

Submission 10-6-20:

- The report should include a calculation of the following:
  - o Total cost per graduate (person issues a full qualification) per sector to the taxpayer.
  - o Total cost per staff member, per teaching staff member etc.
  - o Total cost of the above should be inclusive of all costs that are bestowed to the public sector at no dollar cost. For example, the public sector utilises the support of other departments (finance (such as processing tenders), departments of education (such as managing school enrolments) and various subsidies such as for electricity and building maintenance costs).
  - o The total cost should also include amortisation/depreciation of total building costs used for TAFE purposes.
  - o The report should indicate the total commercial value of all property and land owned by the public sector in each state.
  - o The report should consider using Activity Based Costing models to determine the cost of 'management' (non-teaching) and other 'support services' and its percentage relationship to total cost per graduate.
  - o The report should note the number of teaching weeks/hours per year by a typical teaching staff member and the associated per hour cost (annual labour cost) with exemplars.
- Potential recommendations for government:
  - o One reason causing poor quality in the VET sector is that there is practically no minimum education or experience requirements to start, operate, buy or manage an RTO. An owner can hire a person with 'expertise' but make all key decisions without that person's input. This is a loophole. Additionally, many RTOs are managed by people who work hard and with the best intention, but struggle due to literacy (not being degree or higher qualified) and general VET understanding (pedagogy/andragogy).
    - Solution: Going forward, all RTO CEOs (and owners for an RTO with fewer than 3000 students given that small RTOs are managed by their owners), should be degree qualified in an

education field even if primary or early childhood, secondary, adult education etc. Any education degree or higher (from a tertiary institution – that is, a previously registered teacher in Australia), provides a level of educational expertise that RTOs desperately lack (training/teaching strategies for example such as scaffolding, backwards design, cognitive load theory, metacognitive skills and other basic teaching and learning skills that are not found in the TAE training packages).

- The TAE training package should be updated to include teaching and learning strategies. At the moment it only includes VET skills and knowledge which misses the most important aspect of teaching – the teaching!
  - Solution: Recommend andragogical units, teaching and learning strategy units that cover the basics (I have written a book that has over 100 of these and there are plenty more). For example, in addition to the ones previously mentioned:
    - Questioning skills
    - Maslow’s hierarchy of needs
    - Elaboration theory
    - Reading and writing (literacy/language) skills such as phonics, critical literacy, vocabulary development strategies and active reading.
    - Whole-part-whole learning
    - Deliberate practice
    - Rapport building
    - Spaced learning
    - Micro-learning
    - The levels of instruction (modelling, guided etc.)
    - Etc.

These would need to be specified in the units otherwise I suggest many TAE trainers have no knowledge of them given that the TAE training package has solely concentrated on VET knowledge without embedding such skills.

Additional recommendations:

- High quality RTOs should be managed by ASQA similar to how public accountants are managed (they are not subject to audit at any period unless there are known issues) – public accountants do not worry about audits (as all RTO owners do even when they are years away). Such as RTO would have both of the following full-time in senior managerial roles:
  - o A registered teacher (or formerly registered teacher)
  - o A degree qualified accountant or business expert (MBA for example)
  - o The provider has been operating for 10 years or more
- In the example above, in the finance system, businesses on the ASX are audited by a registered auditor who provide an auditor's certificate. This may be an alternative model to consider. The auditor is paid by the company and may provide advice and guidance. Auditors are suitably qualified and provide their own system for undertaking the audit. They simply comment on the report or withhold the certificate – there is no punitive measures.

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