

Pg2 Keypoints

“Governments should consider reforms to make the VET system a more efficient, competitive market, driven by the informed choices of students and employers, with the flexibility to deliver a broad suite of training options.”

Drive for neutrality in Private and Public has lost community's confidence in VET system and government's management of it. Focus should be on meeting student and employer needs and ensure quality training is received by respectable and reputable providers.

Vouchers

How would student vouchers stop rorting of VET by aggressive marketing tactics online and RTO that are purely profit driven? Risky to students and tax payers

Completions and better engagement

If the goal is completions and better engagement, more staff is required to contact, coach and support students. This means additional cost. Therefore we should not focus on cost efficiency, but quality of engagement and completions.

Innovate

You can't ask training organisation to innovate with strict national guidelines.

How can you measure value of developing a workforce's physical, mental wellbeing through training? Some courses are necessary not just societal choice. Varied education will provide creativity and innovation in workforce and industry.

Cost

Cost comparison shouldn't be just based on quantitative data but also qualitative. Increasing personal wellbeing by improving capabilities, personal satisfaction, community gains, innovation and creativity in workforce, value of learning from quality courses providers and teachers.

Neutrality

Rather than focussing on neutrality principles, fund the providers that provide best training outcome for students and industry, but also consider more than for just short term. Costs for access to better facilities, quality teaching, admin support should be considered. Perhaps provide to students cost of course as well as facility features, student review etc.

Market Competition

INTERIM FINDING 2.3 — VET MARKET COMPETITION AND EFFICIENT TRAINING DELIVERY

“Further work is required by governments on the policy settings that best facilitate a responsive and efficient training market” seems to be one sided. Doesn’t student also need to know if private providers are reducing cost and running courses more quickly due to loss of quality or access to good facilities in their locality? Students need ability to compare considering all aspects.

role of competition in the VET market

Students need to have ease of access to their provider, reducing travel time and distances (especially for those that are time poor) Indigenous students may need access to the provider closer to their own community. (region)

Efficiency of VET market should be based on achieving intended outcome of student/employer, quality of education and engagement, quality of facilities, access to qualified teachers and reputable reliable provider, where students have confidence in

Public providers do not have exclusive role, however it should provide what private RTO can’t that meets student or community needs.

Community protection in terms of refund of fees from dodgy RTO or providers and tax payers to not pay for it. Strict auditing reporting mechanism needs to be in place to stop rorting.

Interim recommendation 2.2 — a NEW PRINCIPLES-BASED AGREEMENT

Again quality is missing in this section which should be added to efficient pricing and delivery

Information request — Designing a New Intergovernmental agreement

Priority should be given to students who can’t afford training due to personal circumstances and less priority to employees/employers who can afford to pay for training with tax deduction incentives.

Information request — identifying and acting on skills shortages

What are useful ways of defining and measuring the skills shortages (and surpluses) relevant to the VET sector?

Use surveys of students and industry, share this data for analysis by all

With COVID, we need to change our training to not be job specific but at developing general capabilities as well. E.g. communication skills, adaptability, ability to acquire new skills

interim Finding 4.1 — data underpinning subsidy rates

make the data public for analysis and review and contribution of new data

Interim Finding 6.1 — well-designed VET Student loans improve AFFORDABILITY

Is this conjecture or proven hypothesis?

It hasn't worked before therefore what are the assumptions based on?

Interim recommendation 6.3 — IMPROVING INVESTMENT in PUBLIC PROVISION

What about looking at benefit and disadvantages of increasing contestability? What are the risks of no public provision of certain courses?

Information request — the challenges of online delivery

There's increase in online courses, however quality is getting worse in some cases.

Again quality of courses and access to student or industry review can help students make informed choices on which courses to do. E.g. check Udemy and reviews, I would never trust what the instructor or what Udemy says, I will check good and the bad review.