



**Vocational Education, Training  
and Employment (Skills  
Queensland) and Another Act  
Amendment Bill 2013**

**Report No. 23**  
**Education and Innovation Committee**  
**October 2013**

## **Education and Innovation Committee**

Chair	Mrs Rosemary Menkens MP, Member for Burdekin
Deputy Chair	Mrs Desley Scott MP, Member for Woodridge
Members	Mr Steve Bennett MP, Member for Burnett Mr Mark Boothman MP, Member for Albert Mr Ray Hopper MP, Member for Condamine Mr Michael Latter MP, Member for Waterford Mr Neil Symes MP, Member for Lytton
Committee Staff	Ms Bernice Watson, Research Director Mr Gregory Thomson, Principal Research Officer Ms Emily Booth, Principal Research Officer Ms Carolyn Heffernan, Executive Assistant Ms Debbie Mohi, Executive Assistant
Technical Scrutiny Secretariat	Ms Renee Easten, Research Director Ms Marissa Ker, Principal Research Officer Mr Karl Holden, Principal Research Officer Ms Tamara Vitale, Executive Assistant
Contact details	Education and Innovation Committee Parliament House George Street Brisbane Qld 4000
Telephone	+61 7 3406 7363
Fax	+61 7 3406 7070
Email	<a href="mailto:eic@parliament.qld.gov.au">eic@parliament.qld.gov.au</a>
Web	<a href="http://www.parliament.qld.gov.au/eic">www.parliament.qld.gov.au/eic</a>

## **Acknowledgements**

The committee thanks those who briefed the committee, made submissions, gave evidence and participated in its inquiry. In particular the committee acknowledges the assistance provided by the Department of Education, Training and Employment.

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## Abbreviations and definitions

Action Plan	<i>Great Skills. Real Opportunities.</i>
ASQA	Australian Skills Quality Authority
Bill	Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013
CEO	chief executive officer
committee	Education and Innovation Committee
department	Department of Education, Training and Employment
FLP	fundamental legislative principle
MIC	Ministerial Industry Commission
Minister	Minister for Education, Training and Employment
Taskforce	Queensland Skills and Training Taskforce
TERC	Training and Employment Recognition Council
VET	vocational education and training
VETCP Act	<i>Vocational Education and Training (Commonwealth Powers) Act 2012</i>
VETE Act	<i>Vocational Education, Training and Employment Act 2000</i>

## Chair's foreword

This report presents a summary of the committee's examination of the Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013.

The committee's task was to consider the policy outcomes to be achieved by the legislation, as well as the application of fundamental legislative principles – that is, whether it has sufficient regard to rights and liberties of individuals and to the institution of Parliament. A number of potential issues were identified and examined during the course of our inquiry.

The public examination process allows the Parliament to hear from the public and other stakeholders they may not have otherwise heard from, which should make for better policy and legislation in Queensland.

On behalf of the committee I thank those individuals and organisations who lodged written submissions, and others who have informed the committee's deliberations, including the committee's secretariat, officials from the Department of Education, Training and Employment and the Technical Scrutiny of Legislation secretariat.

I commend the report to the House.



Rosemary Menkens MP  
**Chair**

October 2013

## Recommendations

### Recommendation 1

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The committee recommends that the Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013 be passed.

### Recommendation 2

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The committee recommends that the Government ensure the Ministerial Industry Commission is required to establish strong and effective mechanisms to ensure consultation and communication with relevant stakeholders, including specific industry groups and training providers.

### Recommendation 3

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The committee recommends that the Minister for Education, Training and Employment amend the Explanatory Notes of the Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013 to correct the omission of the words 'restrictive callings' from the list of functions in the last paragraph of page 2. The omitted words are included in the list of Training and Employment Recognition Council functions transferred to Skills Queensland in 2012 (in the second paragraph under the heading 'Skills Queensland' on page 1) and the Bill indeed transfers 'restrictive calling' functions to the Director-General of the Department of Education, Training and Employment.

## Points for clarification

<b>Point for clarification 1</b>	<b>5</b>
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The committee seeks clarification from the Minister for Education, Training and Employment on why employment of temporary staff was not specifically addressed in the original drafting of the *TAFE Queensland Act 2013*; why the Bill lacks the level of detail about temporary employment that exists in the *Public Service Act 2008*; and whether provisions similar to that in the *Public Service Act 2008*, for example, around the ability of the chief executive to make permanent appointments after two years, will apply (and, if not, should apply) to TAFE Queensland temporary staff.

<b>Point for clarification 2</b>	<b>10</b>
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The committee seeks clarification from the Minister for Education, Training and Employment on the department's reliance on apparent 'common practice' as a justification for or explanation of policy and proposed law. In the committee's view, common practice is a general and vague notion in circumstances where it constitutes an explanation or justification, without accompanying evidence or supporting material. The committee enquires how common practice is determined and at what stage a course of conduct may be identified as such.



## 1. Introduction

### 1.1 Role of the committee

The Education and Innovation Committee (the committee) was established by resolution of the Legislative Assembly on 18 May 2012, and consists of government and non-government members.

The Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013 (the Bill) was referred to the committee on 6 August 2013, and the committee is required to report to the Legislative Assembly by 7 October 2013.

Section 93 of the *Parliament of Queensland Act 2001* provides that a portfolio committee is responsible for considering:

- the policy to be given effect by the Bill; and
- the application of the fundamental legislative principles to the Bill.

### 1.2 Inquiry process

The committee was briefed by the Department of Education, Training and Employment (the department) and TAFE Queensland on 21 August 2013 (see Appendix B), and received two written submissions from stakeholders (see Appendix A) by the closing date of 2 September 2013. A transcript of the briefing, and the submissions received and accepted by the committee are published on the committee's webpage at [www.parliament.qld.gov.au/committees](http://www.parliament.qld.gov.au/committees).

### 1.3 Context

The Australian Skills Quality Authority (ASQA) was established by the Commonwealth Government in 2011, as a national regulator for vocational education and training (VET). As part of its role to provide a national approach to VET industry regulation, ASQA approves training courses and licenses registered training organisations. The Training and Employment Recognition Council (TERC) formerly possessed these powers, however TERc was abolished and the powers referred from Queensland to the Commonwealth under the *Vocational Education and Training (Commonwealth Powers) Act 2012* (the VETCP Act). The VETCP Act transferred TERC's remaining functions – mainly associated with regulating apprenticeships and traineeships – to Skills Queensland from mid-2012.

In 2012, the Government commissioned an industry-led review of Queensland's VET sector, conducted by the Queensland Skills and Training Taskforce (the Taskforce) set up for this purpose. In November 2012, the Taskforce issued its Final Report<sup>1</sup>, outlining a range of recommendations to revitalise the provision of VET and the management of apprenticeships and traineeships. It recommended the Government establish an independent, statutory, industry-led Skills Commission in place of Skills Queensland, to directly advise the Minister for Education, Training and Employment (the Minister) on VET contracting and to deliver the state's VET funding functions. The Taskforce found that:

- Skills Queensland had not been effective in addressing the fundamental strategic skills needs of industry;
- the Skills Queensland model did not sufficiently allow for an industry-led training sector;
- there was confusion between the roles of Skills Queensland and the department; and
- the Skills Queensland model lacked the necessary independence.

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<sup>1</sup> Queensland Skills and Training Taskforce, Final Report, November 2012

In its November 2012 response to the Taskforce Report, the Government gave ‘in principle’ support for the Taskforce’s recommendation for the establishment of an independent Skills Commission.<sup>2</sup>

In April 2013, the Government’s Independent Commission of Audit report made an identical recommendation, however the Government rejected the recommendation:

*...the government accepts the need for greater delineation between the purchaser and provider roles of the Department of Education, Training and Employment, but does not consider an independent statutory skills authority for the purchasing of training is required to meet this objective.<sup>3</sup>*

In June 2013, the Government launched *Great Skills. Real Opportunities.* (the Action Plan)<sup>4</sup>, which responded to the Taskforce and the Commission of Audit recommendations with a five year plan for reform of the VET sector.

The Government has implemented some of the key recommendations from the Taskforce by establishing TAFE Queensland as an independent, commercially run, public provider of VET through the *TAFE Queensland Act 2013*. This Bill seeks to implement recommendations to ensure the VET sector is responsive to the needs of industry.

### 1.4 Background

#### Skills Queensland

Skills Queensland was established in November, 2010 as a statutory body under the *Vocational Education, Training and Employment Act 2000* (the VETE Act). It is responsible for leading Queensland’s skills development strategies across the labour market, including VET, VET in schools, employment programs, higher education and skilled migration.

The functions of Skills Queensland include:

- advising the Minister on the direction of the skills system and workforce development, employment programs, and skilled migration;
- partnering with industry skills bodies to:
  - i. identify demand through workforce planning
  - ii. strengthen the quality of training delivery and the link with business needs
  - iii. stimulate further demand and make use of skills through workforce development activities;
- planning statewide training investment;
- providing strategic investment in training and workforce development.

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<sup>2</sup> Department of Education, Training and Employment, Government response to the Queensland Skills and Training Taskforce final report, November 2012

<sup>3</sup> Department of Education, Training and Employment, A Plan - Better Services for Queenslanders - Queensland Government Response to the Independent Commission of Audit Final Report, p22, April 2013

<sup>4</sup> Department of Education, Training and Employment, Great skills. Real opportunities. - The Queensland Government reform action plan for further education and training, June 2013

## 1.5 Policy objectives of the Bill

The policy objectives of the Bill are to:

- abolish Skills Queensland and give the Director-General of the Department of Education, Training and Employment responsibility for its functions regarding:
  - i. apprentices and trainees
  - ii. restricted callings
  - iii. vocational placements
  - iv. group training organisations
  - v. principal employer organisations
  - vi. employment exemptions and non-departmental employment skills development programs; and
- ensure TAFE Queensland has the capacity to employ staff on a temporary basis.

These policy objectives are effected through:

- amendments to the *VETE Act*;
- consequential amendments to the *Education (General Provisions) Act 2006*; *Industrial Relations Act 1999*; *Public Service Act 2008*; and *VETE Act*; and
- amendments to the *TAFE Queensland Act 2013*.

In the Action Plan, the Government announced it would establish a Ministerial Industry Commission (MIC) to directly advise the Government on the priorities for funding qualifications that match training with job opportunities<sup>5</sup>; and oversee the training market and advise the Minister on how best to ensure ongoing value for money from investment in training by Government and industry. Investment decisions about VET funding will remain a Government responsibility.

The MIC will:

- be responsible for advising the Minister on Queensland's skilling priorities and industry needs, and priorities for funding qualifications that will align training with job opportunities;
- enable a direct relationship between Government, industry and employers that will give industry and employers genuine opportunity to identify Queensland's skilling and funding priorities;
- have members which include representatives from industry sectors and employer bodies with expertise in labour market economics and contemporary human resource management;
- oversee the effectiveness of the contestable training market;
- streamline existing industry consultation arrangements; and
- work with employers to stimulate demand for accredited training.

The Bill abolishes Skills Queensland, and transfers the following Skills Queensland functions to the department:

- apprentices and trainees;
- vocational placements;
- group training organisations;
- principal employer organisations; and

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<sup>5</sup> Ibid p5

- employment exemptions and non-departmental employment skills development programs.

These are the functions that Skills Queensland assumed from TERC in 2012. Note: please refer to Recommendation 3.

The MIC will assume Skills Queensland's advisory and engagement functions. As the MIC will not be a statutory body, legislation is unnecessary for its establishment. The MIC will be established by executive Government decision. As Skills Queensland is a statutory body, it was established by an Act of Parliament. An Act of Parliament is thus required to abolish it.

## **1.6 Should the Bill be passed?**

Standing Order 132(1) requires the committee to recommend whether the Bill should be passed.

After examination of the Bill, consideration of submissions and the further information provided from the department and TAFE Queensland, the committee is satisfied the Bill should be passed. The committee has made further specific recommendations in relation to the Bill throughout this Report.

### **Recommendation 1**

The committee recommends that the Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013 be passed.

## 2. Examination of the Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013

### 2.1 Policy issues

#### TAFE Queensland

The Bill amends the *TAFE Queensland Act 2013* to ensure TAFE Queensland has capacity to employ temporary staff (as TAFE previously could under the *Public Service Act 2008*) from 1 January 2014.

The Bill's Explanatory Notes do not explain why the *TAFE Queensland Act 2013* does not currently allow for the employment of temporary staff by TAFE Queensland. In response to committee questioning at the committee's public briefing on 21 August 2013, TAFE Queensland advised that, whilst the *TAFE Queensland Act 2013* did not specifically exclude TAFE Queensland from employing temporary staff, the amendments set out in the Bill are intended to provide clear definitions and ensure a level of clarity so that: "...the current arrangements which operate under the *Public Service Act* can in fact continue without significant change or without any risk of confusion for future staff...".<sup>6</sup>

#### **Committee comment**

The committee considers the Bill's Explanatory Notes to lack the necessary detail on this issue and the committee is not entirely satisfied with the explanation provided as to why employment of temporary staff was not specifically addressed in the original drafting of the *TAFE Queensland Act 2013*. The proposed amendment of the *TAFE Queensland Act 2013*, as drafted, is not as detailed as the provisions in the *Public Service Act 2008* around temporary employment, which may create further ambiguity about the conditions of that employment. For example, the *Public Service Act 2008*<sup>7</sup> provides that the chief executive can decide whether a temporary employee can become a general employee or a public service officer after two years of temporary employment.

#### **Point for clarification 1**

The committee seeks clarification from the Minister for Education, Training and Employment on why employment of temporary staff was not specifically addressed in the original drafting of the *TAFE Queensland Act 2013*; why the Bill lacks the level of detail about temporary employment that exists in the *Public Service Act 2008*; and whether provisions similar to that in the *Public Service Act 2008*, for example, around the ability of the chief executive to make permanent appointments after two years, will apply (and, if not, should apply) to TAFE Queensland temporary staff.

#### Issues raised from public submissions: Growcom

Growcom, the peak industry body for horticulture in Queensland, identifies training as "...a very high priority for the long term sustainability of the industry".<sup>8</sup> It supports, in principle, the abolition of Skills Queensland and transfer of its responsibilities to the department.

However, Growcom's support is "...contingent on strong internal mechanisms to ensure that industry needs are adequately addressed".<sup>9</sup> Whilst Growcom does not provide further detail on what might

<sup>6</sup> Mr Tom Barlow, Executive Director, People, Culture and Change, TAFE Queensland, public briefing 21 August 2013, *Transcript*, p5

<sup>7</sup> Sections 148 and 149

<sup>8</sup> Growcom Australia, *Submission 1*, p1

<sup>9</sup> *Ibid*

constitute “strong internal mechanisms”, it notes “...*the proposal to establish an industry advisory body (The Ministerial Industry Commission)...*”<sup>10</sup> and requests “...*that intensive agriculture is represented [by membership on its board] by a body such as Queensland Farmer’s Federation or ourselves*”.<sup>11</sup>

In summary, Growcom:

- supports training;
- offers ‘in principle’ support for Skills Queensland abolition and transfer of functions to the department;
- offers support, contingent on strong internal mechanisms to address industry needs; and
- wants intensive agriculture to be specifically represented on MIC board.

Issues raised from public submissions: ACPET

ACPET, the representative body of registered training organisations (private providers delivering education and training) throughout Queensland in a range of industry areas, acknowledges the decision to abolish Skills Queensland. ACPET was a member of the Taskforce.

Referring to the Taskforce’s suggested modernisation reforms of Queensland’s VET system, ACPET expresses disappointment at the decision to depart from the Taskforce recommendation to establish an independent skills commission: “*We are... disappointed by the subsequent decision to allocate responsibility for the former functions of Skills Queensland to the Director-General of the Department of Education, Education and Training...*”<sup>12</sup>

**Committee comment**

The committee notes that the model proposed by the Bill is not the statutory body model recommended by the Taskforce and the Commission of Audit. The committee acknowledges the Government position on this, but notes that no consultation was undertaken on the model that is presented in this Bill. Nevertheless, considerable input into the issues prompting the establishment of the new body was obtained through the Taskforce process, and no major concerns have been raised by stakeholders in submissions received on the Bill.

ACPET supports a collaborative approach to the management of Queensland’s training system. In light of the transfer of functions to the department, it “...*strongly encourage[s] the Department to develop effective mechanisms for regular consultation and communication on issues of concern with all stakeholders*”.<sup>13</sup>

ACPET promotes engagement with the department, referencing the expertise ACPET and its members can share to ensure implementation of Government reforms.

In summary, ACPET:

- supports the Taskforce recommendation to establish an independent skills commission and is disappointed in the transfer of former Skills Queensland responsibilities to the department instead;
- supports a collaborative approach, strongly encouraging development of effective mechanisms for regular consultation and communication with stakeholders; and
- wants ACPET and its members to share expertise with, and engage with, the department.

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<sup>10</sup> Ibid

<sup>11</sup> Ibid

<sup>12</sup> Australian Council of Private Education and Training, *Submission 2*, p1

<sup>13</sup> Ibid

**Committee comment**

The committee notes the Minister for Education, Training and Employment's comments that the MIC will enable a direct relationship between Government, industry and employers that will give industry and employers genuine opportunity to input into how public training investment is made.<sup>14</sup> The committee supports this intended function and wishes to ensure its effective delivery upon commencement of the MIC.

**Recommendation 2**

The committee recommends that the Government ensure the Ministerial Industry Commission is required to establish strong and effective mechanisms to ensure consultation and communication with relevant stakeholders, including specific industry groups and training providers.

Other issues

In justifying the lack of consultation undertaken on the Bill, the Bill's Explanatory Notes state: "...as it is simply a technical amendment required to implement the Government's decision to abolish Skills Queensland".<sup>15</sup>

**Committee comment**

The committee observes that Skills Queensland is a statutory body established by the Parliament of Queensland. As such, it is necessary for the Parliament of Queensland to make any decision to abolish it. While the composition of the Parliament may ensure this will occur, there is a presupposition implicit in the language of the Explanatory Notes that may demonstrate inadequate regard for the institution of Parliament. This is particularly so given the explanation in the Explanatory Notes that the Bill is a mere technical amendment and the committee's earlier observation that no consultation was undertaken on the new model proposed by the Bill.

<sup>14</sup> Minister for Education, Training and Employment, introduction speech in Queensland Parliament 6 August 2013, *Transcript*, p2293

<sup>15</sup> Explanatory Notes for *Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013*, p3

### 3. Fundamental legislative principles

As well as considering the policy to be given effect by the legislation, portfolio committees are required to review Bills in respect of their lawfulness, and advise the Legislative Assembly on whether fundamental legislative principles have been given appropriate regard.

Section 4 of the *Legislative Standards Act 1992* states that ‘fundamental legislative principles’ are the ‘principles relating to legislation that underlie a parliamentary democracy based on the rule of law’. The principles include that legislation has sufficient regard to:

- the rights and liberties of individuals; and
- the institution of parliament.

The committee has examined the application of fundamental legislative principles to the Bill and identified the following issues.

#### 3.1 Rights and liberties of individuals

The committee has considered the Bill with respect to possible fundamental legislative principle (FLP) issues. It has identified possible FLP issues relating to the Bill’s provision for the chief executive officer (CEO) and members of Skills Queensland to leave office. The Bill provides that no compensation is payable to a member or the CEO as a result of leaving office.<sup>16</sup>

The committee questions whether this has sufficient regard to the rights and liberties of individuals, in accordance with s 4(2)(a) of the *Legislative Standards Act 1992*.

The Bill’s Explanatory Notes advise:

*The Bill abolishes Skills Queensland and the Board members and the chief executive officer are not to be compensated for going out of office. It is common for members of a board of a statutory entity not to receive compensation when the entity ceases to exist.*<sup>17</sup>

The committee makes the following observations:

- whilst the Explanatory Notes advise that it is common for board members of a ceasing statutory body to not receive compensation, they remain silent on the treatment of a CEO;
- former Scrutiny of Legislation Committees of the Queensland Parliament have expressed concern where the winding up or abolition of a statutory body or board meant that its members or executive were out of office and received no compensation for their loss of position;
- while membership of a statutory body or board is often not the sole income stream for a board member, the role of a CEO is typically full-time and is often the main (or only) income stream of that person;
- presumably, the role of the Skills Queensland CEO would involve significant responsibility and attract substantial remuneration;
- if a Skills Queensland CEO were to assume personal financial liabilities, such as a home loan for an amount commensurate with that level of remuneration, that person may encounter significant (and uncompensated) financial hardship flowing from the removal of their position;

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<sup>16</sup> Clause 21 of *Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013*, which proposes a new section 412

<sup>17</sup> Explanatory Notes for *Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013*, p3

The committee wrote to the department on 12 September 2013 and, in addition to making the above observations, raised the following concerns:

- although the role of Skills Queensland CEO is currently vacant (and will not be filled prior to abolition) the proposed provisions may set a precedent, or strengthen an existing precedent, which facilitates the removal of an executive level position without payment of compensation to the incumbent;
- the potential suffering of financial hardship by a future outgoing CEO of a statutory body.

The committee sought the department's advice about the necessity of imposing statutory regulation<sup>18</sup> on employment matters currently addressed through a combination of statute, instrument of appointment and contractual arrangements.<sup>19</sup> In particular, the committee made the following queries:

- why the government has decided to legislate on employment matters, which are predominantly treated through different means under the [VETE] Act?;
- whether the government considers it reasonable to provide in the Bill for matters which may conflict with a contractual arrangement?;
- whether the Bill will, or has the potential to, override contractual arrangements and, if so, whether it is valid for government to do so?;
- why the government has specifically provided for seemingly irrelevant circumstances, given that the role of CEO for Skills Queensland is vacant and will remain that way until dissolution?

In its [17 September 2013 response to the committee's queries](#), the department states:

*The provision is not intended to prohibit or override any payment to which the CEO is otherwise entitled under the specific terms and conditions of the appointment. Rather, it is intended to ensure the CEO does not receive any more than was anticipated under the terms and conditions of appointment.*

In its response, the department addresses the circumstances of the prior CEO of Skills Queensland, stating that the provisions of the Bill do not breach FLPs. The department notes the committee's concerns, stating it will take them into consideration when drafting similar provisions in future. The committee's concerns, however, relate more to the imposing of statutory regulation on the relevant employment matters and the possibility of establishing a precedent (or strengthening an existing precedent) in this regard. In addition, the committee queries the department's reliance on apparent 'common practice' as a justification for, or explanation of, policy and proposed law.

#### Committee comment

The committee notes that the proposed provisions will result in existing Skills Queensland board members losing their membership without receiving compensation. The committee notes that, although the role of Skills Queensland CEO is currently vacant (and will not be filled prior to abolition) the proposed provisions may set a precedent, or strengthen an existing precedent, which facilitate the removal of an executive level position without payment of compensation to the incumbent. The committee notes the potential suffering of financial hardship by an outgoing CEO.

The committee is concerned with the imposition of statutory regulation on the relevant employment matters and (despite the department's assertion otherwise) the possibility of establishing a precedent (or strengthening an existing precedent) in this regard. The committee is not necessarily referring to a legal precedent, but rather, contributing to or strengthening a 'common practice'.

<sup>18</sup> Clause 412(2) of the *Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013*

<sup>19</sup> Sections 157, 158, 166F and 166G of the *Vocational Education, Training and Employment Act 2000*

In addition, the committee queries the department's reliance on apparent 'common practice' as a justification for or explanation of policy and proposed law.

**Point for clarification 2**

The committee seeks clarification from the Minister for Education, Training and Employment on the department's reliance on apparent 'common practice' as a justification for or explanation of policy and proposed law. In the committee's view, common practice is a general and vague notion in circumstances where it constitutes an explanation or justification, without accompanying evidence or supporting material. The committee enquires how common practice is determined and at what stage a course of conduct may be identified as such.

### **3.2 Explanatory notes**

Part 4 of the *Legislative Standards Act 1992* requires that an explanatory note be circulated when a Bill is introduced into the Legislative Assembly, and sets out the minimum information an explanatory note should contain.

Explanatory notes were tabled with the introduction of the Bill. Although the notes contain the information required by Part 4 and a reasonable level of background information and commentary to facilitate understanding of the Bill's aims and origins, an apparent omission was identified.

**Recommendation 3**

The committee recommends that the Minister for Education, Training and Employment amend the Explanatory Notes of the Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013 to correct the omission of the words 'restrictive callings' from the list of functions in the last paragraph of page 2. The omitted words are included in the list of Training and Employment Recognition Council functions transferred to Skills Queensland in 2012 (in the second paragraph under the heading 'Skills Queensland' on page 1) and the Bill indeed transfers 'restrictive calling' functions to the Director-General of the Department of Education, Training and Employment.

## Appendix A – List of submissions

Sub #	Submitter
1	Growcom Australia
2	Australian Council of Private Education and Training (ACPET)

## Appendix B – Witnesses at public briefing – 21 August 2013

<b>Witnesses</b>
<u>Department of Education, Training and Employment</u> <ul style="list-style-type: none"><li>- Mr Geoff Favell, Assistant Director-General, Employment, Skills and Training Investment</li><li>- Mr Christopher Roney, Principal Adviser, Policy and Legislation</li><li>- Ms Gabrielle Sinclair, Assistant Director-General, Strategic Policy and Portfolio Relations</li><li>- Ms Annette Whitehead, Deputy Director-General, Policy and Programs</li></ul>
<u>TAFE Queensland</u> <ul style="list-style-type: none"><li>- Mr Tom Barlow, Executive Director, People, Culture and Change, TAFE Queensland</li></ul>

## Dissenting report – Mrs Desley Scott MP

**DESLEY SCOTT MP**

SHADOW MINISTER FOR COMMUNITIES, CHILD SAFETY, DISABILITY SERVICES AND MENTAL HEALTH  
MEMBER FOR WOODRIDGE  
PO Box 15057, City East QLD 4002  
[reception@opposition.qld.gov.au](mailto:reception@opposition.qld.gov.au) (07) 3838 6767



Mrs Rosemary Menkens MP  
Chair  
Education and Innovation Committee  
Parliament House  
George Street  
Brisbane QLD 4000

Dear Mrs Menkens,

I write to lodge a dissenting report on the Education and Innovation Committee's report on the *Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Bill 2013*.

The Government's own Skills and Training Taskforce Report does not recommend abolishing Skills Queensland. Rather, the report recommends a set of reforms to turn Skills Queensland into an industry-led Skills Commission with an expanded role.

Similarly, the final Costello Commission of Audit does not recommend abolishing Skills Queensland and advises that its role should instead be expanded to become a skills authority.

I do not support the abolition of Skills Queensland without any clear policy rationale and as such am not able to support the Committee's report.

Yours sincerely

A handwritten signature in black ink that reads "Desley C. Scott".

**Desley Scott MP**  
Member for Woodridge