to

THANK YOU FOR YOUR CONTRIBUTION

have a job.

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: JUSTIN Age: 63 Postcode: 6064

Country of birth/Origin: Canada When did you arrive in Australia? 2011

Your education and profession before you arrived in Australia? yes, I did
year 7 in Primary school

Have you or your family members been to study at TAFE? What did you or your family member study?
me and my wife we still studying
English at TAFE.

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?
yes, it helped because now I can talk a bit
in English, I can understand, I can communicate
in English.

How did the study at TAFE help you contribute to the community and Australian economy?
I helped because I go to get skills at TAFE
and that give chance to people to be teacher, get money.

Are you hoping to do further study at TAFE? What would you like to study? And why?
I will do Aged care course to help my
family and my community.

What impact it would have if this opportunity was beyond your or your community's reach?
I will not be able to go to school, not job
no communication, will be lonely, and hopeless.

Why do you think funding for TAFE is important?
Because it help people to get an open mind,
people get job when the do courses at TAFE, communicate.

THANK YOU FOR YOUR CONTRIBUTION

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TAFE Colleges across Australia have had their budgets cut and underfunding has seen courses cut, student fees rise and campuses closed.

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: JEANNE Age: 26 years Postcode: 6018
Country of birth/Origin: CONGO When did you arrive in Australia? 2010
Your education and profession before you arrived in Australia? Year 12 High School

Have you or your family members been to study at TAFE? What did you or your family member study?

I did "children services at TAFE AND
MUM still at TAFE learning English.

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

It helped a lot cause I got a job
and I am achieving my goals.

How did the study at TAFE help you contribute to the community and Australian economy?

I got job through TAFE and I pay taxes.
to help my community and people who don't work.

Are you hoping to do further study at TAFE? What would you like to study? And why?

I would like to do diploma at TAFE
in the same course because I will increase knowledge

What impact it would have if this opportunity was beyond your or your community's reach?

It will impact a lot; I will not study,
I will not communicate, not working, sad

Why do you think funding for TAFE is important?

It is important because it help people
learn english, open Business, developpe skills.

THANK YOU FOR YOUR CONTRIBUTION

The federal government is currently conducting an inquiry into the role of TAFE

TAFE Colleges across Australia have had their budgets cut and underfunding has seen courses cut, student fees rise and campuses closed.

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: Gentil M Age: 29 Postcode: 6061

Country of birth/Origin: D.R CONGO When did you arrive in Australia? 2010

Your education and profession before you arrived in Australia? Diploma

Have you or your family members been to study at TAFE? What did you or your family member study?

Yes, we had to learn English

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

Yes, got a job,
my sister did a course after
CERT III

How did the study at TAFE help you contribute to the community and Australian economy?

I got a job

Are you hoping to do further study at TAFE? What would you like to study? And why?

Yes, because they start from
basics before I go to tougher things

What impact it would have if this opportunity was beyond your or your community's reach?

It could be harder to get one's
foot into the Australian workforce

Why do you think funding for TAFE is important?

It is important for other people
to get the same chance.

THANK YOU FOR YOUR CONTRIBUTION

The federal government is currently conducting an inquiry into the role of TAFE

TAFE Colleges across Australia have had their budgets cut and underfunding has seen courses cut, student fees rise and campuses closed.

Use the form below to tell them what TAFE means to you. You can answer as many or as few questions as you like. If one question seems similar to another, it is perfectly okay to repeat elements of what you've said in response to another question.

Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: ASESA F R Age: 31 Postcode: 6147

Country of birth/Origin: RD CONGO When did you arrive in Australia? 3/3/2011

Your education and profession before you arrived in Australia? years 12 High School
Certificate III Mechanics Automotive

Have you or your family members been to study at TAFE? What did you or your family member study?

Yes

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

to know English and learn the new skills

How did the study at TAFE help you contribute to the community and Australian economy?

after having English speaking I got jobs and I paid tax.

Are you hoping to do further study at TAFE? What would you like to study? And why?

It help me to help our friend or people to translate them and be in the society or community

What impact it would have if this opportunity was beyond your or your community's reach?

we can't be able to communicate in English
So, we can't get job.

Why do you think funding for TAFE is important?

because it help us for different things

THANK YOU FOR YOUR CONTRIBUTION

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: Juliet Age: 36 Postcode: 6156

Country of birth/Origin: UGANDA When did you arrive in Australia? 2007

Your education and profession before you arrived in Australia? _____

Have you or your family members been to study at TAFE? What did you or your family member study?

Yes they been study English

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

I benefit because when I came in Australia I couldn't speak English so TAFE help me so much for communication.

How did the study at TAFE help you contribute to the community and Australian economy?

TAFE help me a lot when I did study.

Are you hoping to do further study at TAFE? What would you like to study? And why?

I'd like to study more English then can help me to study Economy

What impact it would have if this opportunity was beyond your or your community's reach?

No communication, no job
no study

Why do you think funding for TAFE is important?

Is very important people know it English is second language

THANK YOU FOR YOUR CONTRIBUTION

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: BATAMURIZA Age: 35 Postcode: 6170

Country of birth/Origin: CONGO When did you arrive in Australia? 28/8/2009

Your education and profession before you arrived in Australia? _____

Have you or your family members been to study at TAFE? What did you or your family member study?

Yes I did and I am still studying at TAFE

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

I be benefit because when I come
in Australia I can't speak English
TAFE help me so much for communication

How did the study at TAFE help you contribute to the community and Australian economy?

TAFE help me a lot with communication
a I did study English course

Are you hoping to do further study at TAFE? What would you like to study? And why?

I'd like to study more English
then can help me to study a nurse

What impact it would have if this opportunity was beyond your or your community's reach?

it will be hard for communication
to get job, no study

Why do you think funding for TAFE is important?

It is very important to the people here
as English is second language

THANK YOU FOR YOUR CONTRIBUTION

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: TEAN Age: 04 Postcode: 6170
Country of birth/Origin: RWANDA When did you arrive in Australia? 28/8/2009
Your education and profession before you arrived in Australia? DRIVE

Have you or your family members been to study at TAFE? What did you or your family member study?

yes i did and i am still studying at TAFE

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

I be benepit because when I came
in AUstralia - I couldent spick English.
TAFE help me a somuch for communication

How did the study at TAFE help you contribute to the community and Australian economy?

TAFE help me a lot whit communication
I did study.

Are you hoping to do further study at TAFE? What would you like to study? And why?

What impact it would have if this opportunity was beyond your or your community's reach?

Why do you think funding for TAFE is important?

THANK YOU FOR YOUR CONTRIBUTION

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: Beatrice I... Age: 47 years Postcode: 6064

Country of birth/Origin: Congo When did you arrive in Australia? 18th/10/2012

Your education and profession before you arrived in Australia? _____

Nothing

Have you or your family members been to study at TAFE? What did you or your family member study?

Yes English

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

It gives opportunities to those without hope in education.

How did the study at TAFE help you contribute to the community and Australian economy?

Are you hoping to do further study at TAFE? What would you like to study? And why?

Yes, Fashion and design because its my dream job.

What impact it would have if this opportunity was beyond your or your community's reach?

Why do you think funding for TAFE is important?

Because it gives opportunity to those who have financial problems, to continue to live.

THANK YOU FOR YOUR CONTRIBUTION

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: Pushpamala ... Age: 32 Postcode: 6112

Country of birth/Origin: Sri Lanka When did you arrive in Australia? Sep 2010

Your education and profession before you arrived in Australia? Had a Bachelor's degree

Have you or your family members been to study at TAFE? What did you or your family member study?

My Self - Certificate II in spoken & written English
My husband - Diploma in Accounting -

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

~~For me~~ It helped me to brush up my English knowledge
& by participating for workshop there I was able to
find the job which I am presently doing.

How did the study at TAFE help you contribute to the community and Australian economy?

I am working for a community suppo

Are you hoping to do further study at TAFE? What would you like to study? And why?

Yes. Certificate III in Business Administration.

What impact it would have if this opportunity was beyond your or your community's reach?

~~to~~ Probably I won't get this job so soon like
this.

Why do you think funding for TAFE is important?

lots of money. ~~more~~
Because everyone don't have money to pay for
learn. Oh that TAFE is doing a great service with
reasonable prices.

THANK YOU FOR YOUR CONTRIBUTION

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: Jessica Age: 21 Postcode: 6052

Country of birth/Origin: Australia When did you arrive in Australia? N/A

Your education and profession before you arrived in Australia? N/A

Have you or your family members been to study at TAFE? What did you or your family member study?

Yes. Mother attended TAFE for Interpreting Course and also for Soft Furnishings Course.

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

Job availability increased with accreditations. self worth, confidence improved through further study.

How did the study at TAFE help you contribute to the community and Australian economy?

Ability to apply for more jobs, with various qualifications.

Are you hoping to do further study at TAFE? What would you like to study? And why?

No.

What impact it would have if this opportunity was beyond your or your community's reach?

No options to complete short courses. University isn't for everybody (big commitment)

Why do you think funding for TAFE is important?

Crucial to development of society as a whole. Education needs to be available in many different ways.

THANK YOU FOR YOUR CONTRIBUTION

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Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: Jsm Age: 33 Postcode: 6061

Country of birth/Origin: Somalia When did you arrive in Australia? 24-15/2010

Your education and profession before you arrived in Australia? Completed high school

Have you or your family members been to study at TAFE? What did you or your family member study?

yes English. other courses like children services, community, teacher assistance

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

It is really very important for me. I didn't have any experience and I got skills from them. I improve my English.

How did the study at TAFE help you contribute to the community and Australian economy?

Are you hoping to do further study at TAFE? What would you like to study? And why?

yes, I hope would like to study more TAFE. because it helps me to get skills and I got the picture of Australia from them

What impact it would have if this opportunity was beyond your or your community's reach?

It is really very bad because a lot of people can't go uni.

Why do you think funding for TAFE is important?

because they helped more students to get ^{skills} job and got jobs.

THANK YOU FOR YOUR CONTRIBUTION

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Use the form below to tell them what TAFE means to you. You can answer as many or as few questions as you like. If one question seems similar to another, it is perfectly okay to repeat elements of what you've said in response to another question.

Do you wish for the inquiry to keep your submission confidential? (Tick box if yes)

Name: SALLY Age: 53 Postcode: 6052

Country of birth/Origin: AUSTRALIA When did you arrive in Australia? N/A

Your education and profession before you arrived in Australia? N/A

Have you or your family members been to study at TAFE? What did you or your family member study?

INTERPRETING COURSE
SOFT FURNISHING COURSE, WELFARE COURSE.

How did it benefit you or your family member in getting a job or improving themselves to develop skills for work and to achieve their goals? How has studying at TAFE given you a second chance?

TAFE ENABLES PEOPLE TO GET GOOD STANDING
ON AN EDUCATIONAL LEVEL WHERE IT IS
RECOGNISED AND HELPS TO GET A JOB.

How did the study at TAFE help you contribute to the community and Australian economy?

I WAS ABLE TO WORK IN COMMUNITY DEVELOPMENT
AS A PAID WORKER + ALSO WITHIN MY COMMUNITY
AS A VOLUNTEER

Are you hoping to do further study at TAFE? What would you like to study? And why?

NOT FOR ME ^(WORKING) BUT I WOULD ENCOURAGE THE
YOUNGER ONES

What impact it would have if this opportunity was beyond your or your community's reach?

PEOPLE WOULD BE DEPRESSED AND ROBBED OF
OPPORTUNITY

Why do you think funding for TAFE is important?

IT PROMOTES SELF DEVELOPMENT + CONFIDENCE AND
FOR MIGRANTS IT IS A GREAT START AND FOR
LOCALS IT IS THANK YOU FOR YOUR CONTRIBUTION ANOTHER OPTION
FOR A DIFFERENT EDUCATIONAL PATHWAY.

Appendix 8

Inquiry into TAFE and its operations

Media articles – Impact of cuts on TAFE institutes in Victoria, and responses from the community

2013

19 April – Sacked TAFE chiefs point to strain

<http://www.theage.com.au/national/education/sacked-tafe-chiefs-point-to-strain-20130418-2i329.html>

18 April – TAFE reports critical of funding cuts

<http://www.abc.net.au/news/2013-04-18/tafe-reports-critical-of-funding-cuts/4636866?section=vic>

18 April – Revolving door spins as new TAFE chiefs take their chairs

<http://www.theaustralian.com.au/higher-education/revolving-door-spins-as-new-tafe-chiefs-take-their-chairs/story-e6frgcjx-122662287746>

16 April – Furore over jewellery apprenticeship training cuts

<http://www.jewellermagazine.com/Article.aspx?id=3116&h=Furore-over-jewellery-apprenticeship-training-cuts>

11 April – I am not going quietly TAFE chief

<http://www.theage.com.au/victoria/im-not-going-quietly-tafe-chief-20130411-2hnjt.html>

9 April – Budget cuts, but TAFE boards get rise

<http://www.theage.com.au/national/budgets-cut-but-tafe-boards-get-rise-20130408-2hh9f.html>

6 April – TAFE sackings don't ring true

<http://www.theaustralian.com.au/higher-education/tafe-sackings-dont-ring-true/story-e6frgcjx-1226613400825>

5 April – TAFE chairs blindsided by sacking

<http://www.theaustralian.com.au/higher-education/tafe-chairs-blindsided-by-sacking/story-e6frgcjx-1226612645653>

4 April – Government sacks a hero

<http://www.theaustralian.com.au/higher-education/government-sacks-a-hero/story-e6frgcjx-1226612669184>

3 April – Excuses for heavy-handed TAFE sackings don't add up

<http://theconversation.com/excuses-for-heavy-handed-tafe-sackings-dont-hold-up-13178>

30 March – Death of a once great institution

<http://www.theage.com.au/national/letters/death-of-a-once-great-institution-20130329-2gyv9.html>

28 March – TAFE chiefs to go in shake up

<http://www.theage.com.au/victoria/tafe-chiefs-to-go-in-shakeup-20130328-2gwkn.html>

19 March – Call to reinstate fine arts funding at TAFE

<http://www.smh.com.au/national/tertiary-education/call-to-reinstate-fine-arts-funding-at-tafe-20130318-2gaw4.html>

18 March – A lean and mean year

<http://www.campusreview.com.au/blog/2013/03/a-lean-mean-year/>

18 March – TAFE funding is an insult

<http://aap.newscentre.com.au/cpsucsa/130318/library/tafe/all.shtml>

15 March – NMIT unlikely to qualify for State Govt TAFE funding

<http://www.heraldsun.com.au/leader/north/nmit-says-its-unlikely-to-qualify-for-state-government-tafe-funding/story-fnglenug-1226597477596>

14 March – Funding backflip leaves TAFEs on life support

<http://www.bendigoadvertiser.com.au/story/1362806/funding-backflip-leaves-tafes-on-life-support/>

14 March – \$200m for TAFE after State cut \$1.2b

<http://www.gippslandtimes.com.au/story/1363715/200m-for-tafe-after-state-cut-12b/>

14 March – Napthine falls short: TAFE needs more than a band-aid

<http://theconversation.com/napthine-falls-short-tafe-needs-more-than-a-bandaid-12808>

13 March – Victorian business welcomes \$200m TAFE funding turnaround, but says it's still not enough

<http://www.smartcompany.com.au/politics/054600-victorian-business-welcomes-200-million-tafe-funding-turnaround-but-says-it-s-still-not-enough.html>

13 March – New funding for TAFE comes with conditions

<http://www.bendigoadvertiser.com.au/story/1359800/new-funding-for-tafe-comes-with-conditions/>

13 March – Edwards slams 'crumbs' funding

<http://www.bendigoadvertiser.com.au/story/1360005/edwards-slams-crumbs-funding/>

13 March – TAFE's new \$200m 'no fix for past cuts'

<http://www.theage.com.au/national/tertiary-education/tafes-new-200m-no-fix-for-past-cuts-20130312-2fym7.html>

13 March – TAFEs \$200m boost not without issue

<http://www.abc.net.au/news/2013-03-12/napthine27s-tafe-boost-fails-to-impress/4568276>

13 March – Bendigo TAFE faces tough assets decisions

<http://www.abc.net.au/news/2013-03-13/bendigo-tafe-faces-tough-assets-decisions/4569704>

12 March – Napthine's TAFE boost fails to impress

<http://www.abc.net.au/news/2013-03-12/napthine27s-tafe-boost-fails-to-impress/4568276>

21 February – New report by YACVic says young people most disadvantaged by changes to VET
<http://www.yacvic.org.au/news/404-new-report-by-yacvic-says-young-people-most-disadvantaged-by-changes-to-vet>

31 January – Give back our salary funding: Vic TAFEs
<http://www.theaustralian.com.au/higher-education/give-back-our-salary-funding-vic-tafes/story-e6frgcjx-1226565331198>

24 January – Uni of Ballarat reveals impact of TAFE funding shortfall
<http://www.thecourier.com.au/story/1257448/university-of-ballarat-reveals-impact-of-tafe-funding-shortfall/?cs=62>

22 January – Future still uncertain as TAFE waits on plan response
<http://www.standard.net.au/story/1249670/future-still-uncertain-as-tafe-waits-on-plan-response/?cs=383>

22 January – Lilydale Mayor insists on all or nothing educator
<http://www.maroondahweekly.com.au/story/1247659/lilydale-tafe-mayor-insists-on-all-or-nothing-educator/?cs=1469>

22 January – Fee hikes blamed as offers hit reverse
<http://www.theaustralian.com.au/higher-education/fee-hikes-blamed-as-offers-hit-reverse/story-e6frgcjx-1226558553922>

19 January – TAFE offers reveal extent of cuts
<http://www.theage.com.au/national/education/tafe-offers-reveal-extent-of-cuts-20130118-2cz0j.html>

14 January – Distress as VU staff axings continue
<http://www.maribyrnongweekly.com.au/story/1229814/distress-as-vic-uni-staff-axings-continue/?cs=1455>

2012

21 December – TAFE anger Warrnambool centric board under fire over new cuts
<http://www.standard.net.au/story/1199173/tafe-anger-warrnambool-centric-board-under-fire-over-new-cuts/?cs=72>

12 December – Merry Christmas, you're fired
<http://www.bendigoadvertiser.com.au/story/1182322/merry-christmas-youre-fired/?cs=12>

29 November – RMIT axes manufacturing course
<http://www.manmonthly.com.au/news/rmit-axes-manufacturing-course>

28 November – Education cuts ill-advised, report finds
<http://www.theage.com.au/victoria/education-cuts-illadvised-report-finds-20121128-2acu6.html>

27 November – VCOSS – time for govt to deliver on promise
<http://vcoss.org.au/media-release/time-for-government-to-deliver-on-promise/>

27 November – Spanner in the works prospects

<http://www.humeweekly.com.au/story/1143714/spanner-in-the-work-prospects/?cs=1456>

16 November – Gordon – More TAFE jobs to go

http://www.weeklytimesnow.com.au/article/2012/11/16/549505_latest-news.html

15 November – Glenormiston equine program hit amid South West funding cuts

<http://www.standard.net.au/story/1122260/glenormiston-equine-program-hit-amid-south-west-tafe-funding-cuts/?cs=72>

7 November – Basic education vital for inclusion

<http://www.theaustralian.com.au/higher-education/basic-education-vital-for-inclusion/story-e6frgcjx-1226509218207>

4 November – Lifeline for sign language course

<http://www.theage.com.au/victoria/lifeline-for-sign-language-course-20121103-28r1h.html>

30 October – TAFE the unkindest cuts hit ESL hard

<http://www.brimbankweekly.com.au/story/425844/tafe-the-unkindest-cuts-to-hit-esl-hard/?cs=2192>

30 October – Gone to ground (education cuts in Latrobe Valley)

<http://www.latrobevalleyexpress.com.au/story/426667/gone-to-ground/>

29 October – Vic govt takes more control over TAFE boards amid fight

<http://www.theaustralian.com.au/higher-education/vic-govt-takes-more-control-over-tafe-boards-amid-fight/story-e6frgcjx-1226504124761>

24 October – Schools get vocal over government's VCAL cuts

<http://www.theage.com.au/national/education/schools-get-vocal-over-governments-vcal-cuts-20111021-1mc68.html>

23 October – Footscray Forum votes to step up Save TAFE campaign

<http://www.greenleft.org.au/node/52591>

19 October – Holmesglen TAFE in a fix after cuts

<http://www.monashweekly.com.au/story/408682/holmesglen-tafe-in-a-fix-after-cuts/?cs=1481>

19 October – TAFE cuts too fast lobby chief says

http://bigpondnews.com/articles/National-Regional/2012/10/19/TAFE_cuts_too_fast_lobby_chief_says_807513.html

9 October – TAFE cuts pile on the pressure for isolated Sunbury

<http://www.macedonrangesweekly.com.au/story/382847/tafe-cuts-pile-on-the-pressure-for-isolated-sunbury/?cs=2224>

9 October – Disadvantaged reach adulthood earlier - Report

<http://www.probonoaustralia.com.au/news/2012/10/disadvantaged-reach-%E2%80%98adulthood%E2%80%99-earlier-report#>

8 October – Budget cuts to disadvantage women

<http://www.cshisc.com.au/media-centre/latest-news/budget-cuts-to-tafes-twice-as-likely-to-disadvantage-women/>

4 October – TAFE cuts impact most severe in the west

<http://the-scan.com/2012/10/04/tafe-cuts-impact-most-severe-in-the-west/>

29 September – More Vic TAFEs into the red

<http://www.theaustralian.com.au/higher-education/more-vic-tafes-into-the-red/story-e6frgcjx-1226482599282>

27 September – TAFE to axe course for students with special needs

<http://www.theage.com.au/victoria/tafe-to-axe-course-for-students-with-special-needs-20120926-26lmf.html>

26 September – TAFE cuts at VU to hurt disadvantaged

<http://brimbank-leader.whereilive.com.au/news/story/tafe-cuts-at-vu-to-hurt-disadvantaged/>

26 September – Female students worst hit by TAFE cuts

<http://www.theage.com.au/victoria/female-students-worst-hit-by-tafe-cuts-study-20120926-26k5x.html>

26 September – Box Hill Institute faces fees surge

<http://whitehorse-leader.whereilive.com.au/news/story/institute-faces-fee-surge/>

26 September – Holmesglen to slash 114 staff

<http://moorabbin-leader.whereilive.com.au/news/story/have-your-say-tafe-to-slash-114-staff/>

25 September – TAFE course chaos in Croydon

<http://maroondah-leader.whereilive.com.au/news/story/tafe-course-chaos/>

24 September – Chisholm – 220 jobs to go

<http://dandenong-leader.whereilive.com.au/news/story/220-tafe-jobs-to-go/>

23 September – TAFE cuts advice to be kept secret

<http://www.theage.com.au/victoria/tafe-cuts-advice-to-be-kept-secret-20120922-26dud.html>

21 September – TAFE protests target MPs

<http://www.theage.com.au/victoria/tafe-protests-target-mps-20120920-269ki.html>

19 September – On course for carnage

<http://www.theaustralian.com.au/higher-education/mergers-takeovers-in-store-for-tafes/story-e6frgcjx-1226476837737>

19 September – Mergers, takeovers in store for TAFEs

<http://www.theaustralian.com.au/higher-education/mergers-takeovers-in-store-for-tafes/story-e6frgcjx-1226476837737>

18 September – TAFE teachers set to strike over cash cuts

<http://www.theage.com.au/national/education/tafe-teachers-set-to-strike-over-cash-cuts-20120918-263i2.html>

17 September – Union outraged over proposed campus closure (Gippsland)

<http://www.abc.net.au/news/2012-09-17/union-outraged-over-proposed-campus-closure/4264720?§ion=news>

14 September – Vic govt urged to rethink TAFE cuts

<http://news.smh.com.au/breaking-news-national/vic-govt-urged-to-rethink-tafe-cuts-20120914-25vjp.html>

14 September – Anglican Church urges Premier to reconsider any further cuts to TAFE

<http://www.melbourne.anglican.com.au/NewsAndViews/NewsArchive/Anglican-Church-urges-Premier-Ted-Baillieu-to-reconsider-any-further-cuts-to-the-TAFE-Sector-000305.aspx>

14 September – GippsTAFE cuts continue

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MONASH UNIVERSITY - ACER CENTRE FOR THE
ECONOMICS OF EDUCATION AND TRAINING

TAFE FUNDING AND THE EDUCATION TARGETS (AN UPDATE)

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MONASH UNIVERSITY - ACER CENTRE FOR THE ECONOMICS OF EDUCATION AND TRAINING

TAFE FUNDING AND THE EDUCATION TARGETS (Update)

In 2010, the AEU commissioned the Centre for the Economics of Education and Training (CEET) at Monash University to develop a paper discussing recent trends in public funding for VET and TAFE and the implications for future funding of government targets to improve the skills of the Australian population.

This paper updates the figures in the first table of that report to provide information up to 2009.

Past and Current Funding—Government recurrent expenditure per hour of training declined by 15.4% between 2004 and 2009—part of a longer term trend that has seen funding per hour decline by about 25.7% from 1997.

Government funding for TAFE has declined both because of the decline in recurrent public VET expenditure per hour and because of a shift of government recurrent funding away from the TAFE sector. If both expenditure per hour and TAFE's share of that expenditure had been maintained at even 2004 levels, TAFE's funding would have been about \$974m (or 18.9%) greater in 2009 than it actually was.

Recent expenditure per public hour of VET instruction has declined almost consistently in almost all jurisdictions over the last decade or so.

Recurrent expenditure per hour

Recent government recurrent funding of VET is characterised by a near year-on-year decline relative to provision. Nationally the resources available for providing an hour of public VET have declined from \$15.74 in 2004 to \$13.31 in 2009—a decline of 15.4% in 2009 dollars (Table A)¹.

Obtaining a longer time series for the change in VET funding is complicated by changes in accounting standards and, possibly perversely, efforts to improve consistency between the reporting standards of jurisdictions. Nevertheless, the recent experience of declining public expenditure per hour of public training seems consistent with longer term trends.

Table A includes estimates of expenditure per hour of training before 2003. These estimates are shaded in the table to indicate that they have been adjusted to make them more consistent

¹ The measurement of hours of training in Victoria changed from scheduled hours in 2006 to the national standard in 2007. Although the effect of this change is unclear, the size of the change between 2006 and 2007 for Victoria suggests that measurement changes may have contributed slightly to the measured decline in funding per hour.



with recent data.² The adjustment is empirically driven—it assumes that the percentage differences between two estimates for the same year calculated in different ways can be applied to other years. Revised Table 1 provides a sense of the direction and magnitude of the change in funding over a longer time period.

Table A
Government real recurrent expenditure per publicly funded annual hour, 1997 to 2009

(2009\$)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>2009 dollars per annual hour of training</i>									
2009	12.08	11.96	16.55	13.38	14.20	15.44	15.96	25.30	13.31
2008	12.40	12.12	16.33	12.94	14.13	14.86	17.54	27.47	13.40
2007	13.32	12.37	16.00	13.91	15.79	15.19	16.86	26.17	13.95
2006	14.71	13.53	15.07	15.70	17.11	15.66	17.34	27.91	14.93
2005	14.66	13.73	16.41	16.64	16.54	15.89	18.59	32.30	15.30
2004	15.90	13.23	17.38	16.24	17.63	15.61	16.97	31.07	15.74
2003	15.60	13.36	17.42	17.09	17.70	15.59	17.36	33.80	15.80
2002	15.57	13.57	16.48	16.89	15.54	16.12	16.11	31.42	15.50
2001	15.18	13.33	16.11	15.92	13.02	18.00	15.72	29.58	14.98
2000	16.76	12.08	18.50	16.07	15.06	19.72	17.37	32.37	15.78
1999	17.89	12.09	17.80	16.86	14.64	20.62	21.09	31.80	16.16
1998	18.98	13.60	16.42	17.01	16.76	21.58	23.41	44.41	17.09
1997	18.58	13.63	19.75	19.16	19.30	24.91	23.83	46.07	17.92
<i>Percentage change to 2009</i>									
from 2004	-24.0%	-9.6%	-4.7%	-17.6%	-19.5%	-1.1%	-6.0%	-18.6%	-15.4%
from 1999	-32.5%	-1.1%	-7.0%	-20.7%	-3.0%	-25.1%	-24.3%	-20.4%	-17.7%
from 1997	-35.0%	-12.3%	-16.2%	-30.2%	-26.4%	-38.0%	-33.0%	-45.1%	-25.7%

Adapted from SCRGSP (Steering Committee for the Review of Government Service Provision) 2011, *Report on Government Services 2011*, Productivity Commission, Canberra (and other years). Comparing values over time is difficult because of changes in the definition of hours and/or expenditure, because of changes in the deflator used to correct for changes in the value of expenditure and because of changes in adjustments for differences in the mix of courses provided across jurisdictions.

- a) Values in the outlined block 2005/07-2009 are taken directly from the 2011 Report and are consistent in definition except as described in b) below. They may use a GDP deflator (as specified in the notes to tables) or a jurisdiction- and service-specific deflator (p. A26, Statistical Appendix) which is not further described. The approach outlined below addresses this problem regardless.
- b) In the published values, expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs delivered by jurisdictions. The approach to this correction differs for the 2008-2009 and 2005-2007 values. This is a break in the series. No attempt has been made to correct for this break. It should not

² Values were first converted to 2008 dollars. Working back from 2008, the adjustment used the opportunity provided by estimates for the same year calculated in two different ways. An average percentage difference between estimates for common years was successively applied to the previous year. For instance, in 2008, values were provided for 2004-2008 and in 2007 values were provided for 2003-2007—the average percentage discrepancy between the 2007 and 2008 values for 2004-2007 was used to adjust the 2003 values.



affect national estimates (but may have done so) and its effect on estimates of longer-term changes should be modest.

- c) Other values result from first converting the published values to 2008 dollars using the GDP deflator and then converting those values to 2009 dollars using the deflator from the 2011 Report. For the purposes of this table, estimates of the service-specific deflator were calculated by comparing values for 2005 and 2006 in the 2010 and 2011 reports which were in 2008 and 2009 dollars respectively. The average of the deflator for these two years was used. Estimates for 2008 were influenced by changes to the corrections for differences in the provision profile across jurisdictions.
- d) Initial conversion to 2008 dollars (where used) was based on the implicit GDP price deflator from ABS, Australian National Accounts: National Income, Expenditure and Product 5206.0, Table 32. Expenditure on Gross Domestic Product (GDP), Chain volume measures and Current prices, Annual Series A2304682C.
- e) Shaded values are estimated from published values based on definitions of hours and/or expenditure that differed from those used in 2009. The published values for these years have been modified to provide values that are at best approximately consistent with the series for recent years. The modification consisted of first converting values to 2008 dollars using the GDP deflator. Then, working back from 2008, the modification used the opportunity provided by published estimates for the same year calculated in two different ways in different Reports. An average percentage difference between estimates for common years was successively applied to the previous year. For instance, in 2008, values were provided for 2004-2008 and in 2007 values were provided for 2003-2007—the average percentage discrepancy between the 2007 and 2008 values for 2004-2007 was used to adjust the 2003 values.

Appendix 10

VET National Agreements Funding Allocation by State/Territory (\$m)

New South Wales	32.1%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			76.6	76.6	121.2	121.2	165.9	561.6
National Agreement Skills & Workforce Development SPP		448.0	452.7	456.9	460.8	468.4		2286.8
Total		448.0	529.3	533.5	582.0	589.6	165.9	2848.4
Victoria	24.9%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			59.3	59.3	93.9	93.9	128.5	434.8
National Agreement Skills & Workforce Development SPP		338.0	345.0	352.2	359.9	367.3		1762.4
Total		338.0	404.3	411.5	453.8	461.2	128.5	2197.2
Queensland	20.4%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			48.7	48.7	77.0	77.0	105.4	356.9
National Agreement Skills & Workforce Development SPP		268.8	276.8	285.3	294.5	300.8		1426.2
Total		268.8	325.5	334.0	371.5	377.8	105.4	1783.1
Western Australia	10.4%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			24.9	24.9	39.4	39.4	53.8	182.3
National Agreement Skills & Workforce Development SPP		138.6	143.1	148.1	153.7	157.7		741.2
Total		138.6	168.0	173.0	193.1	197.1	53.8	923.5
South Australia	7.3%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			17.3	17.3	27.4	27.4	37.5	127.0
National Agreement Skills & Workforce Development SPP		101.4	102.4	103.3	104.0	105.6		516.7
Total		101.4	119.7	120.6	131.4	133.0	37.5	643.7
Tasmania	2.2%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			5.3	5.3	8.4	8.4	11.6	39.1
National Agreement Skills & Workforce Development SPP		31.4	31.6	31.7	31.7	32.1		158.5
Total		31.4	36.9	37.0	40.1	40.5	11.6	197.6
Australian Capital Territory	1.6%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			3.8	3.8	6.0	6.0	8.3	28.0
National Agreement Skills & Workforce Development SPP		22.8	23.0	23.3	23.5	24.0		116.6
Total		22.8	26.8	27.1	29.5	30.0	8.3	144.6
Northern Territory	1.0%	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform			2.5	2.5	3.9	3.9	5.3	18.1
National Agreement Skills & Workforce Development SPP		14.1	14.2	14.4	14.6	14.8		72.1
Total		14.1	16.7	16.9	18.5	18.7	5.3	90.2
National Totals		2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Total
National Partnership for VET Reform		0.0	238.4	238.4	377.2	377.2	516.3	1747.8
National Agreement Skills & Workforce Development SPP		1363.1	1388.8	1415.2	1442.7	1470.7	0.0	7080.5
Total		1363.1	1627.2	1653.6	1819.9	1847.9	516.3	8828.3

Appendix 11

TAFE Futures Inquiry

The TAFE Futures Inquiry was conducted by Dr Peter Kell throughout 2006 as part of the AEU's public education campaign. It was an independent inquiry, funded by the AEU, with terms of reference developed by the union, and with a reference group drawn from major stakeholders in the system.

The AEU invited written submissions to the Inquiry, and by the conclusion, had received more than 100. Public consultations were held around the country, and the Inquiry took to the road for a six week tour. The Inquiry visited each state and territory, conducting hearings in metropolitan and regional TAFE institutes. More than a thousand teachers attended the inquiry hearings.

The Inquiry had five Terms of Reference. They were:

What are the desirable futures for the public TAFE system in the context of its history and contemporary pressures? Specifically:

1. What is vocational education and training, what is TAFE's role in it and how does this fit into the Australian education system?
2. What are the expectations of the stakeholders of the VET system and how is TAFE currently meeting these? What impact has recent government policy had on the VET system, and what strategies could be developed for the future to strengthen TAFE's role?
3. What are the trends in VET funding, how have they affected TAFE and what models could be adopted for improved delivery of funding to TAFE?
4. What are the outstanding features of VET curriculum and pedagogy, and what are examples of good practice in TAFE?
5. What effect have recent government policies had on learning and teaching in TAFE, and what alternative scenarios could realise a TAFE system which best serves its students, the community, industry and the TAFE workforce?

The TAFE Futures Inquiry provided a compelling picture of the issues facing the public TAFE system, and TAFE teachers.

It found:

- Teachers working in industry programs around the clock with no systems in place to support them;
- Teachers faced with a growing complexity in their work, including counselling and welfare, liaising across TAFE and industry, brokering relationships with partner organizations, marketing, recruiting, and overseeing and implementing student tracking systems;
- Teachers investing their own time and money in maintaining current industry knowledge and experience, often with little support from their institutions;

- More and more teachers shouldering the responsibility for frontline employment and human resource tasks, including employing and mentoring casually employed staff.¹

The TAFE Futures Inquiry highlighted the pressures experienced by TAFE teachers. It found the TAFE system needed to:

- Immediately reduce the levels of casualisation to help improve the future of the system;
- Develop career options which take account of the emerging specialist industry functions that characterize the diverse work of TAFE teachers;
- Develop career options which allow teachers to specialize in teaching, and others to develop their expertise in other aspects of their professional work, including research and administration;
- Improve levels of resourcing and funding for ongoing research into innovative teaching and learning strategies;
- Develop partnerships with industry to allow teachers to easily move between their industry area, and their teaching employment;
- Improve the level of resourcing and the availability of professional development, particularly for casually –employed teachers;
- Support the development of professional networks of teachers, with a focus on both vocational teaching and learning, but also on their specialist industry area of expertise.

¹ Kell, P, TAFE Futures: An Inquiry into the Future of technical and further education in Australia, AEU, 2006 p.27

AEU State of our TAFEs Survey Report

This report summarises the results of the Australian Education Union State of our TAFEs online survey conducted by the Federal Office of the AEU.

The survey was open for three weeks between Monday 8 February and Monday 1 March 2010.

1. Respondents

- The survey was completed by 2,691 TAFE teachers across the country.
- 93% of respondents were teachers or lecturers.

2. Demand for Training and Education

- 46% of respondents said they were aware of student waiting lists in their department or TAFE.
- The areas where waiting lists were highest were engineering and related technologies (21%), education (17%) and language, literacy and numeracy (16%).
- 57% of respondents said student demand in their area had increased in the last two years.
- 58% of respondents said they had been forced to turn students away in the last two years.
- The primary reasons why students were turned away (respondents could choose more than one reason) were lack of places (70%), insufficient students (37%) and resources (29%).

3. Resources and Workloads

- 53% of respondents said that the overall budget in their department had decreased in the last two years.
- 49% of respondents said class sizes had increased in the last two years.
- 84% of respondents said that their workload had increased in the last two years.
- Respondents said that if additional resources were made available the highest priorities should be computers and technology (58%), trade equipment (50%), technical and admin support (49%) and classrooms (46%).

4. Industry Demand

- 70% of respondents said that their TAFE did not have the capacity to meet industry needs, particularly in the local community.

1. Respondents

2,691 TAFE practitioners responded to the survey, 93% of whom were involved in the delivery of programmes.

Main position

	Aust
Workplace Assessor	1.5%
Tutor	0.8%
Teacher	76.8%
Advanced Skills Teacher	13.9%
Manager	6.9%

Length of employment at current workplace

	Aust
0 – 12 mths	2.6%
1 – 2 years	5%
2 – 5 years	18.8%
5 – 10 years	20.6
10 years +	53%

2. Demand for Training and Education

Are you aware of any student waiting lists in the institute/department?

(2686 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Yes	21.9%	62.9%	45.5%	58.7%	43.9%	40.2%	61.7%	39.4%	45.9%
No	78.1%	37.1%	54.5%	41.3%	56.1%	59.8%	38.3%	60.6%	54.1%

**Indicate industry areas affected. Choose any that apply.
(State, territory and national)**

(1,264 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Natural and physical sciences	0%	1.5%	0%	0%	2%	4%	2.8%	3.2%	1.9%
Information technology	5.9%	14.8%	22.2%	9.9%	11.5%	14.7%	8.1%	10.5%	11.9%
Engineering and related technologies	0%	17.3%	11.1%	24.6%	25.7%	18.7%	21.8%	22.6%	20.6%
Architecture and building	17.6%	7.5%	0%	3.7%	10.1%	5.3%	14.5%	4%	8.2%
Agriculture, environmental and related	5.9%	4.6%	11.1%	2.6%	6.1%	8%	2.8%	0.8%	4%
Health	11.8%	7.5%	0%	8.4%	23.6%	8%	12.1%	11.3%	10.8%
Education	5.9%	18.8%	22.2%	23%	11.5%	12%	16.5%	15.3%	17.2%
Creative arts	5.9%	8.2%	11.1%	6.8%	6.1%	10.7%	4.8%	5.6%	7%
Food, hospitality and personal services	11.8%	7.5%	0%	4.2%	9.5%	10.7%	7.3%	3.2%	7%
Mixed field	5.9%	1.3%	11.1%	0.5%	2%	8%	2.8%	0%	2%
Language, literacy and numeracy	17.6%	15.9%	33.3%	17.3%	18.9%	13.3%	10.5%	18.5%	15.7%
Further education and liberal arts	0%	4.6%	0%	4.2%	2%	0%	4.8%	2.4%	3.7%
Management and commerce	11.8%	7.7%	0%	9.9%	5.4%	8%	4%	8.9%	7.25%
Society and culture	0%	3.5%	0%	1%	1.4%	1.3%	3.6%	1.6%	2.5%
Other	0%	10.6%	11.1%	8.4%	8.1%	8%	8.5%	11.3%	9.3%

In the last two years, has student demand in your industry area (choose one of the following):

(2,686 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Increased	56.2%	57.6%	81.8%	57%	55.2%	58.7%	46.8%	65.3%	55.8%
Decreased	6.8%	9.3%	4.5%	14.8%	9.2%	9.2%	15.8%	7.4%	11.4%
Same	35.6%	28.9%	13.6%	23.2%	29.8%	29.9%	29.7%	23.9%	27.8%
Don't know	1.4%	4.2%	0%	5.1%	5.8%	2.2%	7.6%	3.4%	5%

Have you had to turn away potential students from the college in the last two years?

(2686 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Yes	23.3%	76%	50%	53.2%	57.4%	53.8%	46.7%	55.9%	57.7%
No	76.7%	24%	50%	46.8%	42.6%	46.2%	53.3%	44.1%	42.3%

If yes, what were the primary reasons? (Could nominate more than one)

(1560 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Lack of a place	72.2%	77.2%	38.5%	59.9%	69.5%	50.5%	67.6%	79.2%	69.9%
Resources	33.3%	29.5%	46.2%	33.5%	28.3%	29.3	27.9%	22.6%	29.1%
Student support	0%	3.9%	0%	8.7%	4.8%	6.1%	5.2%	4.8%	5.1%
Lack of qualified teachers	16.7%	15.7%	30.8%	24.8%	14.4%	13.1%	20.3%	14.9%	17.7%
Insufficient students	55.6%	36.3%	38.5%	44.6%	38.5%	20.2%	36.9%	35.1%	37.1%
Cost	5.6%	20.3%	15.4%	18.6%	20.9%	34.3%	23.4%	4.8%	19.7%

If yes, what were the main industry areas in which you had to turn away students?

(1,563 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Natural and physical sciences	0%	1.1%	0%	1.2%	1.6	1.9%	2.7%	1.2%	1.5%
Information technology	11.8%	15.7%	15.4%	6.9%	6.4%	9.7%	7.2%	9.8%	10.6%
Engineering and related technologies	17.6%	15.9%	23.1%	25.7%	21.3%	28.2%	18.6%	24.4%	20.3%
Architecture and building	5.9%	7.6%	0%	5.7%	8.5%	4.9%	13.7%	5.5%	8.1%
Agriculture, environmental and related	11.8%	4.2%	7.7%	4.1%	5.3%	11.7%	3.4%	4.3%	4.8%
Health	17.6%	5.7%	0%	4.9%	19.1%	6.8%	10.7%	8.5%	8.6%
Education	5.9%	15.1%	7.7%	15.5%	5.3%	10.7%	12%	12.8%	12.7%
Creative Arts	11.8%	8.1%	0%	4.5%	9%	8.7%	5.5%	6.1%	7%
Food, hospitality and personal services	0%	5%	0%	6.1%	8%	11.7%	6.5%	4.3%	6.1%
Mixed field	5.9%	2.2%	7.7%	1.2%	2.1%	5.8%	2.7%	1.2%	2.4%
Language, literacy and numeracy	5.9	12.2%	15.4%	15.9%	18.1%	6.8%	9.6%	12.8%	12.7%
Further education and liberal arts	0%	4.4%	0%	2.4%	1.6%	0%	4.8%	0.6%	10%
Management and commerce	5. %	8.5%	15.4%	12.2%	7.4%	5.8%	6.5%	11%	8.7%
Society and culture	0%	3.7%	0%	1.6%	3.2%	2.9%	4.5%	3.7%	3.3%
Other	0%	12.5%	15.4%	8.6%	9%	5.8%	10%	7.9%	10%

3. Resources and Workloads

Has the overall budget for your department in the last two years:

(2,686 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Increased	16.4%	3.1%	27.3%	5.1%	0.9%	4.9%	6.9%	8.4%	5.3%
Decreased	20.5%	62.4%	22.7%	49.9%	71.8%	74.5%	41%	32%	52.5%
Same	35.6%	18.8%	27.3%	20.1%	12.9%	11.4%	19.5%	24.2%	19.1%
Don't know	27.4%	15.7%	22.7%	24.9%	14.4%	9.2%	32.5%	35.4%	23.1%

In your classroom delivery area, have class sizes over the last two years:

(2,686 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Increased	43.8%	48%	50%	54.5%	52.1%	40.2%	47.7%	50.8%	49.2%
Decreased	5.5%	7.4%	0%	10.6%	8%	12%	9.5%	6.1%	8.6%
Same	50.7%	41.9%	50%	32.2%	38%	42.4%	40.1%	41.1%	39.6%
Don't know	0%	2.7%	0%	2.6%	1.8%	5.4%	2.7%	2%	2.6%

Since the start of 2008, has your workload:

(2,686 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Increased	76.7%	88.5%	68.2%	85.2%	82.8%	80.4%	80.6%	82.2%	83.7%
Decreased	1.4%	1.5%	4.5%	2%	0.9%	3.8%	2.3%	1%	1.8%
Same	21.9%	9.4%	27.3%	11.9%	15.3%	15.8%	15.8%	16.2%	13.7%
Don't know	0%	0.6%	0%	0.9%	0.9%	0%	1.3%	0.7%	0.8%

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

(2,686 responded)

	High	Medium	Low
Classrooms	46%	34.9%	19.1%
Trade equipment	50.2%	31.4%	18.5%
Library/learning centre	24.7%	53.7%	21.5%
Computers and technology	57.7%	31.7%	10.6%
Support for workplace delivery	43.1%	34.3%	22.6%
Studio equipment	17.1%	36.5%	46.3%
Technical and admin support	49.4%	35.3%	15.3%

4. Industry Demand

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

(2,686 responded)

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Aust
Yes	53.4%	24.6%	31.8%	30.5%	26.1%	29.9%	34.6%	32%	30.1%
No	46.6%	75.4%	68.2%	69.5%	73.9%	70.1%	65.4%	68%	69.9%



Institutes	Funding cuts		Projected job losses	No of Course cuts	Courses and campus cuts
	2011/12	2013			
Box Hill TAFE	\$4.5m ¹	\$24m ²	up to 200 ³	88 cut 50 at risk ⁴	Fee increases- range 0%-593%, 100% average. ⁵
Chisholm TAFE	\$4m ⁶	\$28m ⁷	251 FTE (179 during 2012/13 rest in early 2012) ⁸		Total tuition fees to increase by 70% ⁹
Holmesglen TAFE		\$25.5m ¹⁰	114 total FTE -65 teachers -25 contract -24 sessional ¹¹		102% increase in fees ¹²
Kangan TAFE	\$3m	\$30m	205 by 2013 ¹³ More expected Oct/Nov 2012	52	52 courses cut ¹⁴ incl. AUSLAN ¹⁵
NMIT		\$25m ¹⁶	100+ by 2013 ¹⁷	50 ¹⁸	50% increase in fees ¹⁹
RMIT		\$20m ²⁰	150 ²¹		International Centre of Graphic Technology ²²
Swinburne		\$35m ²³	240 ²⁴		Lilydale Campus closed ²⁵ , TAFE at Prahran closed. Fees to rise 22%-26% ²⁶ Building, cookery, leisure, hospitality, recreation, tourism, automotive
Victoria University		\$34m ²⁷	200 Total ²⁸ (99 teacher, 15 non teachers) ²⁹		sport and fitness, hospitality, business and financial services – 100 courses to be cut Close Trades Training Centres in Werribee & Melton. Sell Sunbury Campus ³⁰
William Angliss		\$5.8m ³¹	20-30 teaching jobs by end 2012 (44 EFT in 2011) ³²		
Ballarat TAFE	\$3m ³³	\$20 ³⁴	100 ³⁵	60 ³⁶	Horsham and Stawell campuses effected - Horticulture, finance, live production, racing, business and more
Bendigo TAFE		\$9m ³⁷	120 (100 by year end) ³⁸		Kyneton campus closed ³⁹
Gipps TAFE (Central Gippsland)		\$10m ⁴⁰	100 total 35 already 70 more by year end ⁴¹		Hospitality, art, design, sport and recreation, retail and music – Morwell and Leongatha under threat. Yallourn at risk ⁴²
Gordon TAFE	\$2.5m ⁴³	\$14.9m ⁴⁴	34 ⁴⁵ 16 initially ⁴⁶ Further redundancies expected ⁴⁷		Distance Education courses ⁴⁸ including business 43 courses at risk. ⁴⁹
Goulburn Ovens TAFE			Reduced staff by 30, natural attrition ⁵⁰		
South West TAFE		\$11.5m	59	169	Hospitality, events management, sport and recreation
Sunraysia		\$6.5m ⁵¹	26 ⁵²		
Wodonga TAFE		\$7m ⁵³	9 ⁵⁴ 30 FTE redundancies in 2013 ⁵⁵		Tuition fees to increase by 80% in 2013 ⁵⁶
Advance TAFE		\$5m ⁵⁷	32 ⁵⁸ Further 14 before end of 2014 ⁵⁹	36 ⁶⁰	80% increase in course fees. ⁶¹ Outreach centres at Yarram, Heyfield, Orbost, Swifts Crk, Mallacoota and Port of Sale



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Media release

The Hon Dr Denis Napthine MP

Premier
Minister for the Arts
Minister for Ports
Minister for Regional Cities
Minister for Racing
Minister for Major Projects

The Hon Peter Hall MLC

Minister for Higher Education and Skills
Minister responsible for the Teaching
Profession

Tuesday 12 March 2013

\$200 million for TAFE

Premier Denis Napthine and Minister for Higher Education and Skills Peter Hall have announced the next steps towards building a strong and financially secure vocational training sector.

Dr Napthine and Mr Hall today released the Independent TAFE Review Panel's report on vocational education and training, as well as the Victorian Coalition Government's response, *Next Steps for Refocusing Vocational Training in Victoria – Supporting a Modern Workforce*.

"The Victorian Coalition Government is committed to providing every Victorian with the chance to access a quality training system full of rich training opportunities," Dr Napthine said.

"As part of our response, the Coalition Government will provide a further \$200 million across four years to Victorian TAFEs to support innovation and structural reform.

"Victoria's TAFE institutes play a vital part in Victoria's training system.

"This funding is designed to assist TAFE institutes in securing their presence within the broader vocational education and training industry.

"This follows the Coalition Government's record vocational education and training budget of \$1.244 billion in 2012/13, compared to the \$855 million provided in the 2010/11 Labor budget," Dr Napthine said.

Mr Hall said the Coalition Government's reforms had already resulted in an increase in students enrolled in vocational education and training.

"There are now 670,438 Government-funded enrolments across Victoria, compared to 426,905 in 2010," Mr Hall said.

"It is also particularly pleasing to see that we now have a significantly higher percentage of students enrolled in courses that lead to jobs in areas with skills shortages.

"The Coalition Government takes very seriously its responsibility to provide a quality, value-for-money training system, married to industry and local business needs, which in turn creates economic growth and a more prosperous future for our state.

-2-

“Students deserve to know they are undertaking training courses that will ultimately lead them into jobs, while local businesses deserve to gain high-calibre and industry-ready graduates,” Mr Hall said.

The Coalition Government’s responses to the TAFE Review Panel’s 19 recommendations are included in *Next Steps for Refocusing Vocational Training in Victoria – Supporting a Modern Workforce*.

Mr Hall said the Government fully supported 12 of the Panel’s recommendations and supported six in principle, but did not support the Panel’s recommendation that would have seen a common governance and management structure across a number of TAFEs.

“The Coalition Government believes it is critical to maintain local input into TAFE operations,” Mr Hall said.

To strengthen Victorian TAFEs and encourage innovation in training delivery and content, the Government will:

- Provide \$200 million in funding for proposals to support innovation, collaboration, structural reform and business transformation to ensure the ongoing financial sustainability of TAFE institutes;
- Give TAFE institutes greater control of their assets by transferring property titles, allowing TAFE institutes to re-invest the proceeds from sales, and by working towards more flexible financial arrangements;
- Reduce the regulatory burden on TAFE institutes through streamlined reporting requirements and by more clearly defining roles and responsibilities of TAFE institutes and the Department;
- Allow TAFE institutes to have more control over workplace relations;
- Modernise the institutes’ constitutions and supply commercial objectives for TAFE institutes to provide a clearer understanding of Government’s expectations;
- Remove the restriction on TAFE institutes being registered as Group Training Organisations; and
- Reclassify the TAFE operations of dual-sector universities to bring them into line with other universities and reduce their reporting requirements.

The TAFE Reform Panel, chaired by Dr Ken Latta PSM, spent six months consulting with TAFEs across the state, and considering submissions from industry, local government and education representatives.

Mr Hall thanked Dr Latta and panel members Mr Peter Ryan, Ms JoAnne Stephenson and Ms Yvonne von Hartel AM for their thorough work and valuable recommendations.

Media contact: Mark Lee 0408 547 381

Victorian TAFE chairs 'sacked'

JOHN ROSS THE AUSTRALIAN MARCH 28, 2013 3:21PM

UP to 10 Victorian TAFE board chairs have been "sacked" amid claims of political payback against institutes that have protested against state government budget cuts.

Opposition skills spokesman Steve Herbert said the Victorian government had taken advantage of "unprecedented powers" to remove the heads of the governing bodies of 10 of the state's 14 standalone TAFEs.

"This is the heavy hand of a government that has gutted TAFE and now wants to stop dissent," Mr Herbert said.

"Not only are they happy to rip the heart out of public TAFEs; now they want to cut the tongues off them and stop them complaining. It's the day of the long knives for TAFE board chairs."

TAFE budget cuts were one of the touchstone issues that sparked the exit of former Premier Ted Baillieu, with regional MPs particularly jittery about the impacts of course cuts and campus closures in their electorates.

Under previous arrangements, TAFE chairs were selected by the board members, half of whom were appointed on the recommendation of the skills minister. Controversial legislation passed late last year gives the minister veto rights over the remaining board members, as well as direct appointment of the chair.

The Australian understands that the new arrangements, which include a spill of current board positions, come into effect at the end of April.

A spokesman for Skills Minister Peter Hall confirmed some board chairs would lose their positions, but wouldn't say how many. He said most would continue as directors on their boards.

He said the changes had been foreshadowed by the government this month in its response to the TAFE Reform Panel report. "The panel recommended that commercially focused boards be established as soon as practicable to oversee this significant period of transformation.

"The panel found that the composition, skills and remuneration for TAFE boards were not considered 'fit-for-purpose' for the more competitive market in which TAFE institutes now operate."

Mr Herbert said this rationale was "insulting to the many highly talented people with strong economic credentials that are on some of these boards".

"In my opinion they're gunning for TAFEs that have spoken out. They want to silence dissent by putting their own people in."

The chair of Holmesglen Institute, construction industry veteran Jonathan Forster, confirmed he was among the outgoing chairs.

Mr Forster has been a Holmesglen director since 1997 but chair for less than two years. He said



Victorian opposition skills spokesman Steve Herbert: "It's the day of the long knives for TAFE board chairs." Picture: Fiona Hamilton. Source: HWT Image Library

chair appointments were normally three-year terms.

He was disappointed to lose the position and hadn't been given a reason, other than that Mr Hall believed cabinet was unlikely to endorse his reappointment.

"It's his prerogative and he's made that call. Ours is not to reason why," he said.

Mr Forster wouldn't comment on claims of political payback, but said he would have preferred to have remained as chair during a time of rapid change for Victorian TAFEs.

"Having some continuity is a good thing. Maintaining the existing chair through this introduction of a new operating environment was something I thought was perhaps more likely.

"Holmesglen's a great institution with an amazing track record. I'm sure it will continue to be successful under my successor. [But] if it ain't broke, don't fix it."

Holmesglen CEO Bruce Mackenzie said TAFEs thrived on stability. He said processes such as "mass sackings of chairs" raised doubts about their competence, jeopardising large-scale education and employment projects.

"It just makes us look vulnerable. If we were on the stock exchange, there'd be a halt of trading," Mr Mackenzie said.

THE AUSTRALIAN

Government sacks a hero

VIRGINIA SIMMONS THE AUSTRALIAN APRIL 04, 2013 4:48PM

THE Naphine Government's unceremonious sacking of more than half of the 14 TAFE board chairs is an outrage and an insult to all those competent industry leaders and dedicated citizens who have given so unstintingly to their local TAFE communities over many years and who, in more recent times, have worked to guide the institutes through a period of unprecedented budget cuts.

"Thank you (not)," says the government.

The heavy-handed way in which this has occurred constrains the current CEOs from speaking out. However, as a former CEO of Chisholm Institute, I cannot remain silent about the sacking of board chair David Willersdorf.

Media reports state that the rationale is to give TAFE boards a stronger commercial focus and that this was foreshadowed in the recent TAFE Reform Panel report. Ironically, Victorian TAFE institutes are by far the most commercial in the country. Board chairs, it is said, need to be able to steer the institutes through a period of restructuring and realignment (code for decimation?).

Well, try this on for size:

Until recently, David Willersdorf, was General Manager of the Grenda Corporation which started as a family company. By the time it was sold in 2011 it employed over 2000 people and had a turnover close to \$400 million.

Grenda Transit operated in excess of six hundred and fifty vehicles on bus routes in Melbourne's southeast. The manufacturing arm, Volgren Australia, was Australia's largest bus body manufacturer. In 2010 it manufactured over 700 new vehicles for the Australian market and manufactured vehicles in two locations overseas. David was instrumental in the development of the company and in its sale.

Is this a man without a commercial focus or who needs to be told about restructuring? Who is the government kidding?

But this is not all there is to David Willersdorf. He is a man who is widely respected and admired in the Dandenong and surrounding south-east region and who deserves much better treatment. A local hero, his contribution to Chisholm is only part of his civic service. He has been an excellent chairperson who ensured that all board members' views were heard. He has led the strategic planning process with wisdom and intelligence.

He has taken a lead role in driving financial accountability and sustainability. He has engaged enthusiastically with students and attended their events and graduations. When the institute established a charitable trust to fund scholarships for needy students he brought his numerous local contacts to bear to generate donor support and has ensured that scholarships continue in a time when students are struggling with increased fees. The list goes on ...

In short, he brings the ideal balance of financial acumen and educational commitment to the board table.

Shame on the government for the petty short-sightedness and outright rudeness it has meted out to David and to other TAFE board chairs.

Virginia Simmons is a vocational training consultant and former CEO of Chisholm Institute.

Appendix 17

From the 2013 Report on Government Services – Productivity Commission

Government real recurrent expenditure per annual hour¹ (2011 dollars) (\$ per hour) (a), (b), (c), (d), (e)

	NSW	Vic	Qld	WA	SA	TAS	ACT (f)	NT	Aust (G)
2002	15.62	13.74	19.38	18.44	17.25	20.04	18.80	25.92	16.32
2003	16.02	14.14	19.14	18.54	19.03	18.06	19.05	31.85	16.72
2004	16.63	14.02	19.09	17.56	18.96	17.44	18.09	30.29	16.73
2005	14.72	14.73	18.32	18.04	17.81	18.00	19.85	30.42	16.15
2006	14.87	14.49	16.62	16.89	18.46	17.59	18.50	28.75	15.76
2007	14.18	13.33	17.93	15.59	17.16	17.11	18.56	27.96	15.15
2008	13.44	13.14	17.71	14.03	15.34	16.15	19.07	29.79	14.53
2009	13.00	12.38	17.81	14.39	15.28	16.63	17.19	27.20	14.19
2010	12.63	11.51	15.70	13.89	14.40	17.45	17.71	26.73	13.37
2011	12.57	11.18	14.83	16.66	13.65	16.58	16.50	27.88	13.24

(a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.

(b) VET in schools revenue can no longer be separated from other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.

(c) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolments over a three-year cycle rather than annually. For 2011 training activity, South Australia, Western Australia, Tasmania, and the Northern Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2011 are those calculated for 2010.

(d) Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.

¹ Report on Government Services 2013 “Vocational Education & Training” Table 5A.19

(e) Data for 2002-2010 have been adjusted to 2011 dollars using the GDP chain price index (table 5A.91)

(f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.1 million in 2007, \$5.2 million in 2008, \$5.7 million in 2009, \$5.9 million in 2010 and \$5.3 million in 2011.

(g) Excludes ACT payroll tax estimate.

Source: NCVER unpublished, National financial and VET provider collections: table 5A.1.

Appendix 18

Vocational Education and Training workforce data 2008: A compendium (summary)

In 2010, the NCVER published research on the state of the TAFE workforce.¹ The work is an update and expansion of the 2004 *Profiling the national vocational education and training workforce* (NCVER 2004) commissioned by ANTA.

The study highlighted ongoing concerns about the available data on the TAFE and VET workforce and makes suggestions about how data collection could be improved. These concerns were similar in 2004 when the initial work was done, and the problem is so significant that it is even difficult to compare the outcomes of the 2004 study with the work released in 2010.

The level of casual employment and the disparity between teaching and non-teaching staff revealed in the report each have consequences for the workloads of TAFE teachers. The qualifications profile of the TAFE and VET workforce also has significant consequences for the TAFE sector in a climate where TAFE is struggling against lean and mean private providers for increasingly scarce government funding. There is an immediate threat to quality in VET when such a large proportion of the workforce has basic or no teaching qualifications, and when such a large proportion of the workforce is employed casually.

Not only is the TAFE workforce highly casualised, arguably underqualified, it is also aged. In 2008 74.7% of the national TAFE workforce was aged 40 or over, 44.45% aged 50 or over. This is in contrast with the labour force generally, where in June 2008, 48.4% was aged 40 or over, and 25.4% aged 50 or over.

A significant section of the TAFE workforce is set to retire. It is highly likely that a large percentage of those who do retire will be those in permanent employment, with higher level teaching qualifications.

Casualisation of the TAFE workforce

The report shows high levels of casual employment in the TAFE teaching workforce nationally and in each state and territory.

In Figure 1, TAFE teachers are grouped by employment status alone. There are two categories – permanent and non-permanent. This means that in those states where there are significant numbers of contract employment, there is a much larger difference between the two figures.

The data contained in Figure 2 comes from data in the 2002 study, and shows the percentages of permanent and non-permanent employment.

¹ Guthrie, H (Ed), *Vocational Education and Training workforce data 2008: A compendium*, NCVER, Adelaide 2010. The publication has three main parts – *Getting the measure of the VET professional: An update, National TAFE workforce study 2008*, and *VET workforce collection: Feasibility report*.

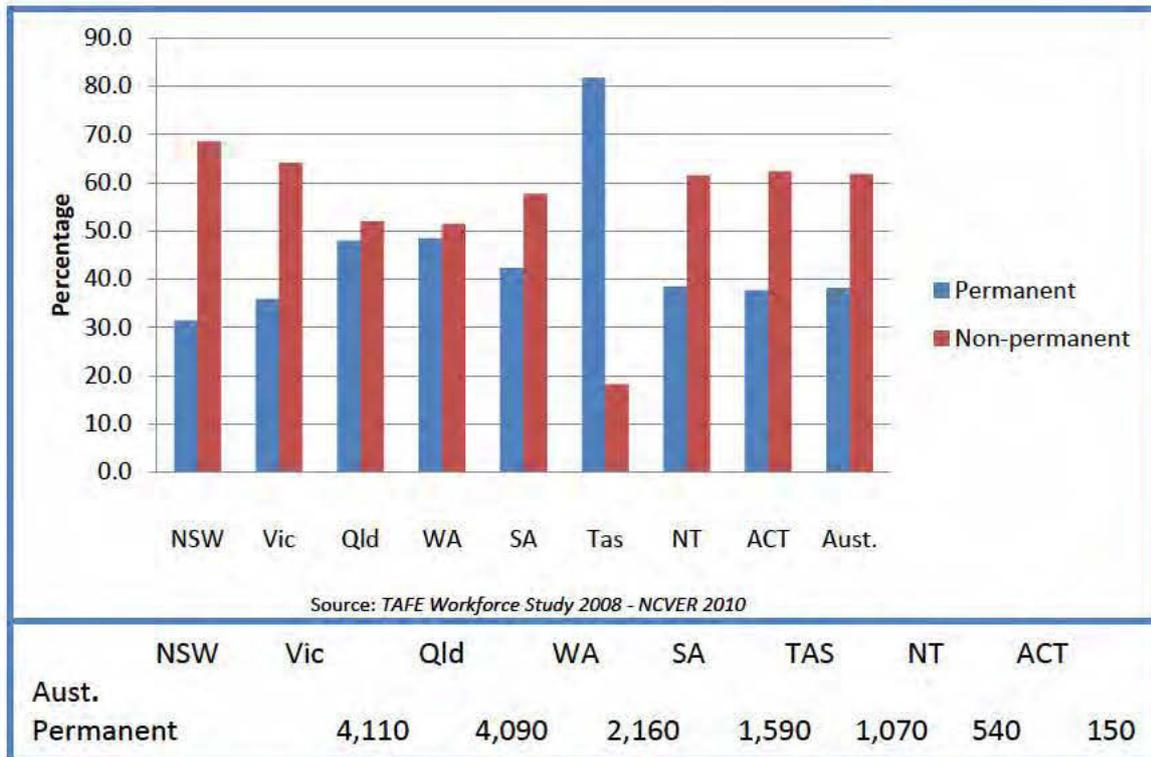


Figure 1: National, state and territory TAFE teaching workforce by staff position, 2008

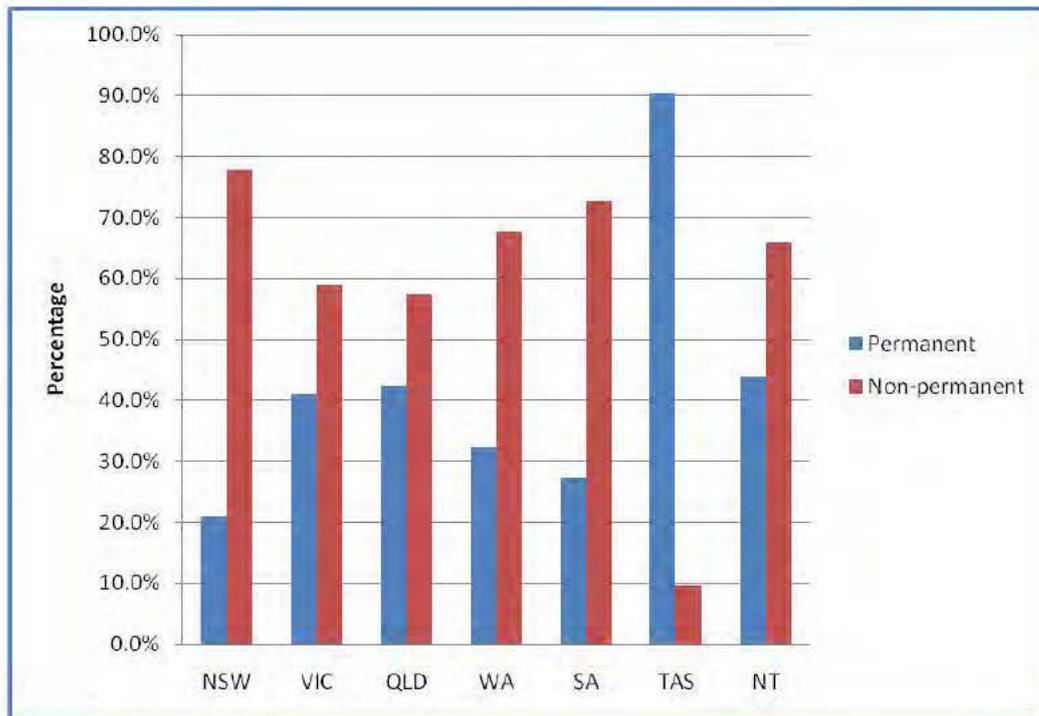


Figure 2: TAFE teachers by employment status 2002

Because the ACT is missing from the 2002 figures, it was not possible to compile a national comparison between 2002 and 2008.

Appendix 19

Selection of articles about TAFE funding by John Ross, The Australian

<http://www.theaustralian.com.au/higher-education/ppp-virus-spreads-through-vet-system/story-e6frgcix-1226132840278>

PPP virus spreads through VET system

- by: *John Ross*
- From: [The Australian](#)
- September 09, 2011 9:11AM

CHRIS Evans says the productivity places program, Australia's first broad-scale demand-driven tertiary education scheme, is ancient history.

After The Australian revealed damning details last week from a buried report on the \$2.1 billion program, which was intended to upskill existing workers and get the unemployed into jobs, the Tertiary Education Minister pointed out that the report was more than a year old.

"[It] was taken at a time when we were bedding down the arrangements. We responded to many of the concerns - that was the point of doing it," he told the ABC.

Leaving aside the fact that the government had sat on the report required a year earlier under a federal-state agreement, and The Australian had to resort to FOI to obtain it, Senator Evans has a point.

The PPP has all but gone, having been gutted in the last two budgets. Some of the proceeds are likely to flow to the national workforce development fund, the new industry-based program announced in this year's budget.

The new program will be based not on the PPP but a more highly regarded \$50 million offshoot, the enterprise-based PPP, which is also industry-based and requires participating companies to make bigger contributions.

Senator Evans said the government was also trying to improve the transparency of funding arrangements and focus more squarely on higher level training in skill shortage areas.

"We think we can do all those things better and that's part of the conversation we'll be having with the states over coming months as we negotiate a new agreement," he said.

In other words, the government has learnt from the PPP's mistakes - even if it didn't share those insights with the rest of the VET community - and moved on. There's no longer any point in dwelling on the PPP.

But critics say the PPP still matters - not because of how it operates, but because of how it's changed things.

Some TAFE figures say the PPP has succeeded in its real objective - to infiltrate behind state and territory lines and drive down the already anorexic VET costs by offloading training to private providers.

The PPP was an offer the states couldn't refuse. At its zenith it promised \$2.1 billion and 711,000 training places over five years. And since its launch in April 2008, a succession of states have adopted its recipe of full competition between public TAFEs and private companies for the government training dollar.

Victoria unveiled its own fully contestable VET system in late 2008, and this year South Australia and Queensland committed to similar systems. Western Australia has dispatched consultants to examine the Victorian arrangements and plans to announce its own reforms later this year.

NSW is also considering changes, pressured by a Council of Australian Governments resolution to establish "a new national framework" and lured by the prospect of sharing in an extra \$1.75 billion in Commonwealth funding.

Consumers might ask, so what? If a free market can get taxpayers a better deal, isn't that a good thing?

In fact, many VET leaders believe a market is the only way forward. Skills Queensland CEO Rod Camm says centrally planned VET simply can't keep up with the economy.

Mr Camm told a recent conference that VET systems hadn't been able to meet the demand for skills during the last boom. And it had taken a year for them to adapt to the need for more off-the-job training during the global financial crisis.

"We missed the march - by the time students started to graduate, parts of the economy had moved on again," he said.

"Centralised planning and procurement's had its day. Most of the evidence now is fairly compelling - if you have a system designed from the centre, it's just too slow."

Unsurprisingly, the private training peak group agrees. "Governments and government administrative mechanisms are not well placed to manage dynamic issues like skill shortages," said Australian Council for Private Education and Training CEO Claire Field.

"Current funding arrangements need to be reformed to deliver a truly effective training system."

But many education academics say the jury's out on markets. They say that while advocates extol the potential of education and training markets, there's very little empirical evidence about how well they actually perform.

The buried report on the PPP is a rare exception, and it doesn't paint a rosy picture. "Special care workers" was the occupation most catered for by PPP-funded courses, followed by

security guards, sales representatives and general clerks. Fitters, forklift drivers and VET teachers also featured.

Most of these aren't the high-tech trade-intensive occupations many envisaged when the government announced the PPP would focus on "current skill shortage and emerging industry demand", although aged care is an acknowledged skill shortage area.

Meanwhile TAFE - which dominates training in most high-tech areas - was only a bit-player in the PPP. Most states and territories reported that only about 25 per cent of PPP funds had gone to TAFEs, which provide 80 per cent of the overall publicly funded vocational training in Australia.

The program was also skewed to lower-level qualifications. While the PPP had fallen 33,000 enrolments behind its overall targets by mid-2010, it was more than 37,000 enrolments short in the high-level diploma and certificate IV courses. By contrast it was 9000 enrolments over target for certificate III.

The report suggests just 31 per cent of employed participants had enrolled in diploma and advanced diploma programs - well short of the 50 per cent target.

The Allen Consulting Group report acknowledges consistent criticism that the PPP funding model created "perverse incentives" and favoured lower cost courses, even though most in-demand skills require high-cost training. But it says the data contradicts this, indicating the cost distribution of courses "has been reasonably balanced".

But Gavin Moodie, tertiary education policy analyst at RMIT University, said it was hard to conclude much at all from the report because the data was inconsistent, incomplete or missing altogether. And TAFE Directors Australia CEO Martin Riordan said the consultant's conclusion was "a generous interpretation".

"We know that in reality, very few of the occupational qualifications were in skill shortage areas. Fast-forward 18 months or two years and we can see that skill shortages have intensified."

Andrew Smith, pro vice-chancellor of the University of Ballarat, said the data supported rather than contradicted concerns that the PPP had been skewed to low-cost training.

The report says around 60 per cent of PPP commencements were in courses costing less than \$13.37 per student per hour. This means about three in five enrolments were funded at less than the average cost per hour for government-funded training - \$13.31, according to the latest available data.

This figure has fallen steadily each year from \$15.31 in 2005 - leading Skills Australia CEO Robin Shreeve to observe that VET is the only sector where continually squeezed funding rates are regarded as a virtue. Analysts are keen to see how far the figure has slipped next year, when the PPP's influence becomes more apparent.

TAFE figures say the ever-lower funding rates make it impossible for them to run expensive courses, which have traditionally been cross-subsidised by surplus funds from the low-cost

courses. Funding has crept so low that these margins are disappearing, especially when the low-cost courses are snapped up by private sector competitors.

Moreover, the PPP report suggests the Commonwealth saved itself money by overestimating the number of PPP students likely to drop out, and funding the states accordingly - forcing the states to either make up the difference or short-change the colleges.

Mr Shreeve supports user choice, but only with an accompanying emphasis on quality, regulation and transparency. "[This] is an essential condition of greater choice - otherwise providers can only compete on price," he said.

ACPET says quality VET provision requires adequate levels of funding and transparency in its allocation. "The [report] highlights problems providers encountered with both the level of PPP funding and its distribution," Ms Field said.

Victoria, which has the only fully marketised VET system so far, spends the least on government-funded VET - \$11.96 per hour on the latest figures. And Victorian VET is exhibiting similar developments to the PPP.

Private enrolments in Victoria more than doubled over the last year, with the growth concentrated in low-cost courses, while TAFE enrolments rose minimally. The private share of students increased from 14 per cent in 2008, before the marketised system was introduced, to 35 per cent by mid this year.

ACPET says this shows that "a truly demand-led VET system" brings in more learners, including those without jobs and from disadvantaged backgrounds. "Given the choice, these learners overwhelmingly choose a private or not-for-profit provider with strong links to industry," said Ms Field.

But critics say it could simply reflect cost-shifting, with students who used to pay full-fees now funded by the public purse - for example the 4000 people now enrolled in government-funded courses for fitness instructors, up from just 400 three years ago.

Victoria was the only state that didn't sign up to the national partnership on the PPP. This was because the southern state's evolving system was considered so similar to the PPP that the Commonwealth allowed Victoria's share of PPP funding to be wrapped into its recurrent VET budget - in apparent contravention of 2007 ALP commitments not to "disturb" state funding arrangements with its new demand-driven system.

The national partnership required the other states and territories to ensure that all PPP-funded training was "in addition to current effort". But the consultant's report shows there's no way of telling whether they complied.

The report found that it wasn't possible to accurately quantify the number of extra training places the program had achieved. And Dr Moodie said it was difficult to tell whether the states and employers had contributed their share of the funding - 40 and 10 per cent respectively - for training of employed participants.

"It seems likely that at least some state and territory governments didn't make all of their contributions and that providers were expected to provide the places for 60 per cent of the funding rate," he said.

Dr Moodie said anecdotal evidence suggested it was also likely that some of the state contributions were simply redirections of their budgets, rather than the "additional effort" required under the PPP agreement.

The federal TAFE secretary with the Australian Education Union, Pat Forward, said she understood PPP courses had been partially funded by what was previously recurrent state TAFE funding, especially in Queensland.

An options paper leaked from Queensland in 2008 showed that the state was considering using tens of millions of dollars of TAFE funding to meet its PPP commitments. And even now, despite improved data under Senator Evans's tenure, it's not possible to statistically separate the PPP from other state VET funding arrangements in Western Australia or Victoria.

So, despite the original intention for it to provide "additional" training and leave existing state arrangements unmolested, the PPP has embedded at least some of the states with its special brand of low-cost, low qualification training that favours private providers and fails to address skill shortages.

To be fair to Senator Evans, he didn't invent the PPP. The program was introduced by an earlier education minister, Julia Gillard, and its origins lie with the Howard Government and its Work Skills Vouchers. The pressure for fully marketised VET has been fostered for years by a back-room group of bureaucrats, the National Senior Officials Committee, whose work receives little public scrutiny.

The Northern Melbourne Institute of TAFE told a Victorian review this year that the reforms in that state had been "a thinly disguised initiative to increase statistical VET participation, regardless of training quality and integrity, and regardless of the training requirements of industry and the needs of individuals.

"NMIT believed from the outset that this was an attempt to largely privatise the VET system by stealth, based on unproven and spurious assumptions. NMIT still holds this view."

<http://www.theaustralian.com.au/national-affairs/bn-government-skills-program-failed-to-address-key-shortages/story-fn59niix-1226124865101>

\$2bn government skills program 'failed to address key shortages'

- by: *EXCLUSIVE John Ross*
- From: [The Australian](#)
- August 30, 2011 12:00AM



The government's \$2billion key training program has failed to deliver qualifications in skill shortage areas. AFP PHOTO/William WEST *Source: The Australian*

A KEY \$2.1 billion federal government skills program designed to provide 711,000 training places over five years was so badly administered that evaluators couldn't tell who it had trained, according to a report obtained under Freedom of Information.

A mid-term review of the Productivity Places Program by Allen Consulting found that despite its size it had failed to adequately target its training to skills shortage areas.

It was also impossible to estimate how many people had participated. The program, which was announced in 2008 when Julia Gillard was education minister, was trumpeted as a key initiative to upgrade the skills of workers and help the unemployed find jobs.

But, while it was designed to address skills shortages and emerging needs, it was largely used to train special-care workers, security officers and sales representatives.

Training was also skewed to low-level qualifications. By mid-last year, the program was 27,000 enrolments short of targets for high-level diploma and certificate IV courses, and 9000 enrolments over target for apprenticeship-level certificate III courses.

"The data bears out the claim that the program has targeted lower cost, low-infrastructure courses that do not match the skills shortages plaguing the Australian economy," said Andrew Smith, pro vice-chancellor of the University of Ballarat.

"This supports the concerns (of) many TAFEs that training for more specialised and in-shortage skills was not undertaken through the PPP."

Most states and territories reported that about 25 per cent of PPP funds had gone to TAFEs, which normally provide 75 to 80 per cent of government-funded vocational training in Australia.

States and territories were also shortchanged by a tight-fisted cash flow model that incorrectly assumed almost two thirds of trainees would drop out. This created "perverse incentives" for providers to reduce the focus on completion, to minimise risks of exceeding the budget.

The PPP has long been criticised by vocational training insiders for clumsy design and inadequate resourcing.

The federal government began divesting itself of its flagship program last year when it diverted about half the PPP's funds into other areas.

The mid-term review has been widely anticipated because the PPP was the first large-scale national "demand-driven" tertiary education scheme.

It was seen as a prototype for a rolling overhaul of vocational education, which opens up government training funding to market forces.

Victoria has already adopted such an approach and South Australia and Queensland have committed to similar schemes.

A spokesperson for Tertiary Education minister Chris Evans said vocational education and training had received \$11bn in the first three years of Labor's term of office, compared to \$7bn between 2005 and 2007.

He said a National Centre for Vocational Education Research report had found the PPP had delivered an additional 156,000 course enrolments. "This exceeds the training targets set for the states," he said.

<http://www.theaustralian.com.au/higher-education/opinion/collision-course-of-learning/story-e6frgcko-1226356638146>

Collision course of learning

- by: *John Ross*
- From: [The Australian](#)
- May 16, 2012 12:00AM

A THOUSAND people protested outside Victorian Premier Ted Baillieu's office last week at budget cuts. Unions and normally diplomatic TAFE bosses accused their government of trashing social infrastructure, immorality and illegality.

The issue became front-page politics after Skills Minister Peter Hall's apologetic letter to TAFEs fell into media hands. If Hall resigned -- as he had considered, the letter showed -- it would destabilise a state government with plunging popularity and a wafer-thin majority.

Victoria had blown the budget with its open training market and TAFEs were carrying the can. The government needed to trim \$100 million from a training budget that had ballooned by a massive \$500m in just three years. But TAFEs estimated the cuts would cost them close to \$300m.

They said courses, facilities and possibly entire campuses would have to go. Fees would rise sharply and support services for disadvantaged students would evaporate. The future of some TAFEs was in doubt.

That's not all Victorian taxpayers got for their \$500m. They got an explosion in dubious courses from private colleges as the reputation of the education and training sector sped south.

Diplomas that normally require a year or two of study were advertised as taking a few months, weeks or even days. Courses were free -- sometimes with added sweeteners of iPads, overseas holidays or cash -- with colleges pocketing profits after delivering qualifications in as little as 15 hours.

What were they learning? Skills the economy needed? Not necessarily. Those cheap to teach? Definitely. Enrolments in real estate, warehousing, recreation and finance more than doubled in just three years.

Despite the resources boom, mining was the only area where enrolments declined. Information technology, media and telecommunications also fell on the eve of the National Broadband Network rollout.

While sport and personal-service workers' courses have been formally classified as of little vocational benefit, fitness-instructor enrolments increased 20-fold in three years. Finance and administration enrolments with big corporate training companies snowballed by as much as 9000 per cent last year alone.

Overall, government-funded training in Victoria increased 44 per cent in three years, with subsidised enrolments at private colleges more than quadrupling.

How did it all go so wrong?

A mixture of policy settings and inadequate resourcing. Funding rates were generally high enough to cover desk-bound or -- better still -- online courses, but not technical training involving small student groups and expensive equipment.

And there was little checking of the finished product because the assessment rules, largely set at national level, are riddled with loopholes. Even blatant rorts like cash kickbacks don't appear to be against Victorian rules.

The state government has tightened some of the rules and raised the bar on colleges seeking approval to offer government-funded places. But under-resourced training regulators and agencies can manage little more than desk audits, easily manipulated by canny operators.

The stated justification for the reforms -- TAFE bureaucracies are too expensive and cumbersome to respond to rapid labour-market changes -- undoubtedly bears some truth. TAFEs in turn blame this on government interference and imposed restrictions.

But by any measure, Victoria's cure has been far worse than the disease. Its training reforms have been a monumental policy failure. Competition introduced to smarten up training has had manifestly the opposite effect, and any government would steer well clear of similar reforms -- right?

Wrong. All state and territory governments signed up to similar reforms just last month at COAG. And while some are tampering with Victoria's settings, there's no sign they plan to address the central problems -- inadequate resourcing of the regulators and underfunding of some of the most vital types of training.

Academics say that while there are plenty of reports recommending market-style reforms to tertiary education, there have been few studies on whether education markets work. Victoria and its precursor, the failed federal government Productivity Places Program, provide the only empirical data on the performance of fully marketised education systems in Australia, and possibly the developed world.

But governments stick to the script about how market reform will fix things. Victorian-style changes will "provide the skills Australian businesses and individuals need to prosper in a rapidly changing economy", they assured the public in last month's COAG communique.

Why this lemming-like adherence to an under-resourced market philosophy, despite the absence of evidence supporting it, and compelling evidence against it?

Common wisdom holds that in a choice between incompetence and conspiracy, incompetence is the most likely explanation. But sometimes conspiracies bear scrutiny. Governments, quite rightly, are always looking for ways to save money, and education is expensive.

States accept their obligation to pay for education. But it's particularly expensive to actually do it. All that infrastructure. All those staff. All those relatively generous salaries and conditions exacted by beefed-up teachers' unions.

You can save a bundle if you get the private sector to do it.

But how? Privatising a school? You'll be out of office faster than you can say "Jeff Kennett". Privatising a uni? Students will blockade parliament, industry leaders will warn that dumb countries go broke. Privatising a TAFE? Unpopular. But maybe you'll get away with it. If you do it stealthily.

In November, a draft Victorian Competition and Efficiency Commission report urged the state government to consider privatising its TAFEs to free up their operations.

More recently, TAFE bosses and local councillors slammed this month's state budget as "de facto privatisation" of institutes.

The head of GippsTAFE, in Peter Hall's Eastern Victoria electorate, believes bypassing TAFEs could be the ultimate aim of the reforms. "It is about divesting themselves of a costly area in which to train," he said.

Why are TAFEs at so much risk? They're an established brand. And the logic of the market dictates that it's a level playing field.

Besides, TAFEs face massive bills maintaining and updating their infrastructure. They also have much higher staff costs because the government forces them to pay higher salaries and, more crucially, allows their teachers far more preparation time.

Victorian TAFEs are shackled by reams of red tape that belie the market rhetoric. Government rules and practices dictate when and where they can advertise, what they can do with their assets, what they can say to the media, even where they can do their banking.

If TAFEs collapse under the weight of these rules -- or get snapped up by some lean, mean corporation -- who will it hurt apart from staff? Possibly no one, provided governments ramp up the funding rates, seal the regulatory loopholes and give their watchdog agencies a few truckloads more money than they're getting at the moment.

But if things keep going the way they've gone in Victoria there will be plenty of victims. Taxpayers, as training funds continue to haemorrhage, often into corporate pockets. Disadvantaged learners such as indigenous students and people with disabilities, as government support programs are scuppered. Ordinary students, as their fees double or triple or they receive curtailed courses from unprepared teachers who they never get to meet.

The wider economy could be the biggest victim, as profit-focused institutes jettison courses for electricians, plumbers, mechanics, carpenters and building technicians. These skills, which industry constantly cries out for, are little taught outside TAFEs, which until now have been the only institutions generally able to afford it.

No government of any stripes would deliberately sabotage its own economy. Yet governments of both stripes have pushed the market reform wagon. The Victorian skills

fiasco originated with reforms introduced by the Brumby Labor government. The Rudd-Gillard government's PPP evolved from policy developments under John Howard.

These policies have been promulgated by senior bureaucrats and consultancies serving governments of both persuasions. Consultancies like Boston Group, which has produced a series of reports advocating market reform of vocational training.

Bureaucrats like Canberra's recently retired chief public servant Terry Moran and current NSW head of Premier and Cabinet, Chris Eccles. Both men have a background in vocational training policy and have worked with Coalition and Labor governments at state and federal levels.

Tertiary Education Minister Chris Evans recently vowed to overturn the longstanding tradition of developing vocational training policy away from public eyes.

But ministers don't necessarily get to call the shots, as Peter Hall's heartfelt apology letter to the Victorian TAFE chiefs suggests.

Mr Hall was reportedly close to tears as he gave them the bad news in a pre-budget briefing, conducted last thing on the Friday before budget day. Later he told them it had been easy to read their shock, incredulity, disbelief and anger.

"We in the department and my staff have shared similar emotions for many months now, as we have argued and anguished over budget decisions," he wrote.

Two days later, presumably following a dressing down, Mr Hall was back on script.

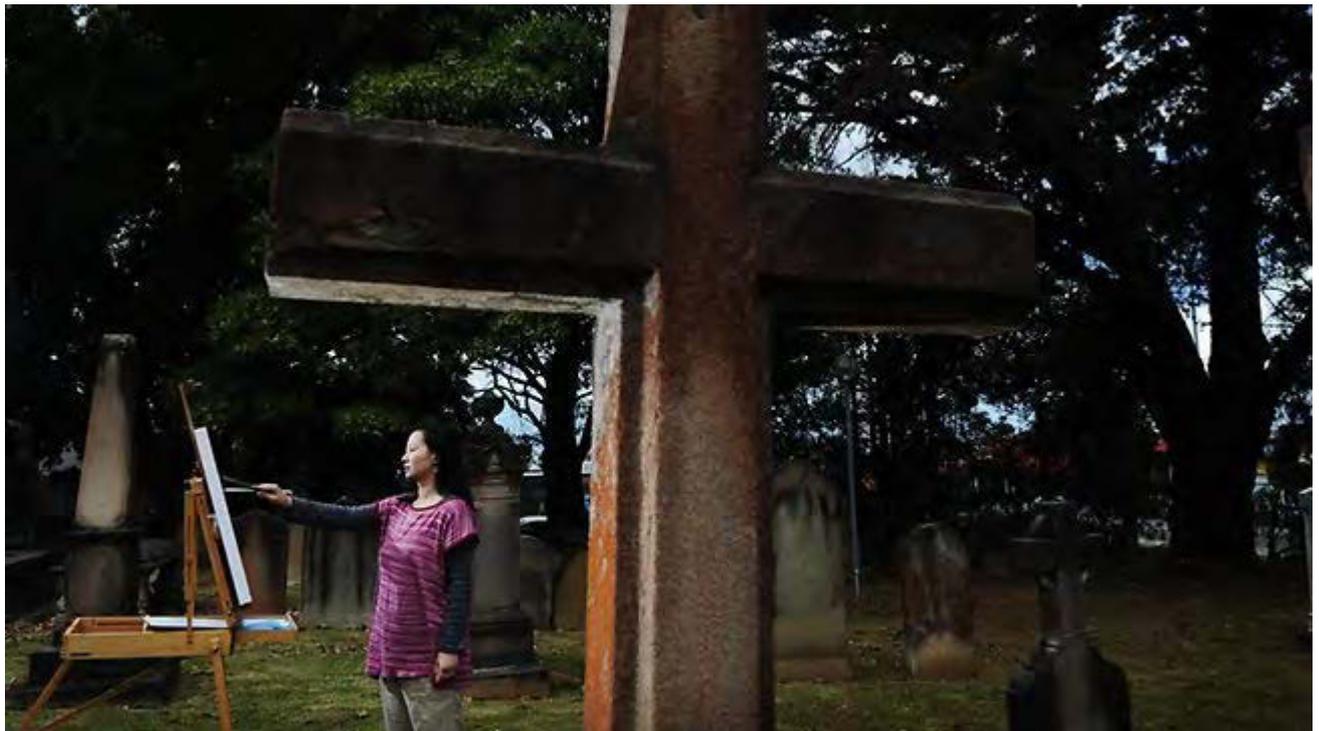
"I believe these changes will make Victorian TAFE the strongest public vocational system in the country, focused on promoting and supporting skills that will produce new jobs and increase productivity throughout the Victorian economy," he wrote in a subsequent letter to the TAFEs.

The \$400m question is whether his interstate colleagues will keep reading from the same script.

<http://www.theaustralian.com.au/higher-education/cuts-will-leave-art-students-stranded/story-e6frgcjx-1226520649921>

Cuts 'will leave art students stranded'

- by: *John Ross*
- From: *The Australian*
- November 21, 2012 12:00AM



Maggie Zhao, in Sydney yesterday, fears her dream of setting up a gallery will be dashed.
Picture: Braden Fastier *Source: News Limited*

MAGGIE Zhao plans to sell paintings from Beijing's Dashanzi art district, where her husband's relatives have a gallery, and to send Australian artworks there for sale.

She says insights into Australia's art world, acquired through a fine arts diploma at Meadowbank TAFE in northern Sydney, will prove essential. "Bit by bit we would like to connect people so more Australians know Chinese art and more Chinese people know Australian art," said the Chinese-born accountant, who has a finance masters from an Australian university.

"Lots of people have interest in art in China now. They really need to know the outside world."

Ms Zhao is teaching art to children to raise funds for her proposed gallery. But now she fears her diploma will be cut short by the NSW government's decision to stop funding TAFE fine arts courses next year.

City diploma students face full commercial fees of \$7700 a year, up from \$1300 or less.

The decision has inflamed a row over the vocational value of fine arts courses, which face cuts in TAFEs and universities around the country.

The NSW government predicts fewer than 200 jobs will be created for visual arts and crafts professionals over the next year.

Students say this ignores jobs in other areas. "Graduates work as photographers, as artists in court, as therapists in health, as designers in advertising, doing story boards and animations for film, and in art galleries and museums," said Clare O'Loughlin, a graphic artist enrolled in TAFE to "improve my skill set".

Fellow Meadowbank student Penny Ryan said the cuts would jeopardise 30 TAFE art centres around the state as students were unable or unwilling to take out loans to cover the new fees.

She said up to 4000 students could be stranded with unfinished qualifications, and 200 practising artists could lose vital teaching incomes.

Northern Sydney Institute of TAFE director Kevin Harris said four out of five fine arts students do not complete their courses and most were interested in specific units or "skill sets". He said metropolitan TAFEs were determined to keep art centres open, but students would now be able to enrol in skill sets that could be "joined together" into diplomas.

<http://www.theaustralian.com.au/higher-education/opinion/narrow-approach-limits-vocational-opportunities/story-e6frgcko-1226506886370>

Narrow approach limits vocational opportunities

- by: *JOHN ROSS*
- From: [The Australian](#)
- October 31, 2012 12:00AM

TRAINING budgets shouldn't necessarily support 60 per cent of students to learn criminal forensic science just because that's what 60 per cent of Jerry Bruckheimer's shows are about. Governments have to protect taxpayers from binges such as the \$400 million blowout in Victoria's training budget.

But they're doing this by channelling their support for training into a 1970s view of what a worker is supposed to look like.

If you speculated that skills market reform was aimed at putting TAFE back in its box -- something more like the 70s techs than comprehensive institutions that span the gap between school and uni, and cost treasuries a bomb -- you'd find plenty of evidence. The trend is most obvious in Victoria, where the cuts have savaged service vocations such as retail, business, fitness training and hospitality, which is often the only game in town for some tree-change communities and a stepping-stone occupation for many career starters.

It runs counter to the federal government's social inclusion agenda, which is about opening up possibilities for people, rather than locking them into futures predetermined by their geographical and socioeconomic status.

But if you think it's only state governments playing this game, look again. The federal government has just taken the razor to incentives for people who employ part-time or mature-aged apprentices, while increasing payments for full-time apprentices in their teens and early 20s in vocations such as construction.

It's all about choice. So long as people make the "correct" choices.

NSW has become the latest state to play occupational favourites. From 2014, the government will fund only those courses that researchers and industry deem vocationally useful.

It trumps the approach in South Australia, where the government bans new enrolments in oversubscribed areas such as customer contact and property services.

And it goes further than Victoria, which has refused to cap enrolments in its demand-driven skills system, although it has effectively disenfranchised areas such as hospitality, retail and fitness by reducing funding to negligible levels.

Last month NSW said it would stop funding TAFE fine arts, leaving students to pay commercial rates for these "non-jobs growth" courses.

Just because someone studies fine arts it doesn't mean that's where they're going to end up. As everyone knows, the linear careers of the baby boomers have given way to something that looks more like a snakes-and-ladders board.

People have multiple careers involving time-outs, restarts, U-turns and bewildering sideways leaps. The fine arts student of today could be the finance tsar of tomorrow. Who's in charge of the federal schooling portfolio, for example? A lawyer who made his name in the arts after starting out as a rock band's roadie.

The things people study often bear little relationship to what they end up doing. The trick is to get them doing something -- because one thing that hasn't changed is the scale of the undereducated, underemployed, under-motivated masses populating areas such as Sydney's southwestern suburbs.

In such a world, restricting training funds to areas of obvious vocational relevance could be naive and counterproductive.

<http://www.theaustralian.com.au/higher-education/resource-training-backed-by-taskforce/story-e6frgcjx-1226511730377>

Resource training backed by taskforce

- by: *John Ross*
- From: [The Australian](#)
- November 07, 2012 12:00AM

A DISUSED TAFE campus could become the home of a new "training delivery and brokerage operation" in which the Queensland Resources Council had a commercial interest, according to a taskforce chaired by QRC chief Michael Roche and asked to give the state government independent advice.

The government "might contribute all or part of a surplus TAFE campus" to the new entity, according to the report from the Skills and Training Taskforce, released yesterday.

There will be plenty of surplus sites to choose from if the government accepts the taskforce's recommendations, which include closing 38 of Queensland's 82 TAFE campuses.

The QRC also could have a permanent seat on the body that allocates state training funding, with the resources sector's peak body or one of its employers guaranteed a place on a new skills commission board.

The skills commission would "perform the state's VET funding functions", which could include contracting out training to colleges, presumably including the new provider proposed by the QRC.

Mr Roche rejected any suggestion of a conflict of interest, saying the QRC had already been discussing the proposal with the state government before the report was compiled.

He said the QRC proposal had been included as a case study rather than a recommendation, and that the government had specifically asked him to include it in the report.

"We've got no guarantees from government, it's just something that has been proposed and they're interested in," he said.

He said the case study had been cleared by all the taskforce members, which included representatives of manufacturing, retail, tourism, agriculture, construction, private colleges and the state government.

The taskforce has no TAFE representatives, an omission that sparked the prompt retirement of former Queensland TAFE chief Deb Daly in June.

At the time Training Minister John-Paul Langbroek said the terms of reference included TAFE reform, so including TAFE representatives would have created a conflict of interest.

The terms of reference also included advising on appropriate training for a Queensland economy based on the Newman government's four "pillars": resources, construction, agriculture and tourism.

The report recommends prioritising publicly funded training to these areas. "Training that is not aligned to economic and skills priorities of the state may require a higher level of private contribution, commensurate with the benefits to the individual versus the state as a whole," it says.

Some researchers have suggested the resources sector should do more to train its own staff. A 2010 National Centre for Vocational Education Research report found the sector trained just 3.6 per cent of Australia's apprentices despite employing 5.6 per cent of the nation's tradespeople.

The NCVER found that the cashed-up sector essentially solved its skills problems by poaching from other industries. It trained its full complement of workers only in occupations it couldn't find elsewhere, such as building and engineering technicians and horticulturists.

"It's a pretty profitable sector," said Phil Toner, a senior research fellow with the University of Sydney. "One could make an argument this is classic business welfare. Why should the taxpayer be paying for BHP's training?"

Dr Toner said it was debatable whether the conditions of "extensive market failure requiring state intervention" applied in the resources sector.

He said there was a stronger argument for public support of training in construction and manufacturing, which were dominated by small companies.

"Generally speaking, smaller firms have a much lower propensity to train than larger firms."

University of Melbourne tertiary training researcher Leesa Wheelahan said the taskforce's proposals risked creating new market failures.

Concentrating funding in a few sectors could see other important industries missing out, she said.

"Betting on a few key areas runs the risk of creating an oversupply in those areas if there is a turn in the economy, and an undersupply of key skills in new areas of demand," she said.

Dr Toner said Queensland's biggest growth industry, according to the report, was healthcare and social assistance. "It raises the issue why it isn't one of the core industries."

While Mr Langbroek said the government wouldn't respond to the report until late November, he was upbeat about its recommendations.

"(It) provides us with a real opportunity to shape the future of the vocational education and training sector and ensure the Queensland economy is more productive," he said.

"I want to ensure there's a clear line of sight for industry to be able to engage with the government to boost confidence and encourage partnerships."

<http://www.theaustralian.com.au/higher-education/alleged-kickback-scheme-a-rip-off/story-e6frgcjx-1226205580835>

Alleged kickback scheme a 'rip-off'

- by: *John Ross*
- From: [The Australian](#)
- November 25, 2011 7:40AM

MELBOURNE'S prestigious Royal Yacht Club has been caught up in a dubious scheme involving a training company allegedly attempting to "rip off" state government training funds totalling an estimated \$750,000.

The Australian understands the Melbourne-based Vocational Training Group offered at least five local sporting clubs and their members kickbacks of up to \$1500 for each person they enrolled in an outdoor recreation course run by VTG.

Victorian Training Minister Peter Hall yesterday told Parliament he had suspended state government payments to an unnamed provider and ordered an urgent investigation.

“There is no doubt in my mind that this is a rip-off of the public purse, and I have taken urgent actions to address it,” he said.

Club memos identify VTG as the provider in a scheme which offered most clubs \$1000 for each successful applicant, along with \$500 for the individual students.

But a spokesperson for VTG, Michelle Farrall, said there had been some “miscommunication” about the course.

She said VTG didn't make the payments to the clubs or their members, which she described as “scholarships” paid through an organisation called “Supreme Athlete Foundation”.

“The Foundation receives funds through Vocational Training Group and other organisations and then distributes those funds as appropriate, to build stronger communities,” she said.

The club memos sought to recruit at least 25 people for the course, typically to be delivered in ten, 90 minute sessions at club venues.

The same course usually takes 700-1100 hours to complete in TAFE.

It is not known whether any club was able to recruit the 25 members needed to make the deal viable.

Pat Forward, federal TAFE secretary with the Australian Education Union, said “what we are seeing is dodgy colleges exploiting easy government money”.

At least four clubs stood to make \$25,000 each out of the deal, with VTG pocketing over \$87,000 per club.

Mr Hall told Parliament he had been outraged on hearing of the alleged scheme.

“The public cost of supporting such a training program is in the order of \$5000. [It is not] provided for the purposes of giving a cash benefit of \$1500 to others, nor is it intended to fund just 15 hours of training.”

A Newport Baseball Club spokesperson told The Australian that although none of his members had so far signed up for the course, “it would provide money for the club, and hopefully people would get some skills to help run the club”.

Royal Yacht Club declined to comment.

<http://www.theaustralian.com.au/higher-education/training-goes-corporate/story-e6frgcjx-1226312758538>

Training goes corporate

- by: *John Ross*
- From: [The Australian](#)
- March 29, 2012 12:00AM



Talent2 CEO John Rawlinson: "We are quite unashamedly a very commercial organisation, as are our customers." *Source: Supplied*

AN extraordinary increase in enrolments with a St Kilda-based training company has signalled a change in the guard in Victorian vocational training, as the baton passes from mostly hands-on training at large public colleges to online training dominated by corporations.

Origin HR has cornered the training market in two industry sectors – financial and insurance services and administrative and support services – thanks to exponential growth in enrolments in two of its certificate IV courses.

The growth of 9000 per cent last year in financial services, and 5000 per cent in business administration, made Origin HR easily the biggest private provider in Melbourne's southern region. It attracted more government-funded enrolments than eight of the state's 18 TAFEs.

On broad estimates, Origin HR could have qualified for as much as \$90 million in state government funding for delivering the two courses last year.

Origin HR's parent company, international human resources firm Talent2, said it wanted to do likewise in other industry sectors. "We would love to play some part in the National Broadband Network rollout," said CEO John Rawlinson.

Talent2 describes itself as the Asia Pacific's leading human resources outsourcing organisation. Mr Rawlinson said its "distribution network" had facilitated the surge in enrolments at Origin HR.

Talent2's international recruitment, payroll and HR advisory activities gave it a ready client base for its new training division.

"We generally see that skill shortages are going to be the biggest drag on the Asian economy. All our clients are looking for solutions," Mr Rawlinson said.

When Talent2 bought Origin HR in mid-2010, it was a relatively small provider typical of a "cottage industry" approach to vocational training, he said.

It is one of seven training providers in Talent2's stable, most of them acquired through its purchase of Sugar International early last year.

Collectively they deliver over 100 qualifications in areas such as mining, community services, business, construction, retail, information technology, transport and logistics, with five of the providers approved for Victorian government funding.

Most have also obtained government funds from other sources such as the federal government's Productivity Places Program. And with offices in six capitals, Talent2 is also well placed to act when other states' training markets are opened up.

Globally, Talent2 claims 1700 staff and 46 offices in 19 countries – a meteoric rise since its launch in 2003. Its Sugar subsidiary was established in just 2006, evolving from a one-office professional development outfit for real estate company LJ Hooker in Adelaide.

Mr Rawlinson said Talent2 saw "great potential in the whole corporate vocational education field".

"We are quite unashamedly a very commercial organisation, as are our customers."

He said roughly half of Origin HR students were staff of client organisations, studying online. Talent2 had more than tripled its training, assessment and customer service staff to facilitate the increasing enrolments in the last year or so, he said.

Despite advertisements suggesting nominally one-year programs could be completed in a maximum of four months and as little as 40 hours, Mr Rawlinson said these claims were one-off errors, and that 10 months was the typical duration.

He said the group worked hard to maximise course completions and to ensure compliance with training market regulations.

However a source said meteoric enrolment growth raised questions about the capacity of regulatory agencies to manage burgeoning workloads in a multi-speed economy.

The source described Victoria as "the canary in the coal mine" for South Australia and Queensland, which have committed to open training markets, and other states considering similar reforms.

“This growth has to be unsustainable, and will inevitably have people asking questions about the productivity outcomes from this huge investment.”

Leesa Wheelahan, a tertiary education expert with the LH Martin Institute at the University of Melbourne, said the “staggering increase” suggested some providers were “picking low hanging fruit”.

This raised questions about the financial impacts on TAFEs, Dr Wheelahan said. “Private providers can cherry-pick qualifications that are cheap to deliver, without having the same community service obligations TAFE has.”

She was worried that TAFEs could become a “residual provider” restricted to programs private colleges were reluctant to provide, such as expensive technical training and courses for students from disadvantaged backgrounds. And TAFEs could run out of money to provide these services, she said.

The growth also raised broad questions about quality and sustainability, Dr Wheelahan said, citing the ABC Childcare experience.

“A big private provider with economies of scale cornered a large slice of the market, underwritten by government subsidies and cheaper staffing costs. [Then] ABC collapsed and the government had to pick up the tab, and the industry was in chaos.”

<http://www.theaustralian.com.au/higher-education/agriculture-surge-causes-funding-row/story-e6frgcjx-1226221192850>

Agriculture surge causes funding row

- by: *John Ross*
- From: [The Australian](#)
- December 14, 2011 12:00AM

SPIKES in Victorian agricultural course enrolments have led to claims private colleges could be pocketing hundreds of thousands of dollars in government training funds while teaching students no new skills.

National enrolments in the diploma in production horticulture tripled in 2010, with the entire increase attributable to recognition of prior learning enrolments at a single Mildura-based private training college.

Australian National Institute signed up 282 people to study the course last year, up from 78 in 2009 and five in 2008, according to Skills Victoria data obtained by the HES.

ANI mostly provides business, management, accounting, retail, hospitality and cleaning courses. It refused to comment when contacted by the HES.

In another instance, Victorian enrolments in the certificate III in agriculture rose by 14 per cent, after a single provider's RPL enrolments rose from one to 134 in one year.

RPL involves a formal assessment of skills obtained in the course of people's life and work. It avoids wasting time and resources teaching people things they already know.

But Victoria's primary industries training board believes an unprecedented increase in RPL is squandering government training funds on "mass credentialing programs".

Primary Skills Victoria told a parliamentary committee inquiry that it supported RPL, but not when it was "driven by economic opportunism".

A March report by Deloitte Access Economics articulated concerns that Victoria's training model was "incentivised to produce volume rather than quality".

It reported claims that an "over-emphasis on RPL and an under-emphasis on upskilling" were reducing technical skills in the primary industries.

The Victorian TAFE Association says students could waste their government training entitlement on qualifications delivered mostly by RPL, which does not add to their skills.

It told the inquiry that RPL accounted for 76 per cent of last year's subject enrolments in the diploma of production horticulture and 47 per cent in the advanced diploma of agriculture.

Primary Skills Victoria reported anecdotal accounts of diplomas issued on the basis of "casual conversation", with one recipient unaware RPL was being undertaken.

"Other RTOs are providing RPL for no fee or at costs substantially below an enrolment," it says.

Some trainers reinvest RPL savings on their students' skill and licensing needs. A Mallee training provider, for example, uses leftover funds to pay for OHS courses and truck licence upgrades for its farmer students.

But University of Melbourne tertiary education expert Leesa Wheelahan said it was inappropriate to spend training funds on truck licences. She said that if RPL could be exploited for genuine purposes, it could also be exploited for "dodgy" purposes.

Victoria's Skills Minister Peter Hall said RPL was the only explanation for diplomas that had been offered in extremely abbreviated time frames.

Since state government funding was opened to private competition in 2009, advertisements have sprung up for diplomas in management, business administration, OHS and other areas that can be completed in as little as four days.

Such courses usually take a year or two. Some providers have also offered overseas holidays, iPads and cash "scholarships" as sign-on incentives.

Mr Hall said he'd asked the Victorian Registrations and Qualifications Authority to examine several recent RPL cases.

"We're acutely aware that we need to monitor the use of RPL and make sure it's not used to cut corners and make money for less than scrupulous providers," he said. Mr Hall said government funding contracts would be tightened next year.

<http://www.theaustralian.com.au/higher-education/ponting-selwood-linked-to-short-diplomas/story-e6frgcjx-1226301823742>

Ponting, Selwood linked to short diplomas

- by: *John Ross*
- From: [The Australian](#)
- March 17, 2012 12:00AM



A sports management company which includes Ricky Ponting among its directors is providing 1-2 year courses in up to six months. Picture: Phil Hillyard *Source: Supplied*

A VICTORIAN sports agency with links to former Australian cricket captain Ricky Ponting has recruited top AFL players to help teach a diploma that includes just seven days of face-to-face training.

Stride Sports Management's program demonstrates the purchasing power of Victorian government's skills funding, with hopeful sports managers straight out of school trained for free by star athletes such as the captain of last year's premiership winning Geelong Cats, Joel Selwood.

But the accelerated program, which also includes online components, also exemplifies the fast-tracked diplomas that are becoming common in Victoria, with some providers offering what should be one to two year programs in as little as four months.

Stride, which counts Mr Ponting among its directors, declined to comment. It referred inquiries to its partner organisations - Infront Sports Consulting, which oversees the program, and the training provider Training Sense.

Infront director Michael Bokody said students could extend the period of the course if they wished, and said other providers' programs had the same model.

Mr Bokody said the length of the program had been a point of contention, but it had "a far greater connection to industry" than other courses.

Training Sense CEO Mark Pullin said most students took up to six months to complete what was essentially a pathway program.

He said being trained by star athletes gave students an important reality check. "[Sport] is sexy until you're in it," he said.

"[The players] provide the insights you never find out about until you're in the middle of it."

Mr Pullin said sports management was a growth field, with contemporary players highly paid and sports such as netball and soccer becoming more professionalised.

Mr Bokody said that while the program had only attracted Victorian government funding last year - and it's yet to be confirmed this year - he was seeking federal support for a national roll-out of an extended six to nine month version.

And while school leavers comprised about three-quarters of students in the current cohort, mature students would be targeted in the future.

"The increase is not a reaction to a possible perception about the current length [but] to cover new content," he said.

The Victorian Employers' Chamber of Commerce and Industry, which has five diploma programs ranging from four to 14 months, said they were suited to people who were already working. Training policy manager Andrew Rimington said accelerated programs were unsuitable for school leavers because they had little prior learning.

"If providers are delivering 500-600 hours less than the nominal hours, they should be able to document that students meet the requirements," he said.

"Industry bodies have raised these issues with the commonwealth [and] the state government is having a close look at these shortened durations."

The Australian Education Union said students straight out of school were "always going to struggle" with accelerated learning, despite its popularity with workers.

Deputy vice-president Greg Barclay said governments had a "rhetorical" commitment to student-centred learning, but the mode of training was increasingly governed by the system rather than the students.

He said fast-tracked diplomas had been necessitated by a business model which expanded the overall amount of government-funded training but reduced the funding rates.

<http://www.theaustralian.com.au/higher-education/study-says-tafe-suffered-1bn-drop/story-e6frgcjx-1226221198117>

Study says TAFE suffered \$1bn drop

- by: *John Ross*
- From: [The Australian](#)
- December 14, 2011 12:00AM

SKILLS funding policies blew a \$1 billion hole in TAFE's budget across five years, according to an analysis by Monash University's Centre for the Economics of Education and Training.

CEET found a sustained decline in per-hour funding of training and increased funding of private colleges had left TAFEs \$974 million short of what they would have received if 2004 levels had been maintained. The 16 per cent decline, between 2004 and 2009, was part of a longer trend that saw per-hour funding decrease 26 per cent since 1997.

The study revealed declines in all jurisdictions. Victorian and NSW TAFEs fared worst, receiving recurrent government funding of \$11.96 and \$12.08 an hour, respectively, following steady reductions since the middle of last decade. This equated to declines of 12 per cent in Victoria and 35 per cent in NSW since 1997.

The study was commissioned by the Australian Education Union, which believes funding reductions are jeopardising TAFEs' ability to operate in regional areas, help disadvantaged students and provide high-cost technical training: areas where TAFEs dominate.

But Victoria and NSW said the decline reflected efficiency gains.

The NSW Department of Education and Training said TAFE NSW had reduced net costs by almost 9 per cent since 2007 by restructuring the state and institute offices, rationalising delivery, streamlining product development, reducing administration costs and expanding sustainable work practices.

It also had reduced reliance on government coffers by expanding commercial delivery, increasing its external revenue by 70 per cent.

It said TAFE NSW had achieved the efficiencies while boosting enrolments by 11 per cent between 2006 and last year.

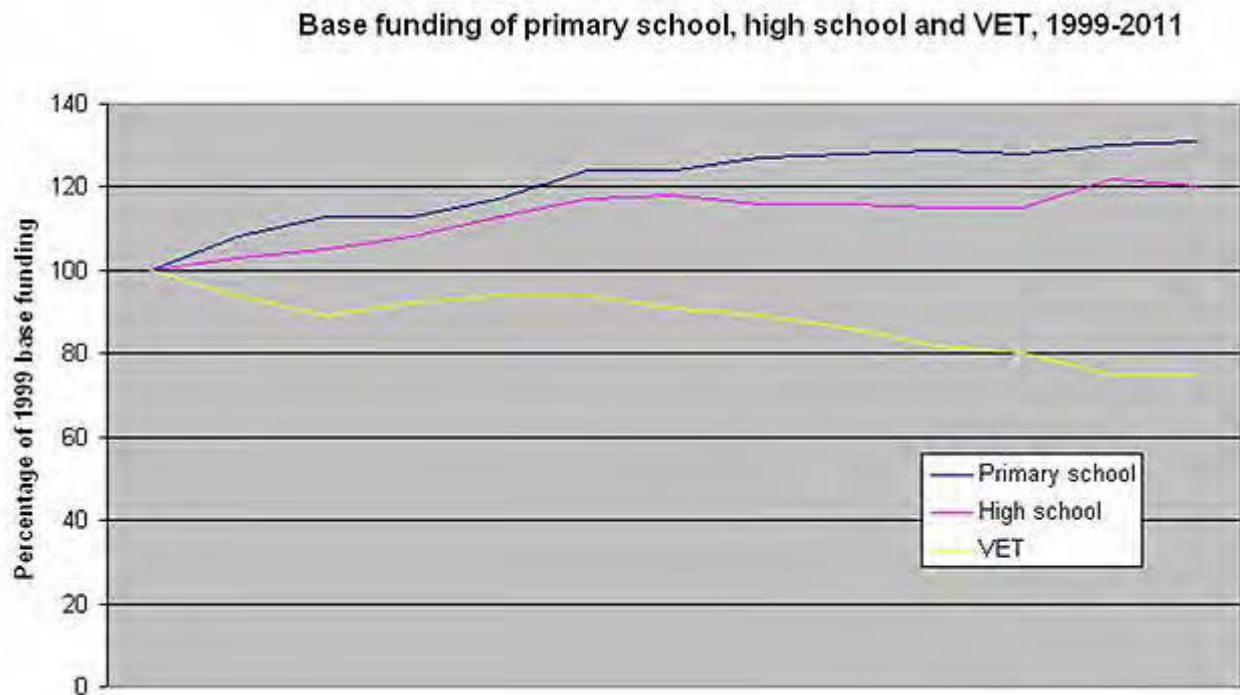
A spokesman for Victorian Skills Minister Peter Hall said the state had allocated record funding to its market-driven training system and that it had achieved efficiencies without affecting student or employer satisfaction levels.

Skills Australia chief executive Robin Shreeve said efficiency gains were unlikely to account for the entire funding shortfall. He said vocational education and training funding rates had fallen despite increases in other sectors, but "a historic lack of transparency" made it hard to assess the impacts.

<http://www.theaustralian.com.au/higher-education/workforce-report-carps-vet-reforms/story-e6frgcjx-1226597446896>

Workforce report carps VET reforms

- by: *John Ross*
- From: *The Australian*
- March 15, 2013 12:00AM



Data compiled by Australian Workforce and Productivity Agency. *Source:* The Australian

A KEY national advisory agency has launched a veiled attack on national training reforms, saying that dwindling funding rates are jeopardising quality and the 'entitlement' model prevents people from adapting to workplace change.

In a 200-page report concentrating primarily on labour force development, the Australian Workforce and Productivity Agency has toughened its previous recommendations about vocational education and training.

It says that while recurrent funding since 2009 has increased 31 per cent for public primary schools and 20 per cent for secondary schools, it's fallen 25 per cent for vocational education and training.

AWPA says all jurisdictions except South Australia and the Northern Territory decreased their VET budgets last year. The trend "raises questions about ongoing quality", its 'Future focus' report says.

“If the commonwealth, states and territories continue to tighten their budgets, there may be ongoing use of the somewhat blunt instrument of reducing funding per student contact hour ... rather than more positive and creative approaches to sustainability and growth.”

The report says that while there’s been the Base Funding Review for higher education and the Gonski review for schooling, there’s been no equivalent process for vocational training. There should be a federally commissioned review “to determine an appropriate price for the delivery of high-quality VET”, it says.

It reserves special criticism for jurisdictions which have cut their TAFE budgets. “TAFE institutes remain the bedrock of the national VET system, offering vital programs in industry areas and geographical locations that many other providers find challenging,” it says.

The report also attacks VET entitlements that limit people’s subsidies to single tertiary qualifications.

“Restrictions to the funding of individual learners may stifle the adaptive capacity needed for the future world of work,” the report says.

“Industry demand is not static, and we caution against the application of a ‘firstness’ approach that may prevent people from retraining in crucial areas.”

RMIT University policy analyst Gavin Moodie said most states had adopted the minimum requirement of the national entitlement model as “their maximum”.

“Many states say you can have a government subsidised place for your first qualification at a specified level, but after that your entitlement runs out,” Dr Moodie said.

“That just inhibits flexibility and workers moving from one job to the other. Workers on average stay in their job for five years. So you’ve used your entitlement, you’ve done the job for five years – now what do you do?”

He said states had “effectively shifted the cap from institutions to students”.

“What they should do, if they’re having trouble balancing the books, is reduce the subsidies but with at least a year’s notice – not half way through the bloody year.”

The peak TAFE body said the call for a base funding review in VET was “not before time”.

“It should have gone ahead of any promises for an entitlement scheme. I don’t think we need to wait for the government to look at it seriously as a recommendation that could be acted on quickly,” said TAFE Directors Australia CEO Martin Riordan.

Dr Moodie said AWPA had also gone further than the Bradley higher education review panel in calling for vocational and higher education to be integrated.

He highlighted its backing for commonwealth-funded higher education places for specialist vocational degrees awarded by the VET sector. “That’s not a demand-driven system, but at least it’s access to commonwealth-supported places,” he said.

Peak private college body ACPET welcomed most of the 'Future focus' proposals, but criticised a recommendation for a new professional development body mirroring higher education's Office of Learning and Teaching.

"The OLT is predominantly focussed on the professional needs of university staff," said CEO Claire Field.

"Implementing a similar body in VET is likely to benefit TAFE teachers over those in community, enterprise and private training providers. Funding and recognition of VET professionals is needed, but not an adaptation of a university-centric model."

Other recommendations include reviews of VET in schools and the pathways between VET and higher education.

The report also advocates more literacy and numeracy training and an expansion of work-integrated learning, including co-funded cadetships.

The federal government hasn't committed to any of the recommendations, apart from already-announced changes to the Enterprise Connect business development program.