

Prepared for the:

# Australian Skills Quality Authority

Provider & Course Owner Survey 2022-23  
Report

August 2023

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The text "Key findings" is centered within a white rectangular box. The box is bounded by thin blue horizontal lines above and below the text. To the left of the text, a light green geometric pattern of overlapping circles and lines is partially visible, extending from the left edge of the slide.

1

The 2022-23 provider and course owner survey showed **improved overall ratings of ASQA's performance in 2022-23**. Almost all areas where performance was tracked between 2021-22 and 2022-23 either recorded similar results or improved in 2022-23.

2

Assessments of ASQA's performance against its five strategic objectives reflected this overall positive trend. **Strategic Objective 1 recorded the strongest improvement** – 81% of providers and course owners agreed or strongly agreed that ASQA's regulatory approach promotes a culture of self-assurance and continuous quality improvement, up from 76%. **Most other strategic objectives recorded slightly improved ratings** and are now rated favourably by 64% to 73% of providers and course owners.

3

**Two of the KPIs measured in the survey fell short of their targets** of 75% in 2022-23, namely: the clarity and usefulness of ASQA's feedback provided as part of regulatory activities (70 index points<sup>1</sup> or 67% favourable ratings) and about the clarity and usefulness of ASQA's feedback about applications (71 index points or 72% favourable ratings). **The other two KPIs were broadly in line with their targets** of 75% in 2022-23, namely: ASQA's published insights about risks and the outcomes of risk treatments support providers to self-assure and continuously improve (73 index points or 78% favourable ratings) and ASQA's regulatory tools and practices support organisations to self-assure and continuously improve (72 index points or 78% favourable ratings).

4

Providers and course owners recorded **improved ratings** across several aspects of **how ASQA engages with the sector about risk**. Just over three quarters of respondents provided positive assessments of how ASQA consults with stakeholder to inform its areas of regulatory focus; uses evidence to target regulatory activity to areas of high risk; and provides relevant and timely information about sector risks and areas of regulatory focus. Over three quarters of providers and course owners use ASQA education and information products about priority risk areas and, of these, 98% consider them to be at least moderately useful.

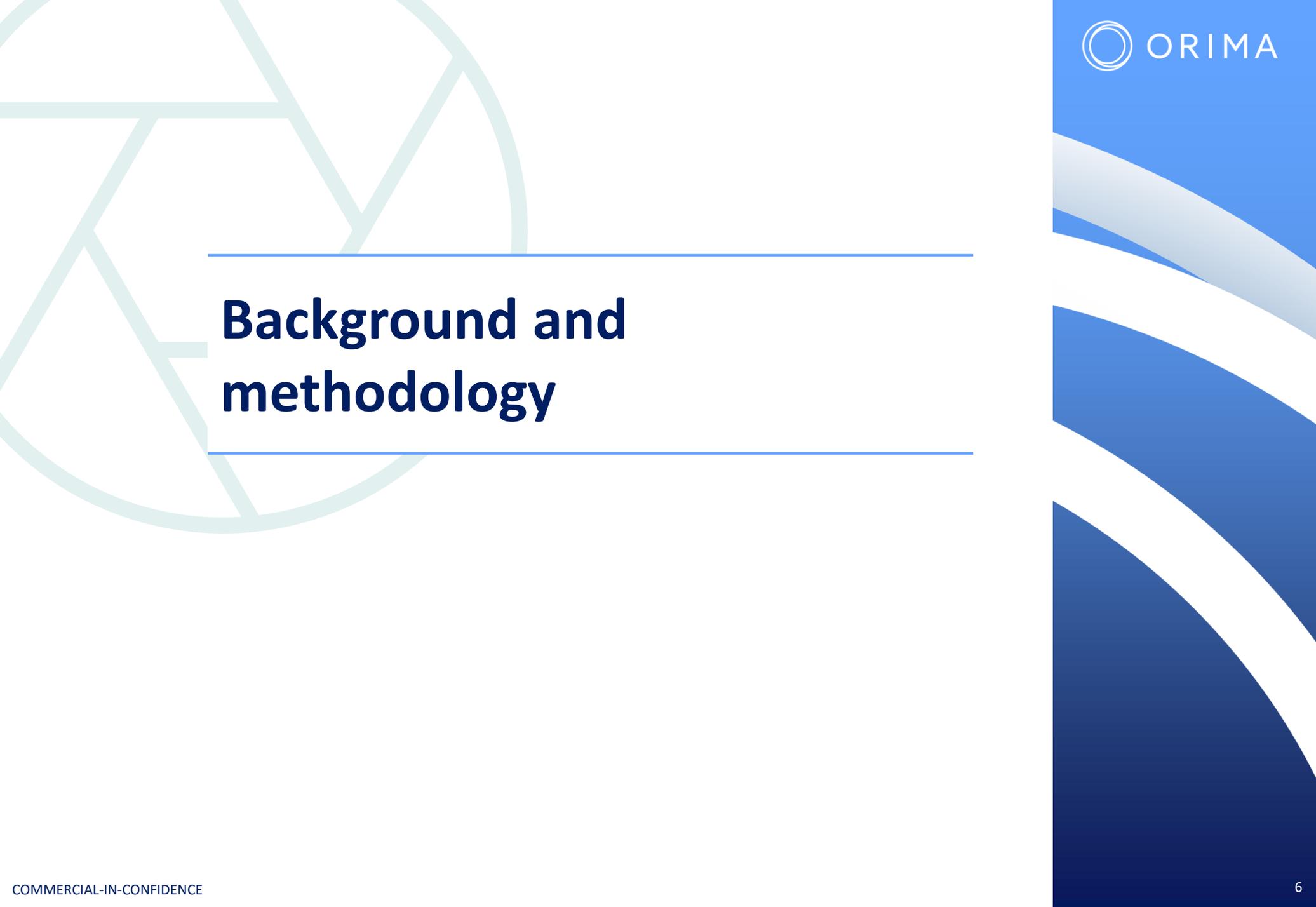
<sup>1</sup> Note the index scores take account of all answers to the question, not just the proportion of favourable ratings, and therefore provide a more comprehensive single-number summary of performance.



At least two-fifths of provider and course owners considered that **agent practices** (47%), **international student recruiting** (43%), **recognition of prior learning** (40%) and **academic cheating** (40%) are the **highest sector-level risks** to the quality and integrity of VET in 2023-24. In contrast, risks to quality and integrity of training for the respondents' RTOs were considered much lower and in different areas, mostly related to funding growth and training package transition.



The **strongest improvements** measured in the survey were recorded in provider ratings of their **organisation's status in implementing quality improvement through self-assurance**. The proportion of providers who indicated their organisation was at a 'fully implemented' or 'advanced' status in this area recorded moderate to strong increases in all six implementation areas and showed significant increases in the number of self-assurance activities undertaken. The strongest increases were in the areas of leadership and governance, staff capability and ongoing development and student engagement and support.

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# Background and methodology

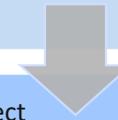
# Background and methodology

In February 2023, ORIMA Research was commissioned to conduct Australia Skills Quality Authority's (ASQA) 2022-23 provider and course owner survey. As in previous years, the survey collects feedback on ASQA's performance against its Key Performance Indicators (KPIs) and Strategic Objectives. The 2023 survey was updated to reflect changes in ASQA's KPI framework as outlined in its 2022-23 Corporate Plan and to include a greater focus on sources of risk to quality VET, while retaining a strong emphasis on quality improvement through self-assurance and respondent views of ASQA's regulatory approach.

The survey methodology included five main phases:



**Step 1. Project Inception and Questionnaire Review** - ORIMA Research worked closely with ASQA's project team to review the 2022 survey questionnaire. The survey was designed to target a typical completion time of 15-20 minutes. Actual median completion time was 16 minutes.



**Step 2. Programming and testing** – The updated questionnaire was programmed into online form and subject to internal testing by ORIMA. This testing focussed on the accuracy of the survey programming, navigation links and dynamic elements. ASQA's project team were also provided with test links to view the survey and provide approval for launch.



**Step 3. Sampling** – As in 2022, the survey was conducted as a census, with all registered providers and course owners invited to complete the survey. The sample list was provided by ASQA.



**Step 4. Fieldwork** - A total of n=3,954 survey invitations were sent by ORIMA Research via email on 22 May 2023. Two rounds of email reminders were sent to providers and course owners that had not submitted their survey by 31 May and 8 June. A 5-day extension to the fieldwork period was announced on 14 June and the survey closed on 18 June.



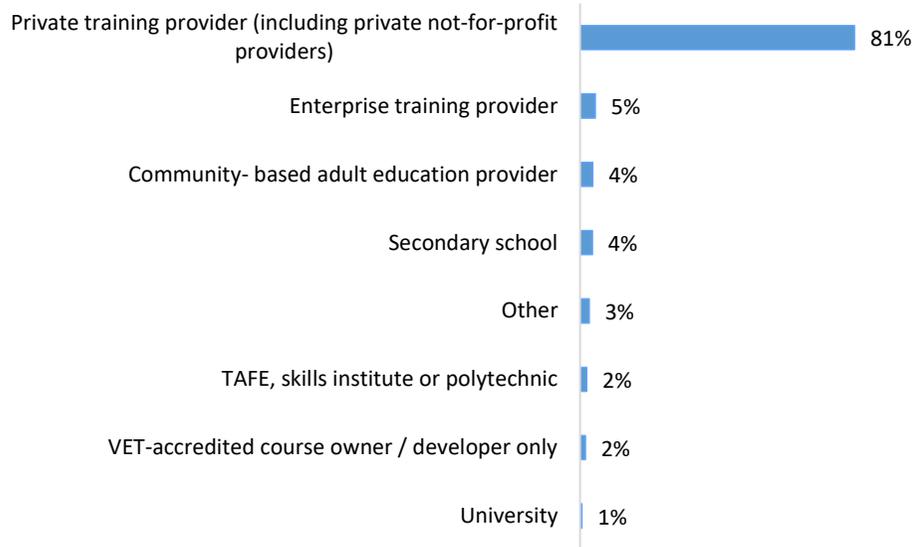
**Step 5. Analysis and Reporting** - A total of 1,435 surveys were completed, excluding ELICOS only providers\*, representing a response rate of 36%. A profile of providers and course owners that completed the survey is shown on the following pages. KPI index results from 0 to 100 were calculated for each KPI measure to create a single-number performance rating.

\*n=3 ELICOS only providers completed the survey - these providers have been excluded from results in this report and were reported separately to ASQA.

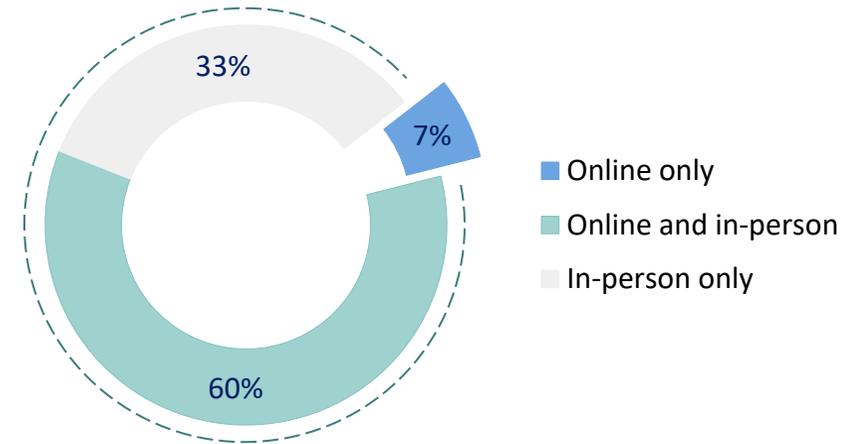
# Respondent profile



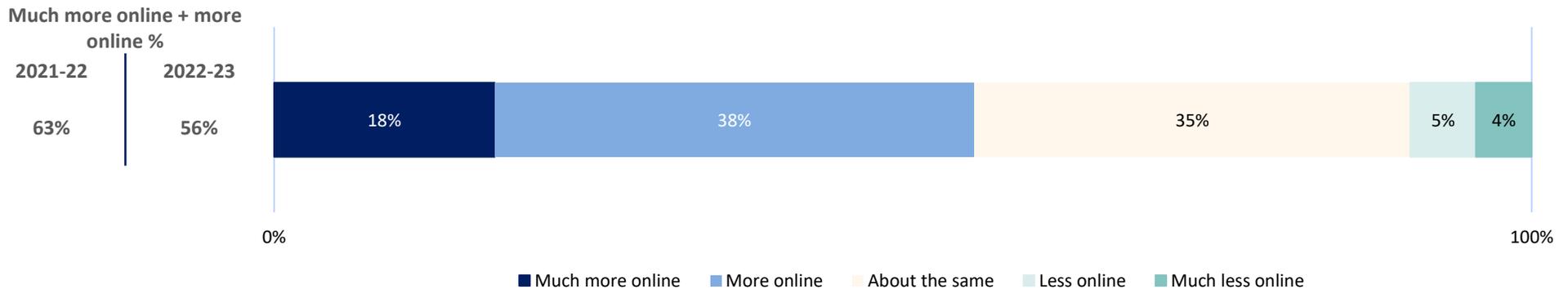
Which of the following best describes your organisation type? (n=1435)



In which of the following ways does your organisation currently deliver training? (n=1179)

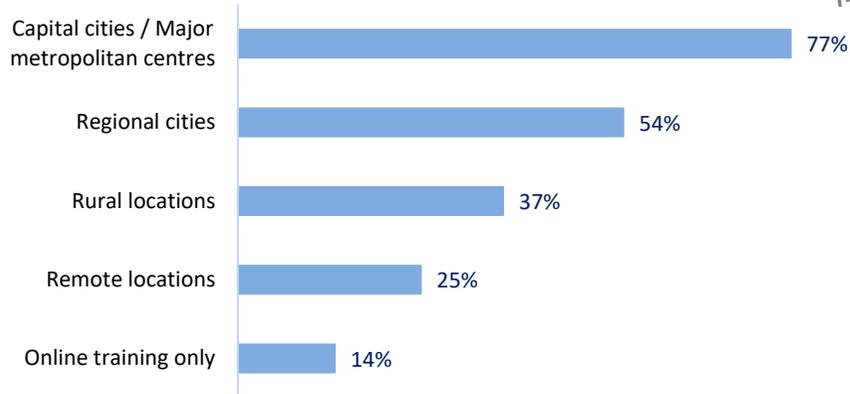


Compared to before the COVID-19 pandemic, to what extent has your organisation's use of online training delivery changed relative to in-person delivery? (n=747)

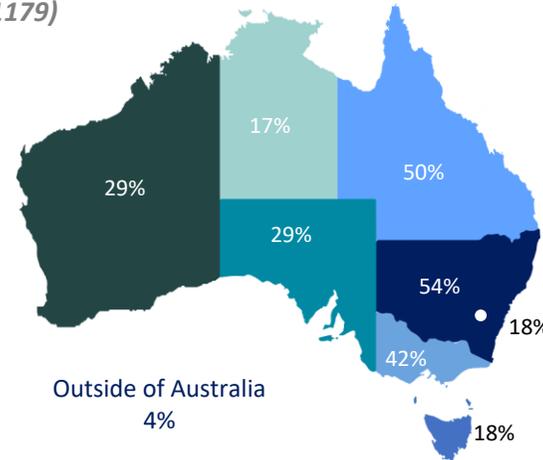


# Respondent profile

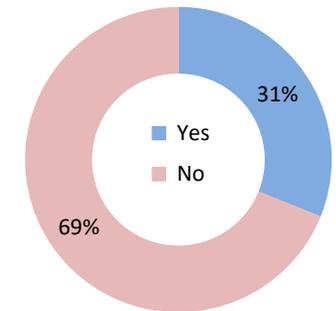
**In which location(s) did your organisation deliver training in 2022-23? (n=1177)**



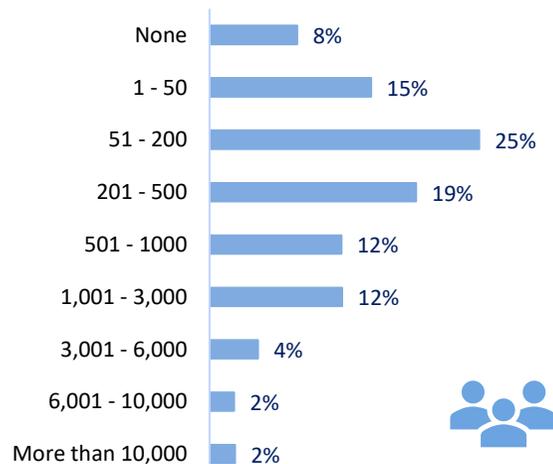
**In which state(s)/territory(ies) did your organisation deliver training in 2022-23? [select all that apply] (n=1179)**



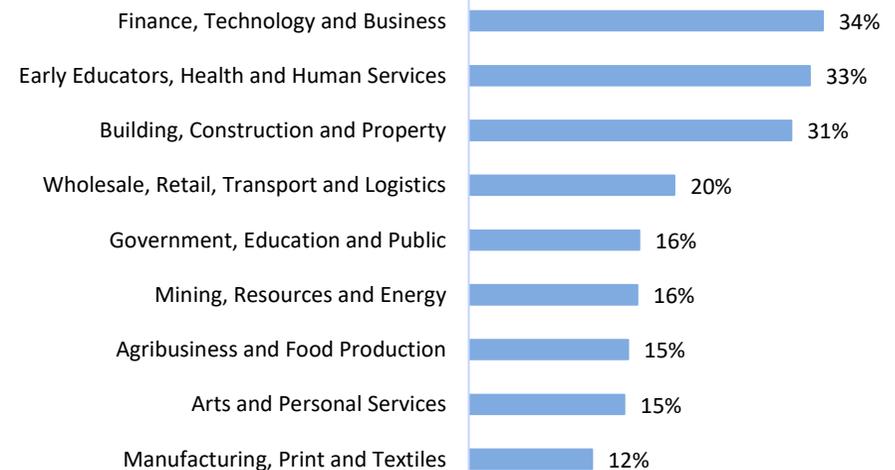
**Did your organisation deliver training to secondary school students in 2022-23? (n=1170)**

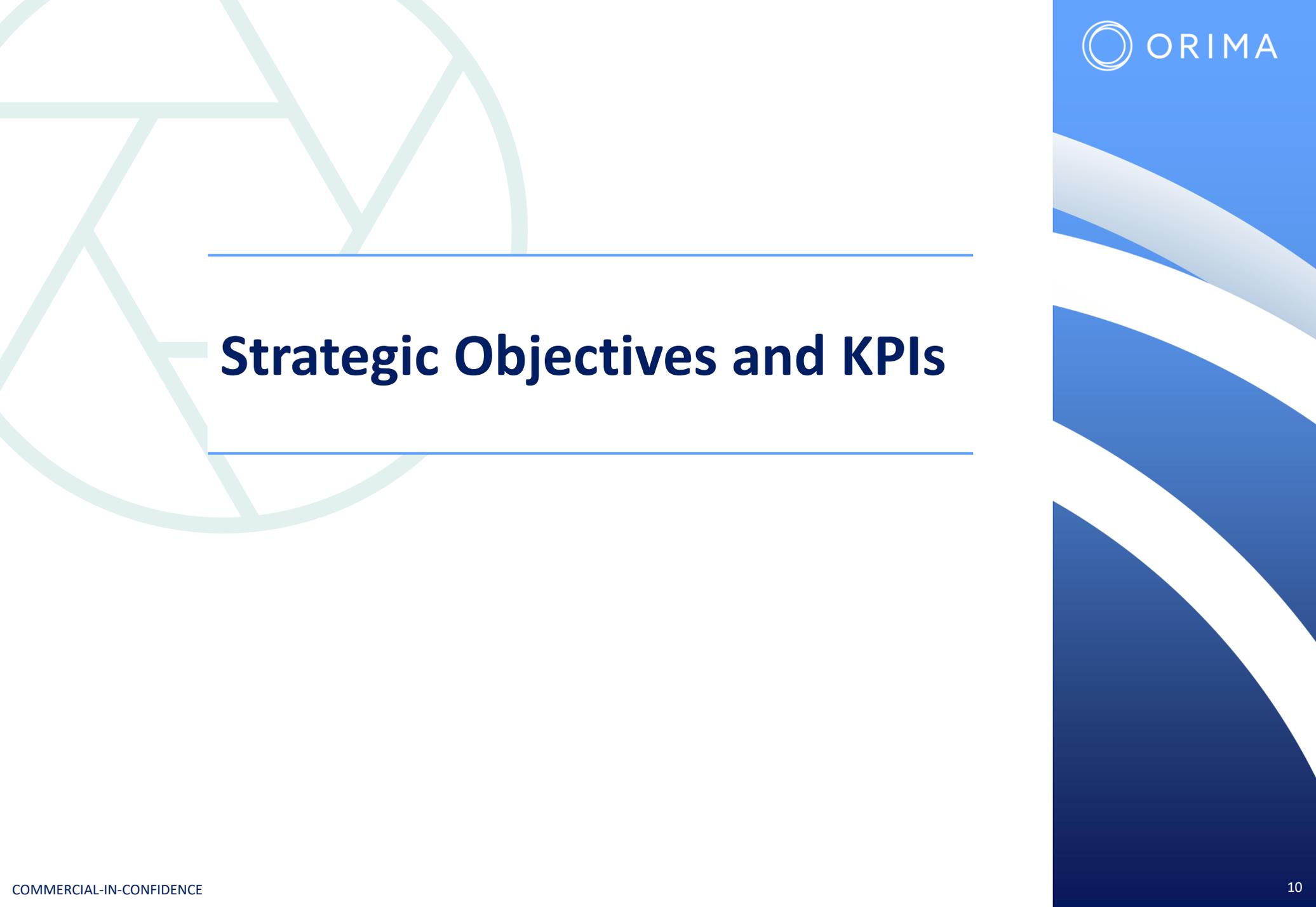


**Approximately how many unique student enrolments did your organisation have across Australian Qualification Framework (AQF) and ELICOS training programs in 2022-23? (n=1280)**



**What industry area(s) / field(s) of education did your organisation offer in 2022-23? (n=1128)**



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# Strategic Objectives and KPIs

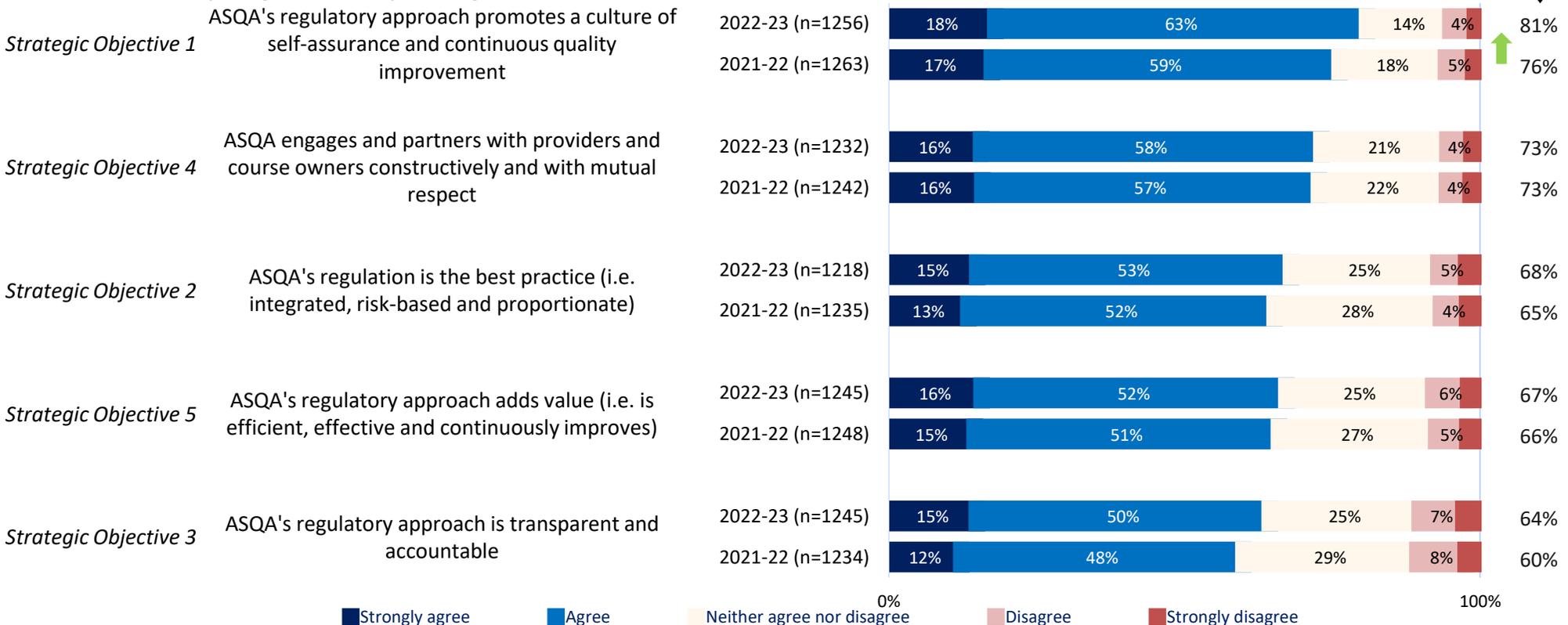
# Strategic Objectives – Overall comparison

The majority of providers and course owners **had positive views of ASQA’s performance against its five strategic objectives** in 2022-23, with **stability or improvements across all strategic objectives** compared to 2021-22.

- The aspect recording the highest improvement in agreement since 2021-22 was Strategic Objective 1 (ASQA’s regulatory approach promotes a culture of self-assurance and continuous quality improvement), which also remained the highest-rated strategic deliverable.
- Strategic Objective 3 (ASQA’s regulatory approach is transparent and accountable) remained the lowest-rated aspect, despite improving slightly.
- A slight improvement was also recorded in ratings of Strategic Objective 2 (ASQA regulation is best practice (i.e. integrated, risk-based and proportionate)).

*To what extent do you agree with the following statements.*

**Total % agreement:** ↘



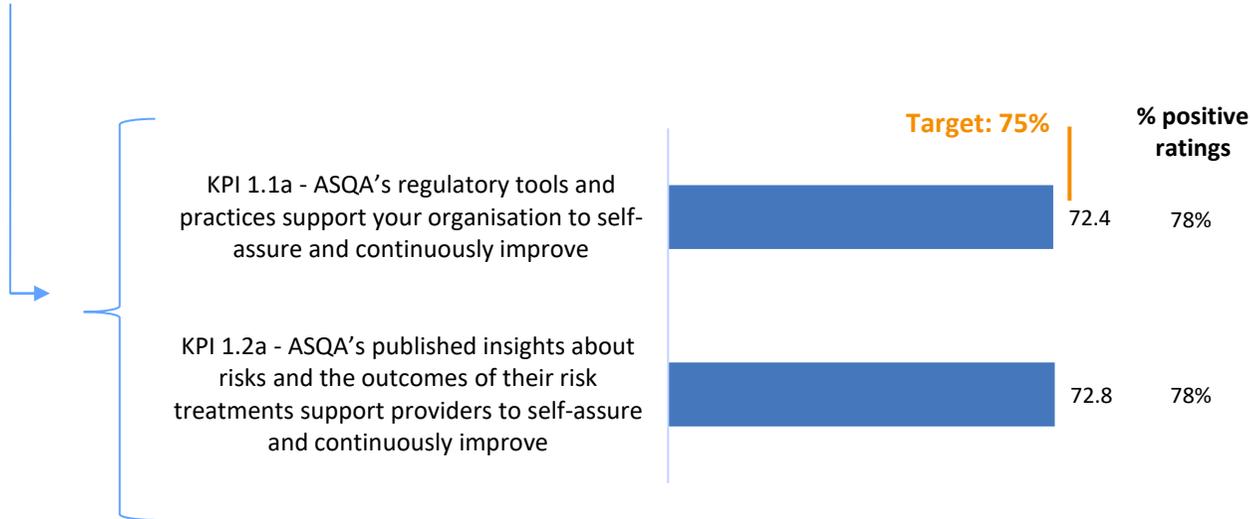
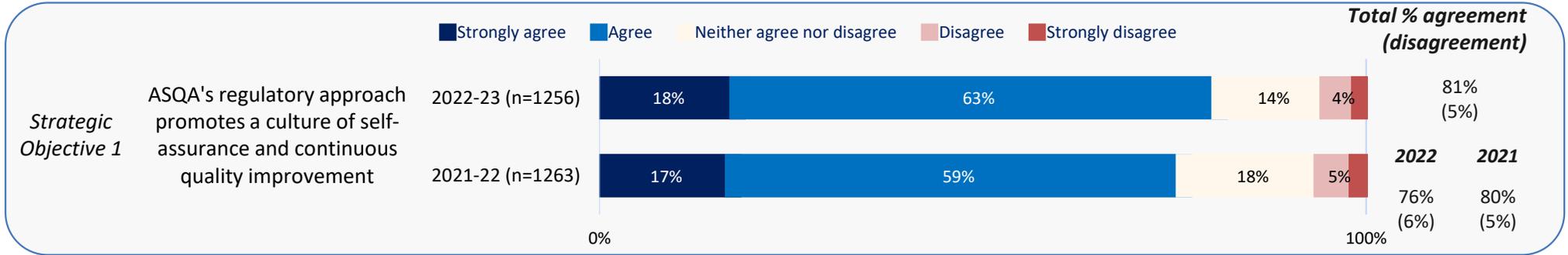
Note: throughout this report, notable changes between 2021-22 and 2022-23 results are marked with arrows.

↑ ↓ Increase / decrease between 5pp and 10pp

↑ ↓ Increase / decrease over 10pp

# Strategic Objective 1

**81% of providers and course owners agreed that ASQA’s regulatory approach promotes a culture of self-assurance and continuous quality improvement** (Strategic Objective 1), while only 5% disagreed. This result represented an **improvement from the 2022 survey** (76%) and was a similar level of agreement to 2021 (80%).

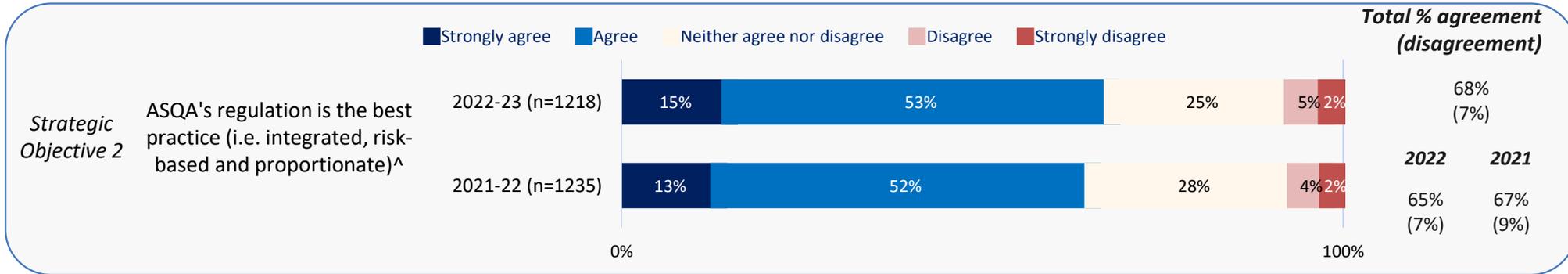


The two KPIs measured within strategic objective 1 **were the highest performing KPIs measured in the survey.**

**Both KPIs recorded index scores of just under 73 index points, with 78% recording positive ratings to these statements.** These results were broadly in line with the 2022-23 KPI targets of 75%.

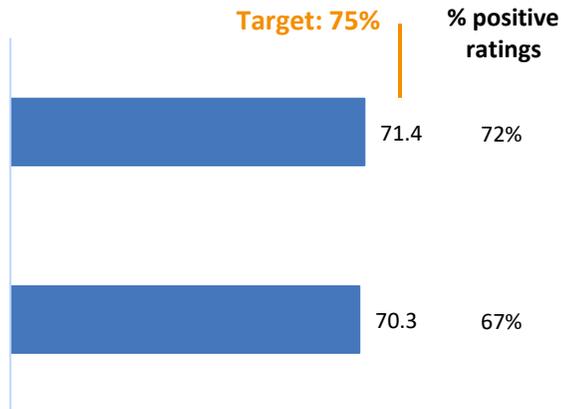
# Strategic Objective 2

**68% of providers and course owners agreed that ASQA’s regulation is the best practice**, integrated, risk-based, data-driven and proportionate (Strategic Objective 2), while **only 7% disagreed**. This result represents a **slight improvement in agreement from 2022 and 2021**.



## 2.2 ASQA’s education and communication with the sector supports regulatory outcomes

- KPI 2.2c - ASQA’s feedback to your organisation about its application(s) was clear and supported an improved understanding of ASQA’s requirements
- KPI 2.2b - ASQA’s feedback to your organisation was clear and supported an improved understanding of your organisation’s performance

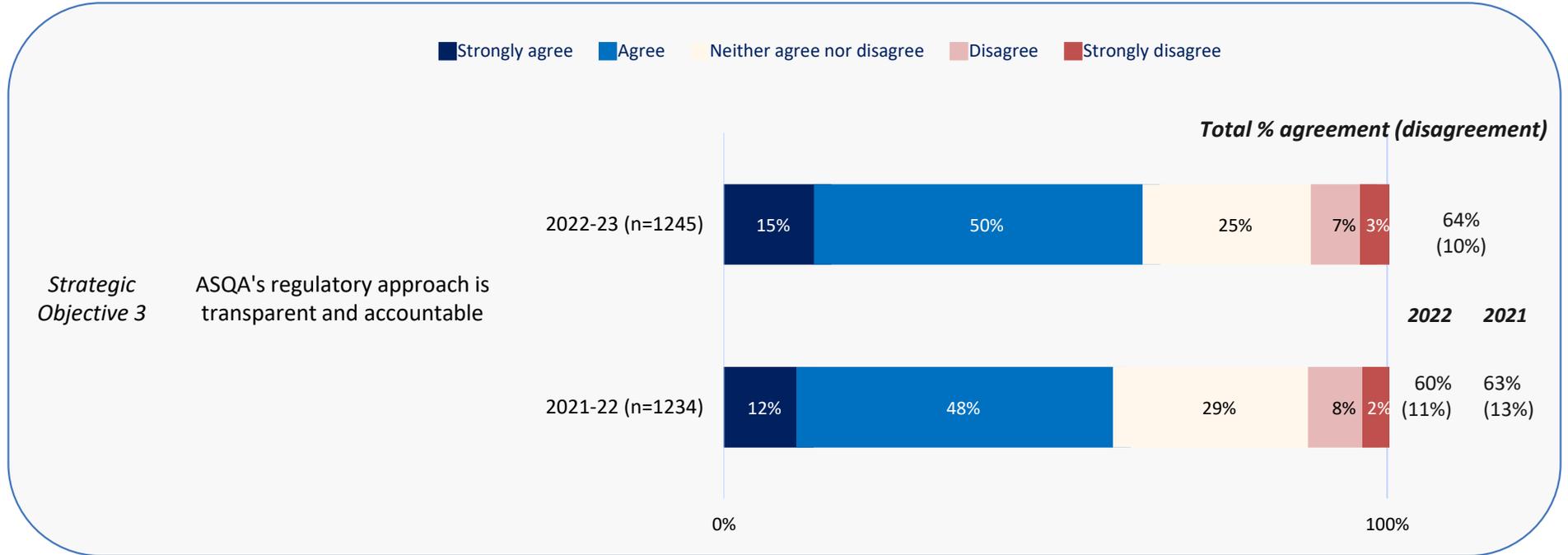


The KPIs measured within this strategic objective **recorded solid ratings of just over 70ip** (with positive ratings of 67% and 72%), **albeit below the target of 75% and slightly lower than the KPIs under Strategic Objective 1**.

<sup>^</sup> In 2021 this question had slightly different wording ‘ASQA’s regulation is best practice, integrated, risk-based and proportionate’. Comparisons between years should therefore be treated with caution.

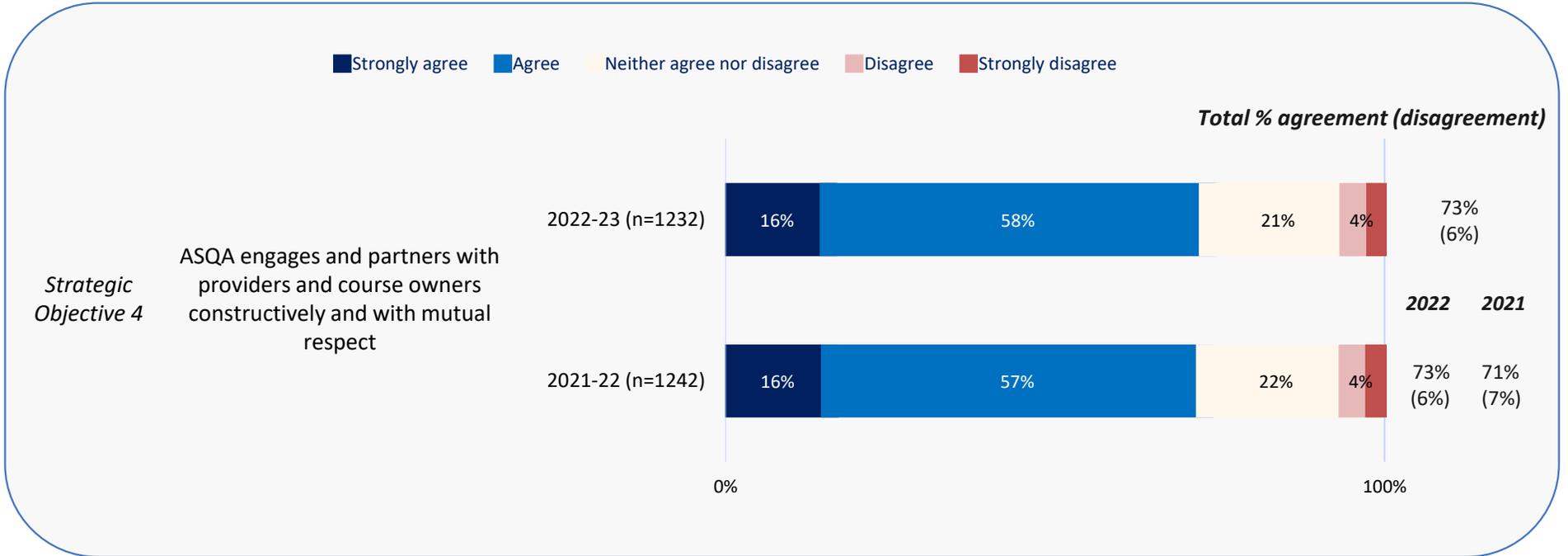
# Strategic Objective 3

**64% of providers and course owners agreed that ASQA’s regulation is transparent and accountable (strategic objective 3), while 10% disagreed.** This represents a slight increase from 2022 but was similar to 2021 (63%).



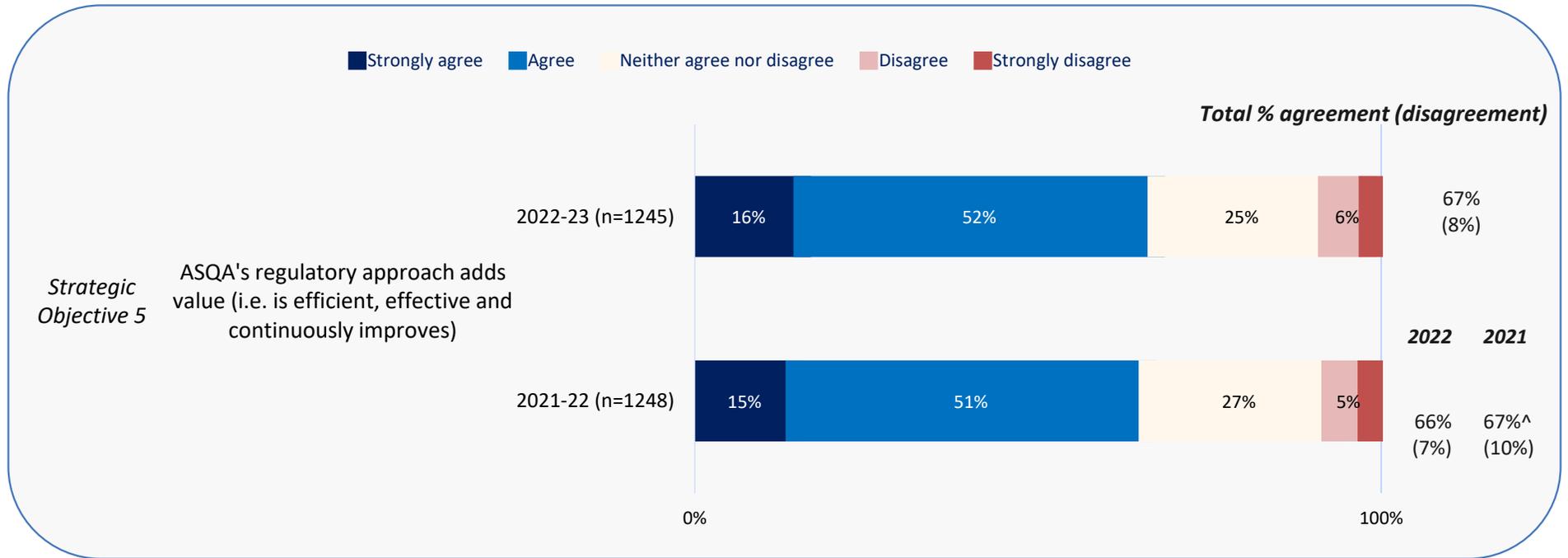
# Strategic Objective 4

73% of providers and course owners agreed that ASQA engages and partners with providers constructively and with mutual respect (strategic objective 4), while only 6% disagreed. This result represents similar levels of agreement to the past two years (73% in 2023 and 2022, and 71% in 2021).



# Strategic Objective 5

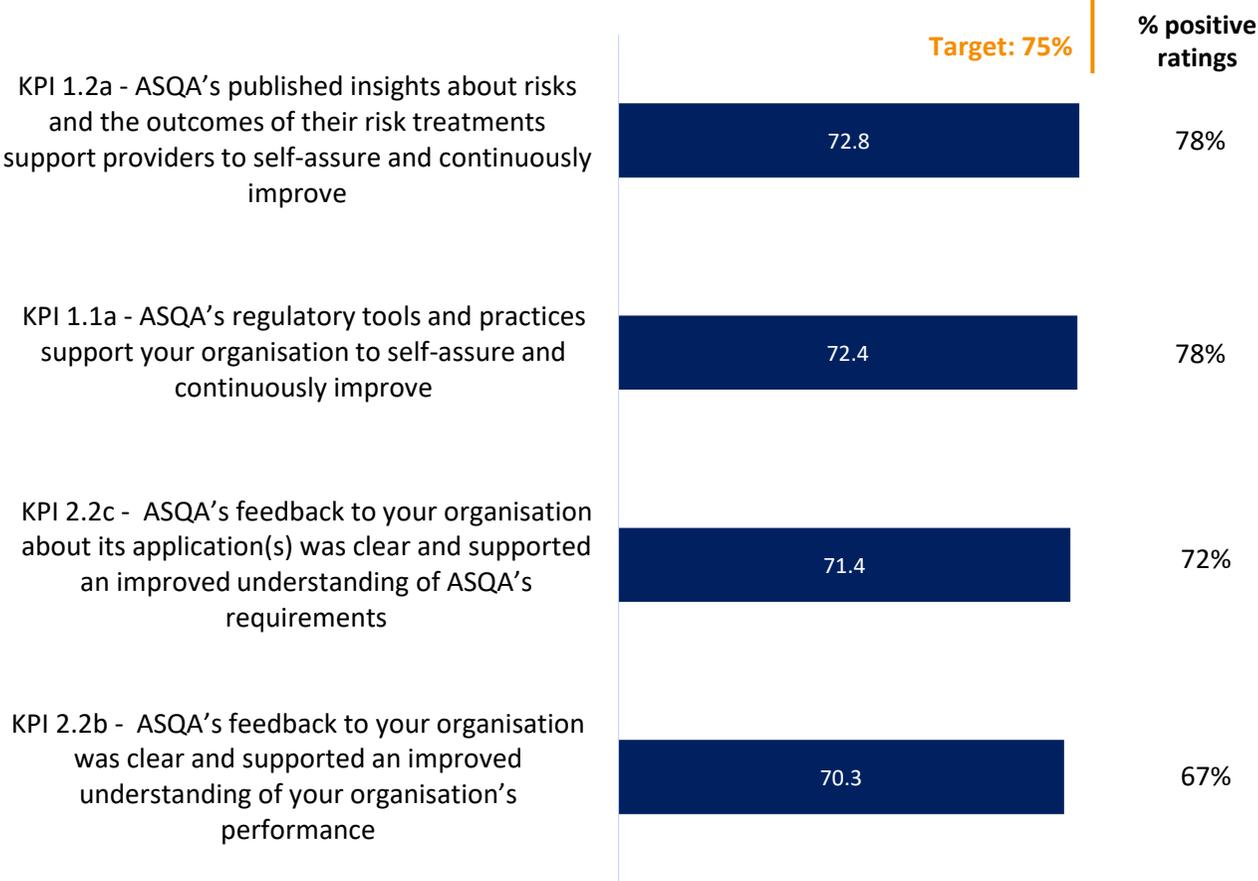
67% of providers and course owners agreed that ASQA’s regulatory approach adds value (strategic objective 5), while 8% disagreed. This moderate agreement rating is similar to 2021 and 2022.



*^In 2021 this question had slightly different wording 'ASQA adds value and is efficient, effective and continuously improves'. Comparisons between years should therefore be treated with caution*

# KPI overview

The chart below presents an overview of the four KPIs measured in the provider and course owner survey. This chart shows that the **most positively rated KPIs** were regarding the extent to which **ASQA supports providers to self-assure and continuously improve** through: its published insights about risks and outcomes of risks treatments; and ASQA’s regulatory tools and practices (index scores of 72-73 index points and 78% of positive ratings – around the targets of 75%). The **other KPIs**, which related to the **clarify and usefulness of ASQA’s feedback during regulatory activities and applications, recorded slightly lower ratings** (70-71 index points with 67%-72% positive ratings – slightly below the KPI targets of 75%).



*Some caution should be used in interpreting the results for KPI 2.2b, as the relevant question was only asked of a small subset of providers and course owners (n=43), who had experienced an ASQA activity where they received feedback in 2022-23.*

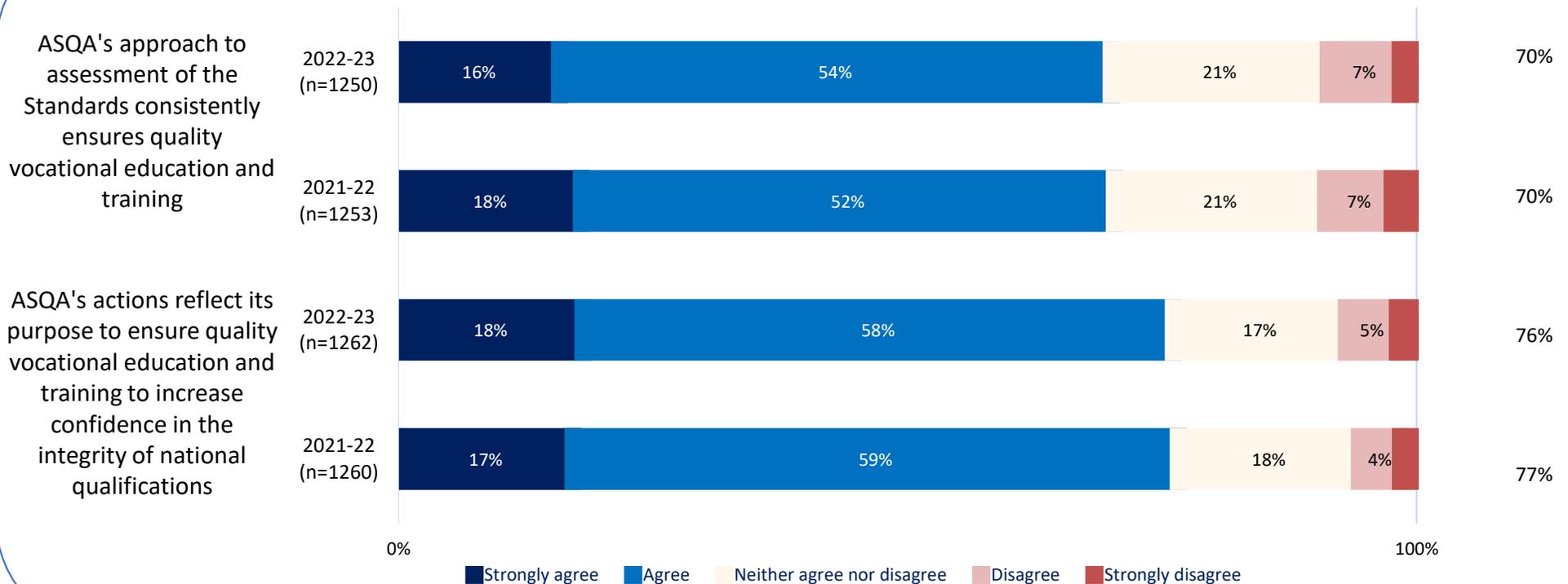
# Ratings of ASQA's impact on the quality of VET

Providers and course owners recorded positive ratings of the impact of ASQA's overall approach to assessment of the Standards and actions in ensuring quality VET in 2022-23. Consistent with 2021-22:

- **70% agreed ASQA's approach to assessment of the Standards consistently ensures quality VET**
- **76% agreed ASQA's actions reflect its purpose to ensure quality VET to increase confidence in the integrity of national qualifications.**

To what extent do you agree with the following statements:

Total % agree + strongly agree:



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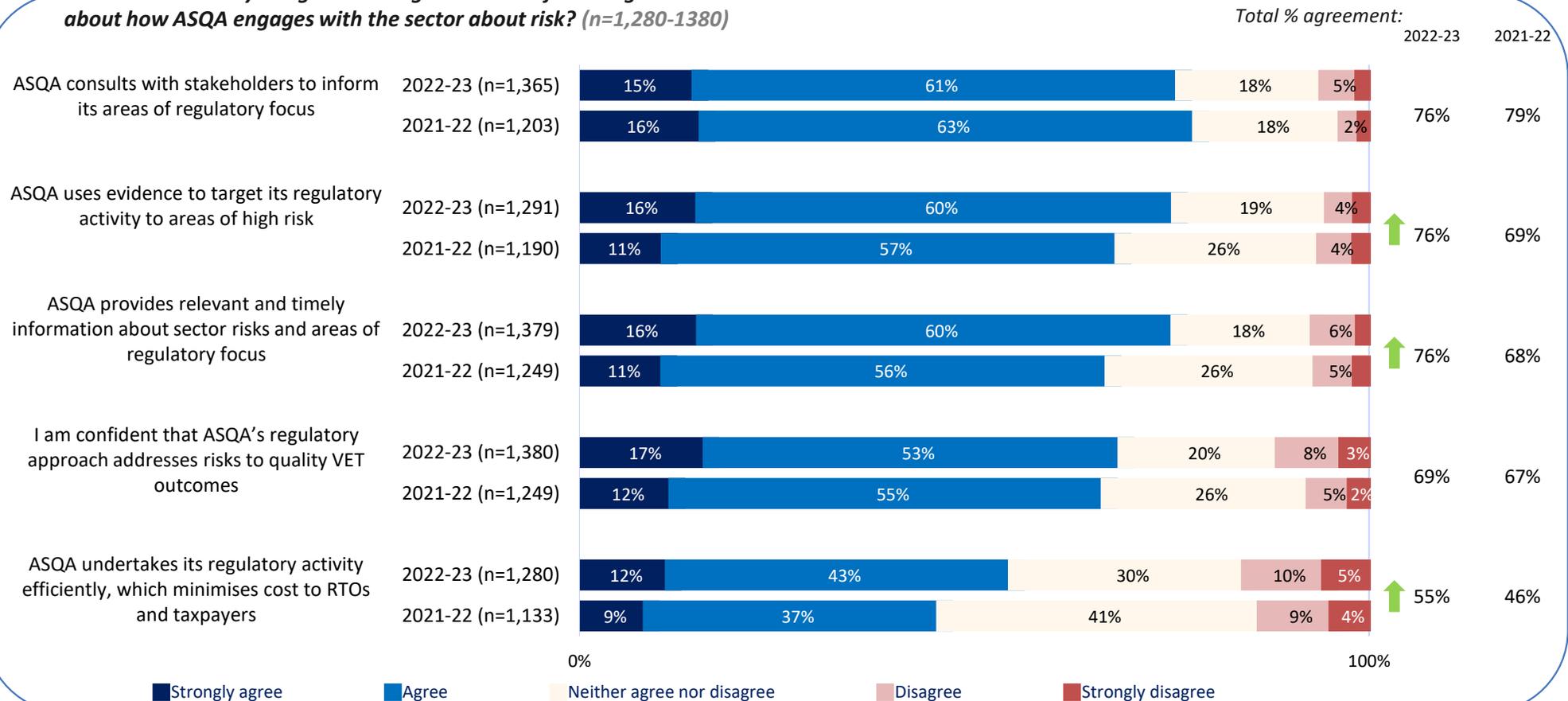
# **ASQA's focus on risks to quality VET**

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# ASQA's focus on risks to quality VET

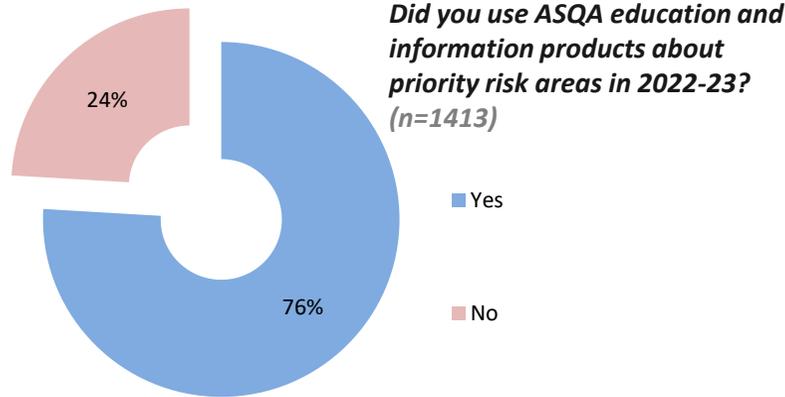
Providers and course owners were asked to rate how well ASQA engages with the sector about risk. The level of agreement remained high for most statements, with notable increases recorded about **the efficiency of ASQA's regulatory activity, which minimises the cost to RTOs and taxpayers** (55% either agree or strongly agree in 2022-23, up from 46% in 2021-22). Agreement with statements relating to **relevant and timely information about sector risks and areas of regulatory focus** and **ASQA's use of evidence to target its regulatory activity to areas of high risk** also increased compared to the previous year (76% up from 68%, and 76% up from 69% respectively). Levels of agreement with **ASQA's consults with stakeholders to inform its areas of regulatory focus** decreased slightly in 2022-23 but remained at a high level (76%).

## To what extent do you agree or disagree with the following statements about how ASQA engages with the sector about risk? (n=1,280-1380)



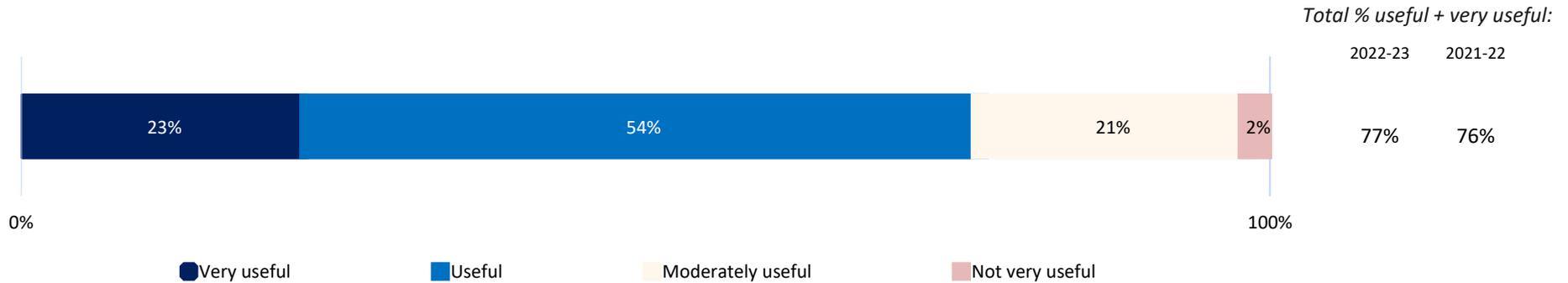
# ASQA's focus on risks to quality VET

Providers and course owners were asked to indicate whether they used any ASQA education and information products about priority risk areas in 2022-23, and if used, to what extent they found them useful. **Over three-quarters of providers and course owners indicated that they used ASQA education and information (76%),** of which the **vast majority found the products useful or very useful (77%)**. Moreover, 98% of providers and course owners indicated that ASQA's education and information products were at least moderately useful.



Of providers and course owners that delivered training in-person only in 2022-23, 79% found that ASQA education and information products about risk were useful or very useful. Ratings of usefulness were significantly lower in providers and course owners who deliver training online only (68%).

**How useful did you find this education and information? (n=1071)**



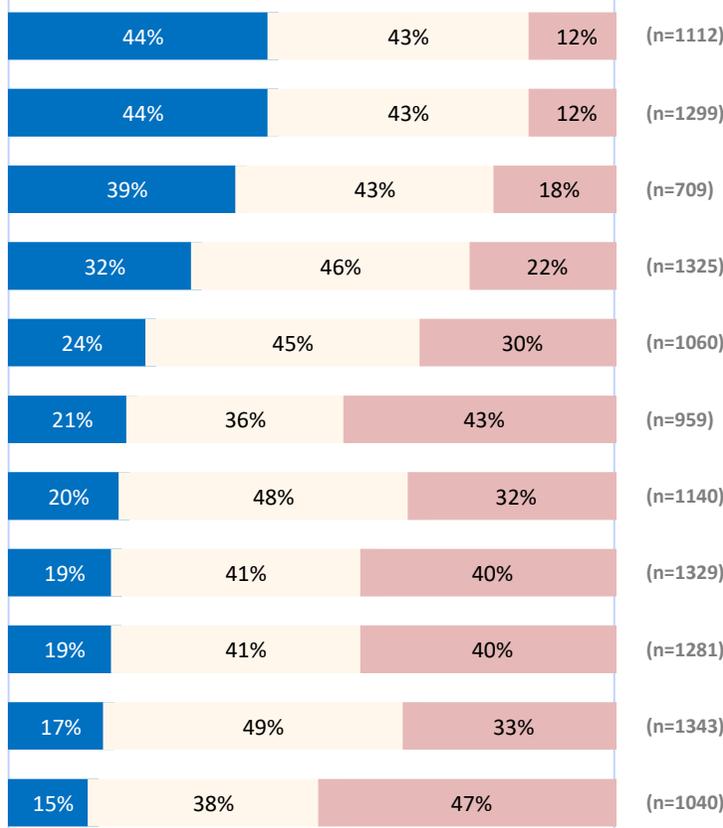
# ASQA's focus on risks to quality VET

Providers and course owners were asked to rate several areas in terms of their risk to the quality and integrity of Vocational Education and Training (VET) in the sector as a whole and for their Registered Training Organisation (RTO), over the next financial year. Across all areas, **providers and course owners recorded higher levels on average for the sector as a whole, compared to their RTO, for which the majority reported low levels of risk.**

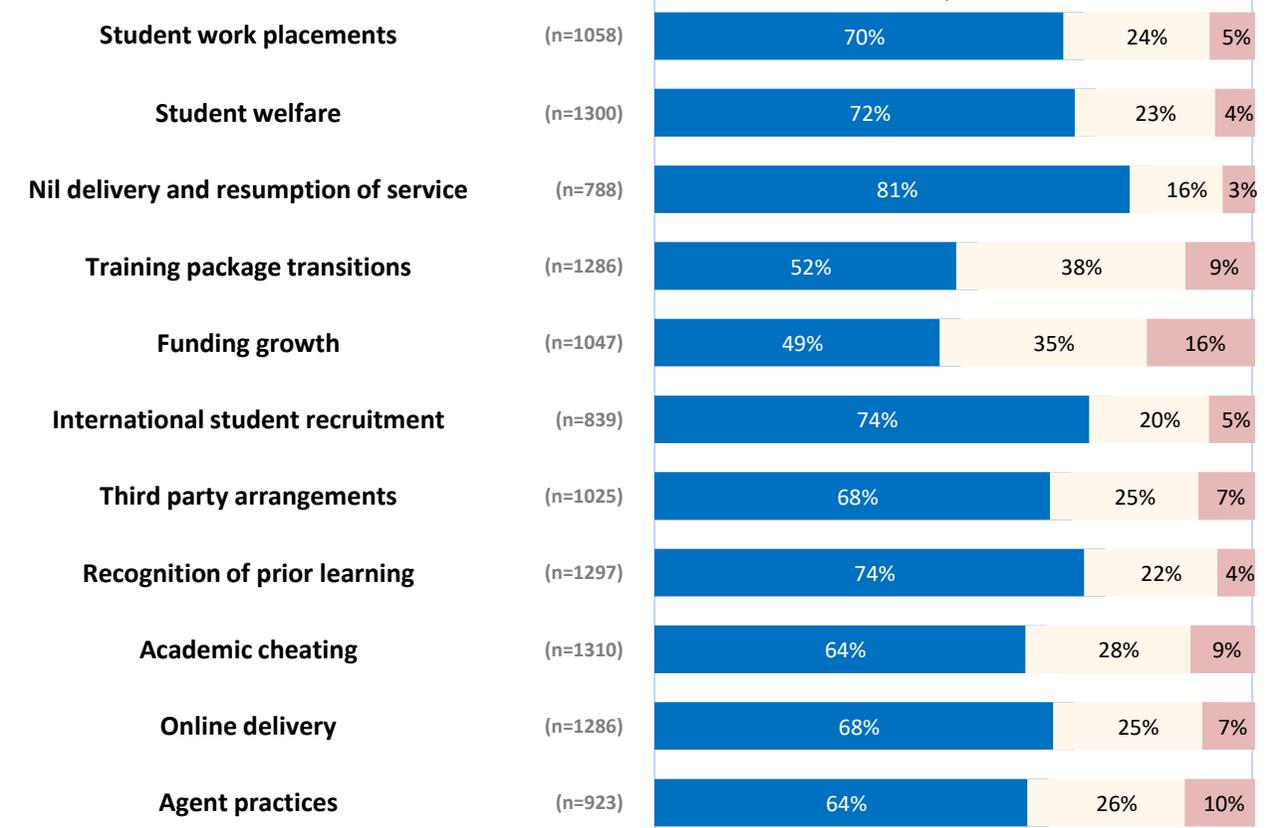
For sector as a whole, four areas were identified as high risk to the quality and integrity of VET by over 40% of providers: **agent practices** (47%), **international student recruiting** (43%), **recognition of prior learning** (40%) and **academic cheating** (40%).

When considering their RTO, providers rated **funding growth** (51% high or moderate risk) and **training package transitions** (48% high or moderate risk) as the areas with the highest levels of risk to the quality and integrity of VET. All other aspects were considered low risk by at least 64% of providers.

Sector as a whole



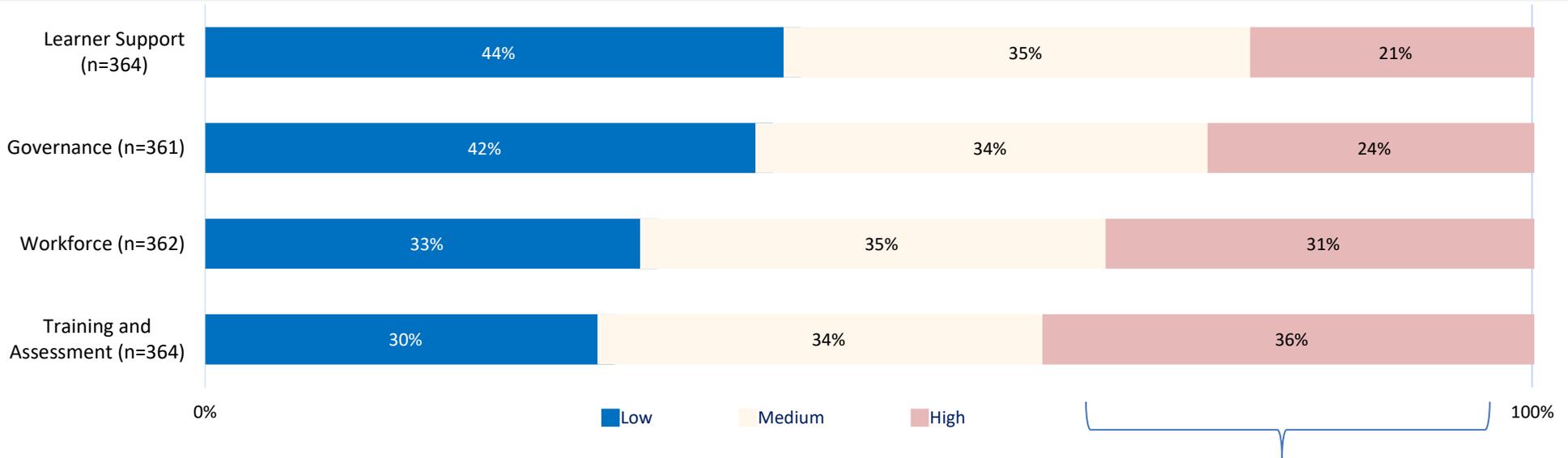
RTO-specific



■ Low ■ Medium ■ High

# ASQA's focus on risks to quality VET

Providers and course owners that rated at least one issue as high risk for their RTO were asked to rate the impact of these risks for their RTO in four outcome areas: Training and Assessment, Learner Support, Workforce and Governance. Almost half of these **providers and course owners rated the impact of these risks on Learner Support as being low for their RTO (44%)**, while a similar share reported a **low impact on Governance (42%)**. Providers and course owners recorded mixed views regarding the Workforce and Training and Assessment impacts on their RTO. This included **36% of providers and course owners that considered the risks to have high Training and Assessment impacts** and **31% that considered them to have high Workforce impacts**.



*Of the providers and course owners who rated recognition of prior learning as high risk to their RTO (q7c=3), how would you rate the impact of Training and Assessment for your RTO? (n=43)*



Among providers who rated the training and assessment impact as high, the most notable results were amongst those who identified recognition of prior learning as a risk to the quality and integrity of VET in their RTO. Almost **two-thirds of this cohort rated the risks associated with this issue as having a high impact on Training and Assessment for their RTO (63%)**.

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# Quality improvement through self-assurance

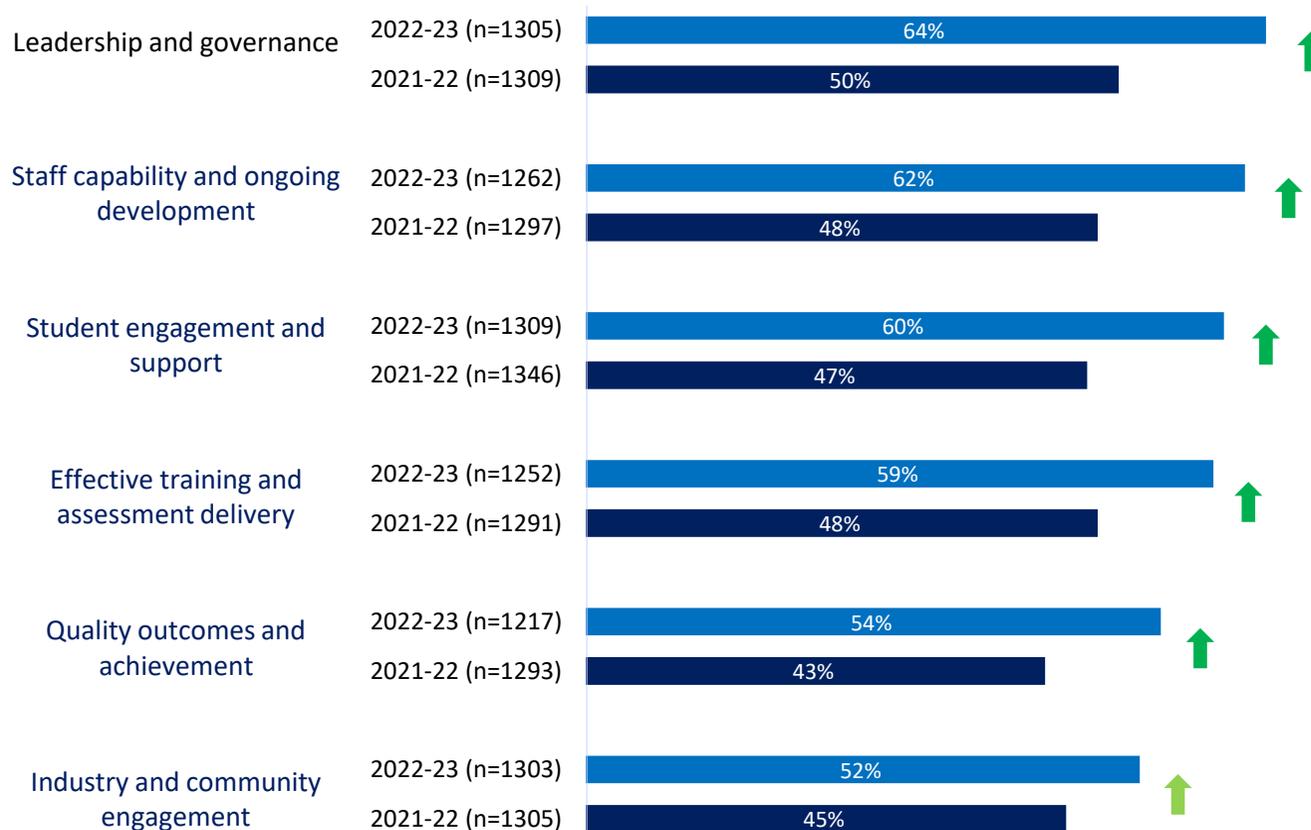
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# Quality improvement through self-assurance

The following slides present provider feedback about their status in implementing six key aspects of quality improvement through self-assurance: leadership and governance, student engagement and support, industry and community engagement, staff capability and ongoing development, effective training and assessment delivery, and quality outcomes and achievement.

The survey showed recorded **moderate to strong increases in the share of providers that consider themselves to be at an 'advanced' or 'fully implemented status'** in implementing activities across each of these areas.

*Proportion of providers that consider themselves to be advanced or fully implemented in areas of quality improvement through self-assurance...*



# Leadership and governance

Quality improvement through self-assurance

The proportion of providers that considered themselves to be at an advanced or fully implemented status in implementing leadership and governance activities **increased strongly from 50% in 2021-22 to 64% in 2022-23**.

Providers **undertook an average 6.5 out of 9 of the leadership and governance activities** measured in the survey, compared with 5.9 activities in the previous year.

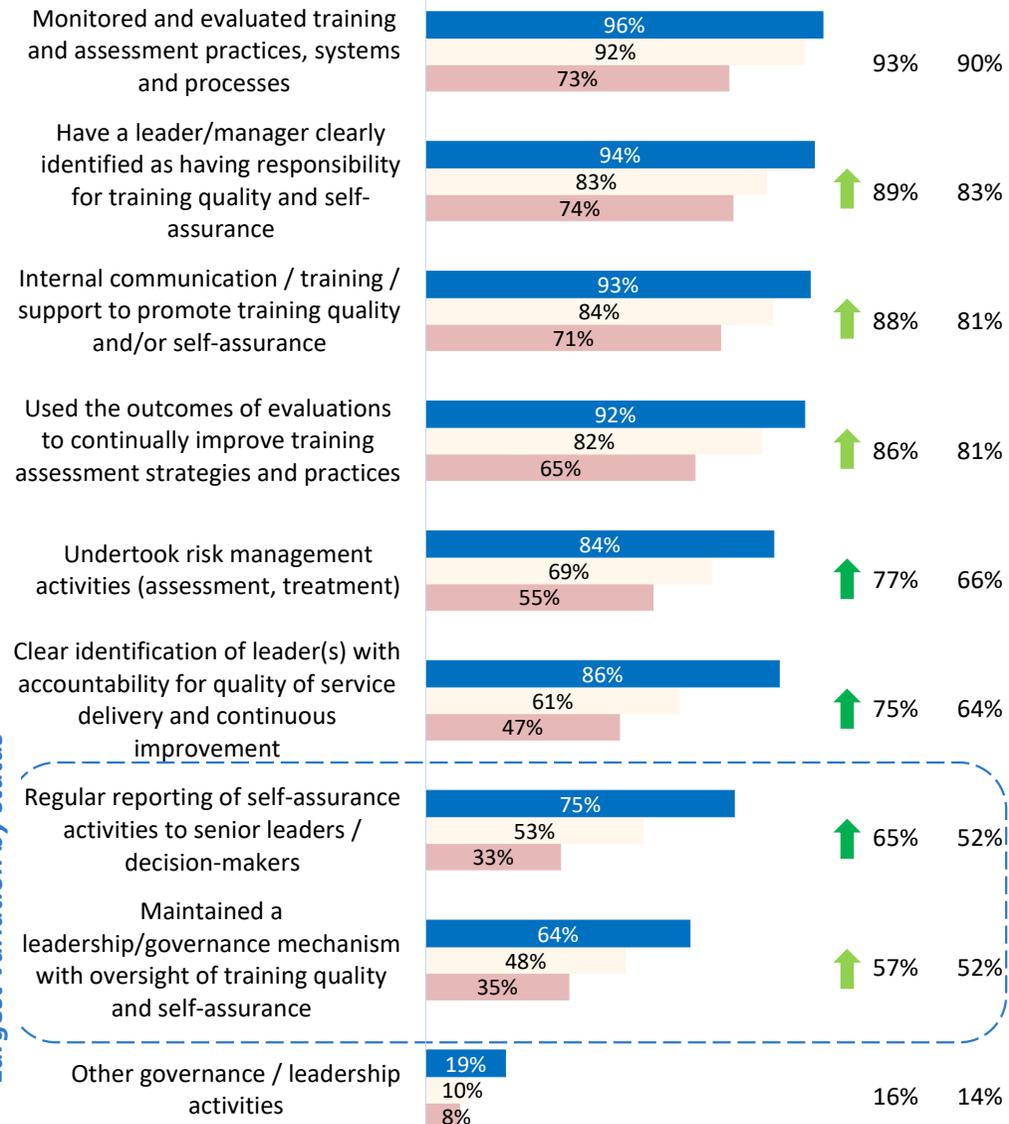
- **Monitoring and evaluating training and assessment practices, systems and processes** remained the most common activity (93%).
- Usage of all activities increased from 2021-22, with the **largest increase** occurring in **regular reporting of self-assurance activities to senior leaders / decision-makers** (65% undertook this activity in 2022-23, up from 52% in 2021-22)

## Organisation's status in implementing self-assurance to support leadership and governance (average)...

	%		N		Average number of activities	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Fully implemented / advanced	64%	50%	839	654	7.0	7.1
Partially implemented activities	28%	25%	368	334	5.8	5.6
Developing / commenced planning	8%	24%	98	320	4.6	4.1
TOTAL	100%	100%	1305	1309	6.5	5.9

## Activities undertaken as part of leadership and governance by status: (select all that apply)

Overall % undertaken:  
2022-23 2021-22



Largest variation by status

# Staff capability and ongoing development

Quality improvement through self-assurance

The proportion of providers that considered themselves to be advanced or fully implemented in their status in implementing staff capability and ongoing development **increased strongly from 48% in 2021-22 to 62% in 2022-23**.

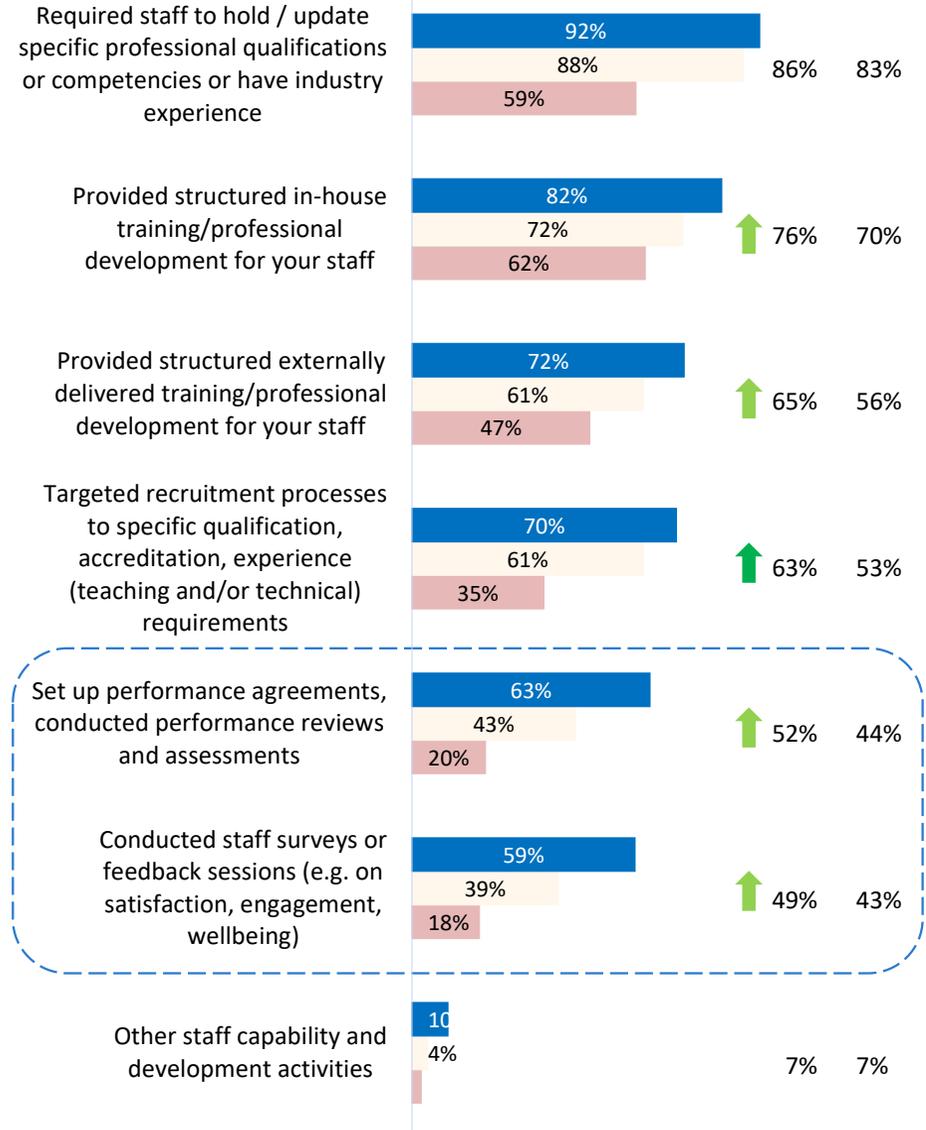
Providers undertook **an average of 4.0 out of the 7 activities** measured in this area, **representing a moderate increase** from 3.6 activities in 2021-22.

- As in 2021-22, **the most common activity undertaken** was **requiring staff to hold / update specific professional qualifications** or competencies or have industry experience (86%).
- All activities recorded stability or increases in engagement. This **increase was most notable for targeted recruitment processes, undertaken by 10% more providers** in 2022-23 compared to the previous year.

## Organisation's status in implementing self-assurance to support staff capability and ongoing development...

	%		N		Average number of activities	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Fully implemented / advanced	62%	48%	787	628	4.6	4.4
Partially implemented activities	28%	34%	351	444	3.7	3.4
Developing / commenced planning	10%	16%	124	202	2.4	2.4
TOTAL	100%	100%	1,262	1,297	4.0	3.6

## Activities undertaken as part of staff capability and ongoing development by status: (select all that apply)



# Student engagement and support

Quality improvement through self-assurance

The proportion of providers that considered themselves to be at an advanced or fully implemented status in implementing student engagement and support activities **increased strongly from 47% in 2021-22 to 60% in 2022-23**.

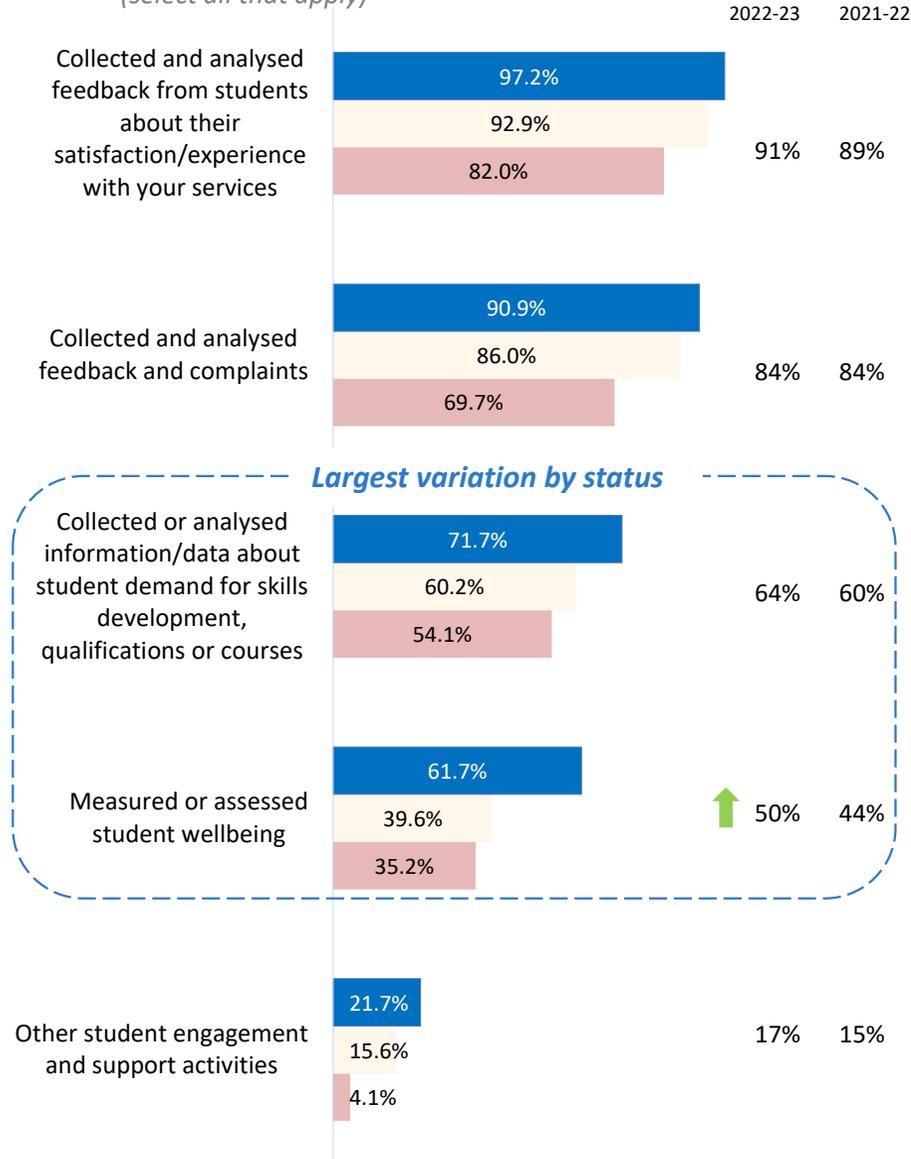
Similar to 2021-22, providers undertook an **average of 3.0 of the 5 student engagement and support activities** measured in the survey.

- The most common activities remained **collecting and analysing feedback from students about their satisfaction / experience with their services** (91%) and **collecting and analysing feedback and complaints** (84%).
- The most notable increase in individual activities undertaken occurred in measuring or **assessing student wellbeing** (50% of providers undertook this activity, up from 44% in 2021-22).

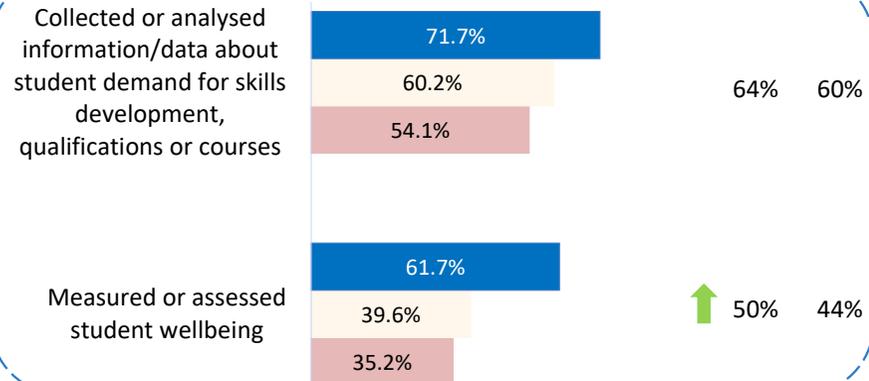
## Organisation's status in implementing self-assurance to support student engagement and support...

	%		N		Average number of activities	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Fully implemented / advanced	60%	47%	748	639	3.5	3.4
Partially implemented activities	30%	34%	380	461	2.9	2.8
Developing / commenced planning	10%	16%	124	215	2.4	2.3
TOTAL	100%	100%	1,309	1,346	3.0	2.9

## Activities undertaken as part of student engagement and support by status: (select all that apply)



### Largest variation by status



# Effective training and assessment delivery

Quality improvement through self-assurance

The proportion of providers that considered themselves to be at an advanced or fully implemented status in implementing effective training and assessment delivery **increased from 48% to 59% in 2022-23**.

Providers **undertook slightly fewer effective training and assessment delivery activities on average**, engaging with an average of 2.5 activities, compared to 2.9 in 2021-22. However, this reflects a reduction in the number activities assessed this year\* (from 6 to 5) rather than a decline in usage of individual activities. In fact, **all measured activities increased in usage** in 2022-23.

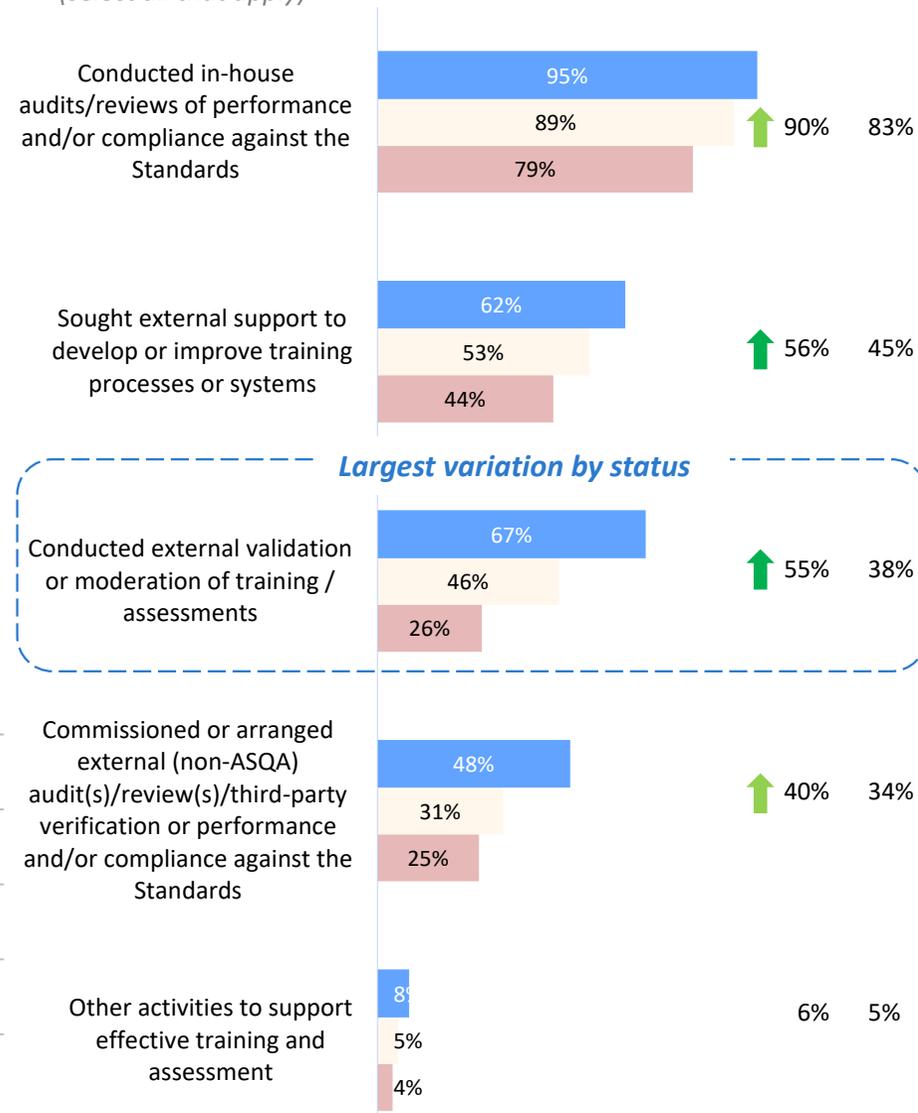
- The **most substantial increases** were recorded for **conducting external validation or moderation of training/assessments** (55% up from 38% in 2021-22) and seeking external support to develop or improve training processes or systems (56%, up from 45%).
- The **most common activity remained conducting in-house audits / reviews of performance and/or compliance against the Standards** (90%).

## Organisation's status in implementing self-assurance to support effective training and assessment delivery...

	%		N		Average number of activities	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Fully implemented / advanced	59%	48%	740	625	2.9	3.4
Partially implemented activities	30%	36%	378	459	2.2	2.7
Developing / commenced planning	11%	15%	134	185	1.75	1.95
TOTAL	100%	100%	1,252	1,291	2.5	2.9

## Activities undertaken as part of effective training and assessment delivery by status: (select all that apply)

Overall % undertaken:  
2022-23 2021-22



\* In 2021-22, providers had 6 activities to select. In 2022-23, there were 5, which led to the reduction in the average number of activities selected.

# Quality outcomes and achievement

Quality improvement through self-assurance

The share of providers that considered themselves to be at an advanced or fully implemented status in implementing quality outcomes and achievement **increased substantially from 43% in 2021-22 to 54% in 2022-23.**

Providers undertook an average of 2.7 of the 5 measured quality outcomes and achievement activities in 2022-23, increasing slightly from 2.4 in 2021-22.

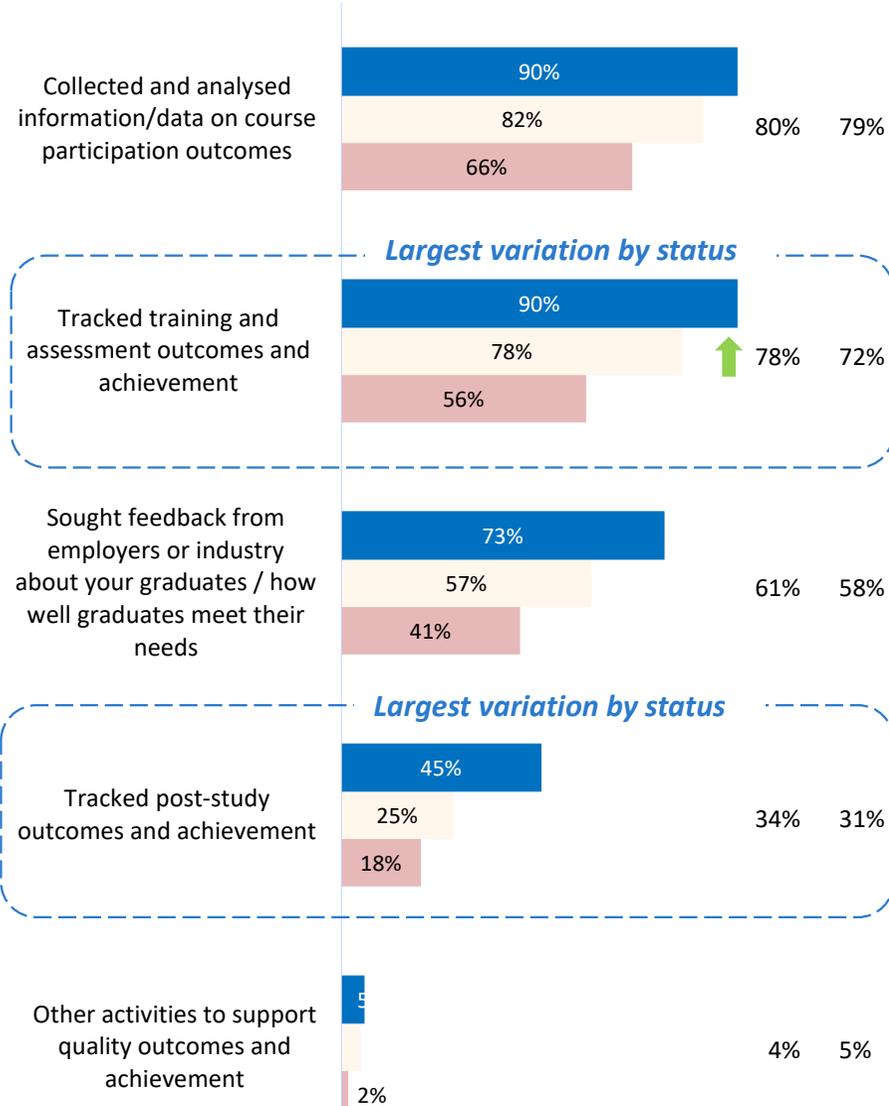
- The most common activity undertaken by providers in 2022-23 remained **collecting and analysing information / data on course participation outcomes** (80%).
- Usage of the **majority of activities increased slightly**, with the most notable increase in **tracking training and assessment outcomes and achievement** (78%, up from 72% in 2021-22).

## Organisation's status in implementing self-assurance to support quality outcomes and achievement...

	%		N		Average number of activities	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Fully implemented / advanced	54%	43%	662	554	3.2	3.1
Partially implemented activities	35%	36%	421	465	2.5	2.5
Developing / commenced planning	11%	17%	134	215	1.8	1.7
TOTAL	100%	100%	1,217	1,293	2.7	2.4

## Activities undertaken as part of quality outcomes and achievements by status: (select all that apply)

Overall % undertaken:  
2022-23 2021-22



# Industry and community engagement

Quality improvement through self-assurance

The proportion of providers that considered themselves to be at an advanced or fully implemented status in implementing industry and community engagement increased moderately from 45% in 2021-22 to 52% in 2022-23.

Providers undertook an average of 3.1 out of 6 of the industry and community engagement activities measured in the survey, slightly more than 2021-22 (2.9).

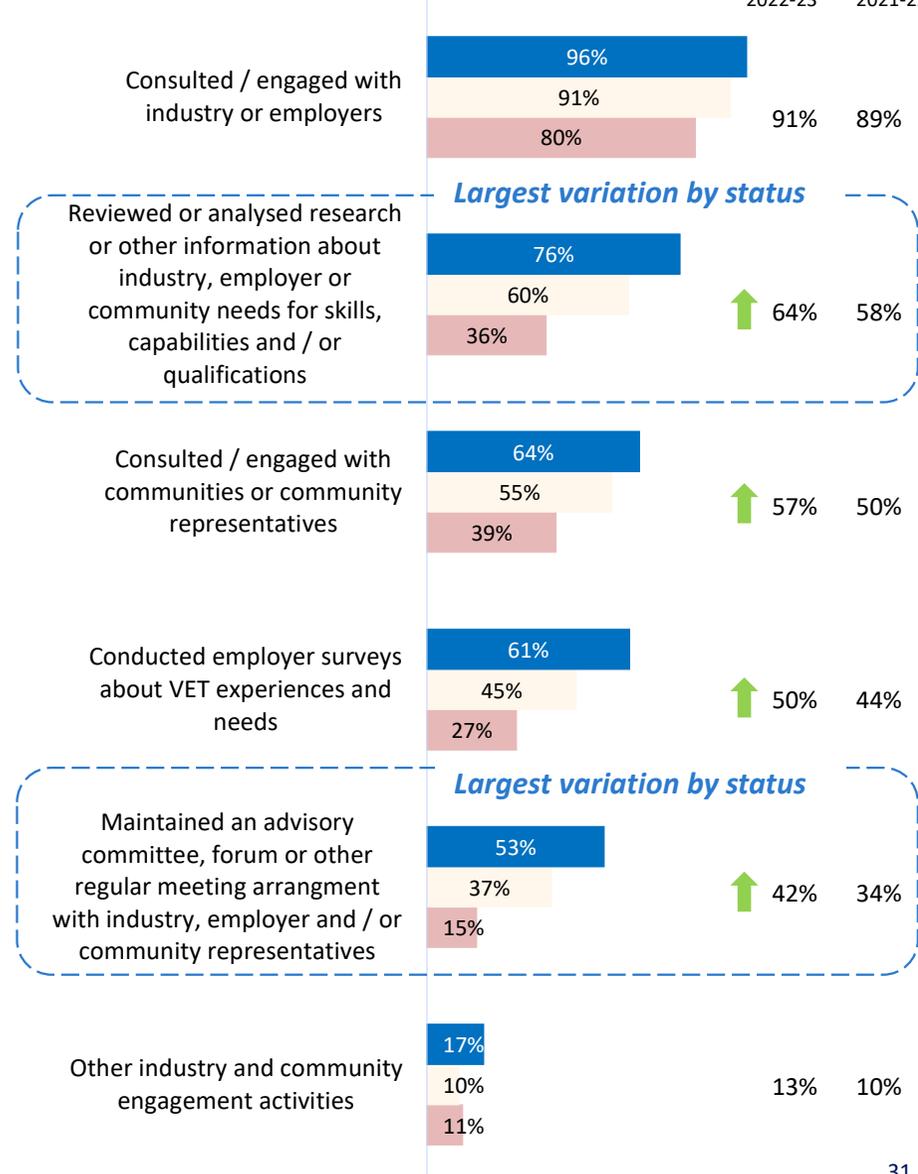
- The most common activity in this area remained consulting and engaging with industry or employers (91%).
- Providers were more likely to undertake all measured activities in this area, compared to last year. The most notable increase in individual activities undertaken occurred in maintaining an advisory committee, forum or other regular meeting arrangement with industry, employer and / or community representatives (42%, up 8% from 2021-22).

## Organisation's status in implementing self-assurance to support industry and community engagement...

	%		N		Average number of activities	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
Fully implemented / advanced	52%	45%	661	581	3.8	3.6
Partially implemented activities	35%	36%	439	473	3.0	2.7
Developing / commenced planning	13%	18%	168	127	2.1	2.0
TOTAL	100%	100%	1,303	1,305	3.1	2.9

## Activities undertaken as part of industry and community engagement by status: (select all that apply)

Overall % undertaken:  
2022-23 2021-22

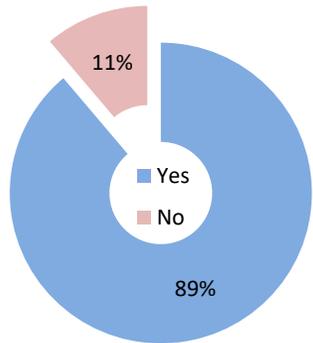


# Use of resources

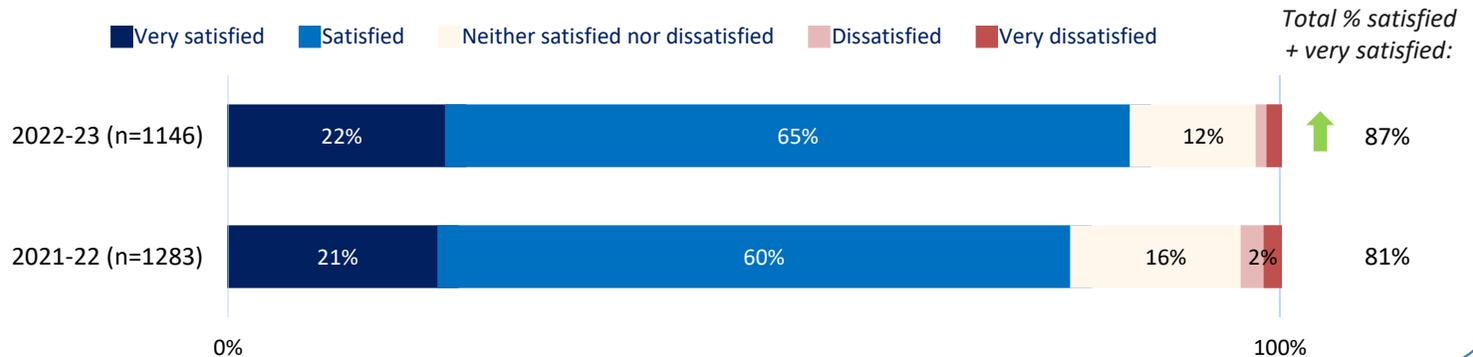
Quality improvement through self-assurance

**89% of providers had used ASQA education and information products** to support their compliance, self-assurance and continuous improvement in 2022-23. Overall **satisfaction with the quality of ASQA's education and information was positive (87%) and improved compared to 2021-22 (81%)**. Certain cohorts rated the quality of ASQA's education and information more highly, as seen in the table below.

*Did you use ASQA education and information products to support your compliance, self-assurance and continuous improvement in 2022-23?*  
(n=1,290)



*Overall, how satisfied are you with the quality of ASQA's education and information?*



# Use of resources (cont.)

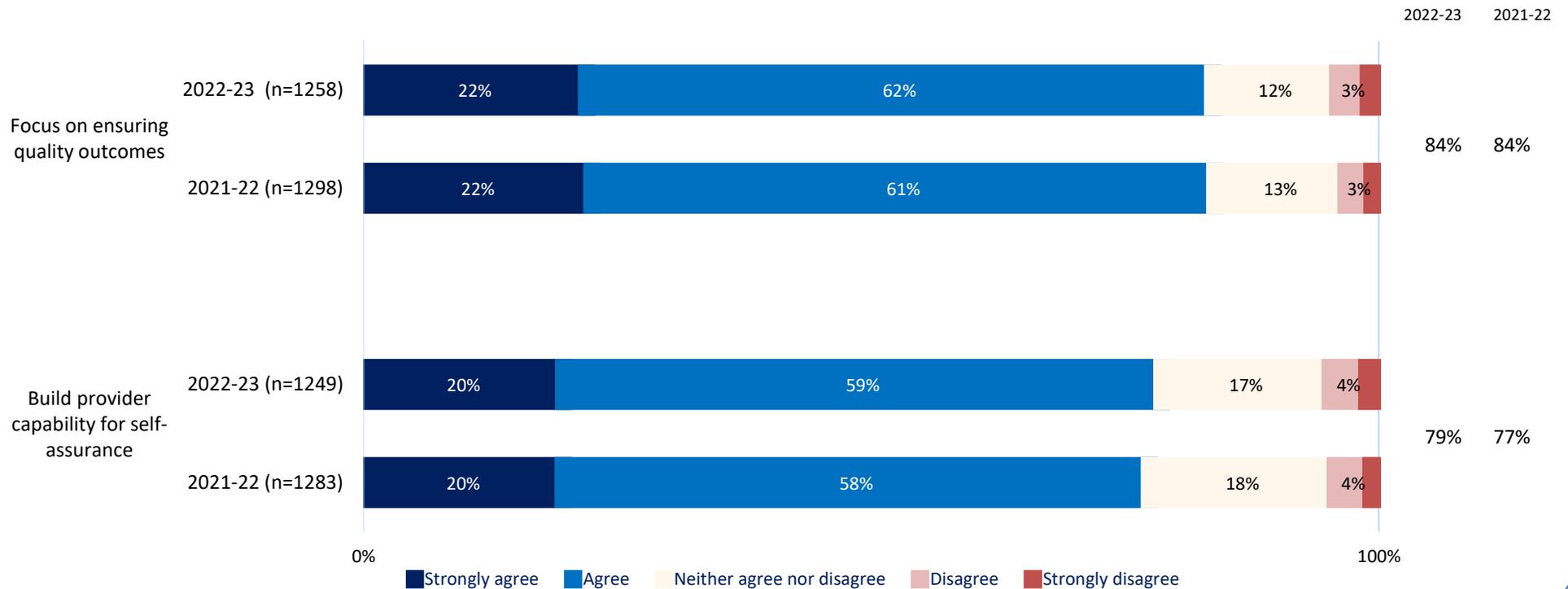
Quality improvement through self-assurance



Providers were also asked to provide the extent to which they agreed with two statements regarding ASQA’s regulatory resources (including education, monitoring and enforcement). There was generally high agreement with both these statements: 84% agreed **that ASQA’s regulatory resources focus on ensuring quality outcomes** and 79% agreed **that the resources build provider capability for self-assurance** (79%).

*To what extent do you agree with the following statements:  
ASQA’s regulatory resources (including education, monitoring, enforcement)...*

Total % agree + strongly agree:



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**Provider suggestions for  
improvement and areas  
ASQA is considered to be  
performing well**

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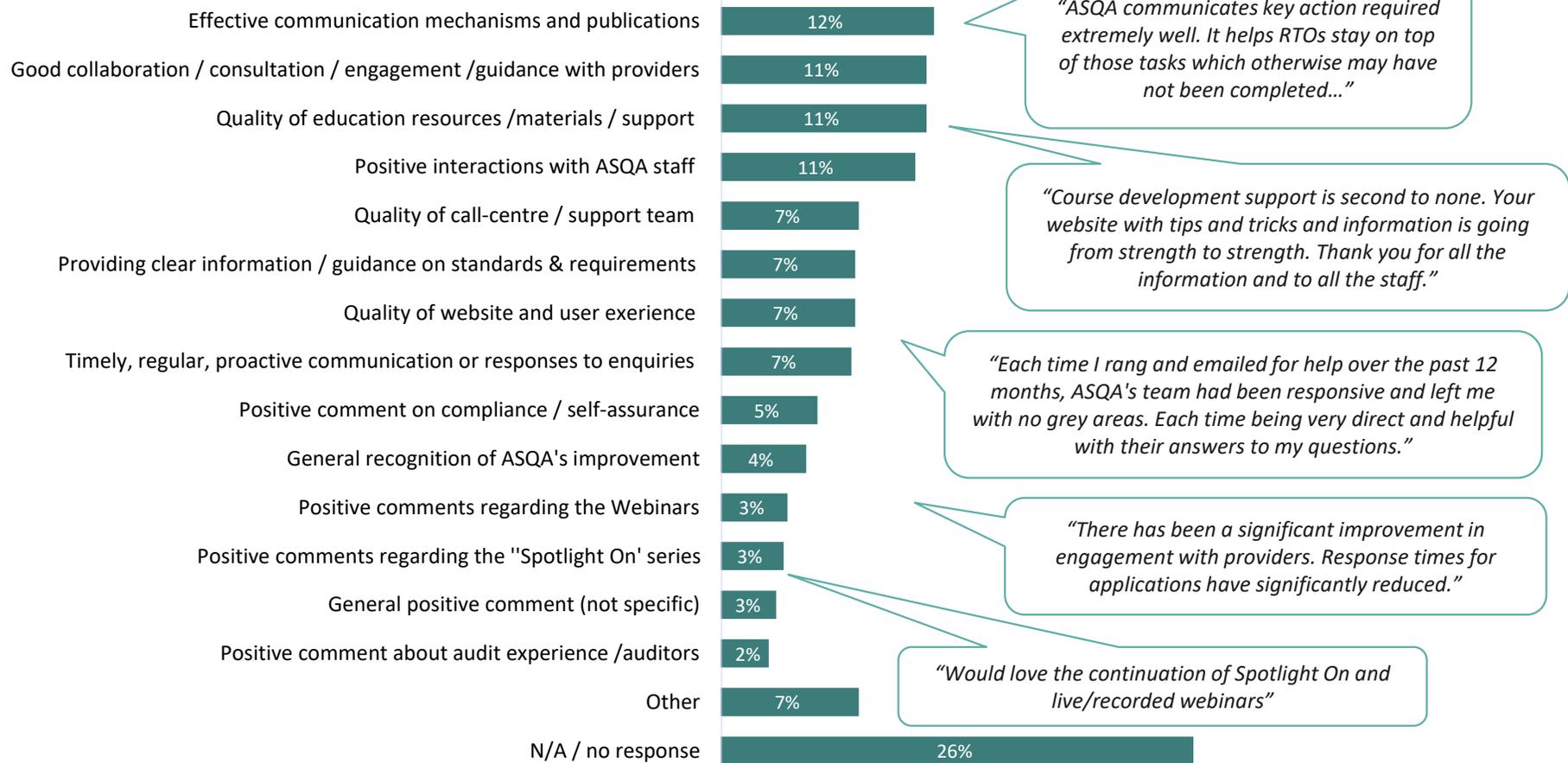
# Areas that ASQA is performing well in

## Open feedback about ASQA

Providers and course owners were also asked to provide an open-ended comment on what areas ASQA is performing well in. There was more variety in responses this year compared to last year, with 14 key themes identified. Four of these were identified by just over 10% of respondents **'Effective communication mechanisms and publications'** (12%), **'good collaboration / consultation / engagement / guidance with providers and course owners'** (11%), **'quality of education resources and support'** (11%), and **'positive interactions with ASQA staff'** (11%).



**If there are any areas in which you think ASQA is performing particularly well, please provide some examples below... (n=469)**



# Areas that ASQA is performing well in

Open feedback about ASQA



## Effective communication mechanisms and publications (12%)

*“ASQA has made significant improvements in their communication strategies, particularly in their monthly newsletter, over the past three years. The newsletters provide useful, easy-to-read, and relevant information that effectively engages and keeps me informed...”*

*“The published annual regulatory risk focus is very helpful and the cornerstone of our approach to building annual our internal audit program.”*

*“I think ASQA have done a good job of communicating expectations and have a range of resources that are easy to access, navigate and understand. that add value to RTOs and the wider VET sector.”*

*“ASQA newsletters are reliable frequent and almost always contain information of importance and interest. ASQA is great at reminding us of important upcoming deadlines, whether we are already aware of them or not.”*



## Good collaboration / consultation / engagement / guidance with providers (11%)

*“I appreciate the constructive and supportive approach that is being conveyed by ASQA..”*

*“...we have a good working relationship with ASQA & wish to feed industry needs back to ASQA to enable ASQA to modify course materials to industry needs.”*

*“I appreciate ASQA's goal to support providers to work towards continuous improvement where the provider is aiming to deliver quality training and assessment...”*

*“Consultative and collaborative approach with the intent to improve quality performance of providers.”*

*“Speakers attend conferences and forums we attend and invite constructive feedback.”*



## Quality of education materials / support (11%)

*“ASQA's regulatory tools and practices support your organisation to self-assure and continuously improve its business practices.”*

*“ASQA certainly has improved in providing more educational support to providers. I found the Youtube series and panel discussions are very useful.”*

*“ASQA has really done well to explain and provide RTO's with compliance guidance on the website via items such as the launch of our Spotlight On series, Guidance resource on trainer supervision, such items make it much easier for RTO's to understand what needs to be put in place and how to be compliant.”*

*“The education resources and self-assurance approach are very positive and encourage RTOs to be more accountable in managing the quality of their operations in addition to training and assessment.”*

# Areas that ASQA is performing well in

Open feedback about ASQA



## Positive interactions with ASQA staff (11%)

*"The Auditor assigned to us was extremely helpful and provided positivity and support throughout the whole process."*

*"The ASQA personnel that I have liaised with have all been professional and helpful."*

*"ASQA staff are very helpful and understanding when I contact them for any reason. In particular, they have provided clear support when it comes to asqanet, are extremely patient and will access asqanet with me and lead me through the steps when I am uncertain. I see there is much more mutual respect and understanding."*

*"I like the staff attitude and friendly nature when we contact them."*

*"When you do speak with people at ASQA they are very approachable and where they can they provide good information to assist making good decisions."*



## Quality of call-centre / support teams (7%)

*"Great help over the phone. Things change regularly and being able to call up and check is excellent. The quality of the responses has also significantly improved over the last few years."*

*"You phone help is astoundingly good. You never wait long, the people on the phone are always knowledgeable and able to provide excellent feedback."*



## Timely / regular / proactive communication or responses (7%)

*"You are open to suggestions and respond to queries promptly. Very polite, clear, respectful and patient to ensure we get our queries responded to and addressed."*

*"ASQA always respond in a timely manner which is appreciated..."*

*"Timely update on PRISM and ASQA site with whole of lot of information is a good way of informing or sharing the updates with the RTO providers."*



## Quality of website and user experience (7%)

*"Website design is very well and easy for us to navigate all the needed information. The information on website is always up-to-dated and comprehensive."*

*"The access to information online is wonderful. I appreciate the RTO obligation Checklist and the ease of all the online forms and processes..."*



## Providing clear information / guidance on Standards and requirements (7%)

*"Having the standards greatly assist RTOs on what needs to be done and to what standard."*

*"ASQA's initiative for providing information and webinars about various topics helps to understand regulatory requirements."*

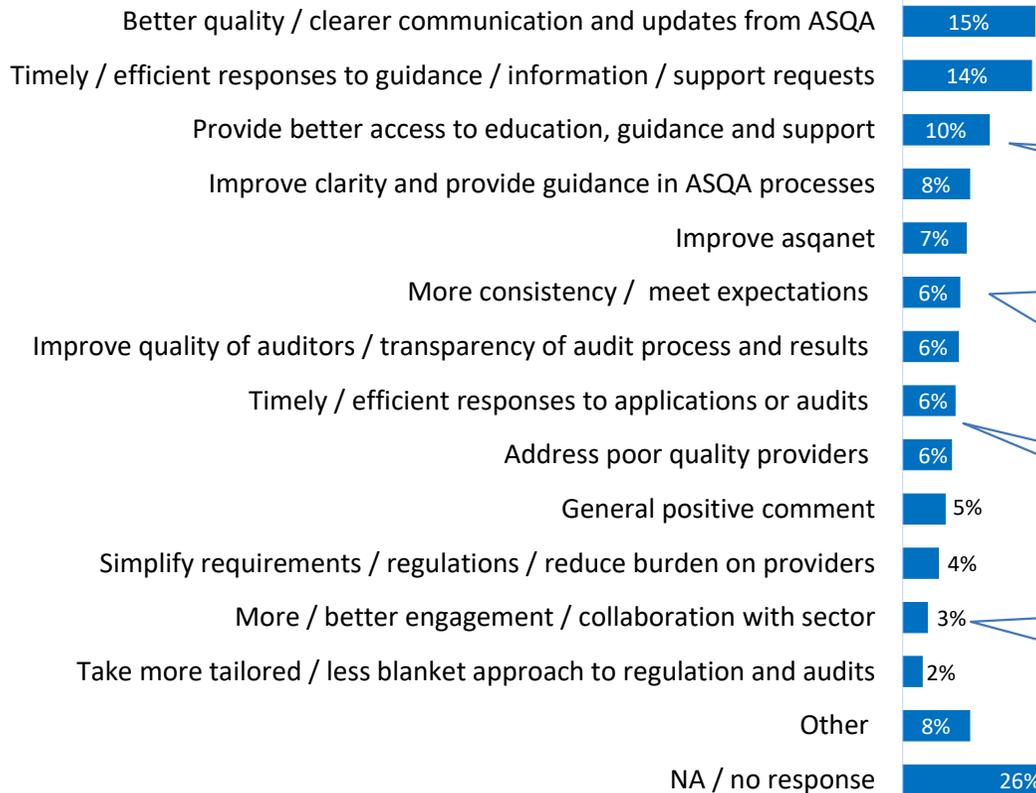
# Areas for improvement

## Open feedback about ASQA

Providers and course owners were asked to provide an open-ended comment about how ASQA could improve its performance. The majority of suggestions were similar to those provided in 2021-22. The **most common suggestion related to 'better quality or clearer communication and updates from ASQA'** (15%) and the **'timeliness / efficiency of responses to guidance, information, or support requests'** (14%).



*If you have any suggestions for how ASQA could improve its performance, please briefly describe them below... (n=545)*



*"We do not always receive responses to emails sent to ASQA ... timely feedback from the regulator enhances the relationship and we view it as invaluable in developing/maintaining our self assurance practices."*

*"More free and frequent webinars/videos would be great. Specifically on areas of risk to assist RTOs in these areas."*

*"A set of standard templates (as a minimum expectation from ASQA) that RTOs can embellish if required, against each auditable standard. This would provide consistency across the VET sector with RTOs not left wondering if their documents are of high enough standard/quality."*

*"I think it would be beneficial to enhance the time frames and improve communication during the waiting period for a result like an addition to scope."*

*"ASQA should strengthen its collaboration with industry stakeholders, training providers, and other regulatory bodies. By actively engaging in dialogue and seeking input from these groups, ASQA can gain valuable insights into the sector's needs, challenges, and emerging trends, leading to more informed decision-making."*

# Areas for improvement

Open feedback about ASQA



## Better quality / clearer communication with providers from ASQA staff (15%)

*“When RTO's put in applications to add to their scope there should be better communication about how the application is going from the team at ASQA.... We need to have a better system in place for communication, on applications being processed through ASQA.”*

*“It would be an advantage if there were auditors available to discuss compliance suggestions, or support provided throughout the year to better support RTOs making quality decisions.”*

*“Provide clear answers to questions. Better support RTO's who are looking to continuously improve and be able to think creatively.”*

*“Better communication when enquiring about applications in progress, answering questions in timely manner. Responding to emails, and having a path to contact a staff member rather than having to go through ASQA connect when trying to seek clarification on a question that has been asked by ASQA.”*



## Timely / efficient responses to guidance / information / support requests (via phone or email) (14%)

*“Provide timely and thoughtful responses to requests for information and guidance.”*

*“We have experienced that ASQA timeframes for responding to emails or applications submitted on ASQANET is very slow and it can cause a lot of delay for provider's business operations.”*

*“ASQA timeframes for accessing applications like material change, addition to scope etc. is very slow. I think ASQA should improve on its timeframes on providing outcomes and also emailing back to providers.”*

*“Have an improved system for responding to customer queries. Responses to email queries take a long time to receive a response. Phone calls are quicker but often a response is needed in writing.”*

*“Proactively provide additional support through webinars, best practice, specific examples, tools and templates.”*



## Provide educative support (10%)

*“The Q&A opportunities could be conducted more often or even have a RTO helpline for questions on what to do about new packages.”*

*“Provide more training, templates, forms and procedures aligning with the regulatory requirements and standards to help providers in their quality delivery and self assurance.”*

*“Hold more seminars or webinars again. They were very helpful and informative.”*

*“ASQA should conduct more regular informative webinars. Also, ASQA's certain instructions should be clear rather than open ended.”*

*“Provide more support to training providers: ASQA could provide more support to individual training providers directly, such as by providing guidance on how to comply with the Standards, and by offering training and development opportunities for staff. This would help to ensure that we are able to provide high-quality training that meets the needs of students.”*

# Areas for improvement

Open feedback about ASQA



## Improve clarity and provide guidance in ASQA processes (8%)

*“ASQA could assist RTOs by providing templates for developing/maintaining policies/procedures for RTO compliance.”*

*“More templates and resources around validation and moderation of training products would be great.”*



## Improve ASQAnet (7%)

*“I feel the ASQAnet portal could be improved, particularly in terms of applications to add new training products to scope and remove products from scope.”*

*“The ASQANET portal would benefit from an update in terms of interface and useability.”*



## More consistency / meet expectations (6%)

*“Would like to see more consistency between auditors when conducting audits.”*

*“Continue forward with transparency and clear/consistent information to all RTO’s.”*

*“Having a department that allows for RTO's to get feedback on training and assessment documentation would be helpful. There are large differences between the assessment tools from one provider to another for the same units of competence.”*



## Timely / efficient responses to applications or audits (6%)

*“Applications take too long to be processed and there is no feedback on expected approval timelines. This makes business planning challenging.”*

*“Being able to provide an indication on application to add to scope and how long it will take to process. Provide the RTO with some type of timeline.”*



## Address poor quality providers (6%)

*“Taking swift action on those providers who are reported for non-compliance.”*

*“Establishing a system to identify institutions that fail to deliver effective training and assessment activities is crucial for the sector.”*



## Simplify requirements / regulations / reduce burden on providers (4%)

*“Dramatically reduce the documentation requirements new course applications.”*

*“ASQA should strive for efficiency and effectiveness in its regulatory processes. This could involve simplifying and streamlining compliance requirements, reducing administrative burdens on providers without compromising quality assurance, and improving the clarity and accessibility of regulatory guidelines.”*

# Communications – Areas ASQA is performing well

Open feedback about ASQA

As indicated above providers and course owners identified aspects of communication as both a strength and an area for improvement for ASQA. The next two slides unpack these results to explain which aspects were rated most and least positively.

Many respondents who gave **positive comments around ASQA’s effective communication mechanisms and publications** cited the **quality, informativeness and utility of the contents of disseminated communications** as being the key factor in assisting professional development, maintaining awareness of latest issues and aiding best practice within the business. Some respondents also indicated that **disseminated communications helps providers manage their compliance and regulatory requirements** through notifying changes in regulatory focus areas, helping maintain standards of quality and educating about what the requirements are. A few respondents also thought that communications **promoted their self-assurance**.



## High quality, useful & informative disseminated communications

*“ASQA’s newsletters and topics covered are most welcome.”*

*“The ASQA Newsletter is great. A lot of important information is included and has become a part of our trainers’ professional development.”*

*“Information provided, recent FAQs have been much improved.”*

*“Good education materials, webinars and information dissemination.”*

*“ASQA’s monthly newsletters remind RTO’s of their areas of focus at various times of the year, in particular regarding annual compliance measures with links to the latest updates, this is very useful.”*



## Communications help manage compliance / regulatory requirements

*“ASQA’s insights, updates and sessions are helpful for RTOs in keeping up with regulatory requirements.”*

*“ASQA is providing good information about various risks to VET and educating RTOs about compliance requirements”*

*“Information received about regulatory changes and ASQA newsletters have also been a good source of information.”*

*“I feel for the most part, the services and guidance provided by ASQA are definitely satisfactory in assisting our RTO to keep a high standard and comply with modern educational requirements/standards.”*



## Communications and resources promote self-assurance

*“Ongoing communication with, and education of providers and willingness to work on self assurance practices.”*

*The regular newsletters are always informative and a good reminder of the resources that are available to assist providers to ensure ongoing compliance, self-assurance and best practice.*

*“The monthly updates is quite helpful and informative. It assists to plan of upcoming projects that I need to conduct to ensure self-regulation and compliance.”*

*“ASQA email reminder information and emailed newsletters are important for RTO compliance.”*

# Communication - Areas for improvement

## Open feedback about ASQA

Some respondents indicated that it would be **helpful to have access to designated case managers or ASQA experts** to help deal with enquiries concerning complex or specialised topics, as the general knowledge held by ASQA call centre representatives was often not sufficient to resolve a provider's enquiry or issue. Some respondents also wanted clearer and **more timely communications around the development of new courses and changes to existing ones**, so that it does not impact preparations to teach those units, courses and qualifications. Further to this, a few respondents also mentioned that ASQA could **improve the timeliness of communications and frequency and clarity of updates around applications in progress**.



### Having access to an ASQA representative or case manager

*"It would also be helpful if we were allocated a case manager who we could consult with any queries rather than a generic number."*

*"Provide contact details for a dedicated case manager or team of staff that providers can call upon for tailored assistance and enquiries. The call centre is far too generic and often cannot assist with complex enquiries."*

*"Have ASQA experts that RTO's can call or email contact to ask questions about regulatory requirements and compliance requirements and how best to meet them."*

*"ASQA is still a 'black box' without a case management approach or a real-life person to contact should we need help."*

*"Could do with meeting ASQA representative to discuss any issues."*



### Improving communications around unit, course & qualification transitions

*"Greater clarity in how courses are developed and changed. For example, superseding units of competency that make up a qualification without updating the qualification or providing any information when the qualification may be updated."*

*"It would be great if the transition of qualifications was able to be done with more clarity and certainty."*

*"Unit transition deadlines: specifically, HLTINF006, when introduced, had a very short deadline for introduction (approx. 3 months) and then was extended a few days before that deadline by a further 3 months. These kind of timelines are almost impossible to respond to. More foresight and planning to set these deadlines would be appreciated, as the unit changes in this case were not as minor as the communications suggested."*



### Improve communications around applications in progress

*"Better communication when enquiring about applications in progress, answering questions in timely manner."*

*"I would like ASQA to send out providers who are waiting on information about renewals (or other applications relating to registration) a regular update."*

*"Notifications/advice from ASQA regarding the extension of products. TGA notification is sometimes the only advice we are aware of, and the timing is far too late. On one occasion we were notified of an extension the day after the transitioning product was removed from scope."*

*"Process extension to scope applications more quickly and confirm that the RTO is delivery ready. It is unfair to RTO's that do the right thing when there are RTOs that are not delivery ready with a new qualification on their scope, market it and start taking enrolments."*

This project was conducted in accordance with the international quality standard ISO 20252, the international information security standard ISO 27001, as well as the Australian Privacy Principles contained in the Privacy Act 1988 (Cth).