



Regulatory strategy 2019-21



Australian Government

Australian Skills Quality Authority

Introduction

ASQA's role and purpose

The Australian Skills Quality Authority (ASQA) is the national regulator of vocational education and training (VET) delivered by Registered Training Organisations (RTOs) in Australia and overseas. ASQA is also the regulator for certain English Language Intensive Courses to Overseas Students (ELICOS) programs.

ASQA uses its regulatory authority to maintain quality outcomes for students, industry and the wider community.

ASQA's purpose is to:

- protect the quality and reputation of the VET sector
- regulate the VET sector using a risk-based and standards-based regulatory approach
- facilitate access to accurate information about VET.

ASQA regulates:

- providers that deliver VET qualifications and courses
- providers that deliver VET courses to overseas students (on and offshore)
- accredited VET courses
- certain providers that deliver ELICOS.

ASQA's risk-based approach

ASQA's [Regulatory Risk Framework](#) outlines how ASQA manages risk. ASQA's risk-based approach aims to manage two types of risk:

- provider risk
- systemic risk.

Managing provider risk

As at 31 March 2019, ASQA was responsible for regulating 3854 of the 4274 RTOs registered to deliver VET in Australia. Of these 3854 RTOs, 601 were also registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) to provide VET and/or ELICOS programs to overseas students studying on a student visa. In addition, ASQA was responsible for the regulation of 84 providers delivering ELICOS programs only.

To effectively regulate such a large and diverse sector, ASQA directs its resources to providers posing the greatest risk to quality outcomes.



ASQA has established a range of mechanisms for identifying and assessing provider risk. These enable ASQA to monitor providers at all times to identify those who present the greatest risk of adversely affecting the community through non-compliance with regulatory requirements and inadequate training and assessment outcomes.

In responding to alleged or proven breaches of regulatory obligations, ASQA draws on a range of escalating regulatory responses to ensure the regulation applied is proportionate to the regulatory obligation breached, the provider's past performance and attitude, and other relevant factors.

Ongoing risk management at the provider level uses the greater part of ASQA's resources. Further information about how provider risk is managed is outlined in ASQA's [Regulatory Risk Framework](#).

Managing systemic risk

The vast majority of providers in Australia's VET sector comply with their regulatory obligations. It is not a sensible use of ASQA's limited resources to attempt to audit every provider regularly to identify individual non-compliances. Instead, ASQA works to identify and treat systemic risks.

Systemic risks are those that are likely to affect a significant proportion of providers across the VET sector or specific industry sectors, and represent a significant risk to the quality and outcomes of VET if left untreated.

Systemic risks generally involve a complex mix of drivers, including:

- policy settings
- financial incentives
- market design features.

The complexity and size of the sector mean that ASQA can only realistically pursue a small number of systemic risk projects at one time. The *Regulatory strategy 2019–21* sets out ASQA's current priorities and the actions ASQA intends to undertake to address these systemic risks.

Determining systemic risk priorities

ASQA takes an evidence-based approach when determining the systemic priorities for each regulatory strategy, using a range of indicators and intelligence to identify the areas posing the greatest systemic risk to Australia's VET sector.

Key inputs into the *Regulatory strategy 2019–21* include:

- consideration of Australian Government priorities
- outcomes from extensive stakeholder consultation conducted to inform ASQA's 'Recognising and supporting quality in the VET sector' initiative and regular stakeholder engagement activities
- other policy development and review processes underway which may have implications for the VET sector, for example the review of the Australian Qualifications Framework (AQF review) and the Aged Care Royal Commission
- media monitoring and VET sector literature

- VET data analysis, including ASQA's internal regulatory data.

Targeting systemic risk priorities

ASQA seeks to address systemic risk priorities through two kinds of work—target areas and strategic initiatives:

- **Target areas** focus on those systemic concerns that present the most significant risk to the quality of VET outcomes.
- **Strategic initiatives** support ASQA's focus on systemic risk by continuing work from previous strategic reviews, and/or supporting the continued improvement of ASQA's risk-based regulatory approach.

ASQA dedicates resources to both target areas and strategic initiatives, and project manages them to completion.

Enhancing confidence in Australian VET and international education

ASQA's approach to regulating Australia's VET and international education sector has evolved in response to emerging challenges in the sector and changes in regulatory best practice. It recognises that ensuring the quality and reputation of Australia's VET and CRICOS sectors is a responsibility shared with other Australian regulatory, funding and policy bodies. ASQA also responds to changing policy settings and major initiatives in tertiary education.

In the last two years, two reports resulting from major VET policy reviews have been provided to the Australian Government:

- *All eyes on quality: Review of the National Vocational Education and Training Regulator Act 2011 (NVR Act review)*—this review, conducted by Professor Valerie Braithwaite, examines the legislative framework governing the regulation of the VET sector. The report assesses whether this framework supports an efficient and effective regulatory approach to ensuring quality outcomes in the sector.
- *Strengthening Skills: Expert Review of Australia's Vocational Education and Training System (the Joyce review)*—this review, conducted by the Hon. Steven Joyce, examines ways to make the VET system more effective in providing Australians with the skills needed for individual and economic success.

Both reviewers noted the positive contribution ASQA has made as the national regulator, and the strong approach it has taken to removing non-compliant providers from the sector. The reviewers also provided feedback from stakeholders about the relationship between the regulator and providers—including perceptions that ASQA's regulatory approach is overly negative, and that reasons behind the findings of regulatory action and compliance requirements are not always clear. Stakeholder feedback indicated many providers believe ASQA's regulatory activity is too focused on administrative requirements and procedures rather than ensuring quality teaching and outcomes for students, resulting in a high level of regulatory burden.

The NVR Act review recommended that, as part of the ongoing refinement of its regulatory approach, ASQA should explore ways to increase engagement and communication with stakeholders, and establish additional mechanisms to recognise compliant practice that supports positive student outcomes.

The Joyce review noted that ASQA had commenced work, through the 'Recognising and supporting quality in the VET sector' initiative, to better engage stakeholders in its regulatory practices and explore what steps could be made to recognise and support compliant providers and promote continuous improvement.

ASQA received feedback during the public consultation process consistent with that provided to the NVR Act review and the Joyce review. For example, stakeholders:

- strongly supported ASQA's transition to risk-based regulation and student-centred audit approach
- believe a strong approach from the regulator to removing non-compliant RTOs from the VET sector has been instrumental in rebuilding confidence in VET

- place a high value on ASQA's existing compliance education program and information systems.

For a majority of providers, the information and support currently provided by ASQA are sufficient. However, there are still a significant number of providers who would value more information from ASQA about its expectations for compliance. Similarly, while providers understand that risk-based regulation provides recognition of compliance through lighter-touch regulation, there is a desire for ASQA to expand recognition and support for compliant providers and promote continuous improvement in the sector—including through continued enhancement of the approach to audit.

The Joyce and NVR Act reviews both discussed the damage done to the reputation of the VET through recent examples of poor provider behaviour and identified ongoing challenges facing the sector, including:

- the complexity and lack of responsiveness of training packages
- unduly short courses
- variability in the quality of training
- consumer information challenges.

The Joyce review provided a six-point plan for the VET sector:

- Strengthening quality assurance
- Speeding up qualification development
- Simplifying funding and skills matching
- Improving careers information
- Clarifying secondary school pathways
- Providing greater access for disadvantaged Australians.

The Joyce review reflected several recommendations made in the NVR Act review. The NVR Act review recommended amendments to ASQA's legislative framework to strengthen registration requirements for RTOs, enhance trainer and assessor capability, improve data collection and sharing, and protect and inform students. In 2019–21, ASQA will continue to work with the Australian government and state and territory governments to progress legislative amendments.

Target areas and strategic initiatives outlined in this Regulatory Strategy continue the work identified in previous years to address key systemic challenges in the VET and CRICOS sectors, including in trainer and assessor capability, protecting Australia's quality international education and training, and strengthening registration requirements.

In 2019–21, ASQA will continue to work with its regulatory partners in the Australian, state and territory governments, employers and RTOs, to progress initiatives to protect and enhance the quality of Australia's VET sector.

Target areas for 2019–21

Target area 1: Trainer and assessor capability

Trainer and assessor capability has been identified as a critical concern for the VET sector in three consecutive regulatory strategies—2016–17, 2017–18 and 2018–20.

Trainer and assessor capability continues to be raised by stakeholders as a systemic issue and will remain a target area in 2019–21. This year, when raising trainer and assessor capability as an issue of concern, stakeholders generally referred to both a shortage in supply of appropriately skilled trainers and assessors and the need to upgrade the knowledge, skills and industry currency of the current workforce.

Related to this concern is the identification of *TAE40116 - Certificate IV in Training and Assessment* as a training product of concern. Some stakeholders do not think the qualification produces quality trainers and assessors; others consider the requirements of the qualification to be too onerous and a deterrent to potential trainers and assessors with relevant skills and industry experience. Other stakeholders reported constant changes to the qualification, and the requirement for trainers and assessors to continually upgrade their qualifications, as contributing to attrition from the pool of qualified trainers and assessors.

The quality of trainers and assessors is directly linked to the quality of teaching and assessment, and therefore, student outcomes, across the entire VET sector. The NVR Act review also identified trainer and assessor capability as critical to quality training and student outcomes in the VET sector.

Collectively, Clauses 1.14, 1.15, 1.18, 1.23 and 1.24 of the *Standards for Registered Training Organisations (RTOs) 2015* (the Standards for RTOs) require providers to ensure people delivering training and assessment, supervising those delivering training and assessment, or validating assessment practices, hold the appropriate credentials identified in Schedule 1 of the Standards for RTOs.

ASQA's work in monitoring providers delivering qualifications under the Training and Assessment (TAE) training package has also identified a range of issues in relation to the use of third-party providers.

In 2018–19, as part of the *2018–20 Regulatory Strategy*, ASQA:

- **continued scrutiny of providers who apply to deliver TAE training products:** ASQA requires providers applying to deliver TAE training to submit additional evidence with their application
- **continued monitoring of, and regulatory activity focused on, providers delivering TAE training products to ensure providers:**
 - deliver an adequate amount of training
 - have appropriate training and assessment strategies in place
 - have appropriate and compliant assessment tools and strategies

- demonstrate how validation has contributed to training and assessment¹
- **provided further communication and education for providers to promote quality assessment practice** at annual provider information sessions. These sessions include information about ASQA's scrutiny of TAE applications and providers' responsibilities to meet the Standards for RTOs, including when entering into third-party agreements.

Actions for target area 1

Addressing concerns about trainer and assessor capability is complicated given the extent of the shared responsibility for the development, delivery, regulation and application of the TAE training package.

ASQA will continue the work it has been doing to encourage compliance in the delivery of the TAE training package and provide guidance to providers. ASQA will:

1. **Maintain scrutiny of providers** who apply to deliver, and those who already offer, training products from the TAE Training Package. This scrutiny is applied to ensure providers:
 - provide an adequate amount of training
 - develop appropriate and compliant training and assessment strategies
 - develop appropriate and compliant assessment tools and materials
 - demonstrate how validation has contributed to training and assessment.

ASQA will also use a variety of indicators to identify high-risk providers to help focus this monitoring and any associated regulatory activity.

2. **Continue to communicate and supply information to providers** regarding quality training and assessment practice.

ASQA will continue activities to help ensure providers, and trainers and assessors, understand expectations regarding compliance. This will involve working with trainer and assessor professional development organisations and VET sector peak bodies to encourage professional development for trainers and assessors.

ASQA is also developing guidance on permissible third-party arrangements and will review available fact sheets. This guidance will explicitly address the delivery of training and assessment under third-party arrangements, but will be relevant to all third-party arrangements.

3. **Undertake further investigation** of VET workforce challenges and identify actions and responsible organisations to drive improvement in trainer and assessor capability. ASQA will undertake this investigation in collaboration with the Department of Employment, Skills, Small and Family Business.

¹ The *Standards for Registered Training Organisations (RTOs) 2015* define validation as checking that assessment tools produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to whether the requirements of training packages or VET accredited courses are met.

Target area 2: VET in schools

VET delivered to school students is broadly recognised for its role in catering to the diverse interests of students; promoting school retention; providing opportunities for students to develop industry-specific specialist technical skills as well as more generic, non-technical skills that prepare them for the world of work. However, stakeholders continue to raise concerns about the quality of delivery and outcomes, industry relevance and employer engagement.

In the last two decades, the number and proportion of students undertaking VET while enrolled in secondary school have increased significantly. Since 2008, enrolments have been relatively stable at just over 30 per cent. Changing economic and employment conditions, increases in the school leaving age (in most states and territories), and the introduction of senior certification arrangements that recognise VET programs as credit towards senior certificates—as well as providing a pathway into further and higher education—have all contributed to the current levels of participation in VET in secondary school.

The education of school students is the domain of various state and territory governments and non-government schooling sectors. However, ASQA has responsibility for providers delivering VET to secondary school students.

In recent years, the closure of several providers with large numbers of VET in schools enrolments has highlighted key risks in relation to VET delivered in schools, including:

- the provision of accurate information to support students in making an informed decision to enrol in a VET program
- ensuring teachers/trainers and assessors delivering the program are appropriately qualified
- alignment between training and assessment delivery and the requirements of the relevant training package
- availability of sufficient learning and assessment resources to support students
- timely certification of students on completion of their training
- adequacy of partnering arrangements.

Western Australia has undertaken a number of audits focused on VET delivered in secondary schools in recent years. In addition, issues associated with the suitability of VET delivered in secondary schools have been addressed in numerous research reports and reviews, including in the Joyce review. Despite this work, there has not yet been national scrutiny on the regulatory risks in this area.

Actions for target area 2

ASQA will write to the relevant education and training authorities in state and territory governments to provide advice about the risks identified through recent regulatory activity concerning VET in schools. This communication will inform their oversight of arrangements within their jurisdiction.

ASQA will, in consultation with other regulators and all state and territory governments, undertake a scoping study to:

- further clarify the key risks associated with VET delivered in secondary schools, and understand how these risks interact with the delivery models in each jurisdiction
- research the delivery and quality assurance of VET for secondary school students in other countries
- analyse the findings of existing research and reviews
- provide further advice to all state and territory Ministers with responsibilities for education and training concerning the risks identified through recent audits of RTOs delivering VET in secondary schools
- consider whether a regulatory response and/or further work is required, including a potential strategic review into VET delivered in secondary schools.

Strategic initiatives 2019–21

Recognising and supporting quality in the VET sector

ASQA's 'Recognising and supporting quality in the VET sector' initiative was announced as part of the *Regulatory Strategy 2017–18*. The first phase of this initiative, completed in 2018, involved benchmarking national and international regulatory practice in recognising and supporting quality.

The second phase of this initiative, conducted in 2018–19, involved consultation with stakeholders about ASQA's regulatory approach, and the actions ASQA might take to recognise and support quality as part of the regulatory approach.

A total of 33 stakeholders from across the VET sector and 710 respondents to a public survey, the majority of which were providers or trainers/assessors, provided input to this consultation process.

The key findings of this consultation process indicated stakeholders would like to see ASQA:

- articulate the principles underpinning our regulatory approach and embed them in practice
- recognise quality as a core part of our regulatory activities
- enhance our existing compliance education and support program
- continue to engage our stakeholders in the ongoing development of our regulatory approach.

Initiatives ASQA will undertake to recognise and support quality within its existing budget include:

- revision of the Regulatory Risk Framework and Regulatory Principles
- continuation of ASQA's education and information activities, implementing more positive messaging
- clarification of regulatory policies and processes relating to delegations and registration periods
- review of the publication of regulatory decisions on the ASQA website.

ASQA will work with the Department of Employment, Skills, Small and Family Business and the Minister for Employment, Skills, Small and Family Business to further develop ways to recognise and support quality in the VET sector. This work will be undertaken in light of the Australian Government's response to the NVR Act review and more recent policy analysis work arising from the Joyce review.

Australia's international education sector

The delivery of VET and ELICOS courses to international students was identified as a systemic risk in the *Regulatory Strategy 2017–2018*. The basis of the risk was a significant growth in CRICOS student and provider activity, persistent stakeholder concerns about the quality of VET and the integrity of the student visa program, and the importance of international education to the Australian economy. ASQA also identified compliance risks associated with offshore delivery of VET.

To help further understand the risk to the quality of VET and ELICOS, and to Australia's reputation as a quality provider of international education, ASQA committed to undertaking an International Education Strategic Review (the Review) in its *Regulatory Strategy 2017–2018*.

Activities undertaken by ASQA in 2018–19 as part of the Review included:

- working with stakeholders to source data and information to improve ASQA's risk identification practices
- informing stakeholders about ASQA's role and approach to improve ASQA's ability to regulate against the revised ESOS framework
- undertaking a series of regulatory activities with providers selected based on risk rating to assess:
 - provider compliance
 - risk indicators
 - regulatory strategies
- exploring industry-led approaches to recognising and supporting high-quality training and assessment
- identifying strategies to improve communications with providers about meeting the national standards, with the aim that these also be used by stakeholders to educate students and third parties.

The Review documents actions ASQA is committed to undertaking to address the risks in international education within its jurisdiction. It also makes several recommendations aimed at improving the regulatory framework that requires action by other agencies. Responding to these recommendations and undertaking these actions in a co-ordinated manner presents the most effective way of protecting the quality of international VET and English language education.

Specific regulatory risks to the CRICOS sector, identified by ASQA during the strategic review are:

- student non-attendance
- enrolment growth
- English-language capabilities
- education agents
- students transfers between providers

- providers with multiple operations
- Provider Registration and International Student Management System (PRISMS) data issues.

Specific actions ASQA has committed to include:

- continuing to place a priority on the scrutiny of CRICOS providers' compliance, using the risk factors identified during the Review and enhanced regulatory strategies designed to detect non-compliant behaviour
- assessing the compliance of VET providers operating in key offshore markets—including in China—offering assessment-only services in foreign countries, and offering 100 per cent online delivery to international students
- developing information for CRICOS and ELICOS providers, and providers delivering VET offshore, to support a positive approach to compliance by clearly explaining all requirements specific to these delivery arrangements prioritised based on the risk factors identified in the Review
- expanding the existing information-sharing protocols with state and territory governments to include agencies with responsibility for international education, and establish an agreement with Austrade to facilitate the exchange of information in relation to CRICOS providers, overseas student issues and the delivery of VET offshore.

ASQA will also continue to:

- improve its ability to detect risk through the use of PRISMS data and interagency information sharing
- collaborate with other organisations who share responsibility for the broader regulatory framework governing the international education sector, in responding to the other recommendations made by the Review.

A copy of the Review is available at: <https://www.asqa.gov.au/about/strategic-reviews/international-education-2019>.

Strengthening registration requirements

Raising the Bar—applications for initial registration

In 2017–18, changes came into effect to increase the level of scrutiny for new applicants to become an RTO or CRICOS provider. This included shorter initial registration periods, greater scrutiny on applicant's readiness to provide quality training and assessment and greater scrutiny on the suitability of people associated with the applicant to ensure they meet the Fit and Proper Person (FPP) requirements. These changes have resulted in significant decrease in the proportion of applications for initial registration.

In addition, ASQA released new resources to help people considering registration as a VET and/or international education training provider to determine if they have the resources and skills needed to support initial registration. New resources include self-assessment tools, a Financial Viability Risk



Assessment tool and a revised application guide. These changes have resulted in a significant reduction in the number of applications for registration as an RTO or CRICOS provider.

ASQA is confident these changes have resulted in registration only being granted to applicants who are adequately resourced to provide quality training and assessment and meet the FPP requirements. This increased scrutiny continues to protect the quality and reputation of the VET and international education sectors.

Change of ownership

ASQA has also examined the processes that apply when the ownership of an RTO or CRICOS provider changes. Ownership changes can impact a provider's ability to continue providing quality training and assessment, and it is important new personnel associated with the provider continue to meet requirements. ASQA intends to introduce revised change of ownership processes for when the majority ownership of an RTO or CRICOS provider changes.

Fit and Proper Person

The FPP requirements are a key component of the VET Quality Framework. These requirements were designed to ensure people and associated entities who exert influence over the operations of an RTO or CRICOS provider have the characteristics and principles necessary to ensure the delivery of high-quality services and outcomes for VET graduates.

The NVR Act review recommended—and the Australian Government supported—strengthening ASQA's FPP requirements. This initiative will improve ASQA's capacity to scrutinise people associated with new and existing training providers, for example, in instances where ownership or key personnel change.

Training products of concern²

The VET sector spans every industry in Australia and comprises thousands of training products. Changing economic circumstances and employer expectations, as well as changes within the VET sector, mean that the level of risk relating to training products does not remain static. Because of this, ASQA identifies 'products of concern' when determining its current risk priorities.

Based on consultation with key stakeholders and a review of internal data, ASQA has identified the following training products as representing a degree of risk that warrants closer scrutiny:

- *CHC33015 Certificate III in Individual Support*
- *CHC50113 Diploma of Early Childhood Education and Care*
- *TAE40116 Certificate IV in Training and Assessment*
- *CPCCWHS1001 Prepare to work safely in the construction industry*
- *BSB50215 Diploma of Business*

ASQA will actively monitor providers that intend to deliver or currently deliver these training products.

Since the establishment of the National Disability Insurance Scheme (NDIS), some stakeholders have raised concerns about the potential for providers to indirectly exploit students. Stakeholders see employment growth in the sector as providing an opportunity for providers to mislead job seekers about the benefits of training, despite no specific qualification being required to work in the sector. ASQA will continue to monitor providers of *CHC33015 Certificate III in Individual Support*.

There are ongoing concerns about early childhood care and education qualifications, including training and assessment practices, poor work placement management and a lack of confidence in the job readiness of graduates. ASQA will continue to monitor providers delivering *CHC50113 Diploma of Early Childhood Education and Care*.

ASQA will continue its scrutiny of providers delivering or applying to deliver TAE40116. This analysis includes providers entering into agreements with third parties to deliver training and assessment.

BSB50215 Diploma of Business has also been identified as a product of concern. Stakeholders expressed unease about the number of units, lack of clarity about the purpose of and relationship between the different units, and that the qualification does not meet industry needs. ASQA will continue to monitor the provision of this qualification and take regulatory action as required.

² The term '**VET course of concern**' is defined in ASQA's General Direction—third-party arrangements for training and/or assessment of VET courses. It refers to any VET course where ASQA has assessed that non-compliant training and/or assessment poses a particularly significant risk to the quality, integrity and reputation of the VET sector. VET courses of concern are set out in Schedule 1 of the General Direction, and may not be the same as the courses identified as products of concern for the purposes of the Regulatory Strategy.

Standards of concern

ASQA identifies the clauses in the Standards for RTOs which are of most concern (i.e. the clauses where providers are most likely to be at risk of non-compliance) by analysing both:

- non-compliance identified through reports about providers
- non-compliances found at audit.

ASQA uses information about the clauses where there is highest risk of non-compliance to:

- assess the risk associated with individual providers
- prioritise the direction of our regulatory activities
- contribute to the information we share with providers (including in our annual provider briefings).

In 2019, ASQA identified the following clauses of concern in the Standards for RTOs:

- **1.8** implement effective assessment systems
- **1.1** have appropriate training and assessment strategies and practices, including amount of training
- **1.2** appropriate amount of training is provided, taking account of the skills, knowledge and experience of the learner and mode of delivery
- **3.1** AQF certification is issued only where the learner has been assessed as meeting training product requirements
- **1.3** have the resources to provide quality training and assessment – this includes sufficient trainers and assessors, learning resources, support services, equipment and facilities.

VET providers approved on CRICOS must comply with the requirements of both the Standards for RTOs and the *National Code of Practice for Providers of Education and Training for Overseas Students 2018* (the National Code) to deliver to overseas students.

ASQA's International Education Strategic Review identified the following standards of concern in the CRICOS sector:

- **2** implement a process for assessing English language proficiency
- **4** ensuring education agents act ethically, honestly and in the best interests of overseas students
- **8** supporting overseas students to complete their course within the required duration by appropriately monitoring student progress and participation
- **11** meeting the registration requirements for registration on CRICOS, including that the delivery of all courses is for a minimum of 20 course contact hours per week.

In 2019–21, ASQA will be enhancing its monitoring and use of PRISMS data to detect activity patterns and trends of interest. This approach makes it essential that providers are accurately recording relevant student information in PRISMS.

ASQA's information and communication program

Information and communication activities are an essential component of effective regulation. Each year, ASQA provides a range of products and services to stakeholders to inform them about ASQA's regulatory activities, build understanding and capability across the sector, and advise how to navigate change. These products and services include:

- an annual series of face-to-face training provider briefings delivered in every state and territory, to educate and inform the sector about regulatory obligations and ASQA activities
- comprehensive educational and information resources published on the ASQA website including the Standards for RTOs, fact sheets, infographics and videos
- regular newsletters, with summaries from ASQA and other government and industry organisations of the latest activities impacting the sector
- simple regulatory advice and reminders of key dates for provider obligations, including an interactive checklist
- an Info Line enquiries service, able to supply information and advice via telephone and email
- interactive webinars discussing important topics at appropriate points throughout the year.

This important activity supports compliance and assists providers in delivering training and assessment to the expected standard. It also assists CRICOS providers delivering to overseas students to meet the additional requirements imposed by the ESOS Framework.

The 2019–21 target areas and strategic initiatives complement ASQA's ongoing commitment to focus on the small, but concerning, number of providers in the VET market engaging practices that pose a threat to confidence in the quality of the sector.