Australian Skills Quality Authority

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14 September 2022

Saxon Rice | Chief Executive Officer

Community education sector

➤ ~200 providers

➤ ~450,000 students

▪ ~10 percent of all VET students

Community education sector

➢ Qualifications:

- Certificate III in Individual Support

- Certificate III in Early Childhood Education and Care

- Diploma of Early Childhood Education and Care

➢ Units of Competency:

- Provide cardiopulmonary resuscitation

- Provide first aid

- Provide basic emergency life support

ASQA's strategic program of work

Ensure quality VET so that students, employers, the community and governments have confidence in the integrity of national qualifications issued by training providers

Strategic Objective 1	• Our regulatory approach promotes a culture of self-assurance and continuous improvement
Strategic Objective 2	• Our regulatory approach is best practice, integrated, risk-based and proportionate
Strategic Objective 3	• Our regulatory approach is transparent and accountable
Strategic Objective 4	• We engage, consult and partner with stakeholders to improve regulatory outcomes
Strategic Objective 5	• We add value and are efficient, effective and continuously improving

ASQA's risk-based approach and risk priorities

We use education about regulatory risk priorities to promote providers to examine risks in their business and support provider self-assurance

We identify and assess risks and plan a program of regulatory strategies to treat priority risks using a broad range of regulatory approaches

A statement of our regulatory risk priorities is published and we monitor and report on the regulatory impact of our risk-based activities

We engage strategically with government and the sector on regulatory risk priorities and share information about current and emerging risks

Our regulatory risk priorities guide our allocation of resources and we monitor and report on costs and outcomes

Regulatory risk priorities for 2022

- Aged Care and Disability Support Training
- International
- Market Performance
- Economic Factors

The journey to self-assurance

Self-assurance informs risk assessment

Quality Assurance Review for registration renewal developed, 2022

Regulatory tools and Annual Declaration on Compliance support self-assurance

Agreements to Rectify introduced, 2021

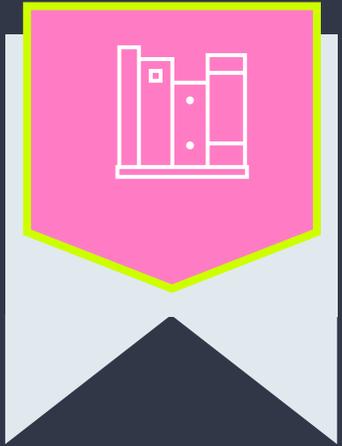Co-design of working model for self-assurance commenced, 2021

Rapid Review 2020

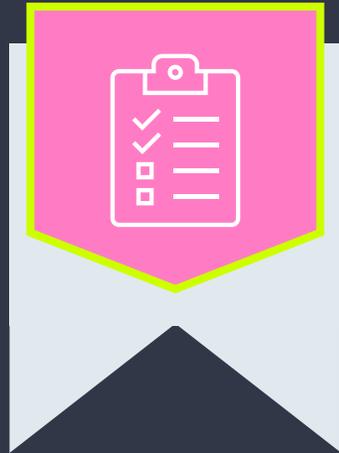Performance assessments focus on self-assurance, 2021

Self-assurance supports improved outcomes and excellence

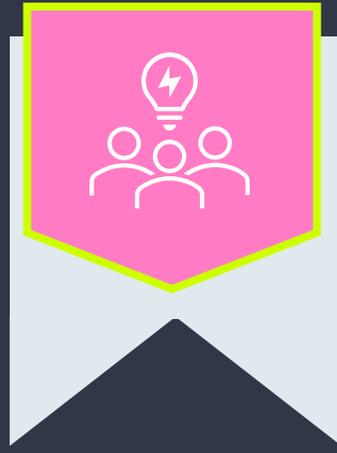A working model for provider self-assurance against the standards
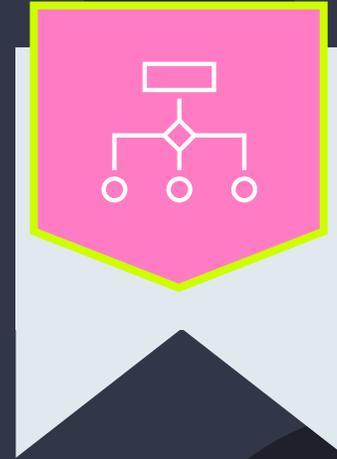
Next steps

Refining regulatory tools and approaches understanding self-assurance
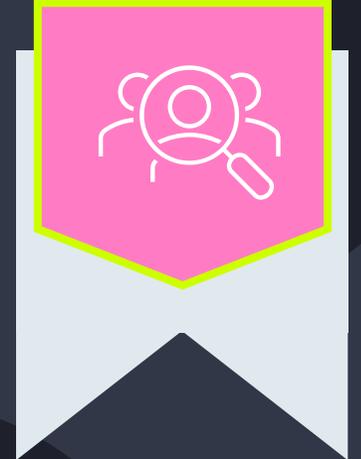
Piloting a new approach to the annual declaration

Working with providers to promote self-assurance practices
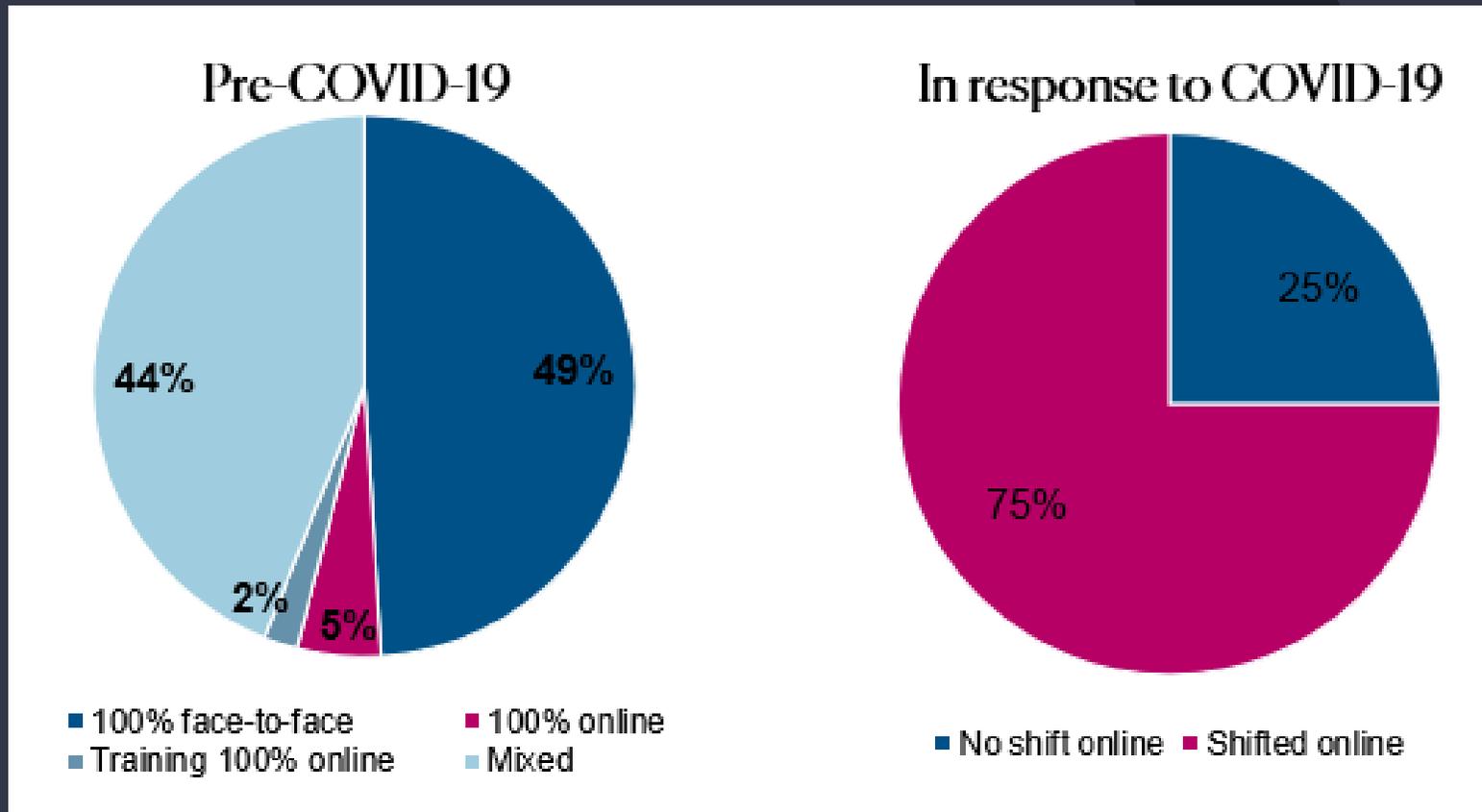
Providing feedback on risks and insights to support self-assurance

Identifying capability, tools and resources required

The transition to online delivery

Pre-COVID-19
- 100% face-to-face: 49%
- Mixed: 44%
- 100% online: 5%
- Training 100% online: 2%

In response to COVID-19
- No shift online: 25%
- Shifted online: 75%

Risks associated with enrolment in online VET

- Not ensuring students are appropriately prepared for, and supported to, undertake learning online

- Not taking into account the student's learning style and literacy, language, numeracy and digital skills

- Students not being equipped to meet the delivery mode's technological requirements for participation

- Students not being informed of, or sufficiently understanding, the mode of delivery being offered

Risks associated with delivery of online VET

- Lack of digital literacy skills to deliver online course content and experience with digital platforms to support online delivery

- Course content not suitable to be effectively delivered online

- Training and assessment not designed or adapted for online delivery

- Training and assessment not meeting the requirements of the training product

- Insufficient checks and balances to assess a student's authenticity or competency

Opportunities associated with online delivery

Taking account of:

Training product

Student cohort

Trainer and assessor's skills

Tools and strategies for delivering online
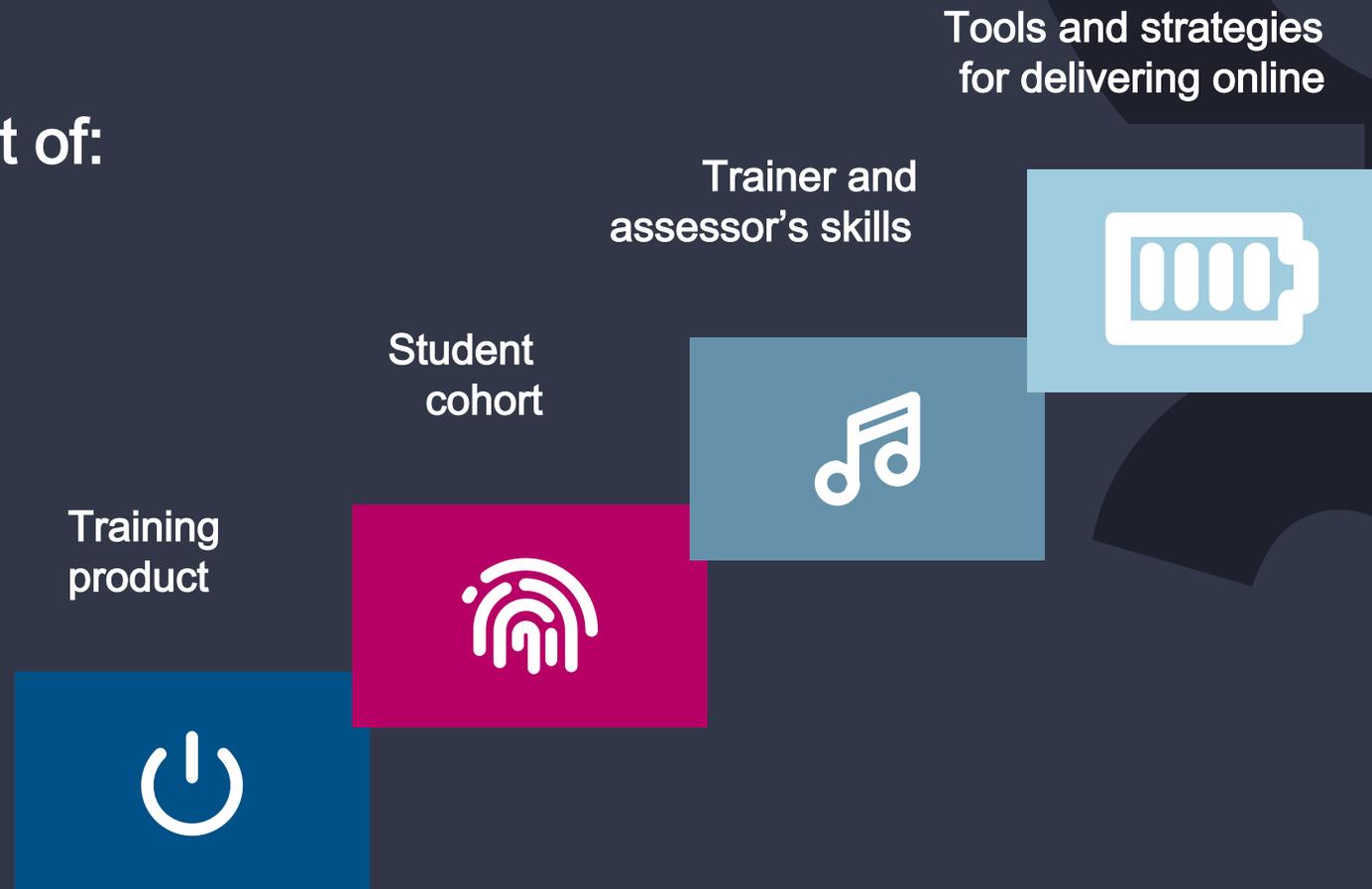
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