

## Budget Estimates March 2020 – Questions on Notice Responses

p. 7 – Bushfire-affected areas – courses and campuses .....	3
p. 8 - Casual arrangements .....	5
p. 9 – Overseas students.....	6
p.11 - VET Review .....	7
p. 14-15 - Fee-Free Apprenticeships .....	8
p. 15 - VET system compared to universities.....	9
p. 16 – Mature-aged students.....	11
p. 17 – Registered training providers operating on TAFE campuses .....	12
p. 17 – Budget - Further savings .....	13
p. 18 – Employment breakdown .....	14
p.24 – SBATs .....	15
p. 25 - HECS-style system for fees.....	16
p. 30 - Efficiency dividend.....	17
p.33 - Higher Education sector casualisation.....	19
p. 34 – Combustible cladding at Ultimo .....	20
p. 36 – Divestments for TAFE.....	22
p. 36-37 – Unspent funds .....	24
p. 37 – Red Rock IT system .....	25
p. 37 – Student management system .....	26
p. 37 – Boston Consulting Group review cost .....	27
p. 38 – Enrolment numbers for students with disabilities .....	28
p. 39 – EFT for support workers .....	29
p. 39 – Staff with disabilities .....	30
p. 39 – IT services .....	31
p. 39 – TAFE student loan process.....	32
p. 40 - Chapman Review TOR.....	33
p.40 – Bega and Moruya Student Enrolments .....	34

p.41 – TAFE Services Managers and Coordinators .....	35
p.41 - 42 – TAFE Access Points .....	37
p.42-43– Completion data .....	39
p.44 – Enrolment Data.....	42
p.44 - 45 – Comms to students in bushfire impacted areas .....	43
p. 45 – Community Service Obligations.....	44
p. 46 - Forestry and Tree Planting .....	46
p. 46 – Cladding at Ultimo – Cost .....	47
p. 46 – 47 Student Central Hubs .....	48
p. 47 – TAFE NSW Kempsey .....	50
p. 47 – TAFE NSW Ultimo.....	51
p. 48 – Teacher numbers .....	52
p. 48 – Voluntary Redundancies.....	53
p. 49- 50 – TAFE Academy of Leadership.....	54
p. 51 - Stress Leave .....	55
p. 51 – Employee Assistance Program.....	56
p. 51 – Workers compensation claims .....	57
p. 52 – Completion data (Cont.).....	58
p. 52 – LMBR and RedRock – Expenditure .....	60
p. 53 –RedRock – Project Timeframes .....	62
p. 55 – BCG Report 2015 – Website Removal .....	63
p. 55-56 – Cleaning Security and Maintenance .....	64
p. 56 – TAFE hosted apprentices and trainees.....	66
p. 56 – Contingent labour spend.....	67
p. 56 – Budget breakdown.....	68
p. 58 – Funding for Bega class retention .....	69

## p. 7 – Bushfire-affected areas – courses and campuses

### Question Taken on Notice:

**Mr DAVID SHOEBRIDGE:** Minister, I ask if you can provide on notice those courses where there have been insufficient enrolments in bushfire-affected areas, those course and campuses where those courses have not been run.

**Dr GEOFF LEE:** More than happy to take it on notice, if that helps you and the Committee.

### Answer:

I am advised that TAFE NSW South region offered but did not run the following courses in bushfire-affected campuses due to zero enrolments or students not proceeding with their initial enrolment:

- Certificate III in Business Administration (Medical), Certificate IV in Disability, Certificate I in Information, Digital Media and Technology, Certificate III in Make Up, Diploma of Work Health and Safety at TAFE NSW Bega campus.
- Diploma of Work Health and Safety, Certificate IV in Allied Health Assistance at TAFE NSW Cooma campus.
- Diploma of Work Health and Safety, Certificate IV in Allied Health Assistance at TAFE NSW Moruya campus.
- Certificate III in Individual Support (Disability), Certificate II in Salon Assistant, Certificate III in Make-up, Diploma of Work Health and Safety at TAFE NSW Moss Vale campus.
- Certificate II in Horticulture, Diploma of Work Health and Safety, Diploma of Youth Work, Certificate III in Make-up, Statement of Attainment in Hospitality – Introduction at TAFE NSW Nowra campus.
- Diploma of Work Health and Safety, Diploma of Youth Work at TAFE NSW Tumut campus.
- Certificate III in Sport and Recreation, Certificate III in Make Up at TAFE NSW Ulladulla campus.

I am also advised that TAFE NSW North Region offered but did not run the following courses in bushfire-affected campuses due to zero enrolments or students not proceeding with their initial enrolment:

- Certificate II in Information, Digital Media and Technology at TAFE NSW Ballina campus.
- Certificate III in Information, Digital Media and Technology and Certificate II in Applied Fashion at TAFE NSW Casino campus.
- Certificate IV in Disability, Certificate II in Electrotechnology (Career Start) and Statement of Attainment in Liquor Licensee Course at TAFE NSW Coffs Harbour Education campus.
- Certificate III in Business Administration, Certificate IV in Leadership and Management,

Diploma of Business Administration and Diploma of Accounting at TAFE NSW Coffs Harbour campus (Glenreagh Street).

- Certificate I in Business, Certificate III in Individual Support (Disability), Certificate III in Accounts Administration, Certificate IV in Accounting, Certificate IV in Bookkeeping, Certificate II in Information, Digital Media and Technology, Diploma of Beauty Therapy, Certificate I in Preparation for Work and Training, Statement of Attainment in Liquor Licensee Course at TAFE NSW Great Lakes campus.
- Certificate II in Business, Certificate III in Design Fundamentals, Certificate I in Information, Digital Media and Technology, Certificate II in Information, Digital Media and Technology, Certificate III in Nail Technology and Certificate III in Education Support at TAFE NSW Kempsey campus.
- Certificate II in Information, Digital Media and Technology, Diploma of Graphic Design, Certificate IV in Accounting, Certificate IV in Bookkeeping, Certificate IV in Programming and Diploma of Screen and Media at TAFE NSW Lismore campus.
- Certificate III in Individual Support (Ageing), Certificate I in Information, Digital Media and Technology and Certificate II in Information, Digital Media and Technology at TAFE NSW Macksville campus.
- Certificate II in Business, Diploma of Remedial Massage, Diploma of Information Technology Networking, Certificate III in ESI - Power Systems - Distribution Overhead, Certificate III in Early Childhood Education and Care and Diploma of Early Childhood Education and Care at TAFE NSW Port Macquarie campus.
- Certificate I in Business, Certificate IV in Project Management, Certificate IV in IT Networking and Statement of Attainment in Introduction to Welding Oxy-Cutting, GMAW, MMAW and GTAW at TAFE NSW Taree campus.
- Certificate II in Business, Certificate III in Design Fundamentals, Certificate I in Information, Digital Media and Technology, Certificate II in Information, Digital Media and Technology, Certificate II in Applied Fashion Design and Technology and Certificate III in Applied Fashion Design and Technology at TAFE NSW Wauchope campus.
- Certificate III in Make Up at TAFE NSW Wollongbar campus.

## **p. 8 - Casual arrangements**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** Minister, you would be aware that most of the sick leave, family and compassionate leave provisions do not apply to casual workers. That is not going to assist the casual workers in TAFE. My question is very clear. If those casual workers cannot attend work and therefore do not get paid as casual workers, what are you going to be doing to support them, given the large proportion of TAFE staff that have casual work arrangements?

**Dr GEOFF LEE:** As I said, we are adopting a whole-of-government approach. We are talking to the Teachers Federation at this time. A position will be issued by the Premier and the Treasurer shortly. Mr Scott has clearly indicated that. As I said, our priority is to look after the wellbeing of our staff at all times. It is not unique to TAFE, the difficulties that we are going to have with part-time, casual staff.

**Mr DAVID SHOEBRIDGE:** What is the proportion of the workforce in TAFE that is on casual arrangements?

**Dr GEOFF LEE:** I will ask Ms Catherine Grummer. Do you know or you can take it on notice?

**Ms GRUMMER:** I will take it on notice.

**Mr DAVID SHOEBRIDGE:** Is it 30 per cent, 40 per cent, 50 per cent?

**Dr GEOFF LEE:** We said we would take it on notice, Mr Shoebridge. We are entitled to do that.

**Mr DAVID SHOEBRIDGE:** It is a very large proportion of the workforce that is casual. You say it applies across the board. It applies specifically and quite harshly to TAFE, does it not, because of the large proportion of your workforce that is casual?

**Dr GEOFF LEE:** As I said, the number we will take on notice and get back to the Committee.

### **Answer:**

I am advised that information on TAFE NSW staff numbers can be found in the Number of Employees section of the TAFE NSW annual report available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 9 – Overseas students**

### **Question Taken on Notice:**

**The CHAIR:** We hear a lot about the extraordinary numbers of overseas students in our university system. How many overseas students are in the NSW TAFE system?

**Dr GEOFF LEE:** I will ask Mr Faurby or Ms Penton to get the exact number, otherwise we will take it on notice.

**The CHAIR:** What is a ballpark estimate?

**Dr GEOFF LEE:** I will take it on notice.

**The CHAIR:** Are we talking a thousand here, 10,000, 100?

**Dr GEOFF LEE:** Best to take it on notice. I do not want to give you the wrong answer, that is all because then I will get in trouble. Can I say, it is not like the universities.

**The CHAIR:** It is not that big of course; that is vast. How many exchange teacher programs do we have with overseas systems?

**Dr GEOFF LEE:** Again, if Ms Penton has that or we can take that on notice.

**Ms PENTON:** We can certainly take the detail on notice, but we have a minimal number and we have reviewed all of our overseas contracts and also restricted overseas travel for our staff in order to ensure their health and wellbeing.

**The CHAIR:** Has that happened with the students as well—the unspecified number of overseas students in TAFE?

**Ms PENTON:** Yes, so we will get the exact numbers of overseas students. Numbers of our international students are already domestic international students. We have reviewed all of them and many of them had not travelled over the immediate period during the January period. There was a small number of students that we identified, contacted them individually, who were overseas at the time and remain out of the country. We are working with those around individual learning plans in order to support them.

### **Answer:**

I am advised that TAFE NSW has over 2,500 overseas students as at 19 March 2020.

I am further advised that TAFE NSW does not operate teacher exchange programs.

## **p.11 - VET Review**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** Yes, we do agree that Peter Shergold and David Gonski are good people to do good work. Minister, how much will this review that they are going to undertake cost?

**Dr GEOFF LEE:** I do not have that. I am more than happy to get back to you on this.

**The Hon. PENNY SHARPE:** You will take it on notice?

**Dr GEOFF LEE:** Do you know, Mr Scott?

**Mr SCOTT:** No.

**Dr GEOFF LEE:** I will take it on notice, yes.

### **Answer:**

I am advised that this is a matter for the Department of Premier and Cabinet.

## p. 14-15 - Fee-Free Apprenticeships

### Question Taken on Notice:

**The Hon. COURTNEY HOUSSOS:** Clearly not. Minister, what are the parameters you are putting around this new review? Are you guaranteeing that Smart and Skilled and fee-free places will continue into the future?

**Dr GEOFF LEE:** What we are very proud of is our fee-free places—100,000 fee-free places for apprentices.

**The Hon. COURTNEY HOUSSOS:** I am glad to hear you are proud of them but are you guaranteeing them into the future?

**Dr GEOFF LEE:** We have guaranteed a four-year commitment. Those are matters for our Government and we will update you. But we are very proud of our 100,000 fee-free places for apprentices over the next four years, 70,000 fee-free places for trainees, 30,000 fee-free TAFE VET courses.

**The Hon. PENNY SHARPE:** Will you take on notice how many students have enrolled in those this year? I do not expect you to provide them now. I am happy if you could take it on notice in each of those categories.

**Dr GEOFF LEE:** I will take it on notice.

**The Hon. COURTNEY HOUSSOS:** Is this the end of Smart and Skilled? Is it the end of fee-free places? Will you guarantee that they go forward?

**Dr GEOFF LEE:** I guarantee we are committed to 700,000 fee and very low fee paying things right across our four years of term. That is what I can guarantee. That is our Government's position.

### Answer:

I am advised that for the period January 2020 to 3 March 2020, approximately 3,400 apprentices and 1,900 trainees commenced fee free funded training under Smart and Skilled.



## p. 15 - VET system compared to universities

### Question Taken on Notice:

**The Hon. COURTNEY HOUSSOS:** When the Premier said that it could be replaced by a HECS-HELP system that is not to replace the fee-free places?

**Dr GEOFF LEE:** I am very proud to say that New South Wales is leading all the other States at the Council of Australian Governments Skills Council. In fact we are going to Perth to discuss how we believe that our VET students are actually being disadvantaged and being pushed into university positions because of the current arrangement with loans, and help with funding their VET system compared to universities. The difficulty happens with universities having no up-front fees and some courses in VET, or many courses in VET, have fees. So quite often students will choose to go university when clearly they should go to VET because of the no up-front fees. We have to work out a system—

**The Hon. PENNY SHARPE:** What evidence do you have of that?

**Dr GEOFF LEE:** I am more than happy to get back to you.

**The Hon. PENNY SHARPE:** I would specifically like to see the data on that. It has asserted a lot but I do not know where that comes from.

**Dr GEOFF LEE:** I am more than happy to get back to you about that and take it on notice if you like.

### Answer:

I am advised that research confirms that students are influenced by costs, fees and affordability in their educational choices.

In December 2009, the Australian Government's Senate Standing Committee on Rural and Regional Affairs and Transport released a report on their inquiry into Rural and Regional Access to Secondary and Tertiary Education Opportunities. In the report, the committee accepted the findings of the Bradley Review that HECS-HELP removes one of the significant financial barriers to participation in Higher Education. By comparison, the committee found that in relation to TAFE courses, the payment of up-front fees can be a disincentive to participation.

A 2017 report commissioned by the NSW Skills Board *Drivers of Participation Completion of VET* found that out of NSW students surveyed, many felt that the upfront nature of course fees in the case of VET FEE-HELP was less flexible in comparison to university HECS-HELP where there is a cost per semester. Furthermore, 43 per cent of students in the same survey identified 'clear information on course costs for comparison' as the type of information seen as 'very helpful'. This report is publicly available online.

Similarly, a 2018 NSW Skills Board commissioned paper *Understanding the VET Fee for Service Market* found that the provision of payment options and overall course costs are important drivers of choice. This is true particularly of students from lower socio-economic backgrounds.

These trends are also found in other states. In 2017, NCVET release *In their words: student choice in training markets*, a publication citing examples from Victoria on factors influencing student choice in the VET market. The study found that fees and affordability is a key issue for students and they made part of their decision to choose a particular training provider on the basis of costs.

## **p. 16 – Mature-aged students**

### **Question Taken on Notice:**

**Dr GEOFF LEE:** All evidence base from the experience of the apprenticeships fee-free shows us that it takes a while before the industry gets used to it and gets to understand those. We will keep promoting those. I think you will see our marketing has changed to promoting those trainees and apprenticeships. It is early days in that we are in the first eight weeks of the program. We expect it to take off and give away all our 70,000 fee-free traineeships.

**The Hon. COURTNEY HOUSSOS:** How many TAFE scholarships to mature-aged students have you given out this year?

**Dr GEOFF LEE:** For TAFE and VET, 30,000 fee-free courses.

**The Hon. COURTNEY HOUSSOS:** How many? Have you got that on your post-it note?

**Dr GEOFF LEE:** No.

**The Hon. PENNY SHARPE:** Can you provide us with the details of the dropout rate of those as well?

**Dr GEOFF LEE:** I am more than happy to take that on notice, if you like

### **Answer:**

I am advised that as at 31 March 2020, there were over 560 enrolments under the Mature Aged Workers Scholarship program at TAFE NSW which began in January 2020.

I am also advised that TAFE NSW are projecting continual growth in the number of scholarships that are taken up over the four years, including an uptake in scholarships to support people facing current job uncertainty and unemployment as a result of COVID-19.

## p. 17 – Registered training providers operating on TAFE campuses

### Question Taken on Notice:

**The Hon. PENNY SHARPE:** Could you provide a list to the Committee of any existing arrangements where registered training providers are operating on TAFE campuses?

**Dr GEOFF LEE:** I am more than happy to take that on notice, if I can.

**The Hon. PENNY SHARPE:** By campus.

**Dr GEOFF LEE:** I am more than happy to take that on notice.

### Answer:

I am advised that the below table lists TAFE NSW tenants who are Registered Training Operators (RTOs).

I am further advised these RTOs operate a range of services from TAFE NSW licenced premises including administration, employment services, day care facilities and training. All RTOs operate from space no longer required by TAFE NSW for training purposes.

Further information on Registered Training Operators (RTO) is available at [training.gov.au](http://training.gov.au).

Boggabilla	Joblink Plus
Bourke	Mission Australia
Campbelltown	Stay Upright
Dapto	NSW Police
Goulburn	NSW Police
Goulburn - View Street	Anglicare NSW South, NSW West and ACT
Granville	Health Education Australia Limited
Katoomba	Nepean Community College
Kurri Kurri	Komatsu Australia Pty Ltd
Lidcombe	Department of Planning Industry and Environment (PIE)
Loftus	Stay Upright
Nirimba	The Trustee for Murcotts Advanced Driving Unit
Queanbeyan	St Johns Ambulance Australia (NSW)

## **p. 17 – Budget - Further savings**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** Yes, that is fine. My understanding is that in the upcoming budget there is going to be a requirement to find further savings. Are you able to provide the Committee with that information, please?

**Mr SCOTT:** We will get the detail.

**Dr GEOFF LEE:** We will take the detail. We will probably get it during this session, otherwise we will take it on notice.

### **Answer:**

I am advised that the FY2020-21 Budget is currently under development and is yet to be confirmed.

## **p. 18 – Employment breakdown**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** Thank you, Mr Chair. Minister, the most up-to-date figure that I can find for the proportion of staff and TAFE who are classified as part-time casual and who have no work, no pay employment conditions is 75 per cent of TAFE staff. Can you provide now on notice the detailed figures about the proportion of staff for part-time casual?

**Dr GEOFF LEE:** I am more than happy to take that on notice unless, Ms Grummer, you have it at your fingertips.

**Ms GRUMMER:** No, I will take the question on notice.

**Mr DAVID SHOEBRIDGE:** Can we get the employment breakdown, whether it is part-time casual, permanent or permanent part-time, or whatever? Can we have that broken down as at June 2019? I think there were 5,827 teachers and 4,324 support service staff in the education area. Can we also have the most current figures that you have as well on notice?

**Ms GRUMMER:** Yes, we will provide those on notice.

### **Answer:**

I am advised that information on TAFE NSW staff numbers can be found in the Number of Employees section of the TAFE NSW annual report available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## p.24 – SBATs

### Question Taken on Notice:

**Dr GEOFF LEE:** Can I say that I was a little bit off. We have 2,475 enrolments in the SBATs program in 2020. Before you pre-empt the next thing—it is bad to pre-empt—but I think we can do a lot better.

**The CHAIR:** By what dimension? That is what I am getting at.

**Dr GEOFF LEE:** Queensland—

**The CHAIR:** I know Queensland is over 10,000. Is that our objective for New South Wales—to have 10,000?

**Dr GEOFF LEE:** Look, I think the more that we can have, the better. We are the largest State; we should have the most. I think we need to refocus on our SBATs and encourage young people in year 10 to actually choose to decide about that option. When we were up in Queensland talking to the Queensland TAFE, in reality, their system has a 20-year head start. Their schools are better prepared for SBATs and that is why we are very proud of the pilot program that we are doing at the moment with 24 schools, looking at how we can encourage young people to make the right decisions in choosing a VET career or a university career.

We have got 14 schools in the south-west area. We have nine in the northern regions. We are really looking at how we can inform students of their options starting in year 7 and going through years 7, 8, 9 and 10 so they make their decision. We are looking at how we can better inform parents to make those decisions in concert with their children; better career advice to say the options of VET; we are looking at how to influence principals; and we are also looking at how that school sits within its industry framework where the jobs are.

**The CHAIR:** Can I just quickly ask: Is it available for any of the Gonski school funding, as there is quite a lot of money out there, to be used for this purpose?

### Answer:

I am advised yes. In government schools, “Gonski” funding must be spent on providing school education for students from Kindergarten to Year 12. This includes funding for VET in schools.

## p. 25 - HECS-style system for fees

### Question Taken on Notice:

**The Hon. COURTNEY HOUSSOS:** I want to come back to the questions that the Chair was asking you about the work you are doing on a HECS-style system for fees. Is that modelling being done on existing fee amounts or will that be done on full-fee places?

**Dr GEOFF LEE:** I will check. I will have to get back to you on the detail because I want to give you the right answer. So if I can take that on notice.

**The Hon. COURTNEY HOUSSOS:** Just to be clear, we are asking about whether you are modelling or whether you are ruling out full fees for domestic students in TAFE.

**Dr GEOFF LEE:** No, I think the question you asked me was what is the modelling done on because there are various components of the fees—whether it is Smart and Skilled, whether that is a fee component of this student that the government actually subsidises or the fee component of the student. So I want to get the right answer for you, that is all. I am not trying to be tricky or anything. I just want to give you the right answer.

**Mr SCOTT:** I think Professor Chapman is simply responding to the question, "How would a HECS-style system operate in the vocational education sector?" recognising, as the Chair has identified, and I appreciate Ms Sharpe raised the question earlier as to what the evidence base is. But there is certainly a perception of money up-front being a disincentive for vocational education and TAFE students in a way that the HECS system mitigates against by its very structure.

**The Hon. COURTNEY HOUSSOS:** I understand that, Mr Scott.

**Mr SCOTT:** It is quite a broad remit for Professor Chapman to look at.

**The Hon. COURTNEY HOUSSOS:** I think we are all unified in our respect for Professor Chapman and the incredible work that he has done but I just want to be really clear about the work that you are undertaking. Let me rephrase my question so you are very clear, Minister. Are you asking Professor Chapman or anyone else to undertake modelling on the basis of full fees for domestic students or are you looking at the existing fee structures? And you can take that on notice.

**Dr GEOFF LEE:** As I said, I will take it on notice. I just want to give you—

### Answer:

I am advised that a range of options are being modelled which includes both full fee structures and existing fee structures.



## p. 30 - Efficiency dividend

### Question Taken on Notice:

**The Hon. PENNY SHARPE:** Mr Faurby, you have a very tough job. Have you had a look at the Boston Consulting Group's very expensive piece of consulting done for the Government about VET competitiveness and the role of TAFE?

**Mr FAURBY:** I have had access to a number of reports that have been commissioned and prepared before I joined the organisation. I am not exactly sure whether the particular one you refer to is one that I have had a look at.

**The Hon. PENNY SHARPE:** Will part of your KPIs be to make further reductions in operating costs of TAFE?

**Mr FAURBY:** It is not a KPI in itself, but what I said before is that we certainly have an obligation to make sure that we operate within the budget that we have been allocated by government. That in itself, of course, will require us to look at our expenditures at all levels, not just staffing expenditures but overheads, maintenance of facilities and equipment and all those sorts of things, to make sure that we indeed stay within their funding envelope that we have been given by government.

**The Hon. PENNY SHARPE:** Are you able to tell me what is your efficiency dividend that you have to meet by the end of July?

**Mr FAURBY:** I am now in a position to do that. As you would be aware, the efficiency dividend does not apply to teaching or other teaching services in the Education cluster.

**The Hon. PENNY SHARPE:** Does that include casual teaching? How does that work?

**Mr SCOTT:** I can get you a brief. Basically, we look at the frontline provision of services that exist—so the teaching services—and the costs allocated to that are exempt. In the cluster, the focus comes more to play on back-office support and the like. For the 2019-20 TAFE budget of \$1.8 billion, the efficiency dividend is \$8.4 million, because it only applies to the percentage of back-office operations.

**The Hon. PENNY SHARPE:** With the jobs that were gotten rid of before Christmas, will that meet that target? Does that cover the target or are there more savings to be found?

**Mr SCOTT:** We would have to take that on notice. But, in a way—and the Minister has spoken of this often—yes, there is a focus in TAFE, there is a focus broadly in Education, to protect and support frontline services and to make sure that the back-office operations are operating as efficiently and effectively as possible. That is the focus of the efficiency savings.

**Answer:**

I am advised that TAFE NSW has accounted for the efficiency dividend in its budget. I am also advised that there have been no cuts to frontline teaching resources under the efficiency dividend.

## **p.33 - Higher Education sector casualisation**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** Minister, at the last round of estimates there was some discussion about getting some data involving the casualisation of the higher education sector. I think that was actually through you to Mr Scott. You may recall that discussion about the Victorian Government getting casualisation data and employment data for its university sector. Do you remember that, Mr Scott?

**Mr SCOTT:** Vaguely, Mr Shoebridge.

**Mr DAVID SHOEBRIDGE:** You said, "I am happy to say that our higher education team will look at what has taken place in Victoria." What did your higher education team find?

**Mr SCOTT:** Let me take that on notice and see if I can come back to you on that

### **Answer:**

I am advised that the NSW Government does not currently require NSW universities to report on detailed employment data including casual employment rates.

However, Australian universities are required to submit employment data to the Commonwealth Government. This data is publicly available via the Commonwealth Department of Education, Skills and Employment Strategy and Data Group. This data can be used to find the numbers and characteristics of staff at NSW higher education institutions.

I am also advised that NSW Department of Education officials will work with counterparts in Victoria to understand the data that they collect and how it differs from the Commonwealth data.

## p. 34 – Combustible cladding at Ultimo

### Question Taken on Notice:

**The Hon. COURTNEY HOUSSOS:** Mr Faurby, what is the current status of the flammable cladding on Ultimo TAFE?

**Mr FAURBY:** Certainly. This is in regard to the buildings in Ultimo, I believe. There was a low amount of combustible material found in the product used in both buildings and they were deemed by the fire engineers to be at low risk. We are complying with the council's recommendations that were made in the report and removal is due for completion by July of this year.

**The Hon. COURTNEY HOUSSOS:** By July?

**Mr FAURBY:** Yes. The Hon. COURTNEY HOUSSOS: So it is underway at the moment?

**Mr FAURBY:** It well and truly is, yes.

**The Hon. COURTNEY HOUSSOS:** Are you advising students in the meantime?

**Mr FAURBY:** I am not aware whether there is any ongoing advice being provided.

**The Hon. COURTNEY HOUSSOS:** Ms Penton, are you aware of what advice is given to students?

**Ms PENTON:** When the review was undertaken the advice was taken from that review from the experts. When we determined the schedule for the work, subject to their advice, we did and continue to put in place several safeguards to ensure the safety of all of our staff and students and others who come onto the site. Our staff are aware of that.

**The Hon. COURTNEY HOUSSOS:** What are those arrangements?

**Ms PENTON:** The arrangements that have been put in place for that particular site are—as with all of our sites, all of our campuses and buildings have no smoking, for obvious reasons—there are to be no barbecues or gas heaters, particularly on level 7 of that particular building, as well. We are undertaking regular maintenance, particularly of the plant equipment on level 7, which is the nearest to the area that you are speaking of. We also have additional provisions for fire equipment and those sorts of things. So it is undertaken on a regular basis.

**The Hon. COURTNEY HOUSSOS:** If there is anything else? You can provide that on notice. That would be helpful.

**Ms PENTON:** Yes, we can provide that detail on notice.

**The Hon. COURTNEY HOUSSOS:** Particularly on whether there is advice given to students when they enrol, when they go into classrooms—what is the advice? How is it communicated when it is a new school year?

**Ms PENTON:** We have been managing the issue for some time but I will take the question on notice to get the specific detail for you

**Answer:**

The safety of staff and students at TAFE NSW will always be our highest priority.

I am advised that work is underway on the replacement of aluminium cladding on two buildings at the TAFE NSW Ultimo campus built in 2002 and 2005 respectively. This work is due to be completed by July 2020.

The work is being conducted in line with the City of Sydney Council recommendation following their review of an accredited fire engineer's report commissioned by TAFE NSW that determined the cladding was low risk due to the low amount of combustible material and location within the buildings.

In the interim, the report outlines four safety measures to ensure staff and student safety as outlined above by Ms Penton that have now been implemented in full.

## p. 36 – Divestments for TAFE

### Question Taken on Notice:

**The Hon. PENNY SHARPE:** I want to go back then to the process you said is a separate process, which is the work of—is it the land and property authority? I do not know what its current name is.

**Mr SCOTT:** I am not sure.

**The Hon. PENNY SHARPE:** You know what I am talking about, though?

**Mr SCOTT:** Yes.

**The Hon. COURTNEY HOUSSOS:** Property NSW.

**The Hon. PENNY SHARPE:** Property NSW—sorry, they've all had a range of different names. So there is a list of TAFE assets that has been given to that authority?

**Mr SCOTT:** There are no approved divestments for TAFE.

**The Hon. PENNY SHARPE:** Sure. That is not what I am asking.

**Mr SCOTT:** Well, I think my understanding is—and I am happy to take it on notice—that what that process is really about is when sites have been identified that are surplus to requirements, they are then divested and that is the divestment process that the Government uses for—

**The Hon. PENNY SHARPE:** It looks for forward planning, so your department has had to go through and say, "Look, we think this one is not going to be needed in the future." You may not currently have any plans to divest it but you have identified it.

**Mr SCOTT:** No, my understanding is that there are not divestment plans that have been developed for sites for TAFE NSW at the moment. Any of that work would be speculative, prior to the development of the 20-year infrastructure plan. That work is underway.

**The Hon. PENNY SHARPE:** Sure, but prior to that, Mr Scott—my understanding is that the property authority has gone through with every department and agency to identify those and that there would be—are you saying to me that there are no properties that have been provided for any future planning for land for Property NSW.

**Mr SCOTT:** No, my understanding is that no current properties have been identified for part of that divestment process and that the engagement with TAFE waits for the delivery of the 20-year infrastructure strategy, which will be developed and completed, we think, by the end of this calendar year.

**The Hon. COURTNEY HOUSSOS:** Will any of the infrastructure planning involve replacement of existing TAFE campuses with connected learning centres?

**Mr FAURBY:** What I will say to that is, first of all, what I said before: let us see what the report recommends as a general observation or general statement. In terms of connected learning centres, we are very pleased and very proud of the way they work in and along with our more conventional campuses and form part of the total product of services and training that we provide. Personally, in my first few weeks here in the organisation, I visited a number of them and I have seen the important role that they play. They supplement what we have in terms of campuses; they are not meant as a replacement for campuses.

**The Hon. COURTNEY HOUSSOS:** I am asking if that is a parameter of the study. Are you saying, "We are going to quarantine existing TAFE campuses and not replace them with connected learning centres?"

**Mr FAURBY:** I am not aware whether that premise has been articulated or specified, but I am happy to talk to that once we see the report come out and we have more to talk about at that time.

**Answer:**

I am advised that there are no current approved TAFE NSW divestments apart from where surplus land is required for a Government program or giving effect to the NSW Government Community Use Policy. This includes local road projects in Wagga Wagga and Dapto, and a council-led environmental project in Belmont.

## **p. 36-37 – Unspent funds**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** How much money in the financial year 2018-19 and now in 2019-20 was unspent training funds?

**Mr FAURBY:** Unless anyone has that number on record, we would like to take that question on notice.

**The Hon. PENNY SHARPE:** Does unspent money just go back into consolidated revenue or is TAFE able to keep it and carry it over?

**Ms PENTON:** TAFE NSW has revenue from a number of sources. The largest part obviously is the Smart and Skilled contract and funding allocations from government. Like any other government agency, and historically, those reconciliations are done from the end of that year. Taking into account where we are delivering training and we have got commitments for training, those funds are carried over, and we would certainly have similar arrangements where we have got commercial arrangements where we are invoicing clients for commercial training that we deliver.

**The Hon. PENNY SHARPE:** But you do not get to retain unspent funds, leaving aside those contracted ones obviously.

**Ms PENTON:** Like all agencies, TAFE NSW optimises the use of its funds on an annual basis to ensure that we expend all of those funds for the needs of our students—

**The Hon. PENNY SHARPE:** You will give me the figures?

**Ms PENTON:** We will provide the figures for certainty.

### **Answer:**

I am advised that TAFE NSW has allocated all funds for FY2019-20.



## **p. 37 – Red Rock IT system**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** Terrific. How much did TAFE have to pay Red Rock to break the contract the development of the new IT system?

**Mr FAURBY:** I believe that is a matter that is in commercial confidence.

**The Hon. PENNY SHARPE:** Commercial-in-confidence, right, but TAFE did have to pay out Red Rock as a result of the failure of that management system?

**Mr FAURBY:** It was a commercial settlement, so I would simply say it is a commercial-in-confidence matter.

**The Hon. PENNY SHARPE:** Are you able to provide the Committee with how much up until that process was actually spent on the Red Rock IT system?

**Mr FAURBY:** Similarly I see that as commercial-in-confidence.

**The Hon. PENNY SHARPE:** Sorry, with respect, it is not; that is public money that had already been expended. What you had to spend to break the contract is a separate issue. I am asking what was the final cost, and I accept that you may not be able to give it to me now, but would you agree to take that on notice?

**Mr FAURBY:** Yes, we will take that on notice.

### **Answer:**

I am advised that the total approved cost, across all suppliers and internal resources, was \$89.4 million plus a contingency of 10%, and that TAFE NSW continues to work to that budget. Additionally, TAFE NSW in-house delivery of the student management system will result in significant net savings compared to the original costings through reduction in operational expenses such as ongoing service fees.

I am further advised that payments to Red Rock are commercial-in-confidence and publication may prejudice TAFE's and/ or the contractor's legitimate business, commercial, professional or financial interests.

I further understand that the settlement terms for the termination of the contract are subject to a confidentiality agreement and are not able to be released.

## **p. 37 – Student management system**

### **Question Taken on Notice:**

**Mr SCOTT:** Can I add that I think, yes, that contract was cancelled. The student enrolment system now is well underway. We have rolled out the first two stages of the program, including the integrated student and general inquiry form and a customer relationship management system, and made several improvements to the existing system, so—

**The Hon. PENNY SHARPE:** Is that now all done in-house?

**Mr SCOTT:** The completion of the work I believe has been brought in-house, and I just think, if we are talking about cancellation of contracts, that was a decision that was made by TAFE management. They received advice on the progress. The feeling was that the program could be best delivered now in-House. Infrastructure was laid through that Red Rock engagement and now TAFE is bringing this project home, and there has been a lot of good progress made around that system.

**The Hon. PENNY SHARPE:** Would you be able to provide the Committee with the costs to date on the new process?

**Mr SCOTT:** Yes, we can provide detail on notice.

### **Answer:**

I am advised that as at 11 March 2020 TAFE NSW has spent approximately \$2.542 million on the Student Management System project since November 2019 when the project was brought in-house.

I am also advised that further information on expenditure is available in the Financial Statements that are included in the TAFE NSW Annual Report available at:

<https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 37 – Boston Consulting Group review cost**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** That would be great. I want to return to the Boston Consulting Group review. It is quite old now, I accept that that was 2015.

**Mr SCOTT:** Yes.

**The Hon. PENNY SHARPE:** Can you let us know how much the Government paid for that report?

**Mr SCOTT:** We will dig through the archives to 2015 and see what we can find. I do not have—

**The CHAIR:** You are taking it on notice?

**Mr SCOTT:** Yes, it is 2015.

### **Answer:**

I am advised that information on historical expenditure can be found in the TAFE NSW Annual Report 2015- 2016 under the Consultants Engaged section, available at:  
<https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 38 – Enrolment numbers for students with disabilities**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** How many students with disabilities are currently enrolled in the TAFE system?

**Mr FAURBY:** Around 11 per cent of our student enrolments are enrolments by people who are identified with disabilities.

**The Hon. PENNY SHARPE:** Do you know how many of those have NDIS packages?

**Mr FAURBY:** No, but I can certainly take that question on notice.

**The Hon. PENNY SHARPE:** My understanding is that there has been a massive reduction in the number of people with disability being able to access TAFE. I am happy for you to take it on notice. If you could provide the enrolment figures for the last four years, that would be most appreciated.

**Mr FAURBY:** Yes, I would be happy to do that.

### **Answer:**

I am advised that information on NDIS packages is not currently required to be provided by any student who enrolls with TAFE NSW and therefore TAFE NSW is unable to provide this information.

I am advised that TAFE NSW provides enrolment data for students with a disability in the Enrolments by Students section of the TAFE NSW annual report, which can be found at <https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 39 – EFT for support workers**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** If you could also provide the numbers of the EFT for support workers employed within TAFE to support students with disabilities over that same period, that would be very useful.

**Mr FAURBY:** Yes, I would be happy to do that.

### **Answer:**

I am advised that information on TAFE NSW staff numbers can be found in the Number of Employees section of the TAFE NSW annual report available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 39 – Staff with disabilities**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** I am wanting to also understand how many staff within TAFE actually identify as having a disability. I suspect it may be in the annual report, but is it broken down? Are you able to provide that?

**Ms GRUMMER:** We can provide the overall number. It is highly dependent as well, as with any other government agency, on individuals identifying that they have a disability.

### **Answer:**

I am advised that information on TAFE NSW staff with a disability can be found in the Workforce Diversity and Achievements section of the TAFE NSW annual report available at:  
<https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 39 – IT services**

### **Question Taken on Notice:**

**The Hon. PENNY SHARPE:** When you talk about your IT services, is Deloitte still providing IT services to TAFE? You said before that you have bought it all. Is it all in-house now?

**Mr SCOTT:** I was talking about the student management system.

**The Hon. PENNY SHARPE:** Just the student management. What other—

**Ms PENTON:** We will take that question on notice because there are some specialist areas where we may not have the capability or the skills. We are happy to take that question on notice.

**The Hon. PENNY SHARPE:** If that is the case, would you also be able to break down for us what the cost for those additional services is?

**Ms PENTON:** We will take that question on notice.

**The Hon. PENNY SHARPE:** If you have got it, will you provide how much money there is?

**The Hon. WES FANG:** The question was taken on notice.

### **Answer:**

I am advised that the Identity Management (IDM) solution is not part of the SMS Program, and is provided by Deloitte as a service.

Deloitte provide subject matter expertise in identity management and integration services that TAFE NSW does not currently possess.

I am also advised that further information on expenditure is available in the Financial Statements that are included in the TAFE NSW Annual Report available at:

<https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 39 – TAFE student loan process**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** Do you have any data on the existing TAFE student loan process, the VET student loan numbers? Do you have any data on what the value of the current loan portfolio is? How many students undertake the current VET student loan scheme?

**Ms PENTON:** We obviously keep records of those enrolments. We will take that question on notice for accuracy purposes to provide.

### **Answer:**

I am advised that as TAFE NSW operates in a competitive environment, data is not provided by in-year enrolment numbers. TAFE NSW does provide VET Student Loans (VSL) data as part of its annual reporting, available at: <https://www.tafensw.edu.au/corporate/annual-report>.

I am also advised that the Commonwealth Department of Education publishes six monthly VET Student Loans (VSL) program statistical information for all providers – this can be found at <https://www.employment.gov.au/vet-student-loans-statistics>.



## **p. 40 - Chapman Review TOR**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** Are you able to provide a copy of the terms of reference for the Chapman review?

**Mr SCOTT:** Let me take that on notice and see.

**Mr DAVID SHOEBRIDGE:** Because some of this may be answered, do you agree, in the terms of reference?

**Mr SCOTT:** I am happy to take that on notice.

### **Answer:**

Included in an attachment are the Terms of Reference.

## **p.40 – Bega and Moruya Student Enrolments**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** Mr Faurby, I have some specific questions about the Bega and Moruya TAFE colleges. You may have this information to hand or you may not. Can you provide the Committee with details of the change in student enrolments at Bega and Moruya TAFE colleges over the last five years? It is either 2014 or 2015 and 2020. I will run you through the courses: all food and beverage courses; early childhood studies courses; metal fabrication courses; language, literacy and numeracy courses; community services courses; horticultural courses; tourism studies courses; and commercial cookery courses. If you have any current figures now, I would appreciate it, for the 2020 enrolment? I am assuming you do not have 2014 or 2015 figures. If you could provide that information on notice I would appreciate it. Do you have any current figures?

**Mr FAURBY:** What we would like to do is to provide that today, so that when we come back from lunch we will have those numbers readily available and presented.

### **Answer:**

I am advised that as TAFE NSW operates in a competitive environment, data is not provided by location. TAFE NSW does provide enrolment data in the Our Performance and Enrolments by Students sections in the TAFE NSW Annual Report, available at:  
<https://www.tafensw.edu.au/corporate/annual-report>.

## **p.41 – TAFE Services Managers and Coordinators**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** People have been curious about what the role of the TAFE service manager position is. What is that role designed to do?

**Ms PENTON:** There are two roles as part of our regional structure. There is the TAFE services manager.

**Mr DAVID SHOEBRIDGE:** And the coordinator.

**Ms PENTON:** And the TAFE services coordinator.

**Mr DAVID SHOEBRIDGE:** That was my next question, so let us knock them off together.

**Ms PENTON:** That is the area that I supervise across the organisation. We have got our teaching teams and then we have also got teams that are specifically designed and created to ensure that we are engaging with our communities on the ground. Every campus across the State has a TAFE services coordinator. Some of those positions are identified positions, particularly in some of our regional and remote communities to ensure that we have the right capability and skills in those campuses. Part of their role is to go out and engage with community groups, engage with employer groups and business groups to understand what the needs of that community are, what the needs of those employers are, and then they feed that information directly to the teaching sections on the ground.

**Mr DAVID SHOEBRIDGE:** That is the coordinator role?

**Ms PENTON:** Yes.

**Mr DAVID SHOEBRIDGE:** And can you provide the standard position descriptions for each of them?

**Ms PENTON:** There is a standard position description for that role.

**Mr DAVID SHOEBRIDGE:** You can provide that to the Committee?

**Ms PENTON:** Yes, we can. We will take that on notice.

**Mr DAVID SHOEBRIDGE:** I am sorry—the service manager?

**Ms PENTON:** Yes. As you can imagine we have got 130 campuses across the State so we put in place a management structure to supervise these team members. There is a certain number of TAFE services coordinators. They report to a TAFE services manager. The TAFE services manager then looks at where we have got communities of interest and particularly where we have got larger

employer groups and other agencies—particularly government—who we also interact with to support integrated services on the ground.

**Mr DAVID SHOEBRIDGE:** How many of these new positions have been recruited?

**Ms PENTON:** Not all of them are new positions. These position titles, as they are now, were created as part of the One TAFE reforms. We took our 10 different ways of working across the State in our old institutes and we wanted one model across the State so we could give consistency across the State. Some staff members came through from the old model into these roles and then some areas across the State got additional positions in order to support their communities.

**Mr DAVID SHOEBRIDGE:** Could you give us the numbers?

**Ms PENTON:** Yes, we can provide that. We will take that on notice and provide that information.

**Answer:**

I am advised that as at 11 March 2020, there are 32 Manager TAFE Services and 133 TAFE Services Coordinator positions.

I am also advised that information on TAFE NSW staff numbers can be found in the Number of Employees section of the TAFE NSW annual report available at:

<https://www.tafensw.edu.au/corporate/annual-report>.

## p.41 - 42 – TAFE Access Points

### Question Taken on Notice:

**The Hon. COURTNEY HOUSSOS:** So there are no courses that are delivered through TAFE access points?

**Ms PENTON:** Not through an access point, through our campuses and our connected learning centres. That is where the provision of training is. The access point is for information. If someone wanted to access a counsellor we would make those provisions for them, but they do not generally offer courses as such.

**The Hon. COURTNEY HOUSSOS:** But somebody could go to an access point who is—sorry, what is the difference between an access point and a SkillsPoint?

**Ms PENTON:** A SkillsPoint in our organisation develops our curriculum and also develops all of our course material.

**The Hon. COURTNEY HOUSSOS:** So the only way that you can access a TAFE course is through TAFE Digital, Connected Learning Centres or on a TAFE campus. Is that correct?

**Ms PENTON:** Unless we are delivering the training in the workplace with an employer. Certainly we do provide training in collaboration with employers and we are contracted by employers to deliver workplace training as well.

**Mr SCOTT:** We do not offer courses there, right? That is the thing about the TAFE access point. We do not offer courses but it provides support for students.

**Ms PENTON:** And information.

**The Hon. COURTNEY HOUSSOS:** And how many of those access points are currently operating in New South Wales?

**Ms PENTON:** I will take that question on notice.

**The Hon. COURTNEY HOUSSOS:** Can you give me a rough idea?

**Ms PENTON:** I would say a handful, to be honest, but I would take the question on notice for certainty.

**The Hon. COURTNEY HOUSSOS:** If you can provide me with a list of the locations of the access points and what is offered at each of those access points, that would be helpful.

**Ms PENTON:** Certainly.

**Answer:**

I am advised that TAFE NSW has one Access Point in its portfolio, located at Princes Highway, Dapto.

The Dapto Access Point provides students with access to a range of different services including course enquiries, student enrolment details, support services, Wi-Fi and technology.

## **p.42-43– Completion data**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** Are you able to tell me what the total number of completions recorded for the 2018-19 and 2019-20 years were?

**Mr FAURBY:** We have percentage numbers in course completion. I am advised that these are the numbers from the National Centre for Vocational Education Research [NCVER]. They actually demonstrate an increase in the projected completion rates compared to—this is 2016 versus 2017, which are the latest numbers that we have got. The projected rate for 2017 is 52.6 per cent, which is an improvement from the previous year, which was 48.1 per cent.

**The Hon. COURTNEY HOUSSOS:** So you do not actually have up-to-date figures on how many completions of TAFE courses are being undertaken?

**Mr FAURBY:** These are the latest numbers that I have on file.

**Ms PENTON:** The official enrolment numbers and completion numbers across the sector are reported through NCVER. They are the figures that are published nationally and are available.

**The Hon. COURTNEY HOUSSOS:** And the latest figures that are available are 2016-17?

**Ms PENTON:** That is correct.

**Mr SCOTT:** School year 2017.

**The CHAIR:** We had that number last time. Six months ago that was the number. There is nothing new?

**Ms PENTON:** Yes, because the data collection is at the end of March each year. That is where the cycle comes through and it has been the reporting framework for the sector for a number of years.

**The CHAIR:** We are coming up to a data collection period.

**Ms PENTON:** It is a national reporting framework.

**The Hon. COURTNEY HOUSSOS:** We are coming up to March 2020 and you do not have the information for March 2019 or March 2018 yet. Is that correct?

**Ms PENTON:** As we have indicated the reports are national reporting. They are the published reports across the sector. We are required as a registered training organisation to provide our data. That is the provision that is provided right across the sector nationally.

**The Hon. COURTNEY HOUSSOS:** If you are providing the data to the national body then surely you

have some way of collecting the data internally?

**Ms PENTON:** Internally we track and monitor our data, and we do that for internal purposes to look at things like course completions and student progression as well.

**The Hon. COURTNEY HOUSSOS:** That is what I am asking you. Do you have the information internally about how many people are completing courses?

**Ms PENTON:** We will take that question on notice and ensure that we provide the accurate information. But as I said they are national records and therefore it has been the tradition of the sector to provide the statistics in this way. It is a national framework that we are subject to and party to.

**Mr FAURBY:** It is also worth mentioning that since the question is how come we present data that goes back to 2017—it is the completion rates for courses that were commenced in those years. Courses that were commenced in those years but have run past those years will be included in these numbers.

**The Hon. COURTNEY HOUSSOS:** And when do you expect have the updated data?

**Ms PENTON:** Our reporting is in March each year and we can certainly give you the dates for the next round of reporting.

**The Hon. COURTNEY HOUSSOS:** So you are currently collating the data?

**Ms PENTON:** We would be meeting the requirements of NCVER under the national reporting arrangements. We can provide the information around the schedule for that as well.

**The Hon. COURTNEY HOUSSOS:** When you say you have got the completion dates for courses commenced in 2017, irrespective of whether they are one-year, two-year or three-year courses, you only have the data for 2017? Mr Faurby, surely as a newcomer to this you are as shocked by this as I am?

**Mr FAURBY:** All I can say that this is the information we have on file. As Ms Penton has agreed we will happily provide information as soon as we can and provide the further details that we discussed.

**Answer:**

I am advised that completion rates for the VET sector are reported by the National Centre for Vocational Education Research (NCVER).

I am further advised that there is a natural time lag before qualifications are completed and so completion rates are projected for three years following qualification commencement.

I am informed that the most recent available data provided by NCVER was released in July 2019 and



the next projected completion rates data from NCVER for commencements between 2016 and 2018 will be available in July 2020.

## p.44 – Enrolment Data

### Question Taken on Notice:

**Mr DAVID SHOEBRIDGE:** And again for the 2019 year, we are currently in March so you have either completed or you are just about to complete your analysis of the enrolment numbers for 2019 and are about to provide them to the Federal regulator. Is that right?

**Ms PENTON:** Yes, that is a requirement.

**Mr DAVID SHOEBRIDGE:** I think we may have got there but I was not sure—

**Mr SCOTT:** Data on enrolments and completions. There is a lagging effect on the completion rates, which the data is trying to collect.

**Mr DAVID SHOEBRIDGE:** I understand that. We know the numbers are on hand for 2019 and you could provide that, as well of completion rates?

**Ms PENTON:** Yes, we will take the question on notice.

**Mr DAVID SHOEBRIDGE:** And for enrolment numbers. Do you have any current data for 2020 on enrolments to hand? Obviously that is a question we will be asking: What are the enrolment numbers right now?

**Ms PENTON:** We will take that question on notice. For accuracy purpose we are obviously still at the beginning of the year, it has been an unsettled year across the State with the commencement of bushfires and now other environmental issues. We are working with our students.

### Answer:

I am advised that as TAFE NSW operates in a competitive environment data is not provided by in-year enrolment numbers. TAFE NSW does provide enrolment data in the Enrolments by Students section of the TAFE NSW annual report, available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## **p.44 - 45 – Comms to students in bushfire impacted areas**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** Was there a mass communication to students saying if they have been impacted by fires these are the kinds of provisions available?

**Ms PENTON:** Yes.

**Mr DAVID SHOEBRIDGE:** Will you provide on notice an example of that communication that went out to students?

**Ms PENTON:** We will provide those examples for you, yes, on notice.

### **Answer:**

I am advised that TAFE NSW used a range of communications channels to keep students and teachers informed during the 2019/ 20 bushfires, including text messages, updates on the TAFE NSW and Department of Education websites, messages on TAFE NSW Facebook pages, through the TAFE NSW SafeZone security app, and via the TAFE NSW Customer Contact Centres.

Teachers were also alerted to important information via their direct supervisors, regional senior leaders and local TAFE Services Coordinators.

Throughout the period, students and teachers were provided with real time updates about campus evacuations, closures, re-openings, and arrangements for deferring and rescheduling assessments and exams. TAFE NSW proactively provided local and state-wide media outlets with updates about campus closures and re-openings throughout the period.

Students and teachers were provided with advice for travelling in and around bushfire zones, as well as Safety Alerts about air quality and preventative health measures.

Students and teachers were also provided with information about how to access counselling and learning support services.

## p. 45 – Community Service Obligations

### Question Taken on Notice:

**Mr DAVID SHOEBRIDGE:** Is there a clear set of policy provisions that indicate how the CSO funding is expended?

**Ms PENTON:** Yes, there is a policy framework for CSO.

**Mr DAVID SHOEBRIDGE:** There is concern raised with my office that Community Service Obligation [CSO] funding is being used for a range of programs and funding impositions rather than being targeted effectively to address community need. Can you provide a breakdown on where the CSO funding has gone?

**Ms PENTON:** We will take that question on notice to provide the information.

**Mr DAVID SHOEBRIDGE:** I was not expecting to you to just sprout it, Ms Penton.

**Ms PENTON:** Yes.

**Mr DAVID SHOEBRIDGE:** But that is the concern: What positions and what programs are being funded. Are you going to give the policy details on notice?

**Ms PENTON:** Yes, we will provide that on notice. It is a range of, obviously, teaching programs to respond to and support those communities and a range of other positions. We have disability coordinators and Aboriginal student support officers. Those are positions that are directly there to support communities and students.

### Answer:

The NSW Government continues to support TAFE NSW to deliver community service obligations and ensure that all students can participate fully in vocational education and training.

I am advised that categories of support activity in FY2018-19 include:

- 1) Educational Support Delivery (Foundation skills development, language, literacy and numeracy support and learning materials tailored to the individual's need)
- 2) Support for students with a disability (Support and services for people with disability such as note taking, interpreters and adjustment of learning and assessment materials)
- 3) Libraries and Learning Centre Access (Access to study facilities and services such as computers with specific software packages at library and learning resource centres)
- 4) Counselling (counselling, mentoring and pre-training assistance, career supports)

- 5) Specific support for Aboriginal students (pre-enrolment support, mentoring and case management, job readiness support)
- 6) Community Development and Engagement Activities (Engagement with disadvantaged communities to increase awareness of vocational training)

Detailed information of the categories of students facing disadvantage, support activities delivered, and TAFE NSW expenditure can be found in the TAFE NSW Annual Report available at <https://www.tafensw.edu.au/corporate/annual-report>.

## p. 46 - Forestry and Tree Planting

### Question Taken on Notice:

**Mr DAVID SHOEBRIDGE:** One of the skills shortages that has been raised with my office is skills in actual tree planting, which, hopefully, follows the tree-felling operations. It has been repeatedly raised with my office that there is the lack of trained skills for tree planting, both managing projects and doing the work itself. Can you provide any detail about the training numbers or the course numbers for those kinds of skills in the forestry industry?

**Ms PENTON:** I will take that question on notice in order to calibrate that. I do not think we would have expected a couple of months ago that we would need a lot of tree planters. We will be then responding to that. Where the courses are available, where the training courses are, we will scale up depending on those needs.

**Mr DAVID SHOEBRIDGE:** Ms Penton, it has been raised with my office that, in fact, there has been a longstanding absence of skilled workers doing that kind of work and that there are significant numbers of workers being brought in from Canada and the United States with tree-planting skills. It has been a historical absence of skills. Are you aware of that at all?

**Ms PENTON:** I am not aware of that specific issue for that specific industry.

**Mr FAURBY:** I will add, Mr Shoebridge, that we actually already offer a wide range of courses that are relevant to the Australian forest industry, with Certificate IV in Forest Operations added as a new course offering here in 2020.

**Mr DAVID SHOEBRIDGE:** And we will get some enrolment numbers?

**Ms PENTON:** Yes

### Answer:

Since the start of Smart and Skilled in 2015, I am advised there have been 137 student commencements for qualifications in the Forest and Wood Products Training Package across the government subsidised VET sector.

In regards to Certificate IV in Forest Operations at TAFE NSW specifically, I am advised that as TAFE NSW operates in a competitive environment data is not provided by in-year enrolment numbers. TAFE NSW does provide enrolment data in the Enrolments by Students section of the TAFE NSW annual report, available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 46 – Cladding at Ultimo – Cost**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** I just wanted to come back quickly to the issue of the cladding at Ultimo TAFE. Perhaps, Ms Penton, are you able to provide today or on notice the total cost of that rectification?

**Ms PENTON:** On notice, if I can.

### **Answer:**

I am advised that the current Quantity Surveyor's assessment of the cladding replacement to the two buildings at Ultimo that were built in 2002 and 2005 respectively is estimated to be approximately \$2 million, as at 24 March 2020.

## **p. 46 – 47 Student Central Hubs**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** Of course. I wanted to come to the questions of student central hubs. Is that a question for you, Mr Faurby?

**Mr FAURBY:** Why do you not ask us the question and then we will see how we best respond to it?

**The Hon. COURTNEY HOUSSOS:** Do all TAFE campuses in New South Wales have one?

**Mr FAURBY:** Have what, sorry?

**The Hon. COURTNEY HOUSSOS:** A student central hub.

**Mr FAURBY:** A student central hub?

**Ms PENTON:** I will be pleased to answer the question. As we have talked about earlier this morning, TAFE NSW was previously 10 institutes. Those institutes had different structures and different ways of working.

All of them have customer service areas and support services. Naming conventions, however, were different across the State. So in some parts of the State they are referred to as student central hubs and other parts of the State they are referred to as customer access centres or customer service centres.

**The Hon. COURTNEY HOUSSOS:** Can you provide me—and I am happy for you to take it on notice—with how many campuses have each one and what are they called in each location?

**Ms PENTON:** I will take that question on notice.

**The Hon. COURTNEY HOUSSOS:** Can you tell me how many staff members are employed in each?

**Ms PENTON:** I will take that question on notice.

**The Hon. COURTNEY HOUSSOS:** And where they are located?

**Ms PENTON:** I will take that question on notice.

**The Hon. COURTNEY HOUSSOS:** For example, if they are located in a library, if they are located in the administration building, if they are somewhere else on the site.

**Ms PENTON:** Yes.



**Answer:**

I am advised that TAFE NSW provides student services and support through different channels depending upon the locations and size of the campus.

I am also advised that the number of staff that are employed in the respective areas and locations varies depending on the number of enrolments, the different type of student cohorts, and the varying service level needs of students.

## **p. 47 – TAFE NSW Kempsey**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** Can I ask you some specifics then? Do you know if the student central has been moved into the library at Kempsey TAFE? Are you familiar with that one?

**Ms PENTON:** I am not familiar with the Kempsey TAFE layout, no.

**The Hon. COURTNEY HOUSSOS:** If you can take that one on notice and tell me if any staff members were made redundant as a result of the move?

**Ms PENTON:** I will take that question on notice.

**The Hon. COURTNEY HOUSSOS:** And if you can tell me how many students were enrolled at the TAFE that would also be helpful.

**Ms PENTON:** At Kempsey?

**The Hon. COURTNEY HOUSSOS:** Yes.

**Ms PENTON:** On notice.

### **Answer:**

I am advised that Student Central incorporates both Customer Service and Library staff in the one space at Kempsey Campus. The original student administration area was repurposed to accommodate a centralised student support centre to provide an improved customer experience. This occurred prior to 2017.

I am further advised that extensive consultation was undertaken with all staff in preparation for the move with the then Institute Director and Deputy Institute Director.

I am also advised that no staff members were made redundant as a result of the move.

I am informed that as TAFE NSW operates in a competitive environment, data is not provided by location or in-year enrolment numbers. TAFE NSW does provide enrolment data in the Our Performance and Enrolments by Students sections in the TAFE NSW Annual Report, available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## p. 47 – TAFE NSW Ultimo

### Question Taken on Notice:

**The Hon. COURTNEY HOUSSOS:** I will move on to Ultimo TAFE. Do you have figures about how many were enrolled there? Do you have any specific location figures here today or are you going to take all those on notice?

**Mr FAURBY:** All the questions that relate to enrolments specific to locations in campuses and so on we would like to take on notice.

**The Hon. COURTNEY HOUSSOS:** Okay. If you can tell me how many were enrolled at Ultimo TAFE from 1 July 2018 to 30 June 2019 because Ultimo TAFE did have the highest number of permanent employees that were sacked just before Christmas last year. That was before your time, Mr Faurby. Ms Penton, is that correct?

**Ms PENTON:** I will take that question on notice, unless Ms Grummer can add anything.

**Ms GRUMMER:** As it relates to the specific locations we will take that on notice.

### Answer:

I am advised that as TAFE NSW operates in a competitive environment, data is not provided by location. TAFE NSW does provide enrolment data in the Our Performance and Enrolments by Students sections in the TAFE NSW Annual Report, available at:  
<https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 48 – Teacher numbers**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** Do you have a count today on how many full-time permanent teachers are employed in TAFE NSW?

**Ms GRUMMER:** I will take that question on notice. We do have that, but I would like to make sure we provide the accurate number.

**The Hon. COURTNEY HOUSSOS:** Can you give me a rough idea?

**Ms GRUMMER:** I will take it on notice.

**The Hon. COURTNEY HOUSSOS:** And you might need to take all of these on notice: How many are in permanent positions, permanent part-time positions?

**Ms GRUMMER:** I will have to take that on notice.

**The Hon. COURTNEY HOUSSOS:** Casual teachers?

**Ms GRUMMER:** Casual teachers as well.

**The Hon. COURTNEY HOUSSOS:** Temporary contracts?

**Ms GRUMMER:** We can provide that.

**The Hon. COURTNEY HOUSSOS:** Non-teaching positions?

**Ms GRUMMER:** We can provide that.

### **Answer:**

I am advised that information on TAFE NSW staff numbers can be found in the Number of Employees section of the TAFE NSW annual report available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 48 – Voluntary Redundancies**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** Can you tell me then, have any redundancies been offered this year, apart from the ones that were offered before Christmas? Have any been offered this year?

**Ms GRUMMER:** I will have to take that question on notice. There could be maybe one or two, but none that I have signed off on.

**The Hon. COURTNEY HOUSSOS:** If you can provide me with a list of any that have been offered that would be helpful. You are not aware of any?

**Ms GRUMMER:** No. According to our delegation framework I do not always have to sign-off on every voluntary redundancy, but we can take that question on notice to make sure that we provide accurate numbers.

### **Answer:**

I am advised that as at 31 March 2020 no offers of voluntary redundancy have been made to TAFE NSW staff in the calendar year 2020 outside of 'Changing the Way We Work' organisational change.

## **p. 49- 50 – TAFE Academy of Leadership**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** How many people have gone through the TAFE academy for leadership?

**Mr FAURBY:** I would have to take that number on notice.

**Ms GRUMMER:** We will take that on notice.

**The Hon. COURTNEY HOUSSOS:** When was that established?

**Ms GRUMMER:** I believe it was established in 2018.

**The Hon. COURTNEY HOUSSOS:** Can you give me the numbers for each financial year—2018, 2019, 2020?

**Ms GRUMMER:** Sure, yes.

**Mr FAURBY:** Another point I want to make—

**The Hon. COURTNEY HOUSSOS:** So far in 2020, I should say.

### **Answer:**

I am advised that as at 31 March 2020 over 360 individuals have been through the TAFE NSW Academy for Leadership since 2018.

## **p. 51 - Stress Leave**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** Can you tell me how many TAFE NSW employees have taken stress leave in the past 12 months?

**Mr FAURBY:** I will take that question on notice.

### **Answer:**

I am advised that 30 TAFE NSW employees took stress leave during the period 1 February 2019 to 31 January 2020.

## **p. 51 – Employee Assistance Program**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** How many have accessed Employee Assistance Program [EAP] services in the last financial year?

**Mr FAURBY:** They all have access to it, if you mean—

**The Hon. COURTNEY HOUSSOS:** How many have accessed?

**Mr FAURBY:** How many have accessed.

**Ms GRUMMER:** Yes, we will take it on notice.

**Mr FAURBY:** We will take that question on notice.

### **Answer:**

I am advised that 483 TAFE NSW employees accessed the Employee Assistance Program [EAP] in FY2018-19.



## **p. 51 – Workers compensation claims**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** How many numbers of people—workers compensation claims in the previous financial year?

**Mr FAURBY:** Yes, we will take that on notice.

### **Answer:**

I am advised that information on TAFE NSW workers compensation claims can be found in the Work Health and Safety section of the TAFE NSW annual report available at:  
<https://www.tafensw.edu.au/corporate/annual-report>.

## p. 52 – Completion data (Cont.)

### Question Taken on Notice:

**Mr DAVID SHOEBRIDGE:** You were going to get some numbers over lunch. Did you have any luck getting that data?

**Mr FAURBY:** We made an attempt to look at enrolment numbers. I think that was what was asked. What we do have is numbers for 2019. These are enrolment numbers for government-funded student courses for the first nine months of 2019, so from January to September of 2019 versus the same period last year.

**Mr DAVID SHOEBRIDGE:** Sorry, 2018?

**Mr FAURBY:** So 2019 versus 2018.

**Mr DAVID SHOEBRIDGE:** Okay.

**Mr FAURBY:** What we have seen there is that there has been an increase in government-funded enrolments of 6.7 per cent.

**Mr DAVID SHOEBRIDGE:** What are the numbers?

**Mr FAURBY:** The number for 2019—and again I emphasise this is from January through to September—is 322,530. I do not have the number for the year before but that would be the 6.7 per cent less than that.

**Mr DAVID SHOEBRIDGE:** And you do not have January to December figures? You have January to September.

**Mr FAURBY:** No, we only have numbers from January through to September. That is the latest numbers that we have been able to provide. If there is any—

**Mr DAVID SHOEBRIDGE:** All right. Did you manage to find the data that you had previously provided to the Federal Government for the completion rates?

**Ms PENTON:** No. We have not gathered all of the data yet. We will take that question on notice and provide it out of session for the Committee.

### Answer:

I am advised that completion rates for the VET sector are reported by the National Centre for Vocational Education Research (NCVER).

I am further advised that there is a natural time lag before qualifications are completed and so completion

rates are projected for three years following qualification commencement.

I am informed that the most recent available data provided by NCVER was released in July 2019 and the next projected completion rates data from NCVER for commencements between 2016 and 2018 will be available in July 2020.

## p. 52 – LMBR and RedRock – Expenditure

### Question Taken on Notice:

**Mr DAVID SHOEBRIDGE:** I appreciate that. I am loath to go down the history of the IT experience in TAFE but I suppose we need to get to where we are now. Do you have a figure for what the accumulated expenditure has been on what was initially the learning management and business reform [LMBR], then went to Red Rock and now has been brought in-house. Have you got the accumulated cost of what that IT project has been?

**Mr FAURBY:** I do not have that here but I will take it on notice and provide it.

**Mr DAVID SHOEBRIDGE:** As I understand it, 2014 was when the LMBR system was first contracted for. That went to about \$500 million in the red. Was that a Tribal-based platform? Is that what it was described as—a Tribal-based platform?

**Ms PENTON:** It is known as ebs. That program was run by the Department of Education, actually, if Mr Scott would like to add anything.

**Mr DAVID SHOEBRIDGE:** For TAFE?

**Mr SCOTT:** Well before my time.

**Mr DAVID SHOEBRIDGE:** All right.

**Mr SCOTT:** It was part of the same department.

**Mr DAVID SHOEBRIDGE:** My understanding is that then that Tribal platform was dropped and then Red Rock was brought in in September 2017 to try to take that project forward, is that right?

**Mr SCOTT:** This is the student management system [SMS], which is a subset of LMBR. My understanding is Red Rock was engaged to do it and Red Rock have pushed it ahead but that contract has now been terminated and TAFE is delivering the final end solution.

**Mr DAVID SHOEBRIDGE:** That was originally an \$80 million contract, is that right?

**Mr SCOTT:** I would have to check that.

**Mr DAVID SHOEBRIDGE:** Could you check if it was? If it was not, what was the original contract? And how much has been paid to Red Rock under the contract?

**Mr SCOTT:** Sure, we will take that on notice.

**Mr DAVID SHOEBRIDGE:** And I think you might have been asked if there was a termination fee payable.

**Mr SCOTT:** I will take that on notice too.

**Answer:**

I am advised that the LMBR program was commenced by the Department of Education and Communities in 2006. The program streams were to meet the needs of both schools and TAFE NSW. It is not possible to disaggregate the costs of the TAFE NSW component. The LMBR program included payroll, HR and student management, and TAFE NSW continues to use components of LMBR including payroll and HR.

I am further advised that the total approved cost, across all suppliers and internal resources was \$89.4 million plus a contingency of 10%, and that TAFE NSW continues to work to that budget. Additionally, TAFE NSW in-house delivery of the student management system will result in significant net savings compared to the original costings through reduction in operational expenses such as ongoing service fees.

I am further advised that payments to Red Rock are commercial-in-confidence and publication may prejudice TAFE's and/ or the contractor's legitimate business, commercial, professional or financial interests.

I further understand that the settlement terms for the termination of the contract are subject to a confidentiality agreement and are not able to be released.

## **p. 53 –RedRock – Project Timeframes**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** That was originally going to have a project completed in May 2019, is that right? The Red Rock Oracle project was going to be completed in May 2019.

**Mr SCOTT:** Do you want to talk to this, Ms Penton?

**Mr DAVID SHOEBRIDGE:** I will ask again, Ms Penton. The Red Rock IT project, which I think has variously been described as an Oracle-based project, was originally going to be completed in May 2019. Is that right?

**Ms PENTON:** That is the approximate date for the original contract.

**Mr DAVID SHOEBRIDGE:** It was the contracted date, was it not?

**Ms PENTON:** Yes, but I will take the question on notice to ensure that we provide the exact dates for you.

### **Answer:**

I am advised that the delivery date of the SMS project was May 2019.

## **p. 55 – BCG Report 2015 – Website Removal**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** I only have a few questions left and you might want to take some of them on notice. We talked a lot about the Boston Consulting Group report from 2015 that used to be on the website and is now off the website. If you can provide a reason as to why it has been removed and when it was removed.

**Mr FAURBY:** We will do that.

### **Answer:**

I am advised that as part of the One TAFE modernisation reforms, TAFE NSW decommissioned and replaced eleven Institute websites with a single, consolidated TAFE NSW website.

I understand that in building the information architecture for the new website, TAFE NSW reviewed and assessed thousands of pages and links on the old Institute websites, and prioritised the migration of content aimed at helping prospective students to make informed decisions about their training requirements.

As a result of the migration activities undertaken between January and May 2018, the Boston Consulting Group report was not migrated to the new website.

I am further advised that the report is now accessible on the TAFE NSW website.

## p. 55-56 – Cleaning Security and Maintenance

### Question Taken on Notice:

**The Hon. COURTNEY HOUSSOS:** Are you able to tell me in terms of your cleaning staff, your security staff, your maintenance staff, is that all done through a contract or do you have permanent staff to undertake that work?

**Mr FAURBY:** The cleaning contract is part of a government-wide centralisation that was—

**The Hon. COURTNEY HOUSSOS:** Broadspectrum.

**Mr FAURBY:** —I think it would have been sometime last year we entered into that contract as government. TAFE NSW enjoys the same benefits of that as any other organisation under the government umbrella. Similarly, for security we have a centralised contract, which I believe is also a whole-of-government contract and which, I think, took effect sometime before Christmas, so that would have been sometime in 2019.

**The Hon. COURTNEY HOUSSOS:** If you can provide those exact dates on notice that would be helpful.

**Mr FAURBY:** Sure.

**The Hon. COURTNEY HOUSSOS:** What about maintenance?

**Mr FAURBY:** For maintenance it depends, I would say is the answer to that because we have a relatively sizable capital budget for maintenance of the 130 campuses we operate. That breaks down into different categories, such as preventative maintenance but also responding to current matters that might arise for maintenance. In doing that, we will always take the focus of making sure that we take safety and security as first priority, classroom availability and readiness as a second priority. In doing so, we from time to time rely upon contractors to do the work. In fact, we very often rely upon contractors. But we also have in-house, as part of the TAFE NSW organisation, our own infrastructure team that oversees the overall management of infrastructure and facilities. They decide what is the best way to address and to deal with those maintenance matters on a case-by-case basis.

**The Hon. COURTNEY HOUSSOS:** If you can give me on notice a rough breakdown of how many staff you have to do that maintenance and the contractors.

**Mr FAURBY:** Sure.

### Answer:

I am advised that TAFE NSW began the transition to a new Whole of Government Maintenance Contract in November 2019.



I am further advised that in FY18/19, TAFE NSW engaged close to 1,330 vendors to perform Repairs and Maintenance on TAFE NSW facilities.

## **p. 56 – TAFE hosted apprentices and trainees**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** How many apprenticeships and traineeships do you have within TAFE head office and on your campuses?

**Mr FAURBY:** I will certainly have to take that question on notice and provide you with an accurate answer. I am very happy to do that.

### **Answer:**

I am advised that there are currently 7 trainees employed by TAFE NSW.

## **p. 56 – Contingent labour spend**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** I have a final question. In the financial audit internal controls and governance report, which was released by the NSW Audit Office, it reported that \$176 million was spent on contingent labour in 2019. Do you have a figure on how much was spent within TAFE on that?

**Mr FAURBY:** On contingent labour, we can take that question on notice, unless Ms Grummer has the figure.

**Ms GRUMMER:** No, I will have to take the question on notice.

### **Answer:**

I am advised that information on labour expenses is available in the Financial Statements that are included in the TAFE NSW Annual Report available at: <https://www.tafensw.edu.au/corporate/annual-report>.

## **p. 56 – Budget breakdown**

### **Question Taken on Notice:**

**The Hon. COURTNEY HOUSSOS:** Thanks very much. Can you provide us with the most recent budget broken down into staffing, capital, maintenance and resources? I will lodge that one on notice.

**Mr FAURBY:** If you would not mind because we want to make sure that we give you the answer that you would like there please.

### **Answer:**

I am advised that TAFE NSW's 2019/20 budgeted expenditure can be found on pages 5 and 12-14 in the 2019-20 Budget Paper 3 Extract for the Education Cluster.

## **p. 58 – Funding for Bega class retention**

### **Question Taken on Notice:**

**Mr DAVID SHOEBRIDGE:** The last thing I will put on the record is this. I have literally just had a note sent to me—it seems to be the flavour of the day—indicating gratitude about the classes that have been retained at Bega TAFE. I finish by noting the gratitude for the retention of classes at Bega TAFE.

**Mr FAURBY:** Thank you very much.

**The CHAIR:** A very good, positive note on which to conclude the budget estimates.

**Mr DAVID SHOEBRIDGE:** They wonder where the money is coming from, though.

**The Hon. SCOTT FARLOW:** David, do not ruin it.

**Mr DAVID SHOEBRIDGE:** Maybe you could provide, on notice, where the funding is coming from

### **Answer:**

I am advised that classes at Bega TAFE are funded out of the TAFE NSW budget.

**Chapman Review - Transcript Question on Notice p.40**

**Terms of Reference**

**Report to include the following:**

1. Scheme design:

a) Potential loan scheme models that could be introduced across Australia, but specifically focused on NSW

2. Financial modelling of scheme models, including:

b) Total cost of course fees / potential loan liability across the Total NSW VET (government funded and fee for service) market, assuming:

i. 100% completion rates at the current rate of student commencements

ii. Existing completion rates

iii. A 20% increase in commencement rates across the state

c) The above (b) but only accounting for Registered Training Organisations (RTOs) with a NSW Smart and Skilled Program Contract (i.e. NSW Government funded VET market)

d) Additional costs, including (but not limited to)

i. Non-repayment cost

ii. Interest rate subsidy

3. Policy advice on options, including:

e) Advice regarding the impact of NSW Government deregulating the cost of courses on the NSW Skills List. This may include the option to set a maximum loan amount, with RTOs free to charge their own fees (whether above or below the student loan cap).

f) Advice regarding ways to design a system to as to avoid its misuse. For example, staging payments in line with student progress.

g) Potential reallocation of NSW Government subsidy funds to loan guarantees

**Scope/Parameters**

- Within NSW only
- Assuming the current set prices for NSW Government-subsidised qualifications (i.e. those on the NSW Skills List) will remain that way
- Only covers courses on the NSW Skills List
- Include Certificates III and IV on the NSW Skills List, noting that qualifications above this are currently subject to a different scheme.