



Australian Government
Australian Skills Quality Authority

ASQA

Regulatory Risk Priorities 2021–22



This document sets out ASQA’s regulatory risk priorities for 2021–22 under ASQA’s Regulatory Risk Framework. These priorities are focus areas for our regulatory effort using a broad range of regulatory treatments – education, registration and approvals, course accreditation, monitoring and performance assessment (audit), compliance management and internal review of decisions – to apply risk-based, proportionate and fit-for-purpose responses.

ASQA is committed to actively engaging with stakeholders and the regulated community to work collaboratively to enhance VET quality. We publish and update our regulatory risk priorities to provide transparency of our regulatory program; to enhance stakeholder collaboration in addressing risks; and to support providers to better understand risk, self-assure and continuously improve.

ASQA’s regulatory risk priorities should be read in conjunction with the ASQA Corporate Plan 2021–22 which outlines our focus on best practice regulation of Australia’s VET sector.

Setting our regulatory risk priorities

ASQA's purpose is to ensure quality VET, so that students, employers, governments, and the community can have confidence in the integrity of national qualifications issued by training providers.

We use a risk-based approach to prioritise and focus our regulatory effort on the most significant risks to quality VET and the integrity of national qualifications issued by training providers. Our 2021 environmental scan (sector research); data; and intelligence from many sources including a range of stakeholders were considered when identifying our regulatory risk priorities.

The following factors were considered:

- An identified need to engage strategically to assess and define our regulatory response to changes or challenges in environmental settings, market responses, policy, or regulatory settings. This includes COVID pandemic responses, technical change, new business models for industry participants, and changes in consumer preferences or behaviours.
- Emerging or known issues that have a significant risk to multiple providers, a geospatial area, or a measurable proportion of students.
- Where we can achieve high value outcomes in the sector as a result of our regulatory approach, working in partnership with stakeholders using the appropriate mix of our full range of educative, compliance and enforcement tools.

ASQA's risk-based regulatory program in 2021–22 targets both **provider risk** (provider practices/behaviour that can present a risk to the quality of student outcomes and the reputation of the VET sector) and **systemic risks** (risks likely to affect a significant proportion of providers or relate to a particular cohort of providers across the VET sector or specific industry sector).

In 2021–22, we are also routinely interacting with a sample of providers for which we have not identified risk. This is important to ensure we interact with a range of providers and maintain sufficient oversight to support public confidence in the performance of the sector.

Regulatory Risk Priorities 2021–22

1

Self-Assurance Co-design and implement regulatory approaches that focus on self-assurance and excellence in training outcomes and draw on evidence to enhance our products and tools for the sector to support self-assurance continuous improvement.

2

Online learning Undertake a strategic review to understand the opportunities and risks of online learning in the VET and English language sectors to inform ASQA's regulatory approach and support for the sector. Provide communication and education resources as needed to support providers to meet regulatory expectations and deliver best practice in online learning.

3

Trainer and assessor capability Engage with a range of stakeholders to understand the factors impacting on VET trainer and assessor capability within the sector to further inform ASQA's regulatory approach and focus in this area.

4

COVID-19 and natural disaster response

Continue to respond to the COVID-19 pandemic and natural disasters, such as the March 2022 flood event across the east coast of Australia, through our interactions with registered training organisations (RTOs), applying a proportionate and risk-based regulatory approach.

5

Monitor areas of increased funding Monitor provider and market intelligence from a range of sources, identify and promote good practices and respond to risks to the quality of VET.

6

International student delivery (including offshore delivery) Monitor provider and market intelligence from a range of sources; identify and promote good practices and respond to risks in relation to marketing and recruitment, provider arrangements to manage their agents, support and progression including mandatory work requirements, and provider inactivity in order to safeguard quality in delivery.

7

Aged care/disability care sector Assess and address poor and good practices in relation to CHC33015 Certificate III in Individual Support, work placements and assessment delivery in order to safeguard quality for the aged care/disability care sector.

8

Specified training products with risk exposure

Target regulatory effort on specified products which have identified risk exposure – including CHC33015 Certificate III in Individual Support, Certificate III and Certificate IV in Commercial Cookery, CHC50113 Diploma of Early Childhood Education and Care and BSB50420 Diploma of Leadership and Management – in order to reduce the incidence of non-compliance.

9

VET in Schools Implement strategic review actions, including engaging with stakeholders on shared risk; and enhancing information and guidance for providers on their obligations, which are supported by ASQA's ongoing routine monitoring.

10

Targeting risk of non-compliance with specified clauses of Standards Concentrate regulatory effort on clauses of recurrent interest or those which are reportedly problematic for providers from the *Standards for Registered Training Organisations (RTOs) 2015*.