

The Senate

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Education and Employment References  
Committee

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Vocational education and training in South Australia

March 2018

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# List of Recommendations

## Recommendation 1

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- 3.32 The committee recommends that the Government establish a comprehensive review of Australia's entire VET sector with a view to achieving adequate and sustainable ongoing funding levels, appropriate controls on private providers and a coherent and supportive policy framework.





# Chapter 1

## Introduction

1.1 On 6 December 2017, the Senate referred the following matter to the Education and Employment References Committee (the committee) for inquiry and report by 28 February 2018:

- (a) the failures in TAFE SA that have resulted in suspension of courses, as well as quality issues with the provision of training;
- (b) the effective use by the South Australian Labor Government of \$771 million provided over six years from the Federal Government to support vocational education and training in South Australia;
- (c) the impact of the South Australian Government's \$91 million in funding cuts over five years on students, industry and the broader community;
- (d) the role and impact of the scrapped Skills for All policy, and its replacement WorkReady policy;
- (e) the impact and frequency of changes made by the South Australian Government to their Training Subsidy List;
- (f) the adequacy of the oversight of TAFE SA by its leadership, board and the South Australian Government, as well as national regulatory oversight by the Australian Skills Quality Authority and other agencies; and
- (g) any other relevant matters.<sup>1</sup>

1.2 On 28 February 2018 the committee agreed to a short extension until 1 March 2018.

### Notice of the inquiry

- 1.3 Notice of the inquiry was posted on the committee's website. The committee also wrote to key stakeholders to invite submissions.
- 1.4 The committee received 12 submissions, as detailed at Appendix 1.
- 1.5 While the inquiry deals with an issue specific to South Australia, due to constraints around committee member availability, it was not possible to hold a public hearing in Adelaide. A public hearing was held in Sydney on 2 February 2018. A list of witnesses who gave evidence at the public hearing is contained in Appendix 2.

### Acknowledgment

- 1.6 The committee thanks those individuals and organisations who contributed to this inquiry by preparing written submissions and giving evidence at the public hearing.

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<sup>1</sup>*Journals of the Senate*, No. 78, 6 December 2017, p. 2494.

**Notes on references**

- 1.7 References in this report to the Hansard for the public hearing are to the proof Hansard. Page numbers may vary between the proof and official Hansard transcripts.

## Chapter 2

### An unnecessary political exercise

- 2.1 At the outset, the committee rejects the need for and rationale behind this inquiry. It is an unnecessary political exercise and a blatant attempt by the Coalition Government to damage the South Australian Labor Government. Evidence received during the inquiry clearly demonstrates that the current situation with TAFE SA is not an extraordinary, isolated incident, but is instead symptomatic of the deeper problems afflicting the Australian vocational education and training (VET) sector.

#### Background

- 2.2 The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's VET sector. It seeks to maintain the sector's quality through the effective regulation of VET providers, accredited VET courses, and Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) providers.<sup>1</sup>
- 2.3 One of ASQA's core functions is to carry out compliance audits of Registered Training Organisations.<sup>2</sup>
- 2.4 In May 2017, ASQA commenced a routine audit into TAFE SA's operations. As a result of the audit, in December 2017, ASQA suspended 10 qualifications from the scope of registration of TAFE SA.
- 2.5 According to a 6 December 2017 statement from ASQA:

TAFE SA was subject to routine regulatory scrutiny in May 2017 which identified some non-compliance with the requirements of the Vocational Education and Training (VET) Quality Framework.

As a result, in September the provider was issued with a notice of intention to remove or suspend a total of 16 qualifications from its scope of registration.

ASQA considered the response provided by TAFE SA to the notice of intention, however it did not address all of the non-compliances identified. On Monday, 4 December [2017] ASQA formally advised TAFE SA of its decision to suspend 10 qualifications from its scope of registration as a provider of vocational educating and training.<sup>3</sup>

- 2.6 The 10 qualifications suspended were:
- AMP20316: Certificate II in Meat Processing (Abattoirs)

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<sup>1</sup> Australian Skills Quality Authority, *Submission 5*, p. 3.

<sup>2</sup> Australian Skills Quality Authority, *Submission 5*, p. 3.

<sup>3</sup> Australian Skills Quality Authority, 'ASQA suspends 10 qualifications at TAFE SA', *Media release*, 6 December 2017, [www.asqa.gov.au/news-publications/news/asqa-suspends-10-qualifications-tafe-sa](http://www.asqa.gov.au/news-publications/news/asqa-suspends-10-qualifications-tafe-sa) (accessed 12 February 2018).

- AUR32416: Certificate III in Automotive Refinishing Technology
- AUR30816: Certificate III in Motorcycle Mechanical Technology
- CHC33015: Certificate III in Individual Support
- CHC43415: Certificate IV in Leisure and Health
- CPC32413: Certificate III in Plumbing
- CPC50210: Diploma of Building and Construction (Building)
- SHB30415: Certificate III in Hairdressing
- SIR50212: Diploma of Visual Merchandising
- SIT30816: Certificate III in Commercial Cookery<sup>4</sup>

2.7 ASQA emphasised that the May 2017 audit of TAFE SA was part of routine regulatory scrutiny:

We did not undertake the audits of TAFE SA on the basis of a perception of risk. It was because the institutes of TAFE in South Australia were amalgamated in September 2014 from three separately registered organisations into a single entity, and there's a requirement in our legislation to do a post-initial audit, which is the audit we undertook in [May] 2017 that resulted in our regulatory decisions at the end of 2017.<sup>5</sup>

2.8 On 18 December 2017, ASQA agreed to a request from TAFE SA for an extension of time until 2 March 2018 to lodge a reconsideration application. ASQA's submission provided further detail on this request:

Such extensions are considered on a case-by-case basis, with ASQA having regard to any impact a delay in progressing the regulatory action might have on stakeholders.

Consistent with usual practice, ASQA also agreed that the decision to suspend qualifications will not take effect until the reconsideration review process is complete.

When ASQA receives the TAFE SA reconsideration application, it will make a decision about the application and notify TAFE SA of the outcome within 90 days. If AQSA affirms its original decision, TAFE SA may apply to the AAT [Administrative Appeals Tribunal] for a review of ASQA's decisions.<sup>6</sup>

2.9 The committee was also advised that in comparative terms, the rate of compliance demonstrated by TAFE SA was better than some TAFEs in other states and also better than the average compliance rate for non-TAFE providers. Mr Mark Paterson, Chief Commissioner and Chief Executive Officer for ASQA explained:

In terms of comparison, TAFE SA's rate of non-compliance in relation to the audit was 66.67 per cent. Other TAFEs have been as high as 79.38 per cent, and the average for non-TAFE providers is about 68.19 per cent. So,

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<sup>4</sup> Australian Skills Quality Authority, *Submission 5*, pp. 8–9.

<sup>5</sup> Mr Mark Paterson, Chief Commissioner and Chief Executive Officer, Australian Skills Quality Authority, *Proof Committee Hansard*, 2 February 2018, pp. 1–2.

<sup>6</sup> Australian Skills Quality Authority, *Submission 5*, p. 10.

in relative terms, TAFE SA has not demonstrated the same rate of non-compliance as other TAFEs and is comparable to non-TAFE providers.<sup>7</sup>

### Moving forward

- 2.10 During the inquiry ASQA informed the committee that it would audit TAFE SA again in 2018 as part of its ongoing compliance activities:

ASQA will undertake another compliance audit of TAFE SA during 2018 (it was initially proposed that this compliance audit would be undertaken in the first quarter of 2018, however due to the reconsideration process and the extension of time allowed for TAFE SA to submit further evidence as part of that process, it would be unreasonable for ASQA to undertake the audit during that period).<sup>8</sup>

- 2.11 The committee was also advised of the steps TAFE SA had taken to rectify the issues identified by ASQA. Mr Craig Robertson, Chief Executive Officer of TAFE Directors Australia (TDA) outlined:

We recognise that ASQA has given TAFE SA until 2 March [2018] to address the issues raised, as the commissioner mentioned earlier. TAFE SA is working hard on dealing with that. In fact I'm advised that about 350 of their lecturers and staff volunteered and came in over the summer break, when they would normally be on entitled leave, to respond to the issues that have been raised. This has included contracting top auditors from around Australia to come and provide that advice. These are auditors that are experience in assisting ASQA in their work, as well. I'm told that at times there are about 120 people in a room dissecting and responding to the issues that ASQA has given. They've also commissioned a quite comprehensive staff professional development program, and they have mandated a new set of contemporary assessment tools that will need to be used right across the institute.<sup>9</sup>

- 2.12 TDA also informed the committee that TAFE SA would offer its 2018 courses as usual:

**Senator HANSON-YOUNG:** ...Is it your understanding that some [TAFE SA] courses have been delayed to start, and may not even start until term 2?

**Mr Robertson:** My dialogue with TAFE SA is indicating that, under the arrangements Mr Paterson [ASQA Chief Commissioner and Chief Executive Officer] gave, they intend to open all courses that were subject to the ASQA decision.

**Senator HANSON-YOUNG:** At what point?

**Mr Robertson:** At a normal opening time, which is during February. They're in the middle of enrolment now, and they would start those

<sup>7</sup> Mr Mark Paterson, Chief Commissioner and Chief Executive Officer, Australian Skills Quality Authority, *Proof Committee Hansard*, 2 February 2018, p. 5.

<sup>8</sup> Australian Skills Quality Authority, *Submission 5*, pp. 10–11.

<sup>9</sup> Mr Craig Robertson, Chief Executive Officer, TAFE Directors Australia, *Proof Committee Hansard*, 2 February 2018, p. 12.

courses. There is one small element of delay for apprentices and trainees in terms of liaison with employers, but they're working hard to rectify that.<sup>10</sup>

- 2.13 The South Australian Government took prompt and decisive action to address the concerns raised in the ASQA audit. On the day the ASQA findings were published, South Australian Minister for Higher Education and Skills, the Hon Susan Close MP stated:

I am extremely disappointed with the findings in the ASQA report and I will be seeking an independent review of TAFE which will include all courses currently being provided.

My main priority is to restore the faith of South Australians in TAFE while ensuring students are kept as informed as possible, with minimal disruption to their studies.<sup>11</sup>

- 2.14 Management consulting firm Nous Group was appointed by the South Australian Government on 5 December 2017 to undertake a wide-ranging review of TAFE SA, to be finished as soon as possible.<sup>12</sup> Additionally, public sector reform and education specialists Mr Terry Moran AC and Mr Kim Banikoff were appointed to conduct a strategic capability review of TAFE SA, with the report to be provided to Minister Close by early April 2018.<sup>13</sup>

- 2.15 A statement from the office of Minister Close on 5 December 2017 outlined:

The Terms of Reference for the [Nous Group] review include improving the effectiveness of TAFE SA's internal quality assurance mechanisms to ensure it delivers high quality training that is compliant with national standards for training providers, and restoring confidence in the public provider.

The ASQA findings have prompted a raft of changes within the corporation, including the Minister [for Higher Education and Skills] recommending to the Governor in Executive Council to dismiss the Chair of the TAFE Board, Peter Vaughan, and the resignation of the Chief Executive of TAFE SA, Robin Murt.<sup>14</sup>

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<sup>10</sup> Mr Craig Robertson, Chief Executive Officer, TAFE Directors Australia, *Proof Committee Hansard*, 2 February 2018, p. 18.

<sup>11</sup> South Australian Minister for Higher Education and Skills, 'Students the main priority as TAFE SA reform begins', *Media release*, 4 December 2017, [www.premier.sa.gov.au/index.php/susan-close-news-releases/8398-students-the-main-priority-as-tafe-sa-reform-begins](http://www.premier.sa.gov.au/index.php/susan-close-news-releases/8398-students-the-main-priority-as-tafe-sa-reform-begins) (accessed 12 February 2018).

<sup>12</sup> South Australian Minister for Higher Education and Skills, 'Nous Group appointed to undertake TAFE SA review', *Media release*, 5 December 2017, [www.premier.sa.gov.au/index.php/susan-close-news-releases/8401-nous-group-appointed-to-undertake-tafe-sa-review](http://www.premier.sa.gov.au/index.php/susan-close-news-releases/8401-nous-group-appointed-to-undertake-tafe-sa-review) (accessed 12 February 2018).

<sup>13</sup> TAFE SA, *Terms of Reference TA SA Strategic Capability Review*

<sup>14</sup> South Australian Minister for Higher Education and Skills, 'Nous Group appointed to undertake TAFE SA review', *Media release*, 5 December 2017, [www.premier.sa.gov.au/index.php/susan-close-news-releases/8401-nous-group-appointed-to-undertake-tafe-sa-review](http://www.premier.sa.gov.au/index.php/susan-close-news-releases/8401-nous-group-appointed-to-undertake-tafe-sa-review) (accessed 12 February 2018).

2.16 Ms Alex Reid was appointed interim Chief Executive of TAFE SA immediately after the resignation of Mr Robin Murt<sup>15</sup>, and Ms Pauline Denley was appointed as Chair of the TAFE SA Board of Directors on 5 December 2017.<sup>16</sup>

2.17 Business SA commended the actions taken by the South Australian Government in addressing the concerns raised by the ASQA report:

TAFE [SA] is undergoing a number of reviews at the moment, of which you are probably aware. We applaud the strategic review because the strategic review and the terms of reference will look at all of what we perceive to be the key issues that have resulted in TAFE being in its current position. It needs to look at the board composition, it needs to look at the leadership and the executive appointment, it needs to look at its entire governance structure so that the state government has transparency, and it needs to understand that it's a registered training organisation with a significant scope of registration.<sup>17</sup>

2.18 Business SA also indicated that it considered the actions taken immediately after the ASQA audit to be appropriate.<sup>18</sup> As Mr Anthony Penney, Executive Director, Government and Industry Engagement stated:

We would have expected that the information was communicated up the chart and addressed accordingly. People need to be held accountable. Specifically, the CEO and the chair of TAFE, who have operational direction over TAFE, were addressed accordingly, just like any other small business or publicly listed company.<sup>19</sup>

#### *Committee view*

2.19 The committee considers this inquiry to be a purely politically motivated exercise orchestrated by the Coalition Government in order to attack the South Australian Labor Government ahead of the South Australian election on 17 March 2018.

2.20 The committee notes that when Careers Australia went bankrupt in May 2017, pocketing millions of dollars in Commonwealth funding and leaving 15 000 students out of pocket, the Coalition Government did not push for a Senate inquiry.

2.21 The committee is of the opinion that TAFE SA and the South Australian Government have taken prompt and appropriate steps to address the concerns raised in the ASQA audit report.

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<sup>15</sup> Sarah Hancock, 'TAFE SA chairman sacked and students 'disappointed' after 14 courses suspended', *ABC News Online*, 5 December 2017, [www.abc.net.au/news/2017-12-05/tafe-sa-students-shocked-by-damning-audit/9227570](http://www.abc.net.au/news/2017-12-05/tafe-sa-students-shocked-by-damning-audit/9227570) (accessed 16 February 2018).

<sup>16</sup> South Australian Government, *The South Australian Government Gazette - No. 80*, 5 December 2017, p. 4895 [www.governmentgazette.sa.gov.au/sites/default/files/public/documents/gazette/2017/December/2017\\_080.pdf](http://www.governmentgazette.sa.gov.au/sites/default/files/public/documents/gazette/2017/December/2017_080.pdf) (accessed 16 February 2018).

<sup>17</sup> Mrs Jenny Briggs, Executive Director, Employer Solutions and Programs, Business SA, *Proof Committee Hansard*, 2 February 2018, pp. 32-33.

<sup>18</sup> Mrs Jenny Briggs, Executive Director, Employer Solutions and Programs, Business SA, *Proof Committee Hansard*, 2 February 2018, p. 33.

<sup>19</sup> Mr Anthony Penney, Executive Director, Government and Industry Engagement, Business SA, *Proof Committee Hansard*, 2 February 2018, p. 33.

- 2.22 The committee draws attention to ASQA's observation that TAFE SA's rate of non-compliance was comparative to, or lower than, rates of non-compliance found in other TAFEs and private providers.
- 2.23 Far from viewing the current TAFE SA situation as an isolated incident, the committee considers it to be symptomatic of a broader crisis within the vocational education and training system, in large part due to the significant, sustained funding cuts to the sector. The following chapter will examine these broader issues in more detail.



## Chapter 3

# A comprehensive review of vocational education and training

- 3.1 As set out in Chapter 2 of this report, the committee considers this inquiry to be a politically motivated exercise orchestrated by the Coalition Government. The committee does not view the current TAFE SA situation as an isolated incident; rather it considers the situation to be symptomatic of deeper issues afflicting the TAFE sector as well as the broader vocational education and training (VET) sector.
- 3.2 Numerous submitters to the inquiry echoed this stance, pointing out that the problems arising with TAFE SA were consistent with a flawed system.
- 3.3 For example, Professor John Buchanan, Chair of Business Analytics at the University of Sydney Business School observed that what was happening in South Australia was 'symptomatic of deeper problems':

TAFE has been attacked in policy since the eighties. What you're seeing in South Australia is the ultimate endpoint. Where you attack TAFE for three decades, it will crack. It has cracked, clearly, in South Australia, and it's manifest for all to see. That has got to be stopped. TAFE is a rare asset. Australia's vocational education system used to be the envy of the English-speaking world. We've done a very good job of trashing a great asset.<sup>1</sup>

- 3.4 Professor John Quiggin, an Australian Laureate Fellow at the University of Queensland, who submitted in a private capacity, argued that Australian vocational education in general was in a 'state of crisis'.<sup>2</sup> He observed:

The problems that have recently emerged in the SA TAFE system are merely symptoms of a decade of policy failure by state and Commonwealth governments of both parties, involving cuts to funding and ideologically driven projects of marketization.<sup>3</sup>

- 3.5 When asked for his thoughts on the rate of non-compliance found by ASQA in its TAFE SA audit, Professor Quiggin responded by flagging the broader issues at play:

I think compliance and non-compliance is really a second-order issue here. I don't think the whole system configuration under which ASQA is operating is fit for purpose. I would be looking not at things like compliance and non-compliance. I would look at aggregate outcomes,

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<sup>1</sup> Professor John Buchanan, Chair, Business Analytics, University of Sydney Business School, *Proof Committee Hansard*, 2 February 2018, pp. 26–27.

<sup>2</sup> Professor John Quiggin, *Submission 1*, p. 3.

<sup>3</sup> Professor John Quiggin, *Submission 1*, p. 8.

participation of vocational education, completions and independent assessments of the quality of the training rather than this compliance based focus which, as ASQA has mentioned, says everything is going swimmingly except possibly in a few isolated spots.<sup>4</sup>

- 3.6 Academic expert Dr Gavin Moodie reiterated the view that TAFE SA was not an isolated incident, commenting that there have been 'substantial systemic failures' in VET across all Australian jurisdictions.<sup>5</sup>
- 3.7 During the inquiry, three elements were identified by submitters as contributing to the systemic problems of the VET sector. These elements were:
- sustained funding cuts;
  - a failure to regulate for-profit providers; and
  - a fragmented approach to policy.
- 3.8 This chapter will now briefly examine each of these elements in turn.

### **Sustained funding cuts**

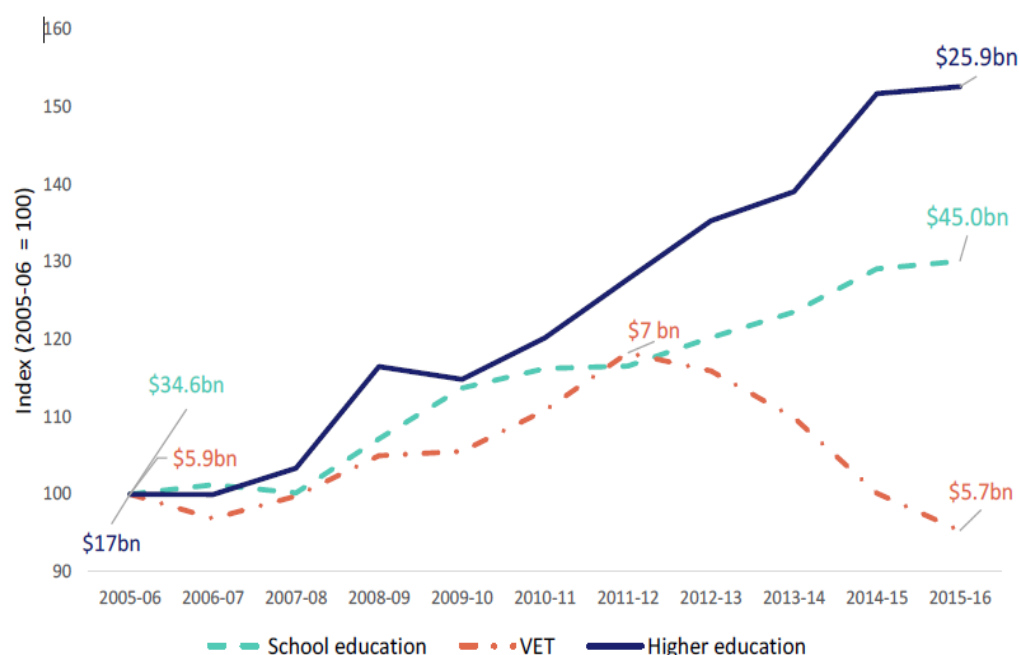
- 3.9 The committee received evidence from a number of submitters about the detrimental impacts of significant, sustained funding cuts to the VET sector.
- 3.10 Professor Quiggin drew the committee's attention to 2017 data from the Mitchell Institute that illustrated how VET sector funding had been cut drastically since 2011-12, and was now barely above 2005-2006 levels in real terms (see Figure 3.1). These figures are particularly stark when compared with relative funding levels for school education and higher education.

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<sup>4</sup> Professor John Quiggin, private capacity, *Proof Committee Hansard*, 2 February 2018, p. 24.

<sup>5</sup> Dr Gavin Moodie, *Submission 2*, p. 2.

**Figure 3.1—Expenditure on education by sector 2005-06 to 2015-16**



[Expenditure on education by sector 2005-06 to 2015-16 (base year 2005-06 = 100)]

Source: Mitchell Institute analysis of Australian Bureau of Statistics data (custom request)<sup>6</sup>

3.11 Professor Quiggin explained that:

This cut has occurred despite an increase in the size of the population, including the 18–24 [year old] cohort. Moreover, since education is a labour-intensive activity, the real cost has risen over time. The implication is that relative to the number of potential students, resources have declined.<sup>7</sup>

3.12 Dr Moodie also emphasised that all jurisdictions had undergone funding cuts for VET since 2006.<sup>8</sup>

3.13 The Australian Industry Group (Ai Group) stated that decreases in VET funding over numerous years had contributed to problems in the sector. It pointed out that an analysis of VET funding arrangements indicated that the level and composition of funding was not keeping pace with industry needs, and that the VET sector was struggling to maintain quality outcomes in the context of reduced funding.<sup>9</sup>

3.14 Additionally, the Australian Education Union (AEU) emphasised that there was a 'funding crisis' in the Australian TAFE sector and that it was the 'worst funded' of all the education sectors.<sup>10</sup>

3.15 Professor Quiggin concluded that the impact of funding trends on the public TAFE sector had been particularly severe, not only due to decreased funding for the sector

<sup>6</sup> Cited in Professor John Quiggin, *Submission 1*, p. 4.

<sup>7</sup> Professor John Quiggin, *Submission 1*, p. 3.

<sup>8</sup> Dr Gavin Moodie, *Submission 2*, p. 2.

<sup>9</sup> Australian Industry Group, *Submission 8*, pp. 5–7.

<sup>10</sup> Australian Education Union, *Submission 4*, p. 1.

as a whole, but because the provision of VET had been opened to competition from for-profit providers.<sup>11</sup>

### **Failure to regulate for-profit providers**

3.16 Another factor identified by submitters that contributes to the ongoing problems in the VET sector is the failure to properly regulate and control for-profit providers.

3.17 Ai Group argued that all stakeholders must recognise that significant problems in VET were not confined to the South Australian jurisdiction, but rather were part of a 'systemic problem'.<sup>12</sup> It noted that all jurisdictions had experienced quality problems in recent years, and submitted that this was due to the introduction of a competitive training market and associated policies, in particular when such policies were not closely linked to industry needs:

This approach has been based on the twin pillars of funding contestability and student entitlement. This leads to excessive enrolments in some industry areas with little regard for employment prospects. This has been an unfortunate development in the overall positive direction of movement away from a supply-driven training system. Ai Group has consistently supported a balance between the individual demand-driven model and the needs of industry and the economy. It is unwise to leave the provision of training for the needs of industry and the broader economy to market forces alone.<sup>13</sup>

3.18 Dr Phillip Toner, Honorary Senior Research Fellow at the University of Sydney, noted that some private providers had acted opportunistically by diminishing the quality and quantity of training, thereby cutting costs and increasing profits. As an example, Dr Toner cited a 2016 Department of Education and Training review of the student loan scheme VET FEE-HELP that attributed student confusion around the scheme to the 'scale and breadth of unethical practices' undertaken by certain private providers to attract and enrol students.<sup>14</sup>

3.19 Professor Quiggin also informed the committee of problems arising due to for-profit providers:

...most of the leading large-scale providers have been exposed as essentially fraudulent operations, exploiting government subsidies and leaving students with worthless qualifications. However, the pressure to respond to market competition has also had damaging effects within the TAFE sector. The problems reported in SA are consistent with this analysis.<sup>15</sup>

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<sup>11</sup> Professor John Quiggin, *Submission 1*, p. 4.

<sup>12</sup> Australian Industry Group, *Submission 8*, p. 5.

<sup>13</sup> Australian Industry Group, *Submission 8*, p. 5.

<sup>14</sup> Dr Phillip Toner, *Submission 3*, p. 3.

<sup>15</sup> Professor John Quiggin, *Submission 1*, p. 3.

- 3.20 He contended that for-profit education had 'almost invariably' failed to deliver good educational outcomes, in particular when for-profit providers have access to public funding.<sup>16</sup>
- 3.21 In arguing that deep problems inherent in the design of the current VET system had become manifest in recent years, Professor Buchanan listed the financial scandals with private providers operating in a publicly funded 'training market' as a major contributing factor.<sup>17</sup>
- 3.22 Professor Buchanan explained that while historically VET had been delivered by a network of geographically dispersed, publicly funded TAFEs, more recent funding reforms had delivered government support for private providers as part of a push to create a publicly funded 'training market'. For example, over a five year period in Victoria, the private sector shifted from being a marginal to major element of the VET system. Figure 3.2 demonstrates that in Victoria, the number of private providers more than doubled from 201 to 428 between 2008 to 2012-14.

**Figure 3.2—Growth in private VET provision, Australia and Victoria, 2008–2012-14**

	National system				Victoria		
	Private \$m	VET Fee Help (student loans)			Firms	Students	% of enrollments
		Providers	Payment \$m	Ave Loan size			
2008	\$450	0	0	0	201	50,000	10
2012-14	\$1,400	254	\$1,615	\$8,548	428	250,000	40

Source: Serena Yu and Damian Oliver, 'The capture of public wealth by the for-profit VET sector: A report prepared for the Australian Education Union', Workplace Research Centre, University of Sydney, 2015<sup>18</sup>

- 3.23 Professor Buchanan explained that according to the data, student numbers increased five-fold and market share of private, for-profit providers increased from 10 to 40 per cent. He noted that such changes were associated with 'huge personal gains' to the owners of the companies involved.<sup>19</sup>

### Policy fragmentation

- 3.24 Submitters highlighted the problems that policy fragmentation had caused to the VET sector.

<sup>16</sup> Professor John Quiggin, *Submission 1*, p. 3.5

<sup>17</sup> Professor John Buchanan, *Supplementary Submission*, p. 1 (tabled 2 February 2018).

<sup>18</sup> Cited in Professor John Buchanan, *Supplementary Submission*, p. 6 (tabled 2 February 2018).

<sup>19</sup> Professor John Buchanan, *Supplementary Submission*, p. 6 (tabled 2 February 2018).

- 3.25 Dr Moodie informed the committee that Australian VET policy had suffered by being fragmented between Commonwealth, state and territory governments. On this matter, and in regard to the value of this particular inquiry, he stated:

This Senate review of TAFE SA perpetuates and exacerbates this fragmentation of vocational education and training policy, as if the South Australian Government's policy and funding of vocational education and training were unrelated to its funding agreements with the Australian Government, vocational education student loans, standards, quality assurance and related issues.<sup>20</sup>

- 3.26 Dr Moodie also advised that there was policy fragmentation across a number of other fronts in the VET sector, including:

- inputs (i.e. funding levels, government grants, student loans, student fees, curriculum);
- processes (i.e. pedagogy, course duration); and
- outputs (i.e. standards, quality, assessment).<sup>21</sup>

- 3.27 AEU also highlighted the problems with the fragmented policy approach to VET:

The vocational education sector has lurched from crisis to crisis because each example of failure of government policy has been dealt with in isolation, rather than in the context of policy overall.<sup>22</sup>

- 3.28 To combat this fragmentation, the AEU called for a comprehensive review of the TAFE system involving state, territory and Commonwealth governments, in order to consider broader issues such as funding, financing, curriculum, pedagogy, assessment, standards, and quality assurance. It added:

The problems currently being experienced by TAFE SA are symptomatic of a crisis in the Australian TAFE system. These problems cannot be addressed or solved by continuing the ad hoc approach to policy.<sup>23</sup>

- 3.29 Professor Buchanan agreed that a fundamental review of the current VET framework was needed in order to deal with the systemic problems and prevent the sector from being irrevocably discredited.<sup>24</sup>

### **Committee view**

- 3.30 As outlined in Chapter 2 of this report, the committee views this inquiry as a political attack on the South Australian Government, orchestrated by the federal Coalition. The terms of reference put forward by the Coalition completely ignore the systemic issues that are impacting not only the South Australian TAFE sector but also the broader VET system across the nation.

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<sup>20</sup> Dr Gavid Moodie, *Submission 2*, p. 1.

<sup>21</sup> Dr Gavid Moodie, *Submission 2*, pp. 1, 5.

<sup>22</sup> Australian Education Union, *Submission 4*, p. 2.

<sup>23</sup> Australian Education Union, *Submission 4*, p. 7.

<sup>24</sup> Professor John Buchanan, Chair, Business Analytics, University of Sydney Business School, *Proof Committee Hansard*, 2 February 2018, pp. 28–29.

- 3.31 In line with submitters to the inquiry, the committee considers the current concerns about TAFE SA to be symptomatic of the systemic issues hampering the VET sector. Furthermore, it believes that a comprehensive review of the sector is required to ensure that Australians are able to equitably access effective, relevant and high quality vocation education and training.

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**Recommendation 1**

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- 3.32 **The committee recommends that the Government establish a comprehensive review of Australia's entire VET sector with a view to achieving adequate and sustainable ongoing funding levels, appropriate controls on private providers and a coherent and supportive policy framework.**

**Senator Gavin Marshall**  
**Chair**





# Coalition and Australian Greens Senators' Dissenting Report

## **TAFE SA and serious issues of non-compliance**

- 1.1 The Australian Greens and Coalition senators believe scrutiny is never a bad thing. It is disappointing that the Australian Labor Party at both a state and federal level have sought to frustrate the operation of this inquiry, voting against the inquiry itself in the Senate and with the South Australian Labor Government making no submission to provide the committee a more thorough account of the failures that have led to the TAFE SA debacle.
- 1.2 On 6 December 2017, the Senate referred the following matter to the Education and Employment References Committee for inquiry and report by 28 February 2018:
  - (a) the failures in TAFE SA that have resulted in suspension of courses, as well as quality issues with the provision of training;
  - (b) the effective use by the South Australian Labor Government of \$771 million provided over six years from the Federal Government to support vocational education and training in South Australia;
  - (c) the impact of the South Australian Government's \$91 million in funding cuts over five years on students, industry and the broader community;
  - (d) the role and impact of the scrapped Skills for All policy, and its replacement Work Ready policy;
  - (e) the impact and frequency of changes made by the South Australian Government to its Training Subsidy List;
  - (f) the adequacy of the oversight of TAFE SA by its leadership, board and the South Australian Government, as well as national regulatory oversight by the Australian Skills Quality Authority and other agencies; and
  - (g) any other relevant matters.
- 1.2 The motion for the inquiry was supported by a cross-section of the Australian Senate: NXT, Australian Greens and the Coalition.
- 1.3 It is a major concern that our largest provider of skills and training in South Australia, the South Australian Government's TAFE SA, has had two high profile issues of non-compliance in 2017.
- 1.4 Committee members concluded that serious issues identified by national regulators Australian Skills Quality Authority (ASQA) and Civil Aviation Safety Authority (CASA) warranted further investigation by the Australian Senate.

## Background

- 1.5 The previous Federal Labor Government made fundamental policy and governance errors with the expanded VET FEE-HELP Scheme that opened the door to rorting by unconscionable training providers and wasted billions of dollars in taxpayers' money.
- 1.6 It led to severe reputational damage to the vocational education and training (VET) sector and left many young Australians with debt, but no job.
- 1.7 There has been maladministration as displayed by the South Australian Government's handling of TAFE. It is of importance that this does not occur again and individual cases of quality issues are investigated and addressed, particularly given the results of audit reports from two regulatory authorities, CASA and ASQA.
- 1.8 CASA undertook an audit in March 2017 of TAFE SA's aircraft maintenance engineering course. There were 18 instance of serious non-compliance and nine instances of less serious non-compliance. This audit identified the following issues:
  - examinations did not meet the Civil Aviation Safety Regulations minimum requirements;
  - some students had not completed the theoretical examinations; and
  - independent audits conducted by TAFE SA Quality Department were incomplete.<sup>1</sup>
- 1.9 Up to 80 students from the TAFE SA aircraft maintenance training course had their accreditation suspended. A CASA spokesman said some former students could have to complete additional training, essentially redoing parts of the course.<sup>2</sup>
- 1.10 In September 2017, ASQA issued TAFE SA with a notice of intention to remove 15 qualifications and suspend one following the audit of March 2017 that identified systemic non-compliance. The ASQA submission stated:

The audit identified critical and systemic non-compliances across the training examined. Non-compliances related to marketing, training and assessment strategies, assessment systems and trainer and assessor skills.<sup>3</sup>
- 1.11 In December 2017 ASQA handed down their decision to suspend 14 TAFE SA courses.
- 1.12 The extent of the non-compliance issues raised in the ASQA evidence analysis report is alarming:
  - Automotive Refinishing Technology Certificate 3: there was concern on how many hours was spent on training and all students interviewed stated they had not had to have any documents signed off by their employer.
  - Commercial cookery course: there was no confirmation of access to current commercial food safety programs, policies and procedures.<sup>4</sup>

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<sup>1</sup> Civil Aviation Safety Authority, answers to questions on notice, 12 February 2018 (received 14 February 2018).

<sup>2</sup> Mitch Mott, 'TAFE SA aircraft maintenance students hit after CASA finds course to be inadequate', *news.com.au*, 2 September 2017, [www.news.com.au/national/south-australia/tafe-sa-aircraft-maintenance-students-hit-after-casa-finds-course-to-be-inadequate/news-story/7042fc1eff141ec82eb000f5824f7844](http://www.news.com.au/national/south-australia/tafe-sa-aircraft-maintenance-students-hit-after-casa-finds-course-to-be-inadequate/news-story/7042fc1eff141ec82eb000f5824f7844) (accessed 1 March 2018).

<sup>3</sup> Australian Skills Quality Authority, *Submission 5*, p. 7.

- Certificate 3 in Electro technology Electrician: a unit to do with repairing faults contained incomplete assessment activities and included incorrect answers where the student was marked as correct.
- 1.13 The ASQA rating for TAFE SA was previously 'Generally Compliant' and is now 'Demonstrated Rarely Compliant'. This is of concern to all stakeholders, especially given the expected ramp up of naval shipbuilding jobs – to more than 5200 by the mid-2020s – and the important role that South Australia's largest vocational training provider must have in meeting that demand.

### **The implications of the failure by the South Australian Government to adequately fund TAFE SA**

- 1.14 The National Centre for Vocational Education Research report on the expenditures for South Australia's government training show one of the largest declines from 2012–2016 of 17.6 per cent. Spending on training by the South Australian Government decreased from \$516.2 million in 2012 and declined to \$425.2 million in 2016.<sup>5</sup>
- 1.15 Evidence presented to the Committee shows that the South Australian Government's \$91 million in funding cuts over five years has negatively impacted on students and the training industry.
- 1.16 Restaurant and Catering Australia believes that the stripping of financial resources from TAFE SA has, in large part, contributed to the decline in training outcomes from the courses being delivered.<sup>6</sup>
- 1.17 The Australian Education Union states that '17 per cent of the workforce at TAFE SA has been cut' and 'this has undoubtedly affected students but the remaining staff and teachers. It represents a loss of knowledge and expertise to the system'.<sup>7</sup>
- 1.18 The Australian Education Union also commented that the decline in student funding from the SA Government to TAFE SA from 2012–2014 was worst during this period and the damage was done to the South Australian TAFE system.<sup>8</sup>
- 1.19 The Australian Government provides funding to states and territories to support the provision of training systems. Nonetheless, VET remains a responsibility of the state and territory governments, both in its implementation and its funding. TAFE SA is owned by the South Australian Government.<sup>9</sup>

### **The negative impact for students and industry**

- 1.20 Around 880 students are continuing to study and are relying on the non-compliance issues being addressed. 140 still have issues with their qualification.<sup>10</sup>

<sup>4</sup> Australian Skills Quality Authority, *Evidence Analysis*, 2017, [www.tafesa.edu.au/docs/default-source/about\\_tafesa/asqa-evidence-analysis.pdf?sfvrsn=3cd0a315\\_4](http://www.tafesa.edu.au/docs/default-source/about_tafesa/asqa-evidence-analysis.pdf?sfvrsn=3cd0a315_4) (accessed 1 March 2018).

<sup>5</sup> National Centre for Vocational Education Research, *Financial Information 2016*, p. 14.

<sup>6</sup> Restaurant and Catering Australia, *Submission 9*, p. 2.

<sup>7</sup> Australian Education Union, *Submission 4*, p. 4.

<sup>8</sup> Australian Education Union, *Submission 4*, p. 6.

<sup>9</sup> Department of Education and Training, *Submission 7*, p. 2.

<sup>10</sup> Mr Craig Robertson, Chief Executive Officer, TAFE Directors Australia, *Proof Committee Hansard*, 2 February 2018, p. 12.

- 1.21 As of December 2017, four Civil Aviation Safety Regulation aircraft maintenance engineers were fully cleared out of 92, while 79 had license holders had certain restrictions, six students had their full license conditions suspended.<sup>11</sup>
- 1.22 Deficiencies in the administration of the course on offer at TAFE SA have encompassed hospitality training. Certificate II in commercial cookery is one of the 10 courses suspended by ASQA. The perception of substandard courses being delivered by TAFE SA is particularly harmful for industry.<sup>12</sup>
- 1.23 Restaurant and Catering Australia believe the issues concerning the mismanagement of TAFE SA will exacerbate the negative perceptions by students, parents and other community stakeholders hold regarding the VET sector.<sup>13</sup>
- 1.24 The poorly-devised 'market design' reforms have stretched budgets for public providers to such an extent that, by some estimates, more than 15 000 TAFE teachers have lost their jobs in the last five years.<sup>14</sup>

### **South Australian Government's failure to take responsibility**

- 1.25 The local media in South Australia are running a series of articles highlighting 'TAFE SA in crisis'.
- 1.26 While sacking the CEO and Chair, the South Australian Government has failed to take responsibility for their role in cutting funding and failing to manage the oversight.
- 1.27 Former staff and leaders have raised the impact of the failure of the SA Government to invest fully in ensuring TAFE SA delivered quality training to ensure South Australian students were getting the skills needed for work:
- Former TAFE Chief Executive Greg Black told Adelaide radio station 5AA on 3 January that '... \$65 million was spent on golden handshakes and many of the best people were let go. He maintains that's led to the collapse in the quality of courses now offered.'
  - Graham Odes, CEO, Service Skills SA said on Adelaide radio on 3 January 'I think really a lot of this goes back to the money that Cabinet has taken out of Skills and Employment in South Australia...over a third of the money has been taken out and that's caused a lot of these problems.'
- 1.28 Others in the VET Industry claim TAFE SA courses did not meet learning standards and that proper monitoring by TAFE SA and the South Australian Government's Department of State Development should have identified TAFE SA shortcomings and acted on them earlier.<sup>15</sup>
- 1.29 Private providers find it frustrating that TAFE SA has failed to comply with national standards and state funding requirements.

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<sup>11</sup> Civil Aviation Safety Authority, *Submission 10*, p. 1.

<sup>12</sup> Restaurant and Catering Australia, *Submission 9*, p. 2.

<sup>13</sup> Restaurant and Catering Australia, *Submission 9*, p. 2.

<sup>14</sup> Australian Education Union, *Submission 4*, p. 2.

<sup>15</sup> Australian Council for Private Education and Training, *Submission 11*, p. 4.

- 1.30 Commonwealth funding to South Australia in terms of special purpose grants and national partnership payments for training and VET over six years has been \$771 million.
- 1.31 The South Australian Government received a windfall from the federal government to build its workforce under National Partnership Agreements for skills reform. The outcomes are that the number of government funded training places has halved since 2013.<sup>16</sup>
- 1.32 The rapid decline in the allocation of funding from 2012–2017 due to the inefficient management of places has undermined the capacity of the VET sector to respond to the State's workforce needs.<sup>17</sup>
- 1.33 The South Australian Government has failed to adequately monitor compliance with national standards required to access funding.<sup>18</sup>

### **The Senate inquiry process**

- 1.34 Industry associations commented that in the context of a state election campaign in South Australia they were unwilling to provide frank contributions to the inquiry.
- 1.35 Some recent examples identified in the media include the Property Council (SA) executive director Mr Daniel Gannon complaining publicly that a promised \$250 000 grant to help lure companies to headquarter in Adelaide had been axed, as payback, he claimed, for the council's lobbying against the dumped state bank tax. Another prominent critic of the tax, Business SA, also lost \$100 000 that was earmarked for trade missions.<sup>19</sup>
- 1.36 It was apparent from the submissions and hearings that industry bodies were reluctant to make open statements on their negative experiences with the State Government in the areas of skills and training.

**Senator Lucy Gichuhi**  
Deputy Chair

**Senator Sarah Hanson-Young**  
Member

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<sup>16</sup> Australian Council for Private Education and Training, *Submission 11*, p. 8.

<sup>17</sup> Australian Council for Private Education and Training, *Submission 11*, p. 9.

<sup>18</sup> Australian Council for Private Education and Training, *Submission 11*, p. 10.

<sup>19</sup> Tony Richardson, 'More "political payback" as Jay snubs Liberal leaders' debate', *In Daily*, 16 January 2018, [www.indaily.com.au/news/politics/2018/01/16/political-payback-jay-snubs-liberal-leaders-debate/](http://www.indaily.com.au/news/politics/2018/01/16/political-payback-jay-snubs-liberal-leaders-debate/) (accessed 1 March 2018).



## Coalition Senators' Additional Statement

- 1.1 A paradox in education has been articulated before. When we are young, generally speaking many of us don't really want to learn at a time when facilities for education are readily available. When we are older and are generally more keen to learn, the demands of life beckon and the facilities and opportunities for education are far more limited. The failure of the South Australian Labor government has compounded the paradox and has failed many who have sacrificed to escape the trap.
- 1.2 The seriousness of the failure of the South Australian Labor Government to safeguard students and prevent reputational damage of the vocational education and training (VET) sector has been highlighted in submissions made to the inquiry. As Business SA stated in the public hearing:

The voluntary redundancy approach, reducing the TAFE SA workforce, has had a significant impact on the capability of the current workforce. They've lost a lot of expertise.<sup>1</sup>
- 1.3 Furthermore, Business SA stated that:

If TAFE SA had had the quality assurance personnel and systems in place, internal audits should have identified the issues that were identified during the ASQA audit. This indicates that there are flaws in the current quality assurance practices.<sup>2</sup>
- 1.4 Other industry bodies severely impacted by the mismanagement by the South Australian government have clearly expressed their concern. As the Australian Council for Private Education and Training stated, TAFE SA courses did not meet learning standards and proper monitoring by TAFE SA and the South Australian Government's Department of State Development should have identified TAFE SA shortcomings and acted on them earlier.<sup>3</sup>
- 1.5 Failure to act by the South Australian Government caused the TAFE SA crisis.
- 1.6 The Labor dominated Senate committee's handling of this inquiry prevented a thorough hearing to fully examine the matters that led to this inquiry being undertaken. The Australian Government expects that federal funding is used judiciously in delivering quality skills and training. The \$1.5 billion Skilling Australians Fund is a major initiative to support VET across Australia. It is vital that Commonwealth funding provided to South Australian Government projects under the Fund delivers high quality training to help students get the skills they need for work, and supports high quality training providers, as TAFE SA must become.

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<sup>1</sup> Mrs Jenny Briggs, Executive Director, Employer Solutions and Programs, Business SA, *Proof Committee Hansard*, 2 February 2018, p. 31.

<sup>2</sup> Mrs Jenny Briggs, Executive Director, Employer Solutions and Programs, Business SA, *Proof Committee Hansard*, 2 February 2018, p. 31.

<sup>3</sup> Australian Council for Private Education and Training, *Submission 11*, p. 4.

- 1.7 It is incumbent on the South Australian Government to address the crisis in TAFE SA. Ministers are accountable for government departments and agencies under the tradition of the Westminster system. South Australia's Minister should have resigned given the scale of the issues of non-compliance in 2017 and failings in the VET system in South Australia over recent years. As the Minister has not, members of this committee cannot be assured that the same issues that led to the need for this inquiry will not be revisited.

**Senator Lucy Gichuhi**  
**Deputy Chair**



# Australian Greens Senators' Additional Statement

- 1.1 The Australian Greens dispute the assertion that because other jurisdictions have also cut funding to vocational education and training (VET) providers, then the cuts made by the South Australian Government should be treated as a data point in a trend, rather than as an event worthy of examination in and of itself. In TAFE SA we see a clear link between cause and effect. We see in stark detail both the cuts and their consequences. It is a warning sign to the rest of the country, and it is worth heeding.
- 1.2 For the Australian Labor Party to seek to deny, then frustrate, then filibuster and finally dismiss an inquiry into one body's poor performance is to put selfish political interests above the needs of students, teachers, employers and the state of South Australia itself.
- 1.3 The Australian Government provides funding to states and territories to support the provision of training systems. Nonetheless, VET remains a responsibility of the state and territory governments, both in its implementation and its funding. TAFE SA is owned by the South Australian Government.<sup>1</sup>
- 1.4 Both the South Australian State Labor Government and the Federal Coalition Government have failed to adequately support the vocational education and training sector to such an extent that would have avoided the outcome we have witnessed with TAFE SA.
- 1.5 To be clear, fault is found at all levels of government. Since the 2008 decision by the Rudd Labor Government to make all public VET funding open to competition between public and private providers, the number of registered training providers has ballooned from around 400 in 1995 to 4300 in 2015.<sup>2</sup> The majority of these providers are private.
- 1.6 The Turnbull Coalition Government has doubled down on this line, compounding a foundational error and accelerating the decline on show in South Australia and elsewhere.
- 1.7 The experience of TAFE SA and similar experiences in other jurisdictions has revealed that, contrary to policy intention, the increase in competition in the VET system has not led to an increase in quality.<sup>3</sup> There remains substantial 'information asymmetry' between providers and students, so that competition remains elusive.
- 1.8 The current model assumes that consumers are in a position to make an informed choice between providers. This is not the case. As such, competition is not possible and what we have instead is an imperfect market mimicking a perfect one. This fiction

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<sup>1</sup> Department of Education and Training, *Submission 7*, p. 2

<sup>2</sup> Dr Phillip Toner, *Submission 3*, p. 2

<sup>3</sup> Dr Phillip Toner, *Submission 3*, p. 3

has been persistent in part as it offers politically convenient justification for funding reductions from governments of all persuasions: competition should, subject to certain conditions being met, push outcomes higher and push prices lower.

- 1.9 In the absence of genuine competition, shrinking the pool of funding does not promote greater competition between bidders – it simply means less funding. The sector lost one-sixth of its revenue in 2016, courtesy of cuts from both state governments and from the Commonwealth.
- 1.10 In the meantime, the poorly-devised ‘market design’ reforms have stretched budgets for public providers to such an extent that, by some estimates, more than 15 000 TAFE teachers have lost their jobs in the last five years.<sup>4</sup> This includes 17 per cent of TAFE SA’s workforce.<sup>5</sup>
- 1.11 Students are also being shed. The number of apprentices and trainees in training across South Australia as of 30 June 2017 was down eight per cent from the year before.<sup>6</sup> Amongst those, students receiving government funding in South Australia dropped 17.9 per cent from 2015-16, bucking a nation-wide increase.<sup>7</sup>
- 1.12 The dramatic negative impact of funding cuts to the system cannot be overstated. Funding growth in the VET sector is much lower than in other sectors of the education system. It is falling in real terms; it is clear that this contributes, if not causes, outcomes such as those witnessed in TAFE SA.
- 1.13 The changes made in 2008 were not made in a vacuum. Rather, it was a poorly-designed and poorly-implemented response to an ongoing and persistent problem in the system itself. Specifically, the VET system’s role in the labour market is muddled and unclear.
- 1.14 It is being told to be all things to all people, and being funded to provide less to any. There appears to be unanimous agreement that the labour market requires a robust and highly-functioning VET sector, and there appears to be unanimous agreement that we are lacking in one.

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<sup>4</sup> Australian Education Union, *Submission 4*, p. 2

<sup>5</sup> Australian Education Union, *Submission 4*, p. 5

<sup>6</sup> Restaurant and Catering Industry Association, *Submission 9*, p. 1

<sup>7</sup> Australian Council for Private Education and Training, *Submission 11*, p. 5

**Recommendation 1**

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- 1.15 The Australian Greens recommend that a comprehensive review be initiated into the role of the VET sector in the Australian labour market.
- 1.16 The review should examine how public funding can better aid the provision of vocational education and training, and how effective the contestability reforms have been in assisting the sector.
- 1.17 Finally, the review should examine whether the VET system is being adequately funded to deliver what is required of it, and whether there is scope to improve the means through funding is distributed between public and private operators.

Senator Sarah Hanson-Young  
Member



# Appendix 1

## Submissions and Additional Information

- 1 Professor John Quiggin
- 2 Dr Gavin Moodie
- 3 Mr Phillip Toner
- 4 Australian Education Union
- 5 Australian Skills Quality Authority
- 6 Professor John Buchanan
- 7 Department of Education and Training
- 8 Australian Industry Group
- 9 Restaurant & Catering Industry Association
- 10 Civil Aviation Safety Authority
- 11 Australian Council for Private Education and Training
- 12 Dr Steve Brown

### *Tabled Documents*

- 1 Supplementary submission tabled by Professor John Buchanan at a public hearing in Sydney on 2 February 2018.

### *Answer to Question on Notice*

- 1 Answer to a written question on notice by the Civil Aviation Safety Authority, asked by Senator Gichuhi on 12 February 2018; received 14 February 2018.
- 2 Answer to questions on notice by Business SA, asked by Senator Cameron and Senator Gichuhi on 2 February 2018; received 16 February 2018.
- 3 Answers to written questions on notice by the Australian Skills Quality Authority, asked by Senator Cameron on 8 February 2018; received 16 February 2018.
- 4 Answer to a question on notice by the Australian Skills Quality Authority, asked by Senator Cameron at a public hearing on 2 February 2018; received 19 February 2018.

- 5 Answer to a question on notice by the Australian Skills Quality Authority, asked by Senator Gichuhi on 12 February 2018; received 19 February 2018.
- 6 Answer to a question on notice by the Australian Skills Quality Authority, asked by Senator Patrick at a public hearing on 2 February 2018; received 20 February 2018.
- 7 Answer to a question on notice by the Australian Skills Quality Authority, asked by Senator Hanson-Young at a public hearing on 2 February 2018; received 20 February 2018.
- 8 Answers to questions on notice by the Australian Skills Quality Authority, asked by Senator Reynolds at a public hearing on 2 February 2018; received 21 February 2018.

## Appendix 2

# Public Hearings and Witnesses

*Friday, 2 February 2018*

Jubilee Room

Parliament of NSW

Macquarie Street

Sydney

*Australian Skills Quality Authority*

- Mr Mark Paterson AO, Chief Commissioner
- Mr David Garner, General Manager, Regulatory Operations

*TAFE Directors Australia*

- Mr Craig Robertson, Chief Executive Officer

*Professor John Quiggin, Private capacity*

*Professor John Buchanan, Private capacity*

*Business South Australia*

- Ms Jenny Briggs, Executive Director, Employer Solutions and Programs
- Mr Anthony Penney, Executive Director, Government and Industry Engagement