Australian Government
Australian Skills Quality Authority

ASQA Meeting with Adult Learning Australia
MINUTES

5	**October**	**2017**	**10:30 – 11:30**	**Meeting No. 17 - 2**
			via teleconference	

1	**Welcome and introductions:** • Dr Irene Ioannakis - Commissioner Regulatory Operations (Chair) **Present:** • David Garner, General Manager Regulatory Operations, ASQA • Jenny Macaffer - Chief Executive Officer ALA • Richard Vinycomb – Board Member ALA (Byron Region Community College) • Michelle Simpson – Tamworth Community • Sue Howard - Board Member ALA – (LINC Tasmania) • Alka Kishore– MTC Australia (representing Carla Dawson) **Apologies:** • Liz Stafford – General Manager, Regulatory Strategy Governance and Corporate, ASQA • Catherine Devlin – Operations Manager ALA • Carla Dawson – MTC Australia Secretariat: Julie Northridge – Executive Officer to the Chief Commissioner
2	**Minutes of previous meeting** – 11 May 2017 The minutes were accepted without amendment.
3	**ASQA Update** • ASQA Regulatory Report - noted • Student Centred Audit Model – update on implementation David Garner indicated that ASQA: • is in the final stages of rolling out the approach across all types of audits; • is improving the tools used by ASQA to support the new approach (to improve timeliness and consistency of audit reporting); • is integrating the specific characteristics of the overseas student journey into the approach for CRICOS audits; • is developing a new audit report format that will integrate VET and CRICOS findings into a single audit report (this will simplify the process of CRICOS providers responding to the report); and • has received positive feedback from providers audited as the approach has allowed them opportunities to demonstrate what they are actually doing to support students and to deliver quality. • Student surveys David Garner indicated that: • the student surveys are proving to be a useful tool for providers who are using the results to drive their continuous improvement activities; • ASQA is in the process of validating the surveys, including focus groups with various student cohorts to ensure the questions are relevant • Messaging around surveys is being improved, including the use of SMS reminders with the aim of improving response rates Good practice example Tamworth Community College has included a reference to the ASQA Student Surveys in its student induction. Trainers are letting the students know they may be contacted by ASQA and that they should not be afraid of participating in the survey.

4	**ASQA responses to ALA questions submitted prior to the meeting** **a) Will RTOs with TAE40116 on scope be the subject of an ASQA strategic review?** ASQA response: ASQA will maintain its close scrutiny of the TAE market and is implementing a monitoring program for all providers offering TAE16 training products. **b) Will the risk profiles of providers be impacted by having TAE40116 on scope?** ASQA response: TAE on scope does not necessarily indicate a higher level of risk, however TAE providers can expect to be subject to some level of scrutiny. This does not mean that TAE providers can expect to have more difficulty in their general interactions with ASQA (for example, in their applications for additions to scope). **c) Are separate Training and Assessment Strategies required for each learner cohort?** ASQA response: Providers must identify then take into account the needs of each cohort of students in developing/applying a Training and Assessment Strategy that meets those needs. ASQA does not specify how providers should document their Training and Assessment Strategies, but they must be able to demonstrate how the needs of the learners in each cohort are being met. **d) Marketing qualifications – clarification of correct naming** ASQA response: • The code is part of the name of the qualification and should be included. • There is no requirement to include the release number of the qualification. • The use of the 'dash' is stylistic – not a requirement. o Example: TAE40116 Certificate IV in Training and Assessment
7	**Key issues impacting on Community Colleges** Commissioner Ioannakis sought advice from ALA participants about the key issues currently impacting on the community colleges. The following information and comments were provided. • ALA represents a wide range of community education providers (including 426 RTOs) and neighbourhood centres. Neighbourhood houses are also providing wrap around support for learners. • Many Adult and Community Education providers are partnering with RTOs to provide accredited training so they need to understand the VET sector and its regulatory requirements. • Byron Community College and Tamworth Community College are part of a co-operative that includes colleges located across northern NSW. The colleges also deliver non-accredited and community development programs. The colleges have regular meetings to discuss current issues, hear presentations etc. They understand the need for compliance and that the sophisticated nature of compliance requirements requires them to develop the skills of their staff. A significant amount of professional development is being undertaken by the colleges, including developing an understanding of why compliance matters. • The sector appreciates the recognition given by former Chief Commissioner Robinson and Deputy Chief Commissioner Lavarch of the work being done in community colleges in their presentations at a number of conferences. • Tasmania does not have community colleges but does have neighbourhood houses and libraries that are partnering with RTOs. Tasmania is considering the development of a 10-15 year strategy for lifelong learning. One area of focus in Tasmania is the provision of professional development for staff to meet the LLN requirements of learners.

8	**Close** Commissioner Ioannakis thanked the participants for their contribution to the meeting. Meeting closed 11.02 am
	Meeting Secretariat: Julie Northridge – Executive Officer to the Chief Commissioner Phone: 07 3223 1014 julie.northridge@asqa.gov.au
	2018 meeting dates to be advised.