



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

## **BUDGET ESTIMATES 2021-2022 Supplementary Questions**

**Portfolio Committee No. 3 – Education**

### **SKILLS AND TERTIARY EDUCATION**

Hearing: 28 October 2021

**Answers due by: 24 November 2021**

**Budget Estimates secretariat**

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## SKILLS AND TERTIARY EDUCATION

### Questions from Mr David Shoebridge MLC

#### Universities firing staff

1. How many academic staff have lost their jobs since your Government came to power?
2. Do you support moves to democratize university governance?
3. Do you support moves to provide democratic oversight of university finances?

#### Campus sales

4. How much have you made from the sale of TAFE campuses in FY 2020/21 and FY 2021/22?
5. Is this money respent in TAFE?

#### TAFE NSW Workforce cuts

6. How many TAFE NSW teaching positions have been deleted from 2012 – 2020?
7. How many TAFE NSW Educational support positions have been deleted 2012 – 2020?
8. How many TAFE NSW Corporate positions have been deleted 2012 – 2020?
9. What % of TAFE NSW teaching service has been cut from 2012 – 2020?
10. What % of TAFE NSW educational support service has been cut from 2012 – 2020?
11. What % of TAFE NSW Corporate service has been cut from 2012 – 2020?
12. Is there now in 2021 a larger TAFE NSW Corporate workforce than 2015?

#### Smart & Skilled Loading for Students

13. Does TAFE NSW receive a loading from Smart and Skilled to deliver support to disadvantaged students, i.e. Aboriginal Students, Students with a Disability, Geographically isolated students?
14. How much does TAFE NSW receive on an annual basis in loadings for the support of disadvantaged students?
15. Does TAFE NSW quarantine the funds received from loadings to ensure that support is provided to disadvantaged students?
16. How Does TAFE NSW ensure that the funds provided through these loadings are used to deliver support to disadvantaged students?

#### EBS – TAFE dysfunctional Student Management System

17. What is the cost to date of developing the new Student Management System (SMS) for NSW TAFE?

18. When is the expected full implementation date of the SMS for TAFE NSW?
19. What is the loss in Smart and Skilled revenue for TAFE NSW as a result of the existing dysfunctional EBS student management system?
20. What is the cost to date for data remediation as a result of the existing dysfunctional EBS student management system?

### **The TAFE NSW Community Service Obligation (CSO) Guideline**

*The 2022 TAFE CSO guidelines are now available and include distinct categories of support and delivery for core equity groups such as Aboriginal Education and Engagement and Support for Students with Disabilities, but there is no such separate category of support for Multicultural education and engagement.*

21. Post lockdown, at a time when multicultural communities have been impacted socially and economically, in particular refugee communities in urban and regional areas, why has TAFE NSW watered down specialist multicultural services and support to generic stakeholder engagement activities?
22. Do you agree that multicultural education and engagement is a specialist area of service and support?
23. What is the rationale for TAFE NSW to weaken its commitment to Multicultural Education and Engagement at such a critical time?
24. What will TAFE do to reposition CALD (Culturally and Linguistically Diverse) students to a dedicated category of support?

### **Casualisation**

25. Have you made any progress on collecting and examining data on casualisation in the tertiary education sector?
26. Last time you took this on notice and provided answers that didn't contain answers - have you since sought more information on this?
27. In 2016 there were estimates that 65% of the all staff in universities were employed in insecure positions like casual and fixed-term contracts, do you have concerns about the impact of this on teaching and learning?
28. What input have you had into targets for the reduction of casualization in NSW universities?
29. In 2020 you advised that NSW Department of Education officials will work with counterparts in Victoria to understand the data that they collect on casualisation and how it differs from the Commonwealth data - what is the progress on this?

### **Free university**

30. What is the estimated return on investment from university spending?
31. Have you or your agency done anything to model the possible impact of free university for all as a post-COVID recovery response?

### **Job cuts**

32. How many job cuts are foreseen in the tertiary sector in NSW in 2021/22 by university?
33. What are you doing to respond to this?
34. Given the economic impacts of this will go significantly beyond the direct job losses what are you as the Minister doing to minimise planned cuts? Have you had any success?

### **Vice Chancellor Pay**

35. What steps are you taking to implement the recommendations of the Tertiary Inquiry regarding vice-chancellor pay?
36. When will relevant changes be in play?

### **TAFE MD salary**

37. What is the TAFEMD salary for 2021?
38. What salary increase did NSW TAFE teachers receive in 2020?
39. How many managers at TAFE are currently paid at or above Senior Executive Service Level? Has this increased from the 101 at November 2019?

### **Public Interest Disclosures**

40. How many PID- Public interested disclosures have been filed against NSW TAFE in the last two years?
41. How many cases were there in the Fair Work Commission Australia against NSW TAFE in the last two years?
42. How much has NSW TAFE spent on legal cases against teachers in the last two years?
43. How many teachers have been made redundant in the last two years?

### **Staffing and support**

44. How many on the ground tech support and IT jobs are in TAFES across NSW?

45. We have been advised that Customer Service Team Leaders and Coordinator have lost their jobs and Customer Service is to be Centralised - how many jobs are anticipated to be lost through this process?
46. How many staff from TAFE child care centres have been let go in the last 5 years?
47. What is the overall reduction in the number of places available at TAFE Child Care Centres?
48. Regarding the move to virtual classrooms - what steps have been taken to ensure that this does not adversely impact poorer people? What about those who have poor internet connections because of the Liberals failed NBN?

<b>Questions from the The Hon Mark Buttigieg MLC</b> <i>(on behalf of the Opposition)</i>
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### **TAFE Connected Learning Centres**

49. How much of the proceeds from the sale of Scone TAFE have been reinvested into the Upper Hunter to date?
50. How much to date has TAFE NSW spent on Connected Learning Centres (CLC)?
51. Does TAFE NSW plan to build more CLCs?
  - (a) If so, where?
52. What is the status of all CLCs currently in the planning or construction phase?
53. What are the student enrolment numbers by course and Connected Learning Centre for the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?
54. What are the completion rates by course and Connected Learning Centre for students enrolled through CLCs for each of the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?
55. What are the rates of student results receiving; No Start (NS), Withdrawn No Penalty Before Class (WDSBC), Withdrawn No Penalty After Class (WDSAC) and Achieved Competency (AC) by course and Connected Learning Centre for each of the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?

### **TAFE Connected Learning Points**

56. How much to date has TAFE NSW spent on Connected Learning Points?
57. Does TAFE NSW plan to build anymore Connected Learning Points in addition to those already announced?
  - (a) If so, where?
58. What are the student enrolment numbers by course and Connected Learning Points for each of the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?
59. What are the completion rates by course and Connected Learning Points for students enrolled through a Connected Learning Point for each of the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?
60. What are the rates of students results receiving; No Start (NS), Withdrawn No Penalty Before class (WDSBC), Withdrawn No Penalty After Class (WDSAC) and Achieved Competency (AC) by course and Connected Learning Point for each of the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?

### **Cessation of Brick Laying & Wall & Floor Tiling in North Region**

61. What is the qualification price for Smart and Skilled funding for Certificate III in Bricklaying / Block Laying Apprenticeship & Trainee qualification in the following years:
  - (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
62. What are the student enrolment numbers by location for all Certificate III in Bricklaying / Block Laying Apprenticeship & Trainee qualification in TAFE NSW for each of the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?

63. Why was Certificate III in Brick Laying / Block Laying course delivery cut at Kingscliff and Wollongbar TAFE colleges in 2020?
64. Why was Certificate III in Brick Laying / Block Laying course delivery cut at Coffs Harbour TAFEs in 2021?
65. At what locations can Certificate III in Brick Laying / Block Laying course students study face to face at TAFE NSW in the North Region?
66. What has been the cost saving to TAFE NSW as a result of the cessation of Brick Laying / Block Laying courses in TAFE NSW at Kingscliff, Wollongbar and Coffs Harbour?
67. How many of the Certificate III in Brick Laying / Block Laying students currently enrolled at Newcastle TAFE have to travel more than 200 km to attend the college?
68. What consultation has occurred with industry and employers over these changes?
  - (a) Can you provide a list of the employers consulted over the cessation of Brick Laying / Block Laying courses in TAFE NSW at Kingscliff, Wollongbar and Coffs Harbour including the dates they were consulted and their views on ending the course?
69. What is the qualification price for Smart and Skilled funding for Certificate III in Wall and Floor Tiling Apprenticeship & Trainee qualification in the following years:
  - (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
70. What are the student enrolment numbers by location for all Certificate III in Wall and Floor Tiling Apprenticeship & Trainee qualifications in TAFE NSW for the following years:
  - (a) 2019;
  - (b) 2020; and
  - (c) 2021?
71. Why was Certificate III in Wall and Floor Tiling course delivery cut at Wauchope TAFE college in 2020?
72. Why was Certificate III in Wall and Floor Tiling course delivery cut at Coffs Harbour TAFEs in 2021?
73. At what locations can Certificate III in Wall and Floor Tiling course students study face-to-face at TAFE NSW in the North Region?
74. What has been the cost saving to TAFE NSW as a result of the cessation of Certificate III in Wall and Floor Tiling courses in TAFE NSW at Wauchope and Coffs Harbour?

75. How many of the Certificate III in Wall and Floor Tiling students currently enrolled in North Region have to travel more than 200 km to attend a TAFE college?
76. What consultation has occurred with industry and employers over these changes?
  - (a) Can you provide a list of the employers consulted over the cessation of Brick Laying / Block Laying courses in TAFE NSW at Wauchope and Coffs Harbour including the dates they were consulted on and their views on ending the course?
77. What is the cost of the Trades Hub built at Coffs Harbour Education Campus (CHEC) for the Construction and Plumbing sections?
78. Why was there no provision for in Brick Laying / Block Laying or Wall and Floor Tiling students at this location?

**Changes to the mode of delivery Certificate III in Engineering -Fabrication Trade and Certificate III in Engineering – Mechanical Trade**

79. What is the qualification price for Smart and Skilled funding for Certificate III in Electrotechnology Electrician Apprenticeship & Trainee course in the following years:
  - (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
80. What is the qualification price for Smart and Skilled funding for Certificate III in Carpentry Apprenticeship & Trainee course in the following years:
  - (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
81. What is the qualification price for Smart and Skilled funding for Certificate III in Plumbing Apprenticeship & Trainee course in following years:
  - (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
82. What is the qualification price for Smart and Skilled funding for Certificate III in Engineering - Fabrication Trade Apprenticeship & Trainee course in the following years:
  - (a) 2019;



- (b) 2020;
  - (c) 2021; and
  - (d) 2022?
83. Has TAFE NSW sought an increase in the Smart and Skilled qualification price funding for Certificate III in Engineering - Fabrication Trade Apprenticeship & Trainee qualification?
84. What is the qualification price for Smart and Skilled funding for Certificate III in Engineering - Mechanical Trade Apprenticeship & Trainee qualification in following years:
- (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
85. Has TAFE NSW sought an increase in the Smart and Skilled qualification price funding for Certificate III in Engineering - Mechanical Trade Apprenticeship & Trainee qualification?
86. What are the total course hours of face-to-face teaching, learning and assessment for Certificate III in Engineering - Fabrication Trade Apprenticeship & Trainee qualification by location for the following years:
- (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
87. What are the total course hours of face-to-face teaching, learning and assessment for Certificate III in Engineering - Mechanical Trade Apprenticeship & Trainee qualification by location for the following years:
- (a) 2019;
  - (b) 2020;
  - (c) 2021; and
  - (d) 2022?
88. In 2022 in the North Region of TAFE NSW, is it proposed to deliver the Certificate III in Engineering - Fabrication Trade Apprenticeship & Trainee qualification first year, term 1 units of competency online in 2022?
- (a) If so, at what campuses will this occur?
  - (b) What alternative face to face options will these students have?

89. In 2022 in the North Region of TAFE NSW, is it proposed to deliver the Certificate III in Engineering - Mechanical Trade Apprenticeship & Trainee qualification first year, term 1 units of competency online?
- (a) If so, at what campuses will this occur?
  - (b) What alternative face to face options will these students have?
90. What will be the cost saving of delivering Certificate III in Engineering - Fabrication Trade Apprenticeship & Trainee qualification first year, term 1 units of competency online in 2022 to previous years of face-to-face delivery?
91. What will be the cost saving of delivering Certificate III in Engineering - Mechanical Trade Apprenticeship & Trainee qualification first year, term 1 units of competency online in 2022 to previous years of face-to-face delivery?
92. What consultation has occurred with industry and employers over these changes?
- (a) Can you provide a list of the employers consulted over the move to online delivery including the dates they were consulted on and their views on the reduction in face-to-face learning?

### **TAFE and Skills**

93. Exactly how much funding was committed by the government in the Budget towards funding TAFE and Skills for the following years:
- (a) 2014-15
  - (b) 2015-16
  - (c) 2016-17
  - (d) 2017-18
  - (e) 2018-19
  - (f) 2019-20
  - (g) 2020-21
  - (h) 2021-22
94. How many parcels of land belonging to TAFE NSW have been handed to Property NSW?
95. How many 'asset sale for reinvestment of surplus properties' belonging to TAFE NSW has the government acquired?
- (a) If so, what properties?
96. How often does the TAFE Commission meet with the Minister to provide advice and recommendations?
97. How many members of the TAFE Commission will meet with the Minister?
- (a) Please provide the names of the members.

### **TAFE Staffing**

98. What was the total number of Permanent fulltime TAFE teachers employed at 30 June 2015?
99. What was the total number of Permanent fulltime TAFE teachers employed at 30 June 2021?
100. What was the total number of Permanent part-time TAFE teachers employed at 30 June 2015?
101. What was the total number of Permanent part-time TAFE teachers employed at 30 June 2021?
102. What was the total number of Temporary fulltime TAFE teachers employed at 30 June 2015?
103. What was the total number of Temporary part-time TAFE teachers employed at 30 June 2021?
104. What was the total number of part-time casual TAFE teachers employed at 30 June 2015?
105. What was the total number of part-time casual TAFE teachers employed at 30 June 2021?
106. How many FTE staff worked at TAFE in 2012?
107. How many FTE staff worked at TAFE in 2021?
108. How many FTE teachers worked at TAFE in 2012?
109. How many FTE teachers worked at TAFE in 2021?

### **COVID Recovery and Fee Free Courses**

110. How many students have enrolled in a COVID recovery course to date?
111. Please provide a breakdown of enrolments by course and campus/CLC location?
112. These COVID recovery courses were short courses (weeks or days); what is the number of completions in these COVID recovery courses to date?
113. What is the total number of students who enrolled in the 21 fee free short courses announced in April 2020 to assist job seekers and worker upskill to date?
  - (a) Of those, how many were first time students?
114. What is the number of completions associated with the 21 fee free short courses to date?
115. What is the number of students who did not complete the courses to date?
116. How many fee free JobTrainer courses have been taken up at TAFE to date?
  
117. Can you provide a list of the enrolments by course type under the fee free JobTrainer?
  - (a) Can you provide this list broken down by course type and location?
118. How many fee free places have been taken up by apprentices and trainees to date?
119. What is the total number of apprentices who dropped out of their apprenticeship in the 2020/2021 reporting year?
  - (a) Of those, how many were fee free apprentices?

### **Educational Pathways Program**

120. Which 139 schools will the Educational Pathways program be expanded to?
121. How many enrolments are expected as part of the expanded Educational Pathways program?

### **Bega TAFE**

122. How many students were enrolled at Bega TAFE in each of the following years:
- (a) 2011;
  - (b) 2012;
  - (c) 2013;
  - (d) 2014;
  - (e) 2015;
  - (f) 2016;
  - (g) 2017;
  - (h) 2018;
  - (i) 2019;
  - (j) 2020; and
  - (k) 2021?
- i. If the answer refers to another document please provide the name of the document and the specific page number where the information can be found or the URL address.
123. How many FTE teachers were employed at Bega TAFE in each of the following years:
- (a) 2011;
  - (b) 2012;
  - (c) 2013;
  - (d) 2014;
  - (e) 2015;
  - (f) 2016;
  - (g) 2017;
  - (h) 2018;
  - (i) 2019;
  - (j) 2020; and
  - (k) 2021?
124. How many courses were offered at Bega TAFE in each of the following years:
- (a) 2011;

- (b) 2012;
- (c) 2013;
- (d) 2014;
- (e) 2015;
- (f) 2016;
- (g) 2017;
- (h) 2018;
- (i) 2019;
- (j) 2020; and
- (k) 2021?

### **TAFE NSW Leases**

- 125. What sites are TAFE NSW currently renting and for what purpose?
- 126. What sites are TAFE NSW currently leasing out to third parties and for what purpose?

### **TAFE Maintenance**

- 127. How much funding from the 2021-22 Budget is being used for the maintenance of TAFE sites and assets?
- 128. How long is the wait time/what is the backlog for the maintenance for TAFE sites and assets?
- 129. Provide a breakdown of maintenance funding from the 2021-22 budget for TAFE NSW sites and assets.

### **NSW Auditor-General's Report on the One TAFE NSW Modernisation Program**

- 130. What progress has been made on implementing the following recommendations from the NSW Auditor-General's Report on the One TAFE NSW Modernisation Program, recommended to be implemented by December 2021?
  - (a) Improve governance arrangements for delivering on commercial objectives by:
    - i. seeking clarification from Government on the primary purpose of TAFE NSW and how TAFE NSW should balance social and commercial objectives
    - ii. removing any remaining ambiguity about the role of the Board
  - (b) Improve reporting of financial and non-financial measures for non-commercial activities by:
    - i. enhancing the quality of data on non-commercial activities
    - ii. expanding non-financial measures to assess performance of non-commercial activities

- iii. publicly reporting on spending and performance of non-commercial activities
- iv. publicly reporting on community services obligations funding and expenditure.

### **TAFE Property**

- 131. What is the utilisation rate for every TAFE NSW campus?
- 132. What campuses have been approved for whole or partial divestment?
- 133. How much money has been spent by the Government on purchasing land for the establishment of Connected Learning Centres?
- 134. What properties have been purchased for the establishment of Connected Learning Centres and how much have they cost individually?
- 135. Can the Minister provide the committee with a copy of the 20 Year Infrastructure Strategy?
  - (a) If not, why not?
  - (b) How many sites does the strategy identify for divestment?
    - i. Which campuses does it identify?

### **Shergold Gonski Report**

- 136. How many of the recommendations from the Shergold Gonski Report have been implemented?
- 137. When does the government expect all of the recommendations to be implemented?

### **Gosford TAFE campus**

- 138. Are there any plans to divest the Gosford TAFE campus?
  - (a) If so, what parts?
  - (b) If so, when?
  - (c) If so, what consultation has been undertaken?

### **Belmont TAFE campus**

- 139. Are there any plans to divest any part of the Belmont TAFE campus?
  - (a) If so, what parts?
  - (b) If so, when?
  - (c) If so, what consultation has been undertaken?

### **Moruya TAFE campus**

- 140. Are there any plans to divest any part of the Moruya TAFE campus?
  - (a) If so, what parts?

- (b) If so, when?
- (c) If so, what consultation has been undertaken?

### **VET Loan Scheme**

- 141. The Government commissioned Professor Bruce Chapman to conduct modelling on the viability of a HECS system for VET students in NSW. What is the status of this modelling and will the results be released publicly?
- 142. Does the Government have any plans to introduce a HECS system for VET students?

### **Briefing to the Minister – MIN20/726**

- 143. What date was the briefing received?
- 144. Was the briefing received via email?
  - (a) If so, why was this correspondence not provided in response to the SO52?
- 145. What date was the briefing returned to the department?
- 146. Was the briefing returned via email?
  - (a) If so, why was this correspondence not provided in response to the SO52?
- 147. Is it common practice for your office to not date briefing notes?
- 148. On what date were the words ‘not approved’ and your staff member’s initials written on the briefing note?
- 149. How was the information contained in the brief communicated to the Minister?
- 150. Who made the decision that the brief was not approved?

### **Courses moving online in 2022**

- 151. What courses will have some units moved online for 2022?
  - (a) Please provide breakdown by campus.
  - (b) Of these courses how many will have a reduction in teaching hours?
    - i. What is the reduction in hours?

### **Divestments**

- 152. I refer to Ms Grummer’s comments that “TAFE NSW is in a fortunate position that we have met our divestments targets”, what were the TAFE divestment targets?
  - (a) How were they met?
- 153. Are there any future divestment targets?
  - (a) Is so, what are they?
- 154. Has the Minister met with any third parties in 2021 to discuss the sales of TAFE campuses?

- (a) If so, who?
- (b) If so, when?
- (c) If so, what campus was discussed?

### **Restructure**

- 155. Why is the Government slashing another 678 jobs, many of them in regional areas, in the middle of a pandemic?
- 156. Who will do the work of the 678 staff who will lose their jobs?
- 157. Has the Minister met with effected staff/unions?
  - (a) If not, why not?
- 158. Has TAFE met with effected staff/unions?
  - (a) If not, why not?
- 159. Was their input sought into this process?
- 160. Is this part of the plan to cut \$250M from TAFE that the Auditor General identified in their report?
- 161. What was the result of the consultation on the new structure for Student Services and Facilities Management and Logistics that occurred between February and April this year?
- 162. How many jobs have been lost due to the restructures in Student Services and Facilities Management & Logistics?
  - (a) Please provide a breakdown by campus.

### **Organisational Health Survey**

- 163. In 2019 the TAFE organisational health survey found morale at TAFE was at an all-time low with only 21 per cent of staff believing that TAFE cares about and is committed to them; what action have you taken to improve these results?
- 164. The Minister asked “the managing director of TAFE NSW to direct the executive leadership team to visit all campuses and listen to the concerns of TAFE NSW staff?; has this occurred?
  - (a) What concerns were identified?
  - (b) What actions did you take to address them?
- 165. Were surveys conducted in 2020 and 2021?
  - (a) If so, please provide a copy to the committee
  - (b) If so, have results improved?
  - (c) If not, why not?
- 166. If not, what are the consequences of failing to improve results?



167. From that 2019 survey only 15 per cent of the respondents felt that TAFE had effective plans to develop and retain its people; how does your decision not to allow 7,700 casual staff convert to permanent go anywhere near to addressing this poor result?

### **Casual Teachers**

168. Are you aware of the recent changes to the Fair Work legislation that requires employers to convert casual employees with at least 12 months service, who have worked a regular and systemic pattern of hours over the last six months, to permanent staff?
169. Is TAFE complying with these requirements?
170. Why did TAFE advise all its casual staff that none of them would be considered for full time positions?
171. What do you say to the families of the more than 7,700 workers who have been denied secure work with protections such as sick leave?
172. Will you ask TAFE to reconsider this decision?
173. What percentage of TAFE's teaching staff are casual?
174. Why are so many TAFE teachers employed on a casual basis?
175. What percentage of advertised teaching jobs in the last year were Permanent positions versus Temporary or Part-time Casual?
176. How many Part-time Casual teachers are currently teaching in excess of the full-time annual load of 720 teaching hours?
177. Of the Part-time Casual teachers teaching a full-time load or higher, how many have been doing this for more than 12 weeks?
178. Of the Part-time Casual teachers teaching a full-time load or higher for more than 12 weeks and who were initially merit selected, how many have been converted to temporary or permanent employees?
179. How many temporary teachers are teaching in excess of the full-time annual load of 720 teaching hours?
180. How many Permanent teachers are teaching in excess of the full-time annual load of 720 teaching hours?

**NSW Legislative Council Portfolio Committee No. 3 ‘Report No. 41 Future development of the NSW tertiary education sector January 2021’**

181. What has the Government done to implement the following recommendations from the NSW Legislative Council Portfolio Committee No. 3 Report No. 41 *Future development of the NSW tertiary education sector January 2021* that it supports or supports in principle:

- (a) Recommendation No. 1: That the NSW Government improve university transparency and enhance annual reporting. This should include data on reliance on international student income, overseas student numbers in each course, staffing job security and the staffing balance between teaching and research-only?
- (b) Recommendation No. 2: That the NSW Government initiate a comprehensive review of the State legislative framework in light of COVID and the recommendations of the committee?
- (c) Recommendation No. 3: That the NSW Government expand the responsibilities of the NSW Auditor-General to grant the NSW Auditor-General a broader brief and stronger investigative capacity to ensure university financial and staffing management is transparent, effective and acting in the public interest, especially regarding reliance on international student income and the salaries paid to Vice-Chancellors and senior university administrators?
- (d) Recommendation No. 5: That the NSW Government develop a model of precinct or ‘industry cluster’ planning to maximise the potential of its education, health, transport and regional development investments linked to universities, TAFE and private tertiary providers?
- (e) Recommendation No. 6: That the NSW Government reinstate and extend the Boosting Business Innovation Program to support business-university collaboration, noting the program’s demonstrable effectiveness and criticality in emerging economic circumstances, particularly for suburban, regional and rural areas of NSW?
- (f) Recommendation No. 7: That the NSW Government mandate that universities provide a more detailed report of their staffing profiles, including a requirement that data be provided on permanent, fixed term and casual staff levels in terms of both headcounts and full-time equivalents, modelled on the Victorian reporting requirements?
- (g) Recommendation No. 8: That the NSW Government foster a more competitive higher education sector, easing the way and providing support for new entrants, ensuring greater diversity and student choice in the sector, compared to the traditional fixed-campus model?

- (h) Recommendation No. 9: That the NSW Government offer support for more education places to be provided locally in Western Sydney to meet increased demand through projected population growth and to improve access and equity in Western Sydney, noting the shortfall problem in Blacktown in particular?
- (i) Recommendation No. 10: That the NSW Government offer targeted support to universities and other tertiary institutions delivering higher education in areas of community need such as outer-metropolitan, low-SES and disadvantaged communities, recognising the broader socio-economic benefits delivered to local communities through higher education access?
- (j) Recommendation No. 11: That the NSW Government advocate to the Federal Government to retain tertiary education facilities within Blacktown and grow these facilities and provide new facilities that are at least proportionate to population growth?
- (k) Recommendation No. 15: That the NSW Government develop a plan for university course offerings across regional and Western Sydney to ensure access to opportunities are provided in a wide range of fields of study?
- (l) Recommendation No. 17: That the NSW Government prioritise support for CUCs in its forthcoming Higher Education Strategy?
- (m) Recommendation No. 18: That the NSW Government engage with the CUCs about where future centres should be located, and support CUCs to provide careers guidance and advisory services?
- (n) Recommendation No. 19: That the NSW Government negotiate and coordinate strategic HEPPP engagement with schools between the Federal Government and universities?
- (o) Recommendation No. 20: That the NSW Government consider how to better support university efforts to increase enrolments of students from disadvantaged backgrounds, including school programs (run by Directors Education Leadership and complementary to HEPPP) that assist students and parents from disadvantaged schools become familiar with university opportunities, culture and academic life, as a pathway program for these students?
- (p) Recommendation No. 21: That the New South Wales government engage with universities and the Federal Government to develop a means by which New South Wales universities can diversify their revenue base to avoid any potential over reliance on foreign students and particular source countries?
- (q) Recommendation No. 22: That the NSW Government extend the powers of the New South Wales Auditor-General to audit the state's international education sector and make

recommendations to universities as part of their annual audit of university finances, especially concerning risk management, income diversification, economic resilience, and reliance on international student income?

- (r) Recommendation No. 28: That the NSW Government expand the remit of NSW Fair Trading to cover share houses and informal tenancy agreements?
- (s) Recommendation No. 34: That the NSW Government clarify whether certain laws or requirements apply to universities, as statutory corporations?
- (t) Recommendation No. 35: That the NSW Government advocate to the Australian Government to clarify the application of federal legislation to universities?
- (u) Recommendation No. 39: That the NSW Government ensure that all recommendations of the NSW Auditor-General's 2019 financial audit of universities are implemented immediately?

182. Of the 21 recommendations from the NSW Legislative Council Portfolio Committee No. 3 Report No. 41 *Future development of the NSW tertiary education sector January 2021* that the Government supports or supports in principle, how many have been fully implemented?

183. What is the timeframe for all of the recommendations from the report that were supported or supported in principle by the Government to be implemented?

### **\$750M Loan Guarantee Scheme**

184. In June 2020, the Government announced the Loan Guarantee Scheme for Universities; why was a loan scheme proposed instead of providing grants or direct funding?

185. The Victorian government instead provided direct funding to higher education, did the NSW Government consider this?

- (a) If so, why was it not implemented?

186. Considering the university sector is NSW's largest service export industry and has been disproportionately impacted by the pandemic, why was the higher education sector provided with a loan scheme instead of direct funding like what was provided to other sectors and industries?

187. What involvement did Premier Perrottet have in the scheme?

188. What involvement did Minister Lee have in the scheme?

189. NSW universities saw a decrease in revenue of \$538.5 million in 2020, with further losses expected for 2021; why is the value of the loan scheme \$750 million and is this adequate?

190. What is the interest rate universities would be charged for these loans?

191. Is the Government intending on profiting from a struggling higher education sector by charging interest on these loans?
192. These loans are being provided on the condition that universities can demonstrate how they will make their operations more sustainable. How will this be assessed and who will this be assessed by?
193. How were universities notified about this scheme?
194. How many universities expressed interest in this scheme?
195. How many universities have applied?
196. How many universities have been successful in their application for this scheme?
197. How much money has actually been loaned out as part of this scheme?
198. Were universities consulted about this plan?
  - (a) If so, why have so few universities applied for funding?
199. Given the low uptake of the loan scheme why was this such a failed scheme?

#### **International Student Returns Pilot Program**

200. The pilot plan to return international students was announced on 10 June 2021 as one of the Government's centerpiece higher education policies; how many students have arrived in Australia as a result of this plan?
201. How many students will be returned as a result of this plan?
202. What was the consultation process with NSW universities?
203. Considering the significant losses NSW universities have made, did the Government consider at least subsidising this program?
204. The NSW Government has put significant investment into sectors affected by the COVID-19 pandemic, why was the higher education sector not offered the same level of support with universities having to fund their own programs like the international student pilot?
205. On 15 October 2021, the NSW Government announced that quarantine would be removed for fully vaccinated arrivals to Australia, what impact does this have on the plan?
206. Why are fully vaccinated international students still being made to quarantine when other travellers are not?
207. Considering the rapid rate at which NSW seems to be reopening both internally and to international arrivals, does the Government have a roadmap for increasing international student arrivals to Australia?

### **University Budget and Higher Education Strategy**

208. Exactly how much funding was committed by the government in the Budget towards assisting universities for the following years:
- (a) 2017-18;
  - (b) 2018-19;
  - (c) 2019-20;
  - (d) 2020-21; and
  - (e) 2021-22?
209. On the 28th of January 2021, the NSW Government announced a new Higher Education Strategy 2021-2025, was there any funding committed towards implementing this strategy?
- (a) If so, how much?

### **Reopening Roadmap Map for Universities**

210. Was a roadmap provided to TAFE NSW to return to face-to-face learning in 2021?
211. Was a roadmap provided to the NSW VET sector to assist with the return to face-to-face learning in 2021?
212. Was the university sector provided with a roadmap to return to face-to-face learning safely in 2021?
- (a) If not, why was this important sector not provided with this support?
213. Did university stakeholders request a plan from the NSW Government?
- (a) If so, who?
  - (b) If so, when?