The Australian Skills Quality Authority (ASQA): Activities, priorities and plans for the future

Prof. the Hon. Michael Lavarch AO
**Deputy Chief Commissioner and
Commissioner, Risk Intelligence
and Regulatory Support**

27 July 2017

Australian Government
Australian Skills Quality Authority

Session overview

- Australia's VET sector

- 2016-17 – In review

- ASQA's regulatory activity

- ASQA's 2016-17 Regulatory Strategy

- 2017-18 – The year ahead

Australia's VET sector

4.5 million students annually

Qualifications/skill sets delivered by >4600 providers

- 4118 ASQA regulated RTOs (approximately 89%)
- 507 Vic/WA regulated RTOs (approximately 11%)

Larger providers

- Top 30 providers represent >1m students, or 25% of all students
- Top 1100 providers (almost 25% of total providers) represent almost 90% of all students

Smaller providers

- Very large proportion of about 2000 providers (around 40% of total providers) with 100 or fewer students
- Approximately 3500 providers (approximately 75% of total providers) represent only 10% of all students

Source: Korbel, P & Misko J 2016, *VET provider market structures: history, growth and change,* NCVER, Adelaide

Community based adult education providers

ASQA's regulatory activity

- ASQA regulates **195** Community Based Adult Education Providers (**4%** of all providers)

- In 2015, there were **81,490** enrolments of these providers across all states and territories (**3%** of total enrolments)

- ASQA has conducted **62** audits of community based adult education providers from 2014 to 2016

2016-17 – In review

Key ASQA priorities

- Development and roll out of student centred audit model

- Enhancement of risk model

  o Compliance history and provider profile replaced 'risk rating' of providers

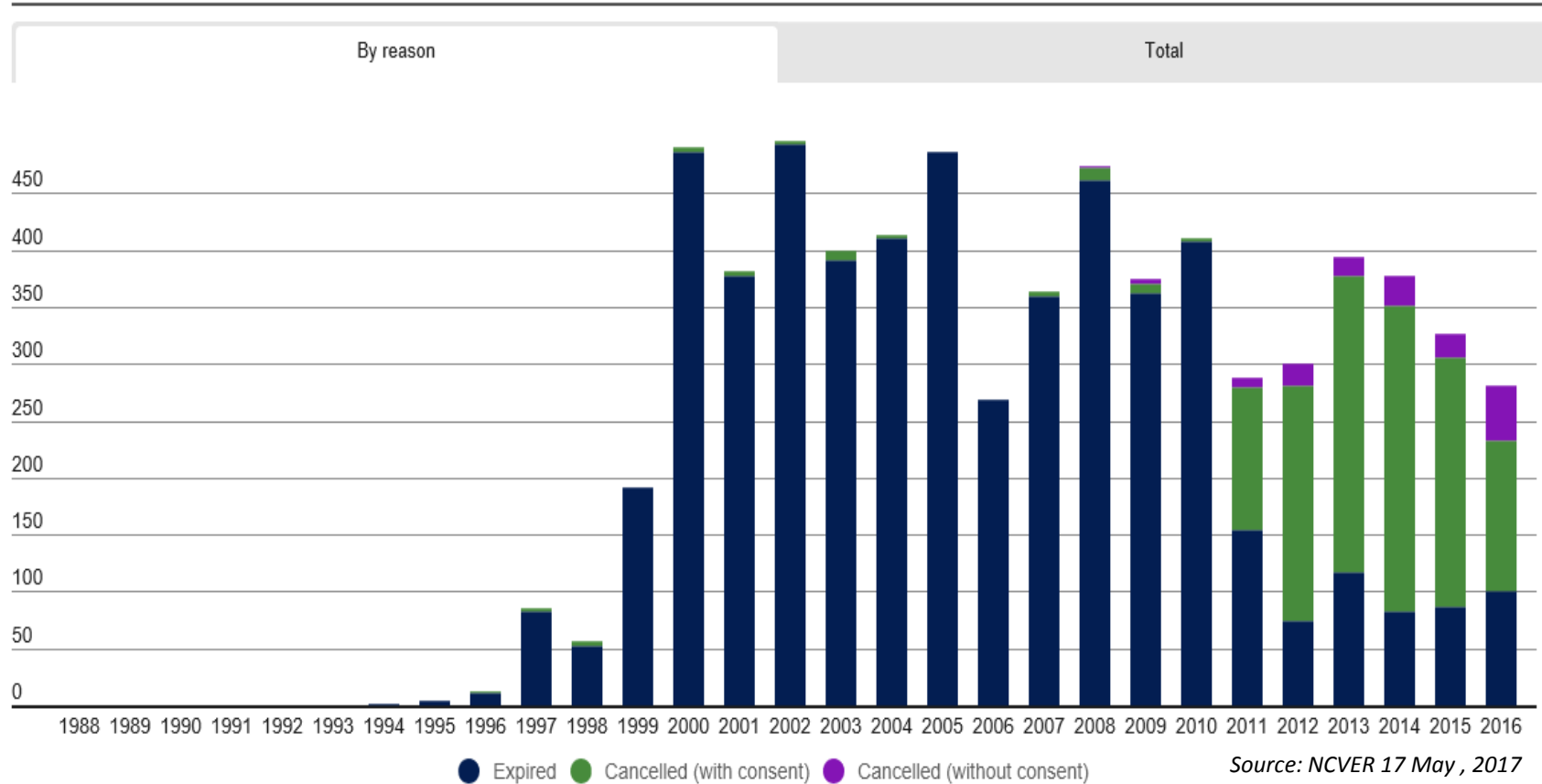 o Use of dashboards for risk indicators

- VET FEE-HELP program

2016-17—In review

ASQA regulatory decisions

Type of decision	Number of decisions
Cancellation	232
Suspension	205
Written notice of intention to cancel or suspend	800
Other administrative sanctions	172
Total	**1409**

ASQA's Regulatory activity

Expired and cancelled RTO registrations

Source: NCVER 17 May , 2017

ASQA's Regulatory Strategy 16-17: Focus areas

1. Learner Protection	Some poor recruitment and enrolment practices are evident
	Learners may not be placed in suitable courses
	Brokers are often a problem
2. Amount of training	Unduly short course durations are a threat to quality
3. Capability of trainers and assessors	Many RTOs struggle with assessment

1. Learner protection—key considerations

- Is the training product (industry outcome and AQF level) appropriate for the prospective student?

- Will supervisory and workplace experience requirements be met?

- Does the student understand all aspects of the training?

2. Amount of training – Unduly short course duration

- Major research project of Australian and international treatment of 'time' within VET – Strategic review conducted

- 3000 RTO websites examined to determine length of advertised courses

- While there are significant variations between training packages and different industry areas, there is a strong basis to conclude course duration is below that required to obtain and demonstrate necessary competencies

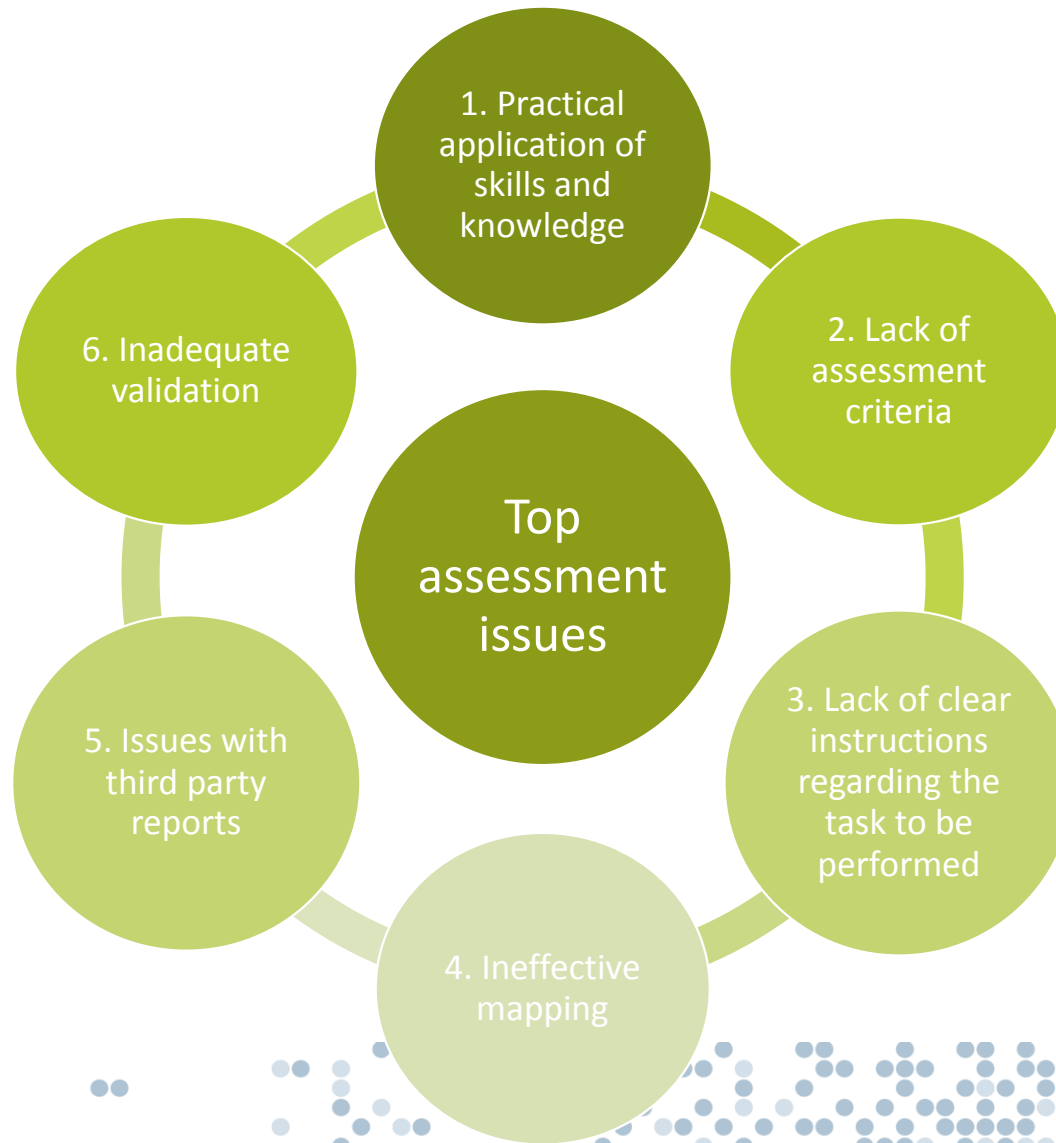# Course duration strategic review

Recommended Strategy

- Standards for RTOs be amended to define 'amount of training' to include supervised learning and assessment activities

- Enable training package developers to respond to industry-specific risks by setting mandatory requirements, including an amount of training

- Enhance transparency by requiring public disclosure of the amount of training in product disclosure statements, presented in a consistent way to enable comparisons across courses
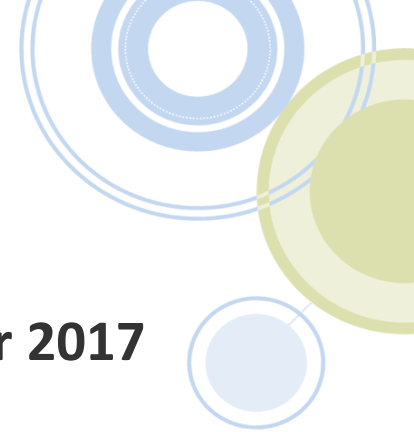
Unduly short course duration - Key considerations

Standards for RTOs (Clauses 1.1. & 1.2)

- Are the training and assessment strategies and practices, consistent with the requirements of training packages and VET accredited courses, and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled?

- Is the amount of training sufficient for the student to gain the required skills and competencies to be certified as competent?

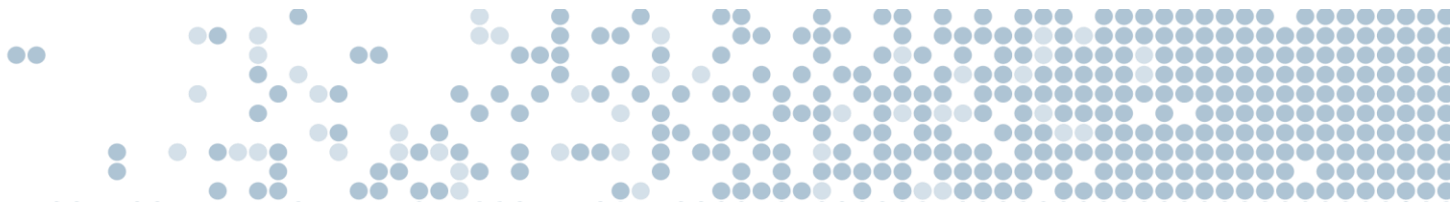- Does the training provide enough time to absorb essential knowledge and skills in a variety of contexts?

3. Training and Assessment

Top assessment issues

1. Practical application of skills and knowledge

2. Lack of assessment criteria

3. Lack of clear instructions regarding the task to be performed

4. Ineffective mapping

5. Issues with third party reports

6. Inadequate validation

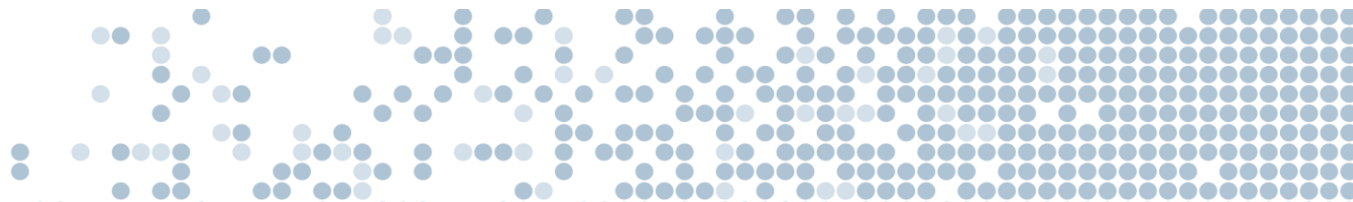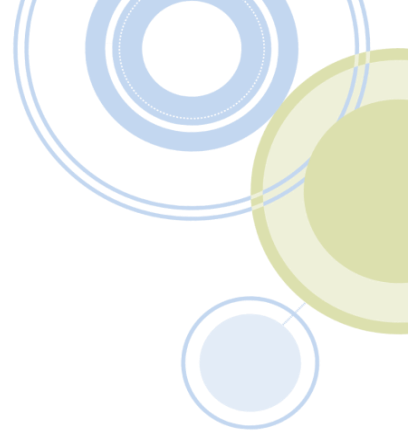# Training and Education (TAE) Training Package

- TAE Training Package transition period ends **5 October 2017**

- Increased evidence requirements

- Increased scrutiny of each application

- Rationale for strengthened application assessment processes:

  - issues with assessment across sector

  - trainer and assessor capability to conduct assessment

2017-18 – The year ahead

Key ASQA priorities

- NVR Act review

- Regulatory partnerships

- Fostering 'professionalism'

- International student market

Thank you

More information:

- Visit the ASQA website—www.asqa.gov.au

- Call the ASQA Info line—1300 701 801

- Send an email—enquiries@asqa.gov.au

- Subscribe to the *ASQA Update*

- Follow ASQA on Twitter **@asqagovau**