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# Surveys of RTOs and Stakeholder Perceptions of Performance 2020

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**October 2020**



Prepared by Research Solutions  
Contact: Nicky Munro  
E-mail: [nicky@researchsolutions.com.au](mailto:nicky@researchsolutions.com.au)  
Phone: 9225 7772

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## 1.0 EXECUTIVE SUMMARY

The Training Accreditation Council (TAC) surveys its registered training organisations (RTOs) and stakeholders biennially. These surveys provide TAC with an understanding of how it is perceived to perform its functions and seeks feedback to help shape its regulatory services and enhance its interactions and communications with RTOs and stakeholders.

TAC appointed Research Solutions to conduct its 2020 RTO and stakeholder perceptions survey. The 2020 questionnaires for RTOs and stakeholders are similar to the 2018 questionnaires providing a good opportunity for comparison to the 2018 results and where possible to the 2016 results.

A total of 160 RTOs or 75% of the RTOs contacted completed the online survey and all 22 of the key stakeholders were contacted by telephone and completed the stakeholder survey. This has provided a census of results for stakeholders in 2020 which is excellent, however, comparisons to 2018 need to be read with care as a larger list of stakeholders was provided in 2018 and only 42% completed the online survey.

In 2020, the stakeholder survey moved from online to telephone to ensure that as many stakeholders as possible completed the survey. This has proved to be a much more successful means of engaging with this important group for TAC and we recommend that this approach is used in future studies.

The 2020 questionnaire is fairly long and hence, the opportunity to provide feedback on why questions were rated in a particular way has been made optional and restricted those people who rated TAC as poor or very poor. Making the question optional has reduced the burden on respondents as there were over 50 possible questions where respondents may be asked to explain their rating.

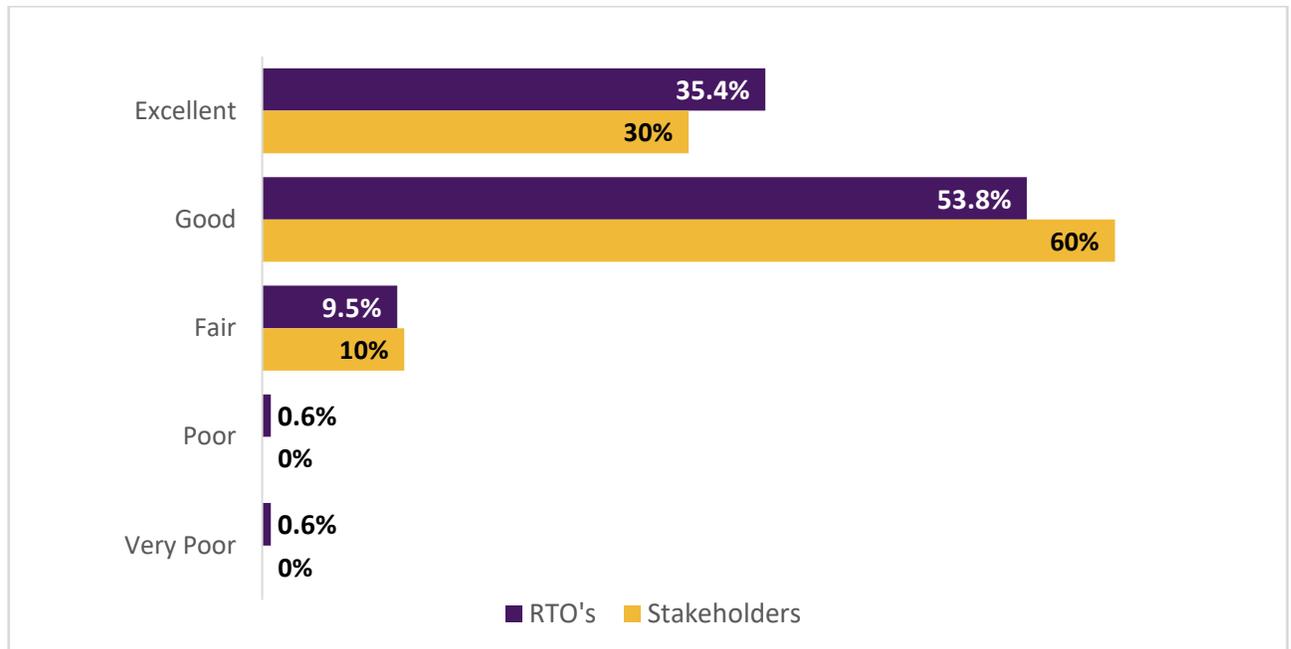
In 2020 few RTOs or stakeholders rated TAC's performance as poor and any comments which are made in this report are generally the comments of one or two respondents and not reflective of RTOs and Stakeholders generally. These comments are given as constructive criticism and should not detract from the extremely positive results in this report.

In addition to some fine tuning of the ease of use of the RTO portal, the opportunity for TAC to improve its satisfaction ratings is by improving its ratings scores from good (6 and 7/10) to excellent (8-10/10). It is pleasing to see that this has started to happen in some areas this year.

The scores for RTOs have been reported to one decimal place; however, the scores for stakeholders have been reported to whole numbers due to the total number of key stakeholders of 22.

## 1.1. Perceptions of TAC

Overall perceptions of TAC by both RTOs and stakeholders were positive with 89.2% of RTOs and 90% of stakeholders rating TAC as good or excellent as shown in the figure below.



Q.2 Please rate TAC's performance overall as a regulator. (RTOs n=158, don't know n=2; Stakeholders n=20, don't know n=2)

The results are similar to 2018 and for RTOs are similar to 2016.

The areas of highest performance as seen by RTOs were:

- Promotes and encourages continuous improvement of RTOs 89.2%
- Provides timely and quality advice to my organisation on its regulatory activities 87.5%
- Is transparent in its regulatory decisions and activities 85.7%

The ratings received by TAC from RTOs were very positive with 80% or more of RTOs rating TAC either as good or excellent for each aspect. Further, 30% or more of RTOs rated TAC as excellent in all but one of the areas measured. The performance of TAC in 2020 appears to have increased compared to 2018; however, the increase is not quite large enough for any of the measures to register a statistically significant increase. The results now are very similar to 2016, with the *providing of timely and quality advice to my organisation on its regulatory activities* now returning to the high levels of 2016.

Stakeholders identified the areas of strength for TAC to be:

- Being open to hearing concerns about the quality of VET 89%
- Promoting and encouraging continuous improvement of RTOs 87%
- Being transparent in its regulatory activities 84%

This year, the wording of these statements has changed a little following the focus of the study on key stakeholders. In a similar manner to the results from the RTOs, the results from key stakeholders range from 68% good or excellent to 89% good or excellent.

Providing timely, quality advice about the VET sector to the stakeholder's organisation appears to show a statistically significant increase from 59% in 2018 to 80% in 2020.

Very few RTOs or stakeholders rated TAC's performance poor or very poor in this area.

## 1.2. TAC communication

TAC communication was rated in terms of:

- The TAC website and TAC Updates / TAC's Special Bulletins; and
- TAC communication by e-mail or telephone.

### 1.2.1 TAC website and TAC Updates / TAC's Special Bulletins

Over 80% of RTOs and key stakeholders rated the TAC website and TAC Updates and TAC's Special Bulletins highly at over 80% good or excellent in all areas measured except RTOs navigation of the website rated at 78.2% good or excellent and accurate information rated at 78% key stakeholders.

The results for both RTOs and key stakeholders are similar to the 2018 results with stakeholders showing an improvement in the helpfulness of the information, though the accuracy of the information appears to have declined somewhat for stakeholders.

The strengths of TAC's communication were:

- Timeliness of information
- Helpfulness of information
- Information on a wide range of issues.

RTOs made suggestions for improving the ease of navigation of the website.

### 1.2.2 Communications with TAC by e-mail or telephone

Both RTO and key stakeholder communication with TAC overall was considered excellent or good by almost all stakeholders (93.1%) and (95%) respectively. In comparison to 2018, RTO perceptions of the overall experience of communicating with TAC by e-mail and or telephone has improved from 82.1% in 2018 to 93.1% in 2020 and this is mirrored by TAC's stakeholders who have increased their rating of the overall experience as excellent from 38% in 2018 to 67% in 2020.

Key stakeholders have doubled their rating of excellence of TAC communication in three areas:

- Helpfulness increased from 46% of stakeholders rating TAC as helpful in 2018 to 62% in 2020
- The efficiency of response increased from 25% excellent in 2018 to 48% excellent in 2020
- Sufficient contact details provided to enable me to contact TAC increased from 29% excellent in 2018 to 67% excellent in 2020.

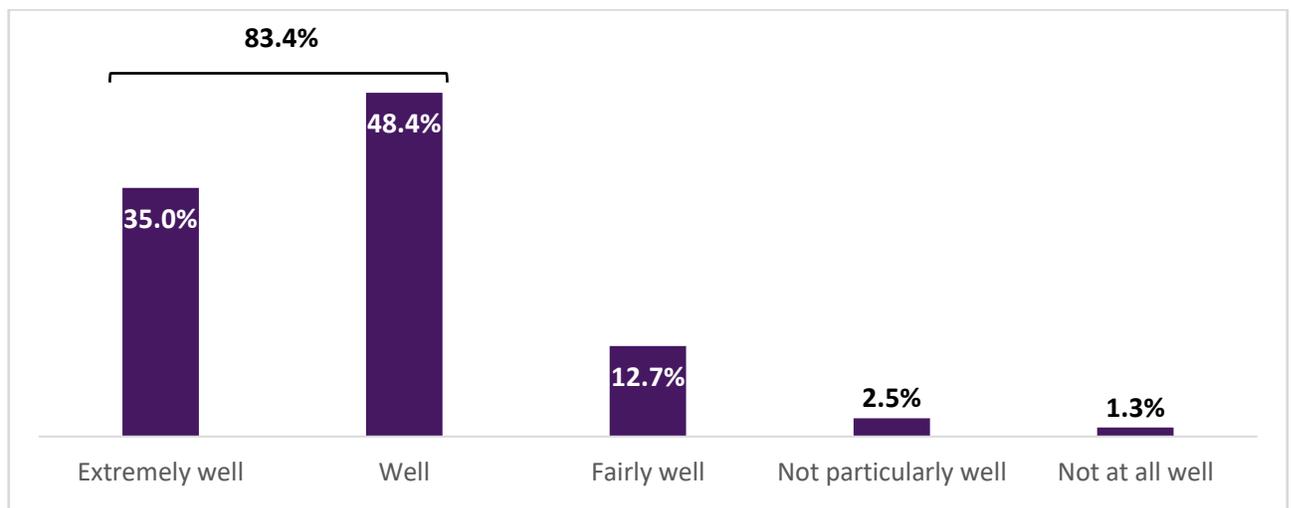
The strength of e-mail and telephone communication was felt to be:

- Respecting the confidentiality of the organisation and privacy of individuals involved
- Impartial
- Courteous.

All scores for communication with TAC by e-mail and telephone for RTOs and key stakeholders ranged between 85% good and excellent to 95% good and excellent.

### 1.2.3 The TAC service model

The TAC service model continues to be perceived to work well and the results are almost identical to 2018.



Q8. How well do you feel that TAC's service model works? (n=157; don't know n=3)

## 1.3. Lodging an application

In all, 40.5% of RTOs surveyed said that they had lodged an application with TAC during the past 12 months. This is significantly lower than in 2018, possibly due to the lockdown between March and June as a result of COVID-19.

### 1.3.1 The application process

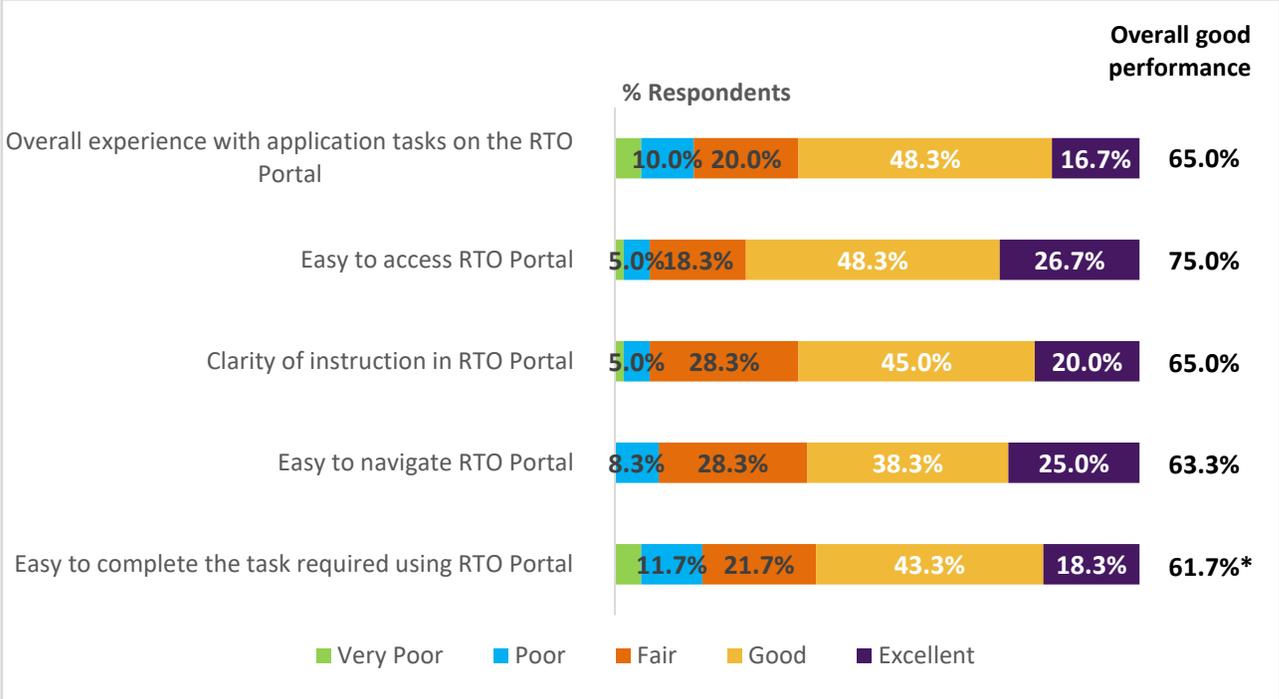
The results are strong for the overall experience in lodging an application (89.9% good or excellent) and for the availability of follow-up assistance, the time taken on the application and the helpfulness of the information on the TAC website. These results are similar to 2018 with less than 10% of respondents rated their application experience as poor or very poor.

### 1.3.2 The RTO portal for submission of applications

The rating of the RTO portal for submission of applications is a little lower than in other areas with ratings ranging between 61.7% for ease of completion through to 75.0% for ease of access to the RTO portal.

The overall experience with application tasks on the RTO portal has declined significantly from 87.7% in 2018 to 65.0% in 2020. There may be multiple reasons for the decline in the overall experience as many of the ratings appear to decline, for example, ease of navigating the RTO portal and ease of completing the tasks required using the portal; however, the sample size of people with experience on the RTO portal is small and this difference is not statistically significant. A wide range of reasons were given for the portal’s rating in 2020 and these are discussed in section 5.2 and listed in appendix 3.

**Your experience with the RTO Portal re applications**



Q12. Please rate your experience with the RTO Portal based on the application/s that you have submitted to TAC. (n=60; don’t know n=3).

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

Clearly, there continue to be some issues with the RTO portal with 15.0% of RTOs rating the overall experience as poor or very poor and 16.7% of RTOs rating the ease of completing the task required using the portal as poor or very poor.

Larger RTOs were twice as likely to rate the portal as poor or very poor compared to RTOs generally.

**1.3.3 The RTO portal for registration-related tasks**

Just under two-thirds of RTOs had accessed the RTO portal for registration-related tasks during the last 12 months. The results were fairly similar to submitting applications via the portal with almost 70% of RTOs reporting their experience with registration tasks on the portal as good or excellent.

The rating of the portal ranged from ease of completing a task (64.1% good or excellent) to ease of access to the RTO portal (69.9% good or excellent). Less than 10% of respondents gave poor or very poor ratings, many referring to their comments concerning lodging applications on the RTO portal.

## 1.4. Audits

Just under half of the RTOs surveyed (48.1%) said that they had participated in an audit in the past 12 months. Most of these audits were site audits (37.5%) and one in five were desk audits (21.9%). Note some organisations had both desk and site audits.

The audits were perceived to be a worthwhile experience by 80.5% of RTO respondents and the audit added value to the organisation through:

- Having an external person look at processes and procedures gives another perspective and the auditor provides improvement opportunities
- Validation that the RTO practices and tools were the required standard
- Providing clarity in “grey” areas and in updating training packages and continuous improvement
- A new report format allows auditors to offer opportunities for improvement. The feedback from the audit gave suggestions and tools that can be used in the RTO
- Clarification of all aspects of third-party agreements
- With minor non-compliances, auditors take time to explain the reason for the non-compliance and made sure the RTO knows how to rectify the issue.

### 1.4.1 Desk audits

The overall experience with the TAC desk audit was good, with 88.6% of RTOs rating the TAC desk audit as good or excellent. The ratings for the various aspects of the TAC desk audit varied between 88.6% and 91.4% good or excellent. Perceptions of the desk audit in 2020 compared to 2018 are similar, however, there has been an overall decline in the clarity and conciseness of the information provided on the process and on the timelines following the desk audit from 98.0% in 2018 to 88.6% in 2020.

### 1.4.2 Site audits

Overall 86.7% of RTOs rated the site audit as good or excellent and the ratings for all aspects of the site audit ranged from 86.7% for providing clear information in the audit report through to 95% for providing information about the audit purpose and process, information provided on the scope of the site audit and providing sufficient information about the audit at the entry meeting.

The 2020 results appear to show slight increase when compared with the results for 2018, though only one aspect improved statistically significantly which was the willingness to discuss the audit findings at the time of the audit, which improved from 80.6% good or excellent in 2018 to 93.3% good or excellent in 2020.

The results for both site audits and the desk audits are excellent and are reflected in the comments at the beginning of this section.

### 1.4.3 Experience with the TAC audit team during the site audit

The experiences with the TAC audit team during the site audit were very positive with all aspects of the site audit team measured receiving a positive response of between by 93.1% for constructiveness to 96.7% for being organised. The results are very similar to 2018.

## 1.5. TAC's education program

TAC provides a range of educational opportunities to support compliance with the standards for the RTOs which includes a range of strategies and published materials. During the 12 months between 1st July 2019 and the 30th June 2020 just over half (51.3%) of RTOs surveyed and two of the key stakeholders attended a TAC education workshop or in the case of stakeholders had TAC present to their organisation.

Overall the experience of attending a TAC education workshop was rated as good or excellent by 95.1% of RTOs surveyed and all aspects of the workshop were rated as 95% good or excellent or better, which is an outstanding result.

Of the two stakeholders who attended the TAC workshop, both felt the information received was current, useful, easy to understand and the staff presenting were knowledgeable.

TAC provides recordings and support material at its educational workshops on its website. In the past 12 months, 58.8% of RTOs had accessed recordings and/or support materials from a workshop on the TAC website. Over 95.0% of respondents who had accessed the education workshop materials on the TAC website rated them as good or excellent both in terms of overall experience and in terms of the helpfulness of the information.

The survey indicated that 45.0% of RTOs utilised TAC information and data about its activities. How this information was used included:

- To inform our internal monitoring program and internal quality assurance processors
- The information is used to guide extra compliance checks in areas TAC has identified as trouble areas throughout our industry
- We use this data when reviewing our business strategies
- The Regulatory Strategy is very helpful as are the follow-up reports for areas that are relevant to my RTO.

Just under 45% of stakeholders say that they access and utilise this information and data to assist their organisation. Uses include:

- To see if there is anything relevant we need to comply with
- To check if industry and RTOs are on the same page
- To forward to our stakeholders and schools
- As a background for briefing notes
- To be aware of the standards and regulations
- In dealing with complaints
- To inform internal policies.

## 1.6. Regulating the VET sector

The TAC Regulatory Strategy 2019-2021 was developed in consultation with stakeholders who rated their experience in providing input into the development of the strategy as almost universally good with 90% of stakeholders rating the experience as good or excellent in each area. Respecting the confidentiality of the organisation and the privacy of individuals was particularly highly rated as excellent by 45% of stakeholders.

The majority of RTOs were aware of TAC's Regulatory Strategy 2019-2021 (88.7%) but only 28.3% felt familiar with the content.

Stakeholders were invited to nominate three main issues of concern specific to their industry sector as topics for future regulatory support. The main areas of concern expressed, in order of priority were:

- Thoroughness, regularity and consistency of compliance
- That RTOs are current and understand their requirements to deliver training
- The quality of delivery and assessment
- Qualifications and skill-screening
- Third-party arrangements
- Consultation and industry engagement.

To assist TAC in identifying priorities and focus areas for future regulatory support, RTOs identified a wide range of key areas the main areas of focus are:

- Training and assessor's currency and continuous education
- Consistency between auditors
- Maintaining compliance and providing information on common non-compliances
- The availability of suitably qualified trainers
- Following COVID-19, supporting private RTOs operating in the market where TAFE has strong Government funding and heavy marketing
- Managing RTOs who are not covering the units of competency / reducing course durations to a minimum
- Lack of clarity and consistency between courses on the volume of learning and training hours required for competency.

When asked about specific courses which stakeholders had concerns with, five specific courses were identified by one respondent each. These are detailed in section 16.0 Training Products of Most Concern.

## 1.7. Conclusions

The results of the RTO and stakeholder surveys continue to record high levels of satisfaction in all areas, although ratings of the RTO portal are a little lower than other areas. This year, there are no differences between regional responses and those for the metropolitan area as in 2018.

TAC's performance as a regulator has shown an upward trend in satisfaction, though this has yet to be statistically significant other than for stakeholders who now *perceive the provision of timely and quality advice about the VET sector* to have improved significantly in comparison to 2018.

TAC's performance in terms of communication from both RTOs and stakeholders, now show scores of 80% or greater, for good and excellent in all areas which is to be congratulated.

From a management perspective, we recommend that TAC now focus on improving its scores from predominantly good to predominantly excellent on each issue, thereby moving the scores up the scale from good to achieve a higher proportion of RTOs and stakeholders rating TAC's performance as excellent.

Going forward, the RTO portal should be an area of focus. Overall experience with the portal for application tasks has declined significantly amongst RTOs since 2018 and the ratings for registration related tasks reflect fairly similar results. Whilst few respondents rate their experience as poor or very poor (less than 10% of RTOs rate it as poor or very poor except for ease of completing the task) one-quarter of RTOs rate their experience as fair identifying room for improvement.

Experience with TAC audits, both desk audits and site audits, is rated highly by RTOs showing an upward trend in comparison to 2018, with willingness to discuss the audit findings at time of audit improving significantly to 93.3% good or excellent in 2020.

Attendance at TAC workshops by RTOs and key stakeholders is moderate and given the excellent ratings which attendees give TAC on all aspects of the workshops, we suggest there is benefit in encouraging more wide-spread attendance.

Stakeholders rated their experience in providing input into the development of the TAC Regulatory Strategy 2019-2021 as almost universally good and awareness of the Regulatory Strategy was high amongst RTOs, though only around a quarter of RTOs are familiar with the content which suggests that encouraging readership and providing the Regulatory Strategy in forms which are easier to digest could be considered.

Overall, the results are excellent and as a regulatory authority TAC should be applauded for the high level of results it has achieved.

## 2.0 INTRODUCTION

The Training Accreditation Council (TAC) registers training organisations and accredits courses in the Vocational Education and Training (VET) sector in Western Australia. In August 2020, TAC surveyed Registered Training Organisations (RTOs) and its key stakeholders. The combined surveys form part of its commitment to communicate effectively with stakeholders and gather appropriate information to help shape its regulatory services and enhance its interactions and communications.

TAC uses the survey information to inform its review and continuous improvement processes and to track its progress. The surveys also provide an opportunity for TAC to communicate with its RTOs and stakeholders, seek their feedback and use this information to make improvements as the result of their suggestions, thereby creating a closer relationship.

TAC appointed Research Solutions to conduct its 2020 RTO and stakeholder perceptions survey. The surveys were sent to 197 RTOs in Western Australia. Each one was sent a link to an online survey designed to ascertain their perceptions of TAC's performance over the past 12 months. Just under half of the organisation received two links, one to the Legally Responsible Person of the RTO and a second to the Registration Contract. In total 305 invitations were sent to RTOs.

A telephone survey was also conducted of TAC's major stakeholders comprising government, industry, employer and professional associations. These stakeholders have regular contact with TAC and all 22 were interviewed by telephone.

Many of the questions require the respondent to rate the performance of TAC on key measures and where a rating of poor or very poor was given, the respondent was asked to explain the reasons for their rating. This imposed a significant burden on respondents as there were over 50 possible questions where respondents may be asked for an explanation of their rating, hence this question was made optional over the last two biennial studies. The impact of this additional questioning was that in a report where the ratings, particularly from RTOs, are very positive, the comments are generally rather negative and focus on the improvements which can be made, making the report appear more negative than it is.

The results of the surveys are detailed in the following pages of this report.

## 3.0 METHODOLOGY

The study was conducted as follows, with more detail on the method provided in the Appendix 1 – Technical Appendix.

### 3.1. The questionnaire

The questionnaire used in 2020 was very similar to the questionnaire used in 2018 to be able to compare the performance of TAC over time. This year some of the questions were asked in a different order and some have been updated to reflect TAC's current way of operating. TAC reviewed the questionnaires and approved them before the questionnaires were programmed.

The RTO questionnaire was programmed into Web Survey Creator, an Australian online software package which is compliant with the Privacy Act 2014. TAC e-mailed each of its RTOs and stakeholders in advance informing them of the importance of the survey, Research Solutions' appointment to undertake the survey, and asking them to complete the survey.

### 3.2. Data collection

TAC provided Research Solutions with a contact list for the Legally Responsible Person and Registration Contact for each RTO and all stakeholder contact details. There were 197 RTOs on the contact list and representatives from 147 different RTOs completed the survey; this represents a response from 75% of the RTOs which is a notable result.

#### RTOs

Of the 305 contact details provided on the list for the 197 RTOs:

- 1 had had no contact with TAC in the past 12 months
- 6 declined to complete the survey as they felt that the survey had been completed by other people within their organisation
- A total of 160 responses were received from 147 RTOs representing a response rate of 52.6% individuals.

#### Stakeholders

Of the 22 stakeholders provided by TAC

- All stakeholders completed the telephone survey.

TAC sent an e-mail to each RTO and stakeholder, containing the outcomes of the 2018 survey and with a request to participate in the 2020 survey. An invitation with a unique hyperlink and two reminder e-mails were sent to the RTO contacts. The survey was open between on 11<sup>th</sup> August 2020 and 3<sup>rd</sup> September 2020.

Where e-mail addresses bounced back, or the survey was blocked by the RTO, TAC assisted where possible by seeking an alternative e-mail address or sending the link to the RTOs themselves.

### 3.3. Data analysis

The rating scales used in the survey were generally five-point unipolar scales with ratings from excellent to very poor. The results are provided for the top two positive results as in previous surveys, which are the good and excellent ratings, and based on the people able to answer the question i.e. excluding those who said don't know or not applicable. The results are as given by the respondents. No attempt has been made to assign weightings to the results.

A census of stakeholders was undertaken with 22 people, and hence results are reliable and representative of the stakeholder population.

### 3.4. Profile of the RTO sample

Note: The sample size for each of these charts is 160 respondents

Figure 1: Location

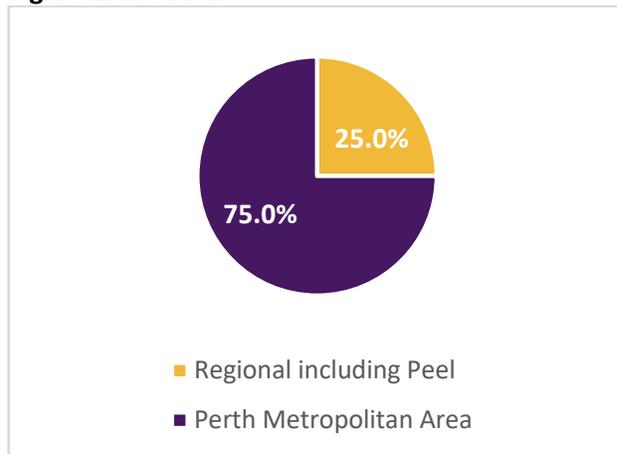


Figure 2: Length of time in business

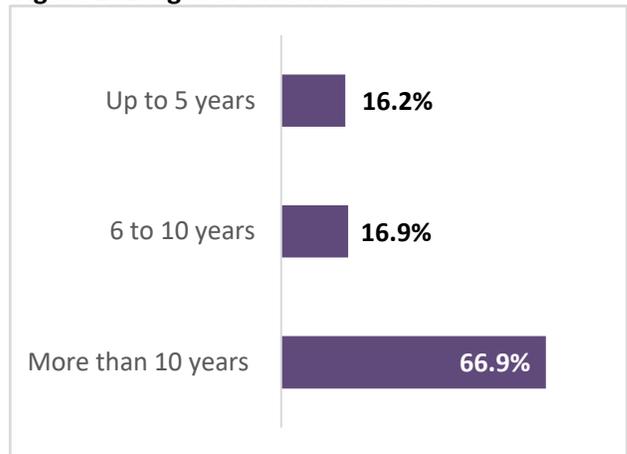


Figure 3: Number of employees

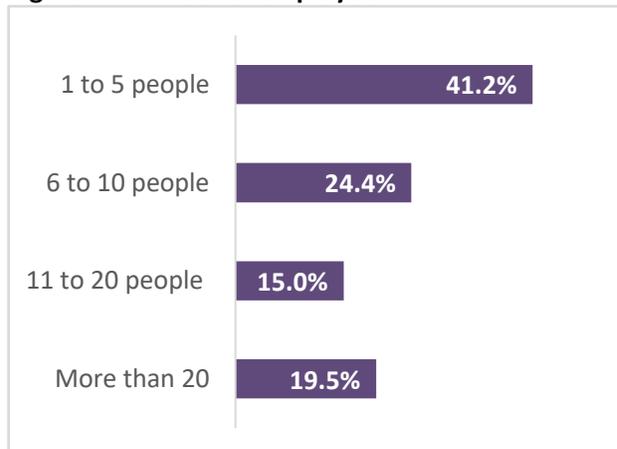
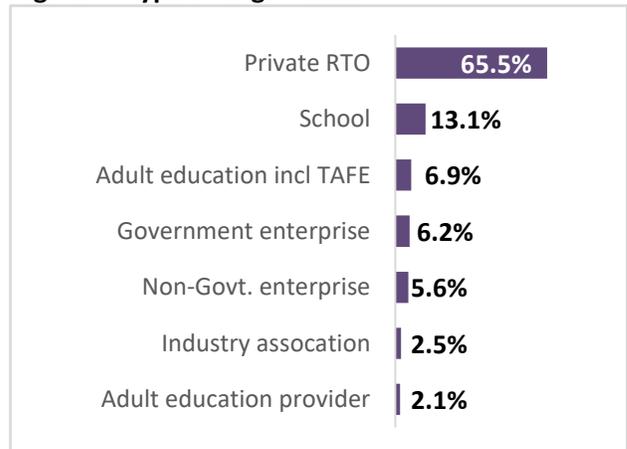


Figure 4: Type of Organisation

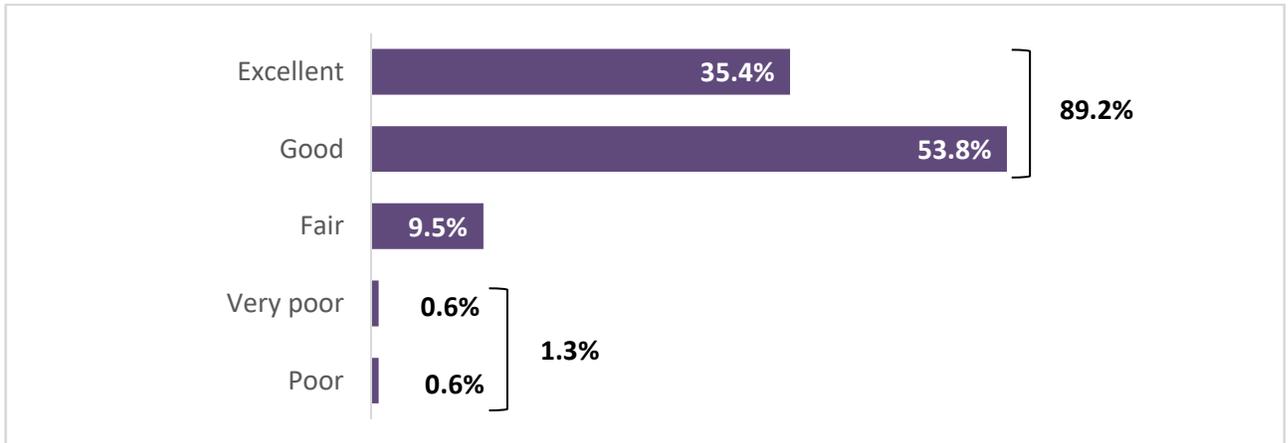


# REGISTERED TRAINING ORGANISATIONS (RTO)

## 4.0 PERCEPTIONS OF TAC

Overall perceptions of TAC continue to be very positive with 89.2% of respondents rating TAC as good or excellent. Only 1.3% of respondents rated TAC as poor. Both of these results are similar to 2018 and 2016.

**Figure 6: Overall perceptions of TAC**

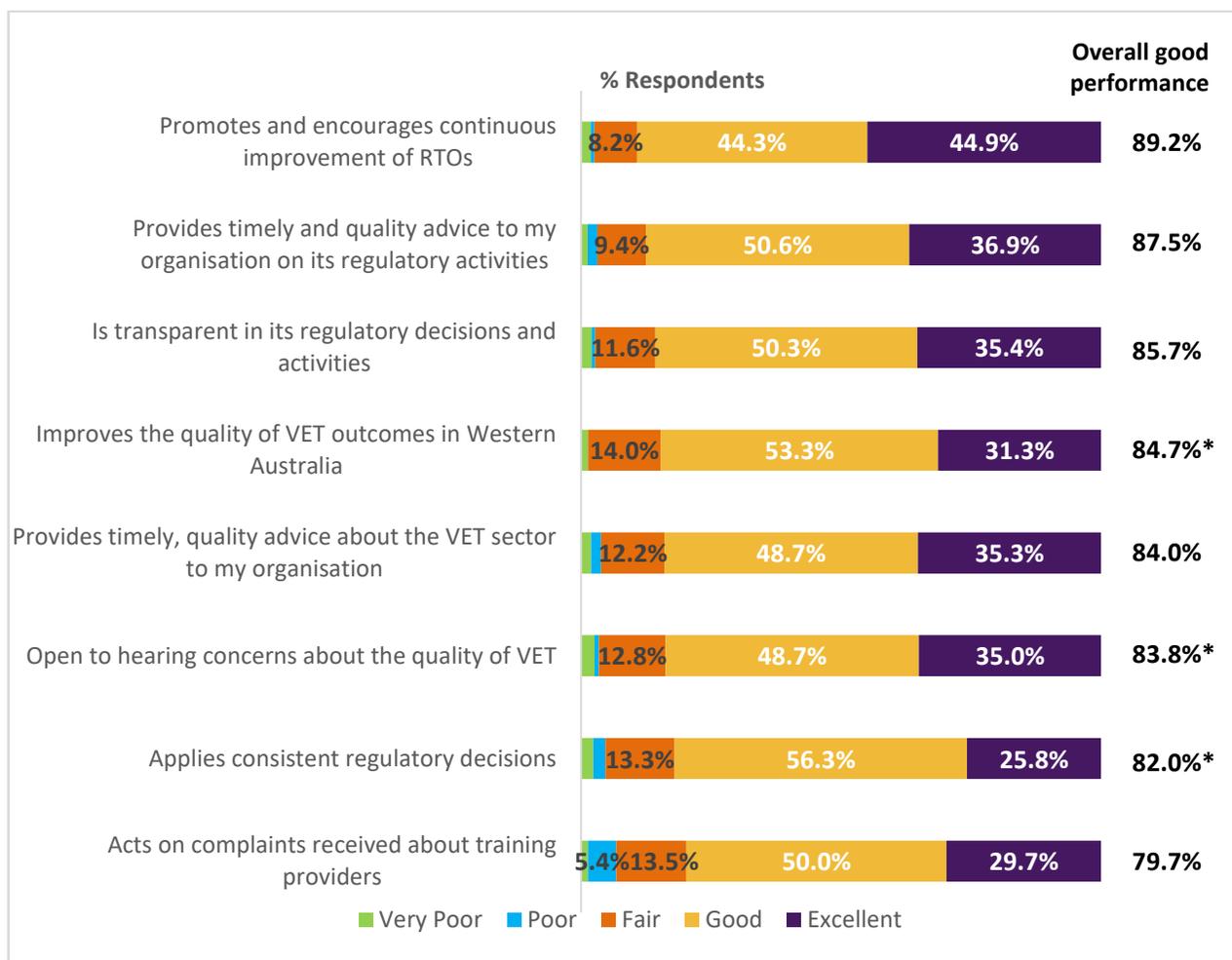


*Q.2 Please rate TAC's performance overall as a regulator. (n=158, don't know n=2)*

Perceptions of TAC's performance were similar regardless of location. Metropolitan-based RTOs were equally likely to rate TAC's performance highly as were regional RTOs (an improvement for regional RTOs on 2018) and neither size of business or length of time in business impacted upon RTOs perceptions of TAC's performance.

Respondents who gave good or excellent ratings were not asked for their reasons for doing so and only two RTOs rated TAC as poor or very poor and made in relation to their audit experience and their comments are recorded in Appendix 3 (Q2, Page 84).

**Figure 7: Rating on TAC’s performance**



Q2. Please rate TAC’s performance overall and then in each of the following areas... (n=79-160; don’t know n=0-86)

\*Note 1: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

Note 2: “Acts on complaints received about training providers” was only answered by about half of the RTO responding to the survey.

The ratings received by TAC are very positive with 80.0% or more of RTOs rating TAC as either good or excellent for each aspect. Further, 30% or more of RTOs rated TAC as excellent in all but one of the areas measured.

The performance of TAC in 2020 appears to have increased compared to 2018; however, the increase is not quite large enough to register as a statistically significant increase. It should be noted that “providing timely and quality advice to my organisation on its regulatory activities” and “applying consistent regulatory decisions” have both almost reached the threshold of becoming a statistically significant improvement (both need their scores to increase by 1.0% or 2.0% to achieve this objective).

The results are now very similar to the 2016 survey, with providing timely and quality advice to my organisation on its regulatory activities now returning to 2016 levels.

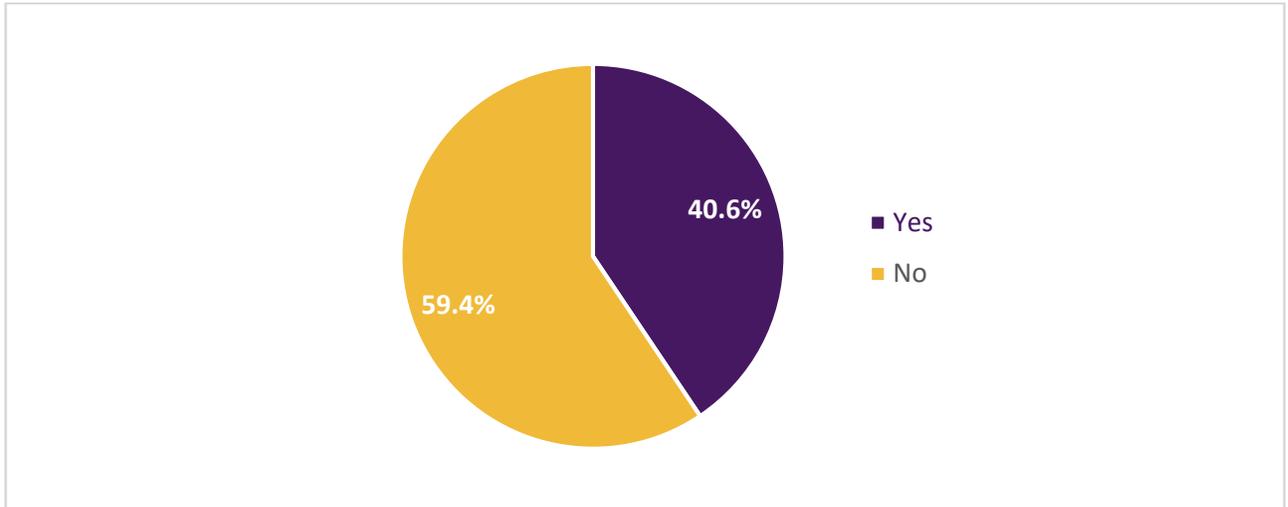
There was no difference in the opinions of RTOs regardless of whether they were based in the metropolitan area or regional areas, the length of time in business, nor the size of business.

Between 1.3% of RTOs and 6.8% of RTOs gave TAC a rating of poor or very poor for its performance in each area. RTOs who gave TAC a poor or very poor score on each measure were asked the reason for the score but as the questionnaire was already quite lengthy, responses to these questions were optional. The comments of the RTOs in relation to these scores are detailed in Appendix 3 (Q2, Pages 84-85).

## 5.0 LODGING AN APPLICATION

In all 40.6% of RTOs surveyed said that they had lodged an application with TAC during the past 12 months. This is significantly lower than in 2018, possibly due to the slow-down between March and June as a result of COVID-19.

**Figure 8: Lodged an application**



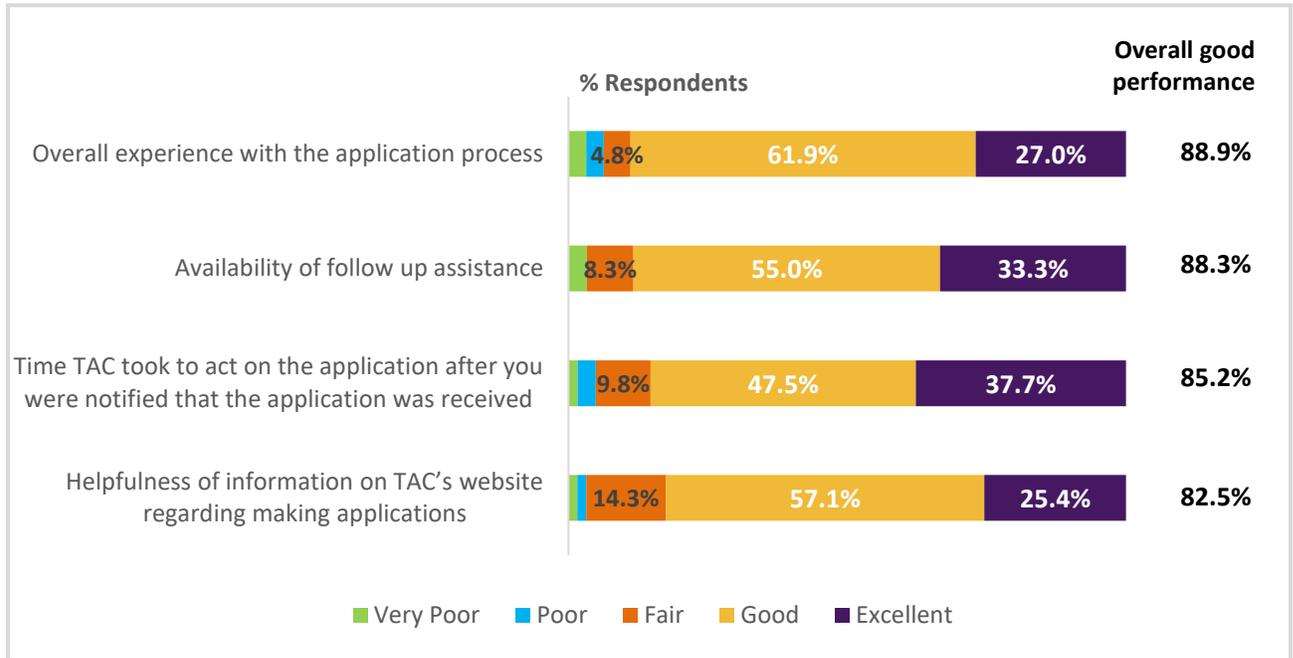
*Q9. Has your organisation lodged an application with TAC during the 12 months since 1 July 2019? (n=155; 5 missing)*

Organisations which had been in business for up to 5-years were far more likely to lodge an application with TAC compared to those who had been in business for 6-years or more. Similarly, organisations with 20 or more employees were twice as likely to have lodged an application with TAC during the past 12 months compared to smaller businesses.

The RTOs experience in lodging an application is shown in **Figure 9**.

## 5.1. The Application Process

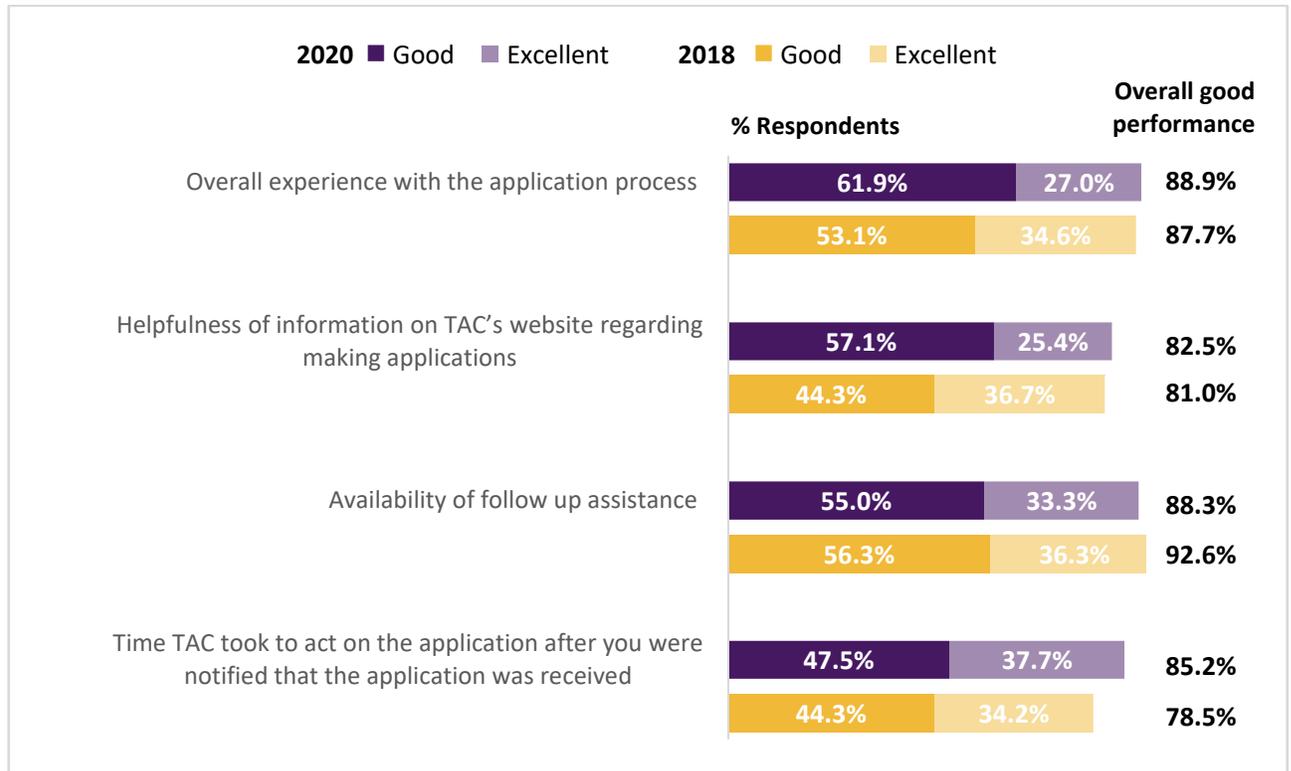
**Figure 9: Experience when lodging an application**



*Q10. Please rate your application experience based on the application/s that you have submitted to TAC? Filtered by those who had lodged an application - sample size variable for these rating scales due to high level of don't know. (Sample size n=30 – 60; Don't know= 3-33 )*

The results are strong for overall experience in lodging the application at 88.9% of RTOs rating TAC's performance as good or excellent as shown in **Figure 9** above. Results are also high for the availability of follow up assistance, the time taken to act on the application, and the helpfulness of information on the TAC's website. These results are similar to 2018 as shown in **Figure 10** following.

**Figure 10: Comparison of 2018 and 2020 experience**



Q9. Has your organisation lodged an application with TAC during the 12 months since 1 July 2019? Filtered by those who had lodged an application - sample size variable for these rating scales due to high level of don't know (2020 n=30 - 60; don't know n= 3- 33)

Q5 Rate your experience based on the applications you have submitted to TAC. (2018 n=77-81, don't know 0-4)

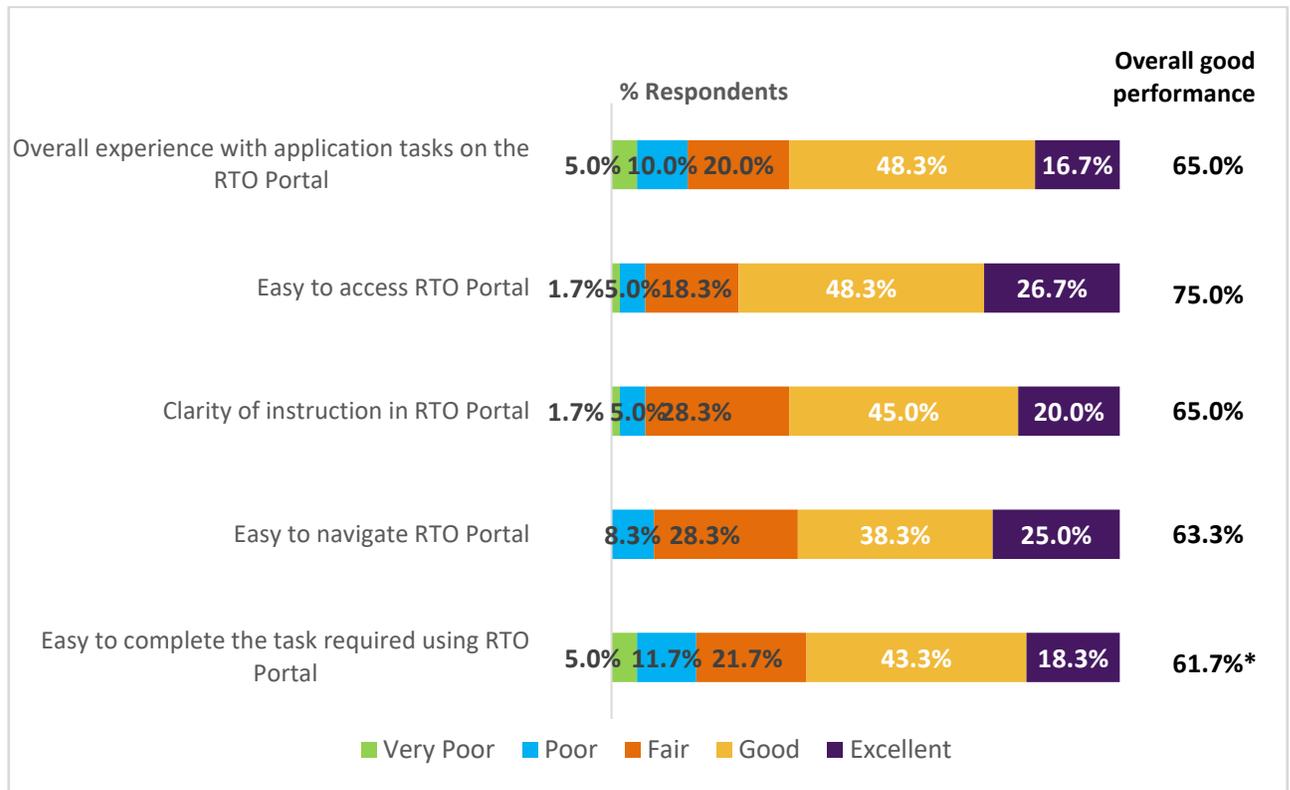
Note this chart just shows the good and excellent scores and each bar is the sum of those scores.

The less than 10% of respondents who gave poor or very poor scores, the reasons for the scores is listed in Appendix 3 (Q10, Page 86).

## 5.2. The RTO Portal– for applications

The RTO rating for the RTO portal for applications is a little lower than in other areas ranging between 61.7% for ease of completion through to 75.0% for ease of access of the RTO portal. The sample size here is small based upon users of the RTO portal and the results are similar to 2018 though the ease of navigating the RTO portal appears to have declined by 10.0%. This is not statistically significant due to the sample size.

**Figure 11: Your experience with the RTO Portal based on submitting an application**

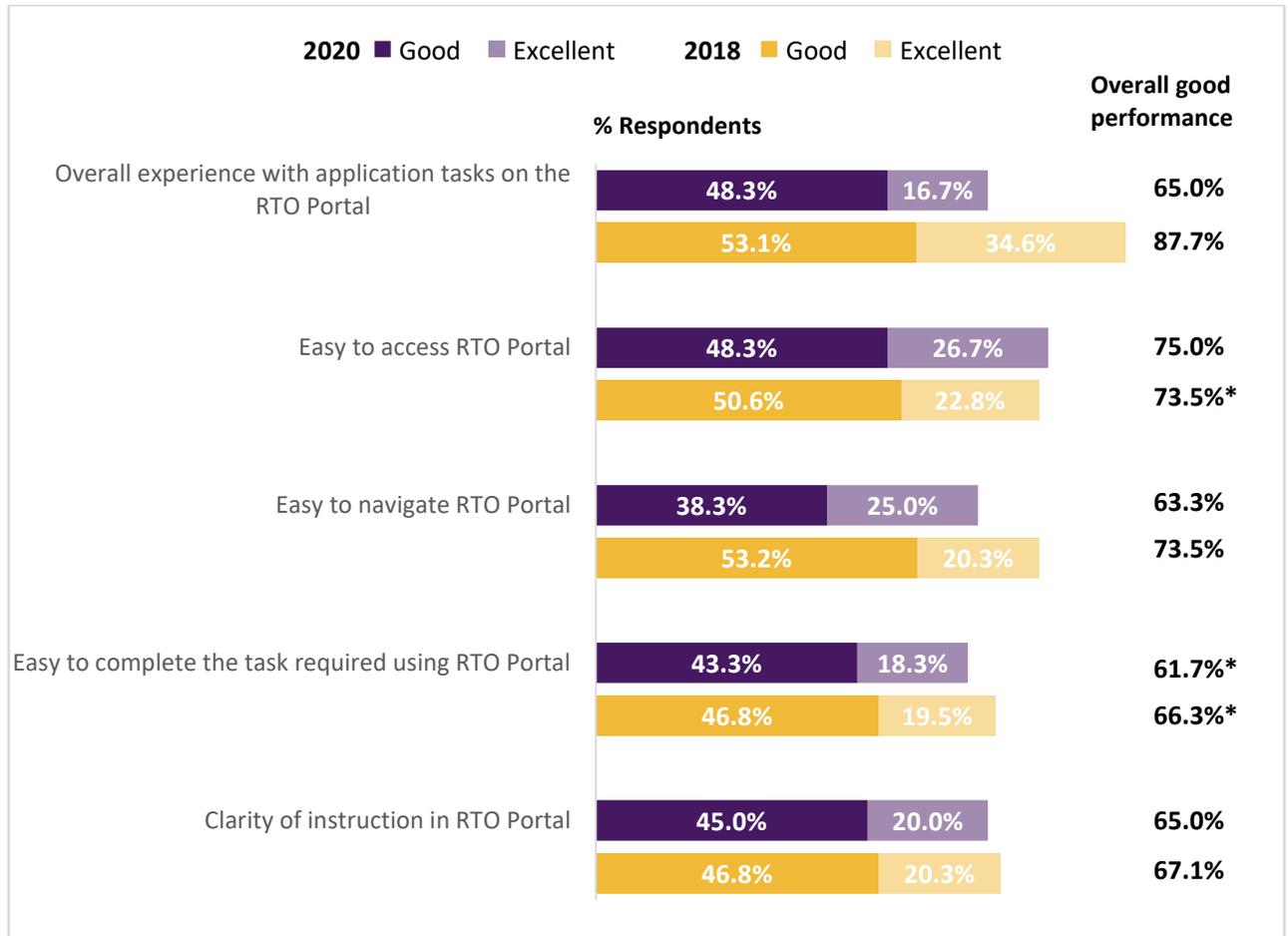


Q12. Please rate your experience with the RTO Portal based on the application/s that you have submitted to TAC. Filtered by those who had lodged an application (n=60; don't know=3)

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

Clearly, there continues to be some issues with the RTO portal with 15.0% of RTOs rating the overall experience as poor or very poor and 16.7% of RTOs rating the ease of completing the task required using the portal as poor or very poor.

**Figure 12: Assistance with the RTO Portal based on applications comparison between 2018 and 2020**



Q12. Please rate your experience with the RTO Portal based on the application/s that you have submitted to TAC. Filtered by those who had lodged an application (2020 n=60; missing n=3)

Q5 Rate your experience based on the applications you have submitted to TAC. Filtered by those who had lodged an application (2018 n=77-81, don't know 0-4)

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

There are no comparative figures for 2016.

A comparison of the results between 2018 and 2020 is shown in **Figure 12** above. The rating of the overall experience with application tasks on the RTO portal has declined significantly from 87.7% in 2018 to 65.0% in 2020. There may be multiple reasons for the decline in the overall experience as many of the ratings appear to decline, e.g. easy to navigate the RTO portal and easy to complete the tasks required using the RTO portal. However, the sample size of people with experience on the RTO portal is small and the difference needs to be larger to be statistically significant.

A review of the reasons why 15.0% of users have given the portal a low rating overall in 2020 are varied and include:

- Access issues
- Compatibility with users' internal systems
- The ability to go back and check previous applications

- Poor functionality including difficulty uploading documentation
- Clarity of instructions
- Poor reporting function
- The time it takes to upload documents on to the portal and an inability to upload multiple documents at once
- The megabyte limit is too small to upload many documents
- No save options to opt-in and out of applications
- Error messages on many of the portal functions, meaning that transactions cannot be completed;
- Not easy to navigate through
- Inability to log out
- The application submitted does not have a reference number that can be used for tracking and therefore unable to easily track the progress or status of the specific application
- Unable to reconcile tax invoices to specific applications
- Third-party submissions cannot be processed through the portal as they are manual e-mail items
- Third-party arrangements are not visible on the RTO portal
- Changes to scope are limited only to changes related to head office delivery sites and contacts – all other changes need to be submitted by e-mail
- Unable to update delivery modes, campus sites.

RTOs based in the metropolitan area (84.8%) were twice as likely to rate the RTO portal as easy to access as those based in the regional areas (42.9%).

Assistance with the RTO portal-based applications showed no statistically significant difference by location, length of time in business or type of business, except that ease of completing the task amongst RTOs who had only been in business for up to 5-years. RTOs who had been in business for less than 5 years rated ease of completing the task very poor or poor (27.8%).

Larger RTOs were more likely to rate the portal as poor or very poor for:

- Overall experience with application tasks (36.8%)
- Ease of access to RTO portal (21.1%)

Issues with RTO portal for the submission of applications included:

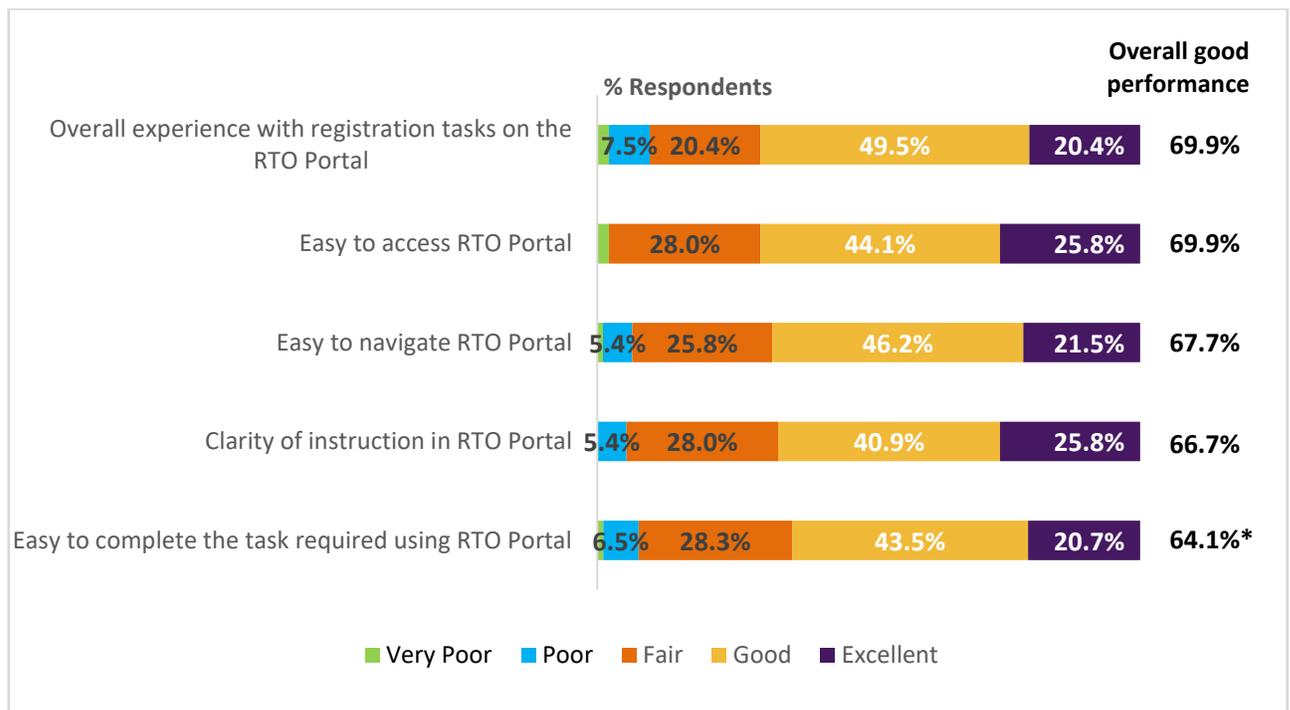
- Ease of access to the RTO portal (6.7%)
  - Issues with passwords because the system draws from Microsoft log-ins which causes major security issues for our internal systems;
  - Frequent error messages so that the actions cannot be completed;
  - When the portal is offline there should be notification of when it is likely to come back online.
- Ease of navigating the RTO portal (8.3%)
  - The portal needs to be set up so it's easier to navigate, the ASQA net is really easy to use compared to the TAC portal;
  - The interface is clunky and not well set out and is often not able to be accessed.

- Ease of completing the task required using the RTO portal (16.7%)
  - The portal limits the size of the documents and the amount of data that can be uploaded. TAC won't accept Dropbox or Google Drive so it makes it very difficult to provide the information, needed to progress an application;
  - The portal is very slow and clunky, in the end, it was easier to call TAC and lodge everything through Dropbox;
  - Poor usability, can't check previous applications;
  - Weak functionality and poor reporting.
- Clarity of instruction in RTO portal (6.7%)
  - Had to make many phone calls to get the response we needed.

### 5.3. The RTO Portal – for registration-related tasks

Just under two-thirds of RTOs (62.0%) had accessed the RTO portal for registration-related tasks during the last 12 months. Larger organisations were more likely to access the RTO portal for registration-related tasks (85.7%). Overall 69.9% of RTO reported their experience with registration tasks on the RTO portal as good or excellent; 9.7% reported their experience as poor or very poor.

**Figure 13: Access to the RTO Portal for registration-related tasks**



Q15. Please rate your experience with the RTO Portal for registration-related tasks during the 12 months since 1 July 2019? sample size variable for individual rating scales. Filtered by portal users, non-users excluded. (n=92-93; don't know= 1-2)  
 \*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

This is the first time this question has been asked and there is no comparable information from 2018 or 2016.

Large organisations were the least enthusiastic about the clarity of instruction with 41.7% of large organisations rating clarity of instruction as excellent or good, this is about two-thirds of the level of other sub-groups.

Organisations that had been in business up to five years found the ease of completing the task using the RTO portal to be poor or very poor (27.8%); RTOs that had been in business for a longer time were far more likely to rate the feature as fair, good or excellent.

Reasons why people rated the overall experience as low were:

- Overall experience (9.7%)
  - The portal is very problematic;
  - Trouble with browsers and certificate errors make logging-in painful;
  - Connecting information is difficult;
  - File size limits make submitting documents very slow.

Other issues where ratings were lower and the reasons for the poor ratings were:

- Ease of navigating the RTO portal (2.2%)
  - I find it a very difficult website to navigate.
- Ease of completing the task required using the RTO portal (7.6%)
  - Many of the portal functions frequently come up with error messages so transactions cannot be completed;
  - The megabyte limit is too small to upload many documents and the process is very slow;
  - You cannot upload multiple documents at the same time;
  - The same issues as outlined under the RTO portal.
- Clarity of instruction (5.4%)
  - Same issues as outlined regarding the RTO portal.

No relevant reasons were given for the two respondents who rated Ease of access to the RTO portal as poor.

Many RTOs referred to their previous comments regarding using the portal to lodge applications.

## 6.0 TAC COMMUNICATION

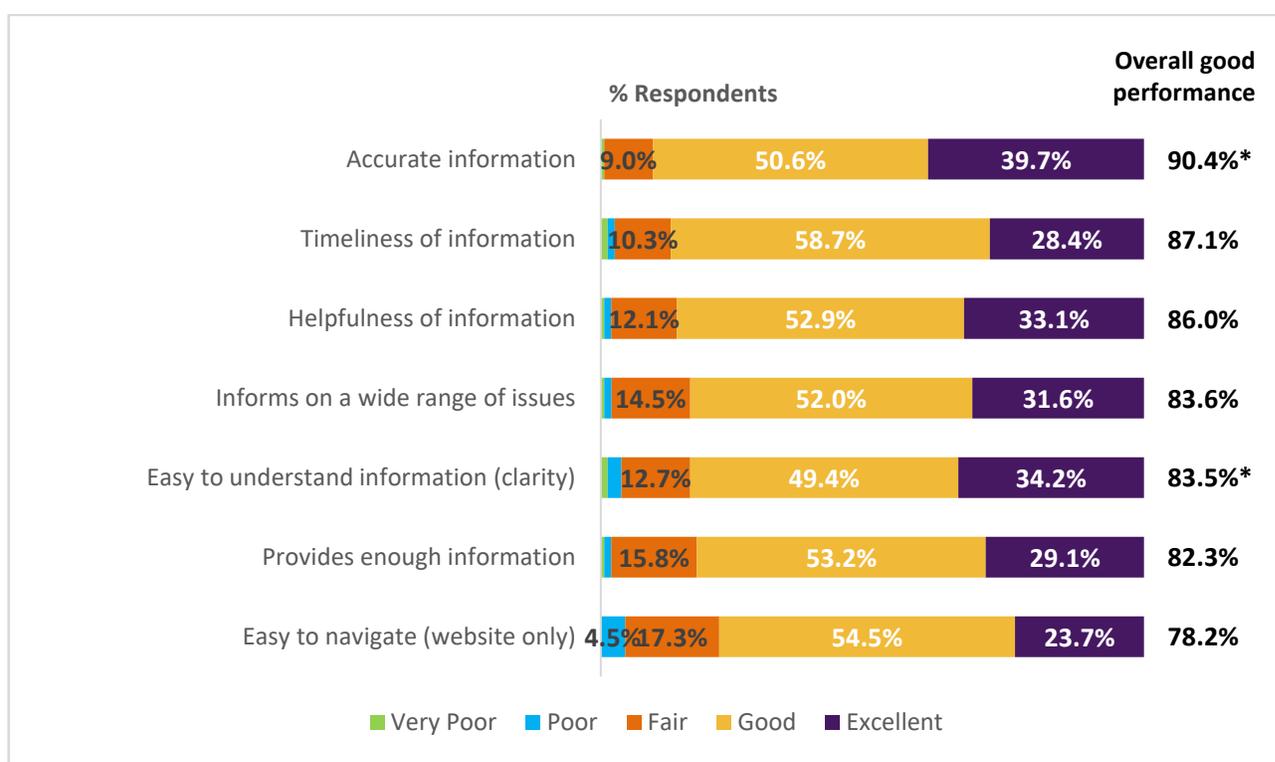
TAC communication was rated in terms of:

- The TAC website and TAC Updates/TAC’s Special Bulletins; and
- TAC communication by e-mail or telephone

### 6.1. TAC website and TAC updates/TAC’s special bulletins

Over 80% of RTOs rated the TAC website and TAC Updates and TAC’s Special Bulletins highly at over 80.0% good or excellent in all areas measured, except the use of navigation of the website which was rated as 78.2% good or excellent.

**Figure 14: TAC’s communication with RTOs**

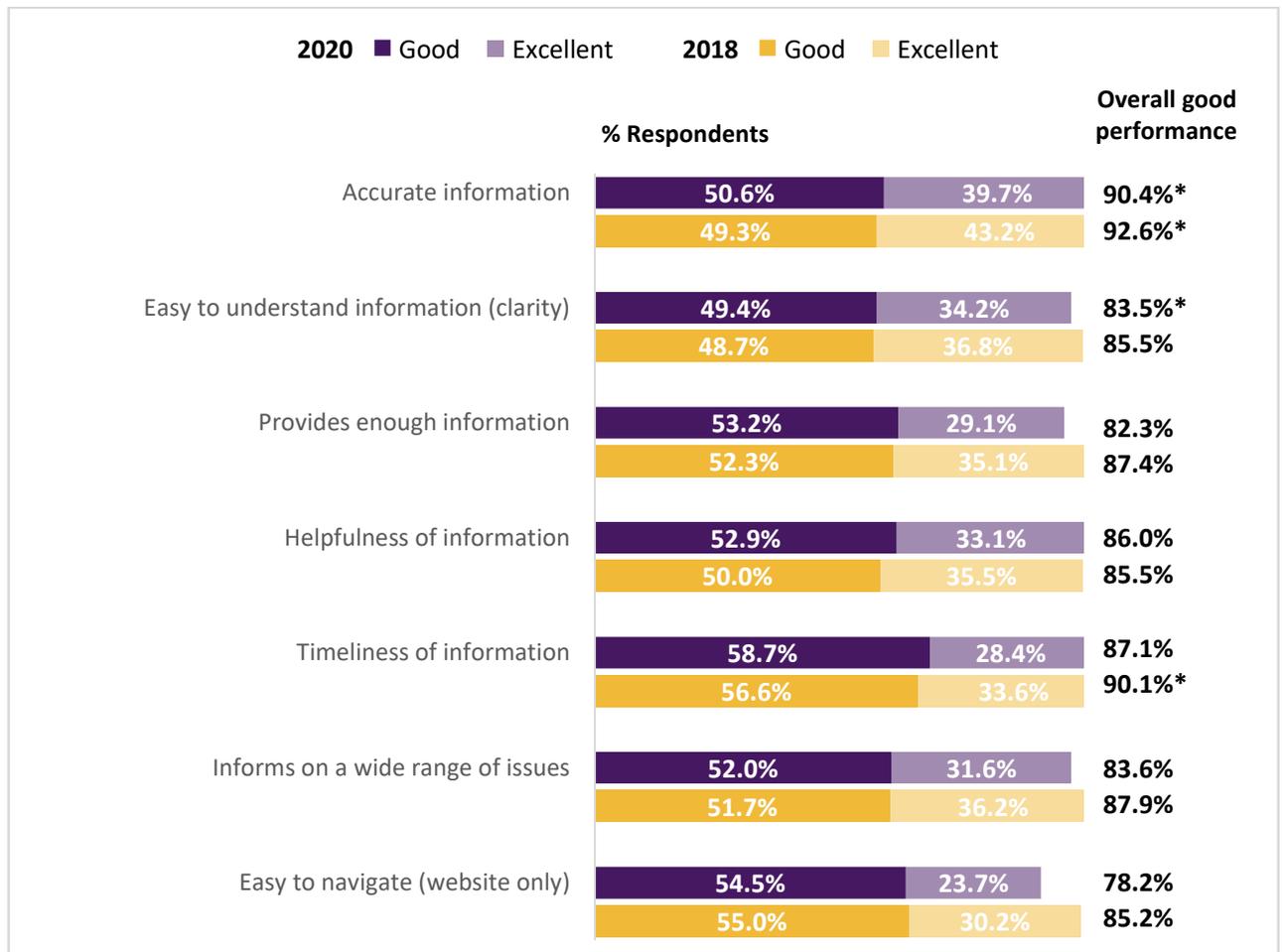


Q4. The TAC website and the TAC Update/TAC Special Bulletins are key tools used by TAC to communicate with RTOs. Please rate your experience with these communication tools over the 12 months since 1 July 2019. (n=152-158; n=2-8 don't know)

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

A comparison of 2020 and 2018 is shown in **Figure 15** following. The results for each aspect of the website / TAC Update / TAC’s Special Bulletins, whilst appearing slightly lower in 2020, the results are statistically significantly similar between 2018 and 2020.

**Figure 15: TAC’s communication with RTOs – a comparison between 2020 and 2018**



Q4. The TAC website and the TAC Update/TAC Special Bulletins are key tools used by TAC to communicate with RTOs. Please rate your experience with these communication tools over the 12 months since 1 July 2019. (2020 n=152-158; n=2-8 don't know)

Q.7 Please rate your experience with the communication platforms over the last year, since 1 July 2017. (2018 n=148-152, don't know n=3-7)

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

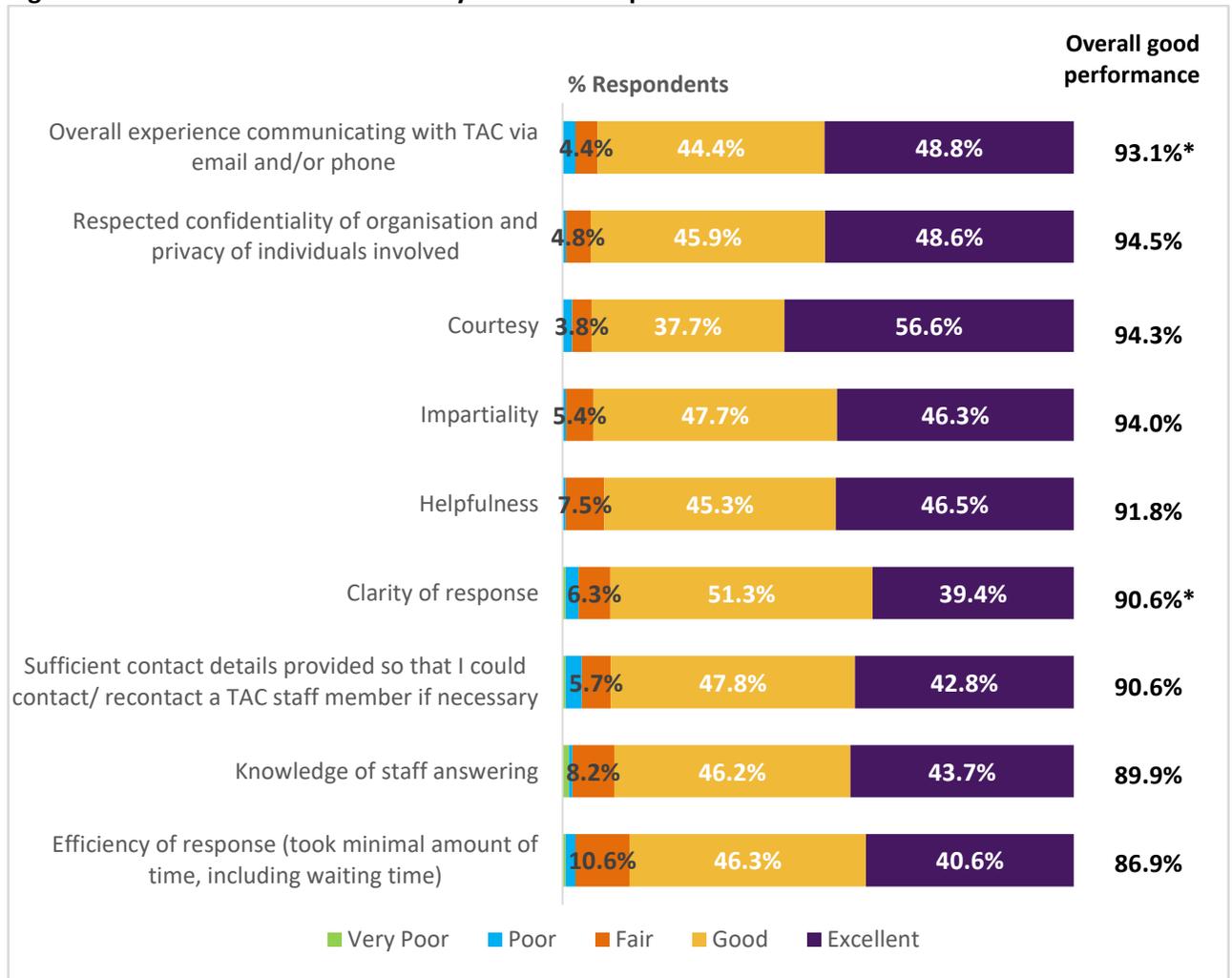
Less than 5% of RTOs rated TAC’s communication with RTOs as poor or very poor, these issues are detailed in Appendix 3 (Q4, Page 85).

## 6.2. Communication from RTOs to TAC

RTOs rated their experience of communicating with TAC by e-mail or telephone as good or excellent with 93.1% of RTOs describing the overall experience of communicating with TAC by e-mail or telephone as good or excellent. Further, almost half of RTOs (48.8%) described the communication experience by e-mail or telephone as excellent (the far-right section of the bar on the chart).

Similarly to 2018, these results are excellent.

**Figure 16: Communications with TAC by e-mail or telephone**



Q6. Please rate your most recent experience in communicating with TAC by e-mail and/or telephone. (n=146-160; don't know n=0-14). Note: rounding the results to one decimal place reduces the same by 0.1%.

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

There has been a statistically significant improvement in RTO perceptions of the overall experience communicating with TAC via e-mail and/or telephone. From 82.1% in 2018 to 93.1% in 2020. In other areas responses were high in 2018 and have remained high in 2020 as can be seen in the figure above.

There has been one statistically significant decline in overall performance:

- Respecting the confidentiality of an organisation and the privacy of individuals involved has declined from 99.3% in 2018 to 94.5% in 2020. The decline appears to come from 9.0% of RTOs who no longer rate TAC as excellent, now rating it as good or fair. No comments were given about the issue of confidentiality by RTOs to help diagnose what has caused this apparent decline.

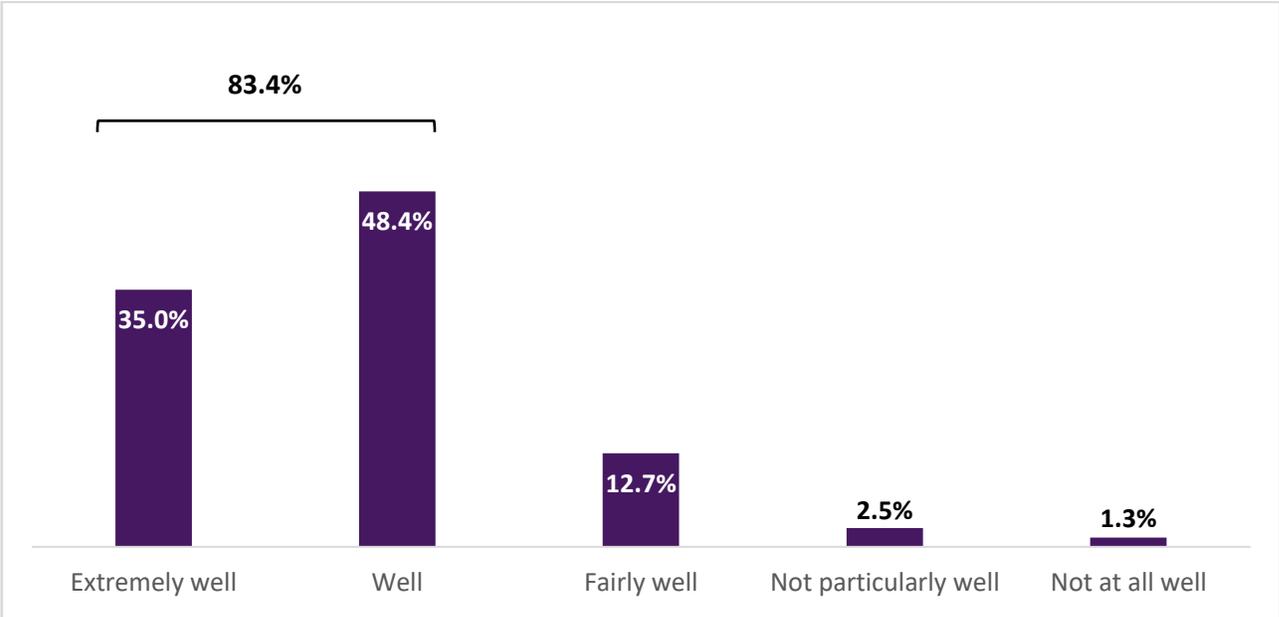
In 2016 the survey measured e-mail and telephone responses separately so the results are not comparable.

There appear to be no differences between regional and metropolitan RTOs in their perceptions of communications with TAC nor by the length of time in business, number of employees or type of organisation. There were very few negative responses, less than 4% of respondents rated TAC communication as poor or very poor in any area. The specific comments are detailed in Appendix 3 (Q6, Pages 85-86).

### 6.3. The TAC service model

The TAC service model is perceived to work well or extremely well by 83.4% of RTOs with the majority of remaining respondents perceiving that the TAC service model works fairly well as shown in the figure below.

Figure 17: How well the TAC service model works

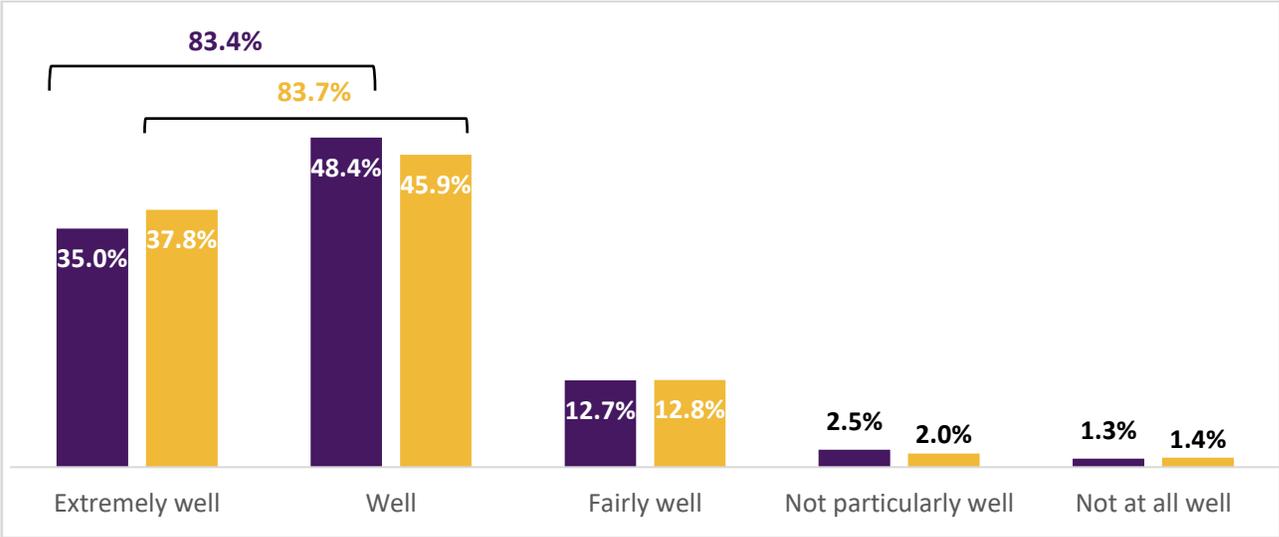


Q8. How well do you feel that TAC’s service model works? (n=157; don’t know n=3)

The results for 2020 are almost identical to 2018 as shown in **Figure 18**.

There is no difference in perceptions of the TAC customer service model which assigns a regulation officer to each RTO with that officer managing your RTO by organisation type, size, length of time and business or location.

**Figure 18: A comparison between how well the TAC service model was perceived to work in 2020 compared to 2018**



Q8. How well do you feel that TAC's service model works? (2020 n=157; don't know n=3)

Q11. How well do you feel that TAC's service model works? (2018 n=148, don't know n=7)

## 7.0 AUDITS

In the past 12 months just under half of the RTOs surveyed (48.1%) said that they had participated in an audit as follows and this section is based upon those recalling that they had had an audit:

- Desk audit – 21.9%
- Site audit – 37.5%

RTOs who had been in business for five years or less were twice as likely to have participated in an audit in the past 12 months, compared to organisations who had been in business for a greater length of time. All of the organisations who were involved in adult education (community-based or TAFE) who participated in the survey had been audited in the past 12 months.

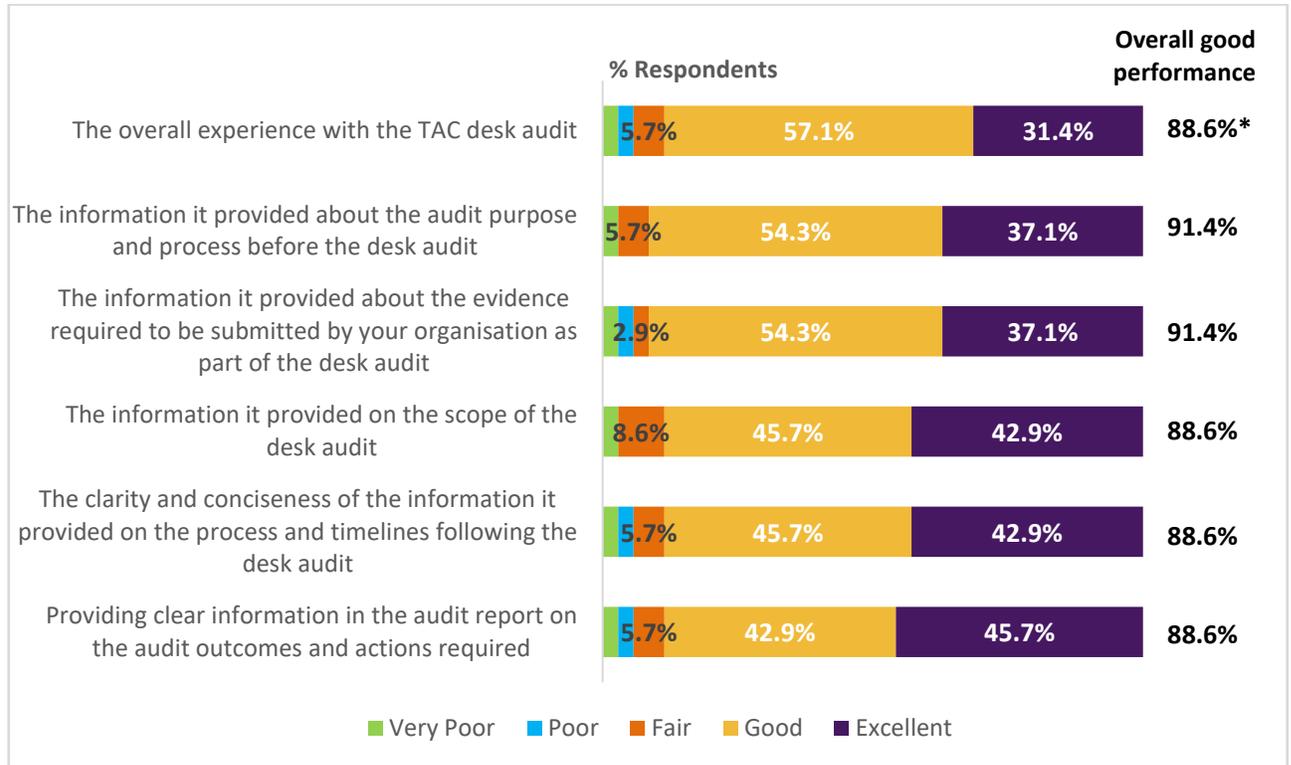
The audit was perceived to be a worthwhile experience for 80.5% of RTO respondents and did not differ between size, location or length of time in business. The audit added value to the organisation through the following:

- The auditor providing improvement opportunities and it was valuable having an external person look at processes and procedures as it gives another perspective. Auditors were helpful and provided good clarification to questions later developing processes in greater detail as a result of suggestions from the audit.
- Validation that RTO practices and tools were considered to be of a good standard.
- For a new training organisation, the audit experience provided real and valuable insights when interpreting the standards for RTOs. The auditor was extremely helpful in explaining areas that needed more information and clarity. The highlighted areas where we needed to change some of our instructions for staff internally and assist us in typing our compliance.
- It provided clarity in areas that may be considered to be “grey”; it provided clarity in direction for the new updated training packages and supported the organisation for efforts concerning continuous improvement. Was valuable to talk to about issues and findings at the time of the audit.
- The new report format allows auditors to offer opportunities for improvement. The feedback from the audit made suggestions and tools that we can use in our own RTO.
- Clarification of all aspects of third-party agreements.
- With non-compliances, the auditor took the time to explain the reason and made sure the RTO knew how to rectify the issue.

## 7.1. The desk audits

The overall experience with the TAC desk audit, amongst those who had experienced a TAC desk audit, was good with 88.6% of RTOs rating the TAC desk audit as good or excellent. Only 5.7% of respondents rated the experience as poor. There were no statistically significant differences in the views of the various sub-groups irrespective of location, number of employees or length of time in business. RTOs that had been in business for 5-years or less were more likely to rate the information provided about the evidence required to be submitted as part of the desk audit as excellent (75.0%).

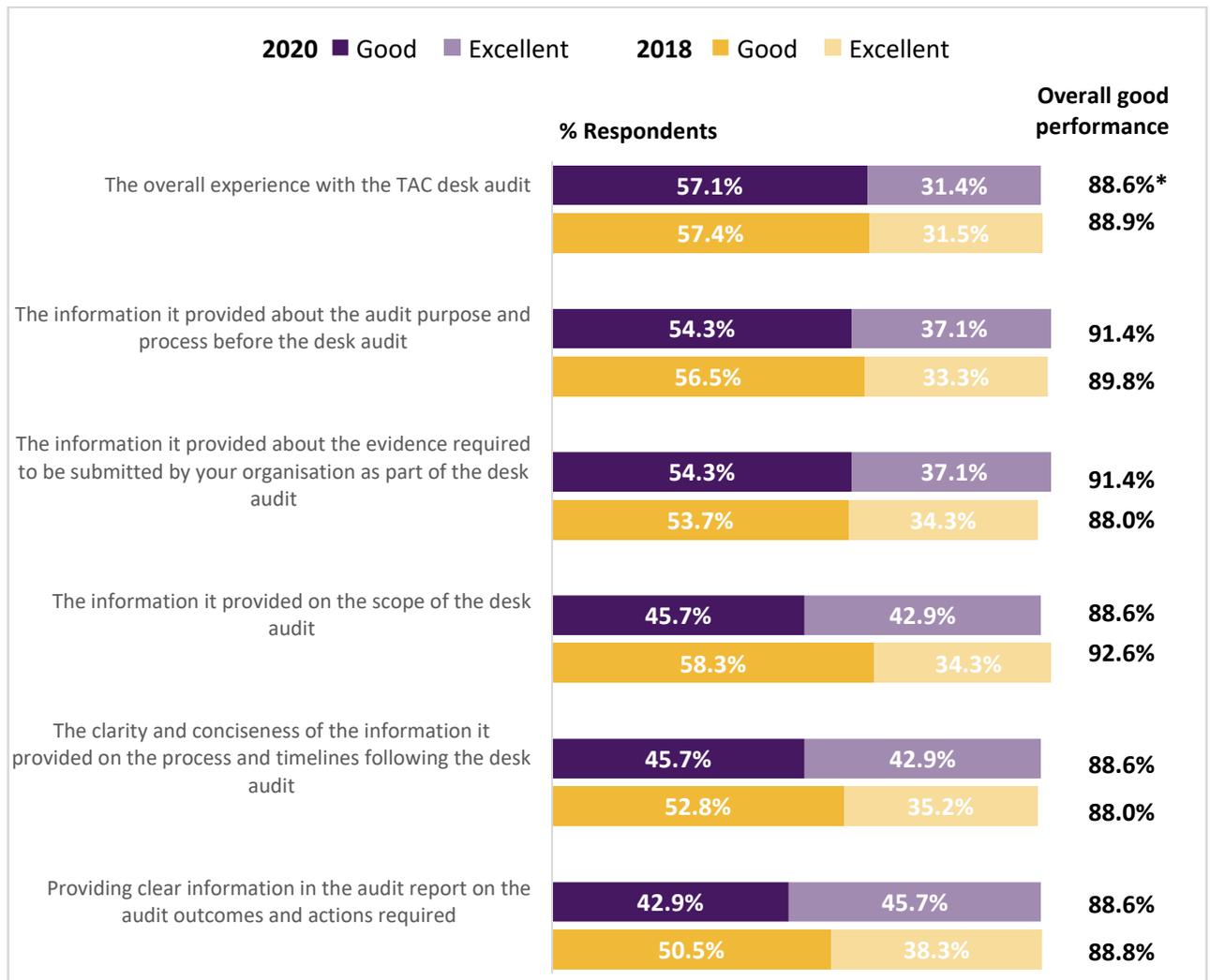
**Figure 19: The desk audit experience**



Q21. The following questions relate to your desk audit experience. Please rate... Filtered by those who had a desk audit. (n=35)  
 \*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

Perceptions of the desk audit in 2020 compared to 2018 are very similar; however, there has been an overall decline in the clarity and conciseness of the information provided on the process and timelines following the desk audit from 98.0% to in 2018 to 88.6% in 2020.

**Figure 20: The desk audit experience - a comparison between 2020 and 2018**



Q21. The following questions relate to your desk audit experience. Please rate... Filtered by those who had a desk audit. (2020 n=35)

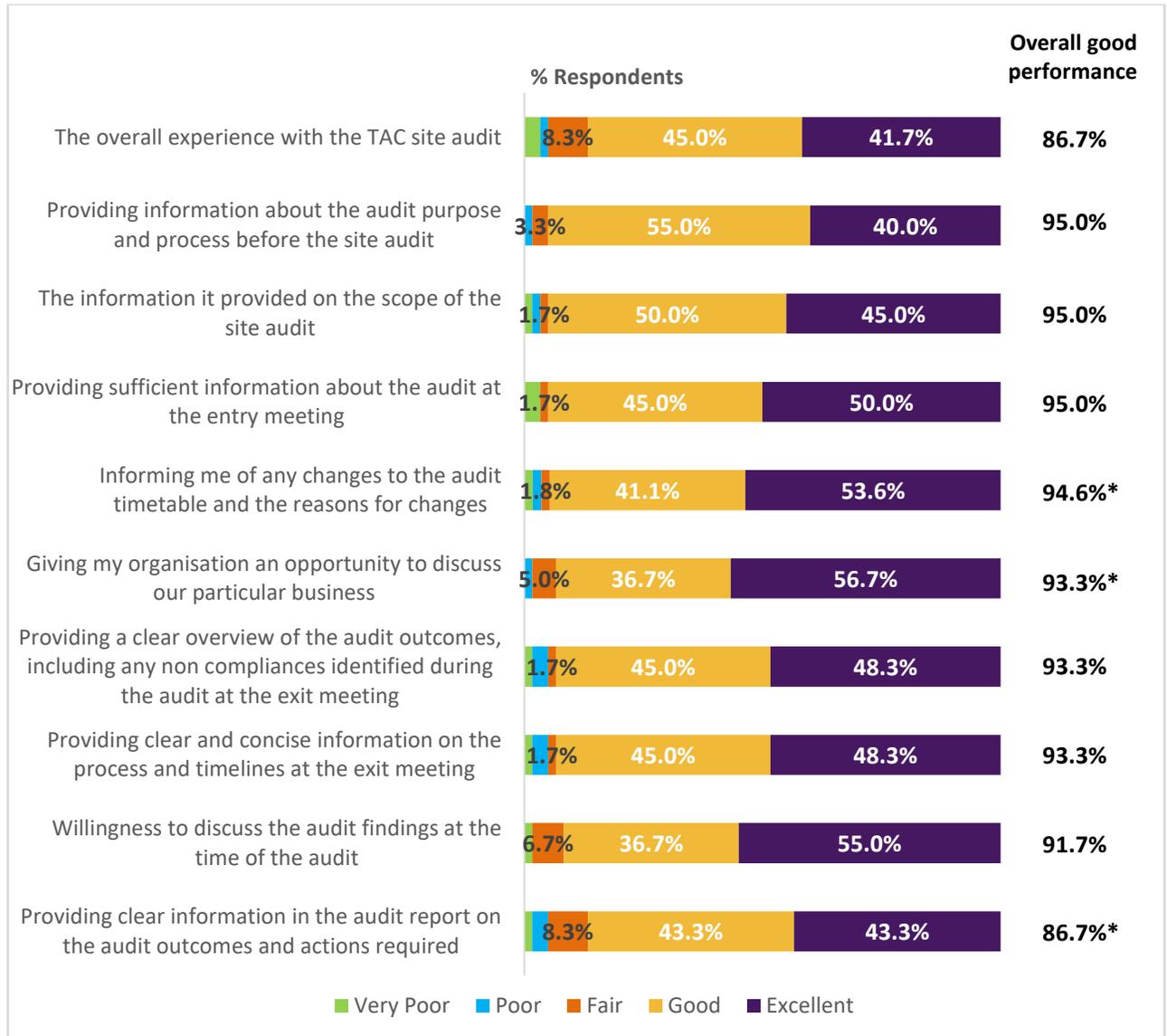
Q15. The following questions relate to your desk audit experience. Filtered by those who had a desk audit. (2018 n=107-108, don't know n=0-1)

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

## 7.2. The site audits

In all, 37.5% of RTOs recorded receiving a site audit in the past 12 months. Overall 86.7% of RTOs rated the site audit as good or excellent, as shown in the figure below. All good and excellent ratings of the site audit were greater than 85.0% which is excellent.

**Figure 21: The site audit experience**



Q22. The following questions relate to your site audit experience. Please rate... Filtered by those who had a site audit. (n=56-60; don't know n=0-4)

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

The results for 2020 appear to show a slight increase upon the results for 2018 which is pleasing, however, only one feature of the site audit improved significantly compared to 2018:

- Willingness to discuss the audit findings at the time of the audit improved from 80.6% good or excellent in 2018 to 93.3% good or excellent in 2020.

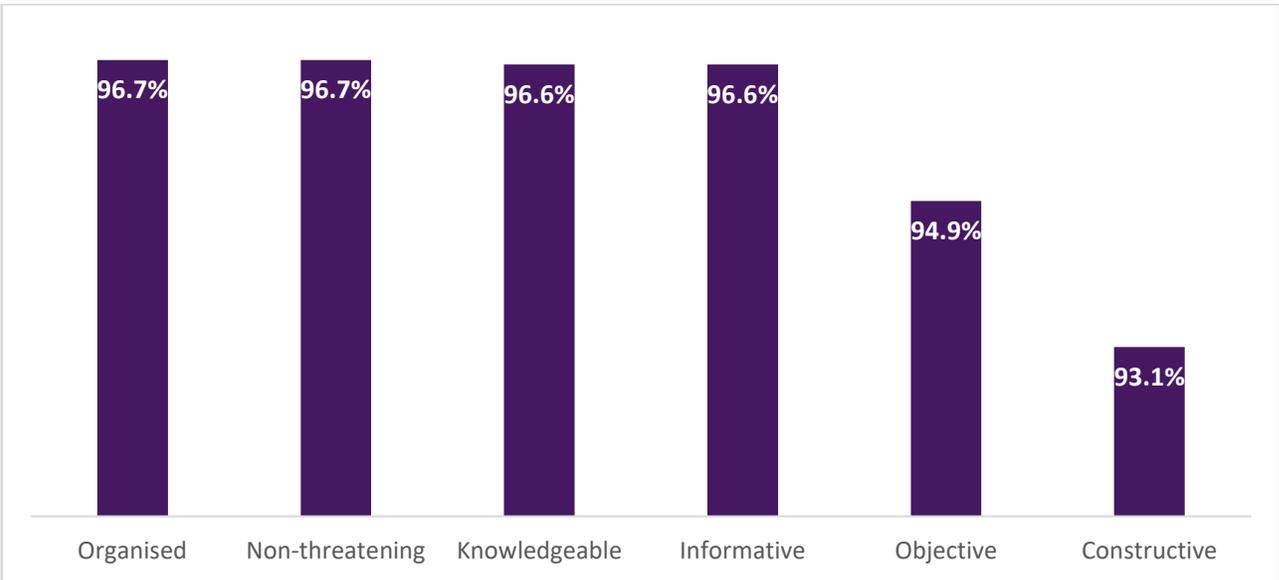
This is an excellent result and is reflected in the value which RTOs attributed to the site audit in the comments above.

There are no statistically significant differences in the view of the various sub-groups including by location, organisation size or time in business.

### 7.3. Experience with the TAC audit team during the site audit

Experiences with the TAC audit team during the site audit were very positive with all aspects of the site audit team measured receiving a positive response of between 93.1% and 96.7% of respondents participating in the survey.

**Figure 22: Experience with the TAC team**



Q23. Please rate your experience with the TAC audit team during the site audit. Filtered by those who had a site audit. (n=58-60; don't know n=0-2)

The results were very similar to 2018 and there was no statistically significant difference by location, organisational type, organisation size or time in business.

RTOs made the following suggestions on what TAC could do to improve the audits:

- The audit process should be better aligned with the training outcomes as opposed to processes.
- Make the auditing process consistent for each auditor, i.e. your audit outcome should not be reliant on who the auditor is.
- Training will probably move to non-accredited training because training packages are slow to update current knowledge and skills.

- The BSB training package was considerably out of date and has taken three or more years to be revised via industry consultation, including updating the materials and assessments and getting qualifications/units on scope. The process is too long and protracted.
- Third parties should have had direct contact or communication from the auditor before the audit. The RTOs were unsure if they were required to attend the audit. At the audit, we were asked if a specific information document was completed for the various RTOs. This document was not provided before the audit and we had to complete it at the audit.
- Information provided before the audit needs to be clear and precise.
- More consistency between auditors so that audit outcomes become more uniform.
- Consider past audit reports and evidence to avoid duplication.
- Have the auditor arrange their own transport to third-party sites.
- Prefer to have a more regular and smaller referral/consultative process rather than a large re-registration audit.
- Would prefer to always have the same auditor.
- A discrepancy between what evidence TAC best advises we need to provide and what the auditors are looking for. For example, TAC guidance is to demonstrate Trainer Currency at the Unit level, and often Auditors want evidence to the elements in a unit.
- Use current communication technologies, e.g. Zoom.
- File size needs to be increased as all the evidence cannot be uploaded to the RTO portal in one zipped folder, loading up each document individually is very time consuming.
- The auditor should be able to tell the RTO that they have passed the audit at the end of the audit, rather than the RTO wait for a formal response.
- Ensure that the audit reports are accurate in their description of the RTO people involved.
- There is inconsistency of interpretation of the standards across Australia.
- Reduce the time between audit completion for monthly board meeting approvals. Why do re-registrations need to wait for Board approval once a month?
- Sometimes it can be difficult to understand what is necessary to be compliant as the standards can be quite vague.
- Clarify how the information should be delivered to the auditors, e.g. Dropbox, Google Drive, etc.
- Ensure auditors have correct background knowledge of the RTO and the courses that are being delivered.

## 8.0 TAC EDUCATION PROGRAM

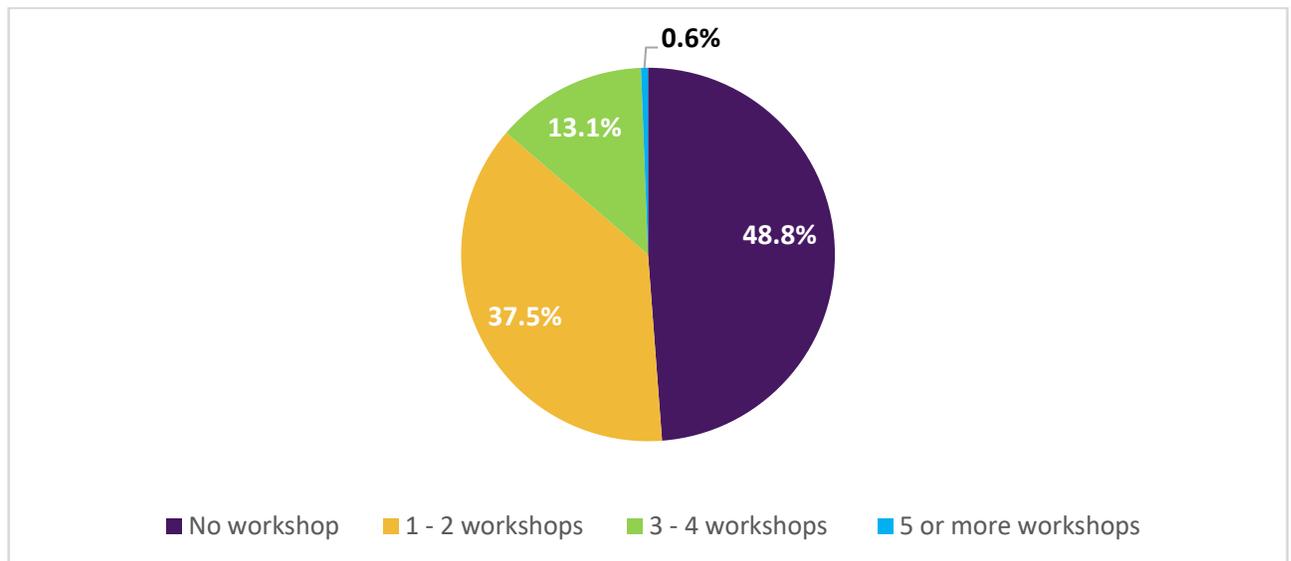
TAC provides a range of educational opportunities to support compliance with the standards for RTOs which includes a range of strategies and published materials. During the 12 months between 1<sup>st</sup> July 2019 and the 30<sup>th</sup> June 2020 just over half (**51.3%**) of RTOs surveyed attended a TAC education workshop either in person or via a Webinar.

RTOs who had been in business for between 6 and 10 years were least likely (**29.5%**) to have attended a TAC education program in the past 12 months.

Smaller organisations, with 5 or fewer employees were less likely to attend a TAC education program (**37.9%**) in the last 12 months while schools were the group most likely to attend a TAC education program (**85.7%**).

Of those RTOs who had attended a workshop, most had attended 1 or 2 workshops as shown in the figure below.

**Figure 23: Number of TAC workshops attended in the last 12 months**

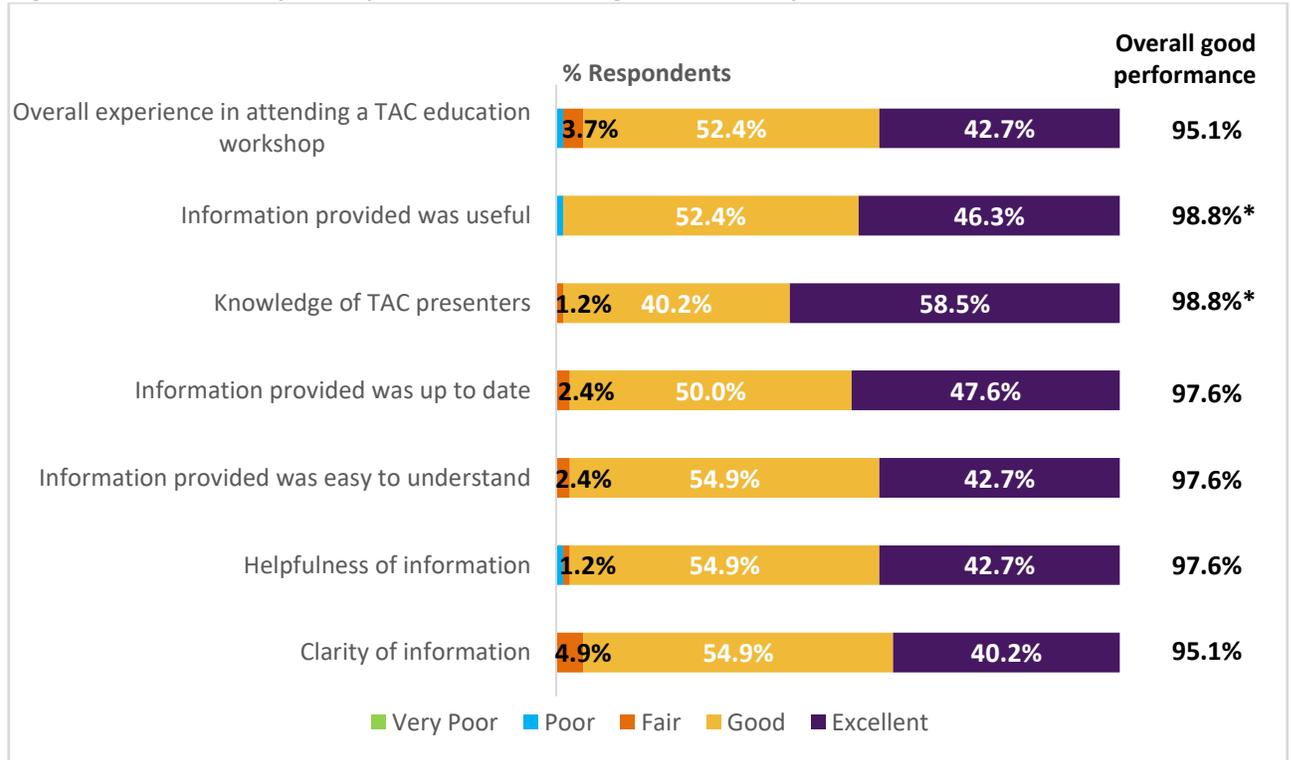


Q26. How many TAC education workshops did you attend? (n=160)

## 8.1. Perceptions of TAC education workshops

Overall, the experience of attending a TAC education workshop was rated as good or excellent by **95.1%** of RTOs surveyed, with **42.7%** rating the workshop as excellent. All aspects of the TAC education workshop were rated as **95.0%** good or excellent or better which is an outstanding result.

**Figure 24: Please rate your experience in attending TAC workshops**



Q27. Please rate your experience in attending a TAC education workshop filtered by those who had attended a workshop. (n=82; 72 did not attend a workshop)

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

Satisfaction with the TAC education workshops was not measured in 2018.

Satisfaction with the various aspects of the TAC education workshop was similar by location, size of organisation and in most instances by type of organisation.

RTOs who had operated for between 6 and 10 years showed the lowest level of support for the TAC education workshop as follows:

- The overall experience was rated as poor by 12.5% of these respondents.
- The information provided being easy to understand was rated as good or excellent by 75.0% of RTOs in this segment, which is significantly lower than other sub-groups.
- The usefulness of the information provided was rated as poor by 12.5% of RTOs in this segment which is significantly lower than other sub-groups.

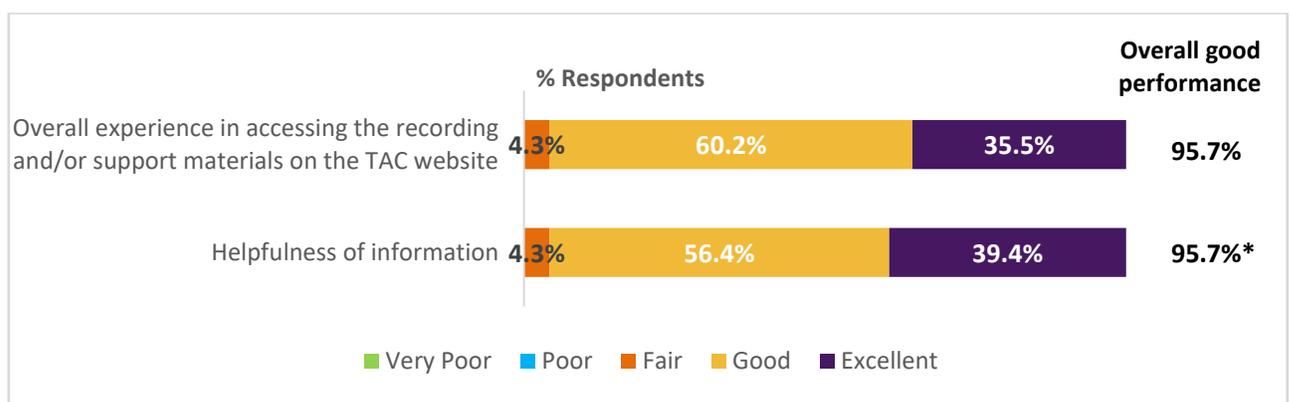
- The helpfulness of the information was rated as poor by 12.5% of this sub-group; 75.0% related the helpfulness of the information as good or excellent.
- The clarity of the information was rated as good or excellent by 75.0% of this sub-group which is statistically significant compared to other sub-groups.
- The knowledge of TAC presenters was rated as 87.5% good or excellent which was lower than other sub-groups.

## 8.2. TAC education workshop material on the Website

To support RTOs, TAC provides recordings and support materials of its education workshops on the TAC website. In the past 12 months, 58.8% of RTOs had accessed recordings and/or support materials about a TAC education workshop from the TAC website. The respondents did not come from a specific sub-group.

Over 95.0% of respondents who had accessed the education workshop materials on the TAC website rated them as good or excellent as shown in the figure below.

**Figure 25: Please rate your experience in attending a TAC workshop**



Q30. How would you rate your experience in accessing the education workshop recording and/or support materials of a TAC education workshop on the TAC website? (n=93-94; don't know n=1)

Note: filter by Q29 support materials on the TAC website

\*Note: The good and excellent performance do not add up to the overall good performance due to rounding to one decimal place.

The topics which RTOs responding to the survey would like TAC to cover include:

### Compliance

- A better explanation of implicit and explicit units (what can and can't be included as an elective).
- Simplified moderation and validation of assessments (most employers will not participate in programs for review unless they are very large organisations).
- Producing evidence to meet the various requirements – training is targeted at trainers who work in a school context (trainers' understanding of vocational competence).

- Training assessment strategies.
- Online assessment, methods and tools.
- Determining the amount of training and ways of documenting this.
- Evaluation.
- Use of supervised trainers on what is appropriate as a supervision plan.
- Addressing assessment requirements.
- Creating compliant online assessments and internal audit webinars on capturing all the correct evidence.
- Vocational competence and currency of requirements.
- Guidance on credit and credit transfer including coverage of currency and equivalency.

### **Audit preparation**

- Audit procedures explained and examples given.

### **RTO Management/professional development**

- Trainer and assessor currency – archiving and what needs to be stored and for what period.
- Maintaining trainers’ industry currency.
- Qualification upgrades and transferring from old to new qualifications when there’s no equivalent.
- Best practice examples to help RTOs to help to work on continuous improvement of documents and processors.
- Topics relevant to trainers, assessors and administrators of RTOs.
- Unpacking the training packages.
- A program of workshops on everything RTOs need to know to operate compliantly.
- Industry consultation – better ways to record information.
- Credit to transfer – what and when credit transfer applies (there are different procedures between ASQA and TAC).
- Reporting obligations of RTOs in respect of Standards and particularly those that apply to Third Party Agreements as there seems to be confusion about which party has all the course completions.
- PD workshops/webinars to accompany each of the published fact sheets.
- Validation process – how to conduct validation for trainers and assessors.

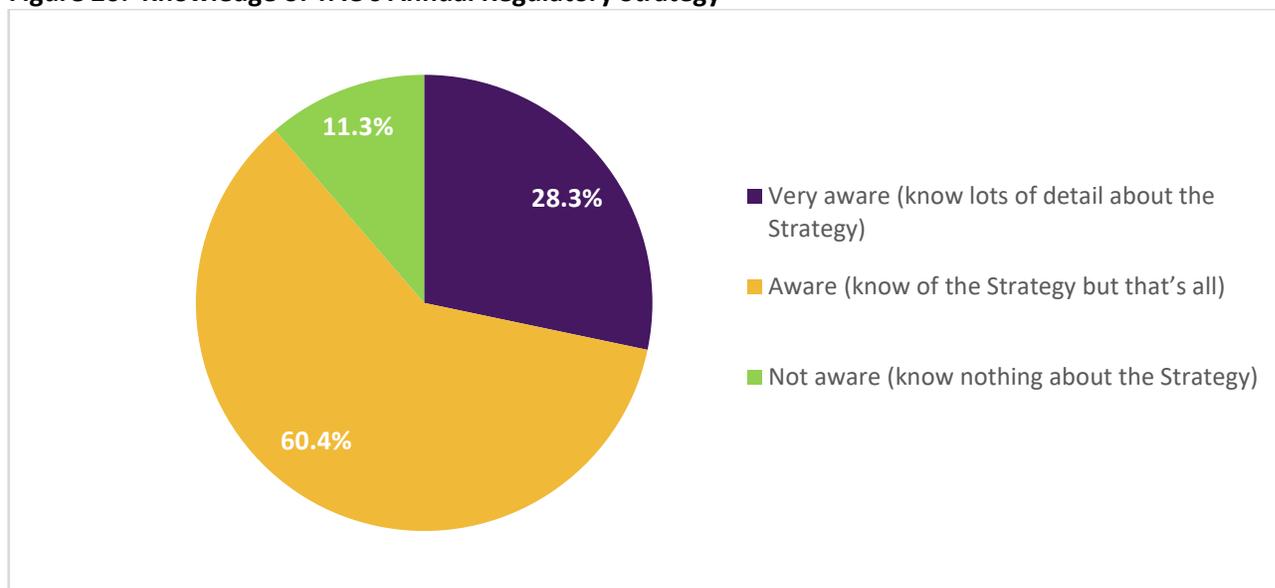
### **State and national**

- How it all fits together including TAC, ASQA, NCVET & training.gov.au.

## 9.0 THE TAC REGULATORY STRATEGY 2019-21

The majority of respondents were aware of TAC's Regulatory Strategy 2019-21 but are not familiar with its content as shown in the figure below.

**Figure 26: Knowledge of TAC's Annual Regulatory Strategy**



Q33. How would you describe your awareness of TAC's Regulatory Strategy 2019-21? (n=159; not applicable n=1)

The level of awareness of TAC's Regulatory Strategy 2019-21 is similar to the knowledge of TAC's Regulatory Strategy in 2018.

The research indicates that there is no statistically significant difference by geographic location, company size, length of time in business or type of organisation.

### 9.1. Future regulatory support

To assist TAC in identifying priorities and focus areas for regulatory support, RTOs identified a wide range of key areas of concern. The most frequently mentioned issue by about 17% of RTOs was:

- Training and assessor's currency and continuous education

The remaining issues were mentioned by around 10% of RTOs, these are listed below broadly in order of importance:

- Consistency between auditors;
- Maintaining compliance and providing information on common non-compliances;
- Availability of suitably qualified trainers;
- Following COVID-19, supporting private RTOs operating in the market where TAFE has strong Government funding and heavy marketing;

- Managing RTOs who are not covering the units of competency or reducing course durations to a minimum;
- Lack of clarity and consistency between courses on the volume of learning and training hours required for competency

Issues listed by less than 10% of RTOs:

- More online courses and assessment for students;
- Clear guidelines and suggestions on how to manage the post-COVID-19 environment;
- More professional development and webinars to provide high-quality training to RTOs;
- Speed and processes to develop new courses ASQA do it well;
- Notification and advice, and management of changes to training packages;
- Third-party arrangements;
- Validation and assessments;
- Flexibility and support for smaller RTOs, the burden of reporting is substantial;
- Numbers of audits, audit schedules and planning;
- Future-proofing the industry and ensuring that the right courses are available;
- Validation and assessment.

A range of other issues are mentioned by one or two RTOs, these are listed in the Appendix 4 – Verbatim comments.

## 10.0 HOW RTOS CURRENTLY ACCESS AND USE INFORMATION

The survey indicated that 45.0% of respondents assessed and utilised TAC information and data about its activities such as the Annual Report and Snapshot of activities.

Comments included:

*“We use this information to inform our internal monitoring program and our internal quality assurance processes. This information is also used to guide the professional development of our academic workforce.”*

*“Information is used to guide extra compliance checks in areas which TAC has identified as trouble areas throughout our industry.”*

*“We use this data when reviewing our business strategies. We could use the data more effectively and will be assessing it for our upcoming strategic planning sessions.”*

*“To some degree, the regulatory strategy is very helpful and follow up reports about this are useful for the areas that are relevant to my RTO. It is hard to understand detailed level regulatory activities and you tend to have to read and “re-trim the outlines” to some degree which is not ideal.”*

A further 6.3% of respondents said that they did not use the information as much as they should and some intended to use it more thoroughly than they had in the past.

Just 40% (39.4%) of respondents said that they did not access and use TAC’s published information and a small number said that they were unaware of it.

Information which RTOs identified as useful were as follows (issues and concerns relating to regulatory support raised here have been excluded as they have been dealt with in the previous section):

	Responses
Fact sheets	10
Training package updates	7
Changes in standards / accredited courses	6
Legislation updates	4
Templates for RTOs to use to ensure compliance	4
Trend data for sector	4
Removals / prosecution of RTOs and reasons for deregistration and non-compliance	4
Annual reports	4
Checklists and templates	2
Latest news announcements and quick links	2
Common errors when preparing for an audit / tips on compliance	2
Maintaining professional development	2
Updates on policies and guidelines	1
Learnings following COVID-19	1
Trainer / Assessor competencies	1

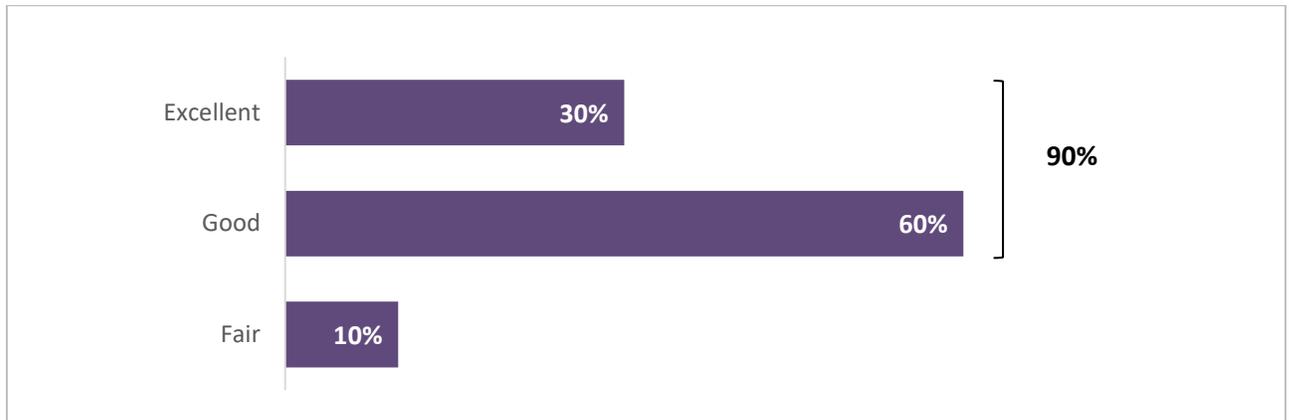
Provide redacted audit reports for RTOs with infrequent audits so they keep up to date	1
Information on areas where money is being injected boost economy with COVID-19	1
Training and assessment strategies	1
Updated members list when new RTOs added	1
Reporting requirements and due date reminders	1
Strategic projects undertaken by TAC	1
Reasons for auditor decisions	1
links to funding grants available	1
Updates on qualifications	1
Assessment tools	1
Benchmarking to other RTOs	1
Information on qualifications and redundant units	1
Renew the user guide	1

# STAKEHOLDERS

## 11.0 STAKEHOLDER PERCEPTIONS OF TAC

Overall stakeholder perceptions of TAC continue to be very positive and similar to those of RTOs, with 90% of respondents rating TAC as good or excellent with only 10% of respondents rating TAC as fair. Whilst the total sample size of stakeholders is 22 respondents representing 17 organisations, this represents all of TAC's major stakeholders.

**Figure 27: Overall perceptions of TAC**

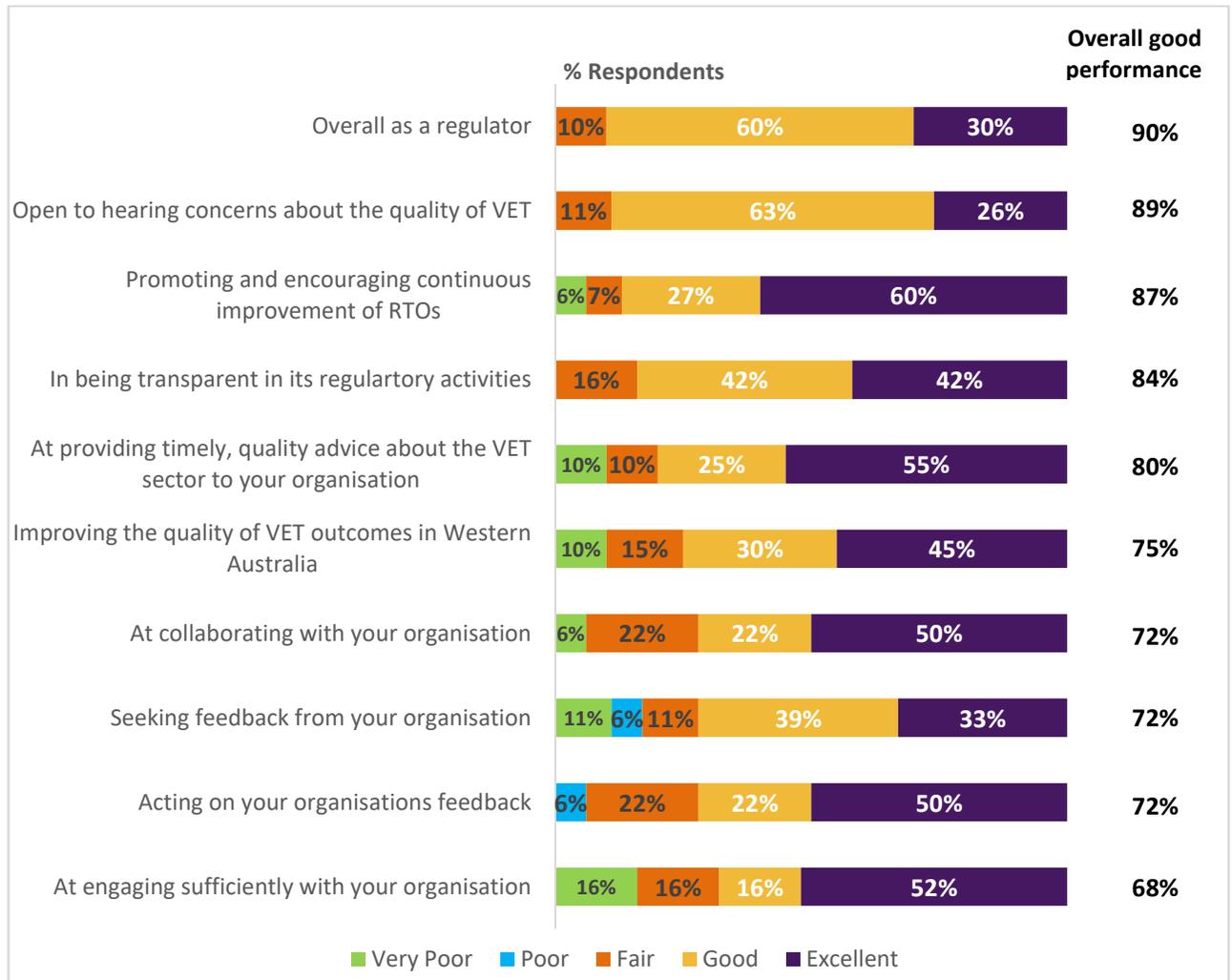


*Q.2 Please rate TAC's performance overall as a regulator. (n=20, don't know n=2)*

The 2020 result is statistically similar to the 2018 result where 84% of stakeholders surveyed rated TAC as good or excellent. The 2020 result will provide an excellent benchmark because all stakeholders were interviewed.

In 2020 none of the stakeholders gave TAC a poor or very poor response overall as a regulator. Though some areas including seeking feedback and engaging sufficiently received a proportion of poor or very poor ratings in the figure below.

**Figure 28: Rating of TAC’s performance**



Q.1 Please rate TAC’s performance on each of the following. (sample size n=15-20; don’t know n=2-7)

This year the wording of these statements has changed a little following the focus of the study on the key stakeholders. The statements have been personalised to the stakeholder organisation rather than referring to stakeholders generally and there has been some fine-tuning of the wording.

The results in 2020 are high, ranging from *engaging sufficiently with your organisation* at 68% good or excellent to *being open to hearing concerns about the quality of VET* at 89%. Overall many of the results in 2020 appear to be a little higher than the results for 2018 though not statistically significantly higher. This improvement may be due to the concentration of the sample in 2020 on TAC’s key stakeholders. Providing timely, quality advice about the VET sector to the stakeholder’s organisation shows the greatest increase and appears to have statistically significantly increased from 59% in 2018 to 80% in 2020.

Very few of the stakeholders rated TAC’s performance as poor or very poor in any of the areas; the reasons given by those who rated TAC poor or very poor are detailed in Appendix 3 (Q1, Page 87).

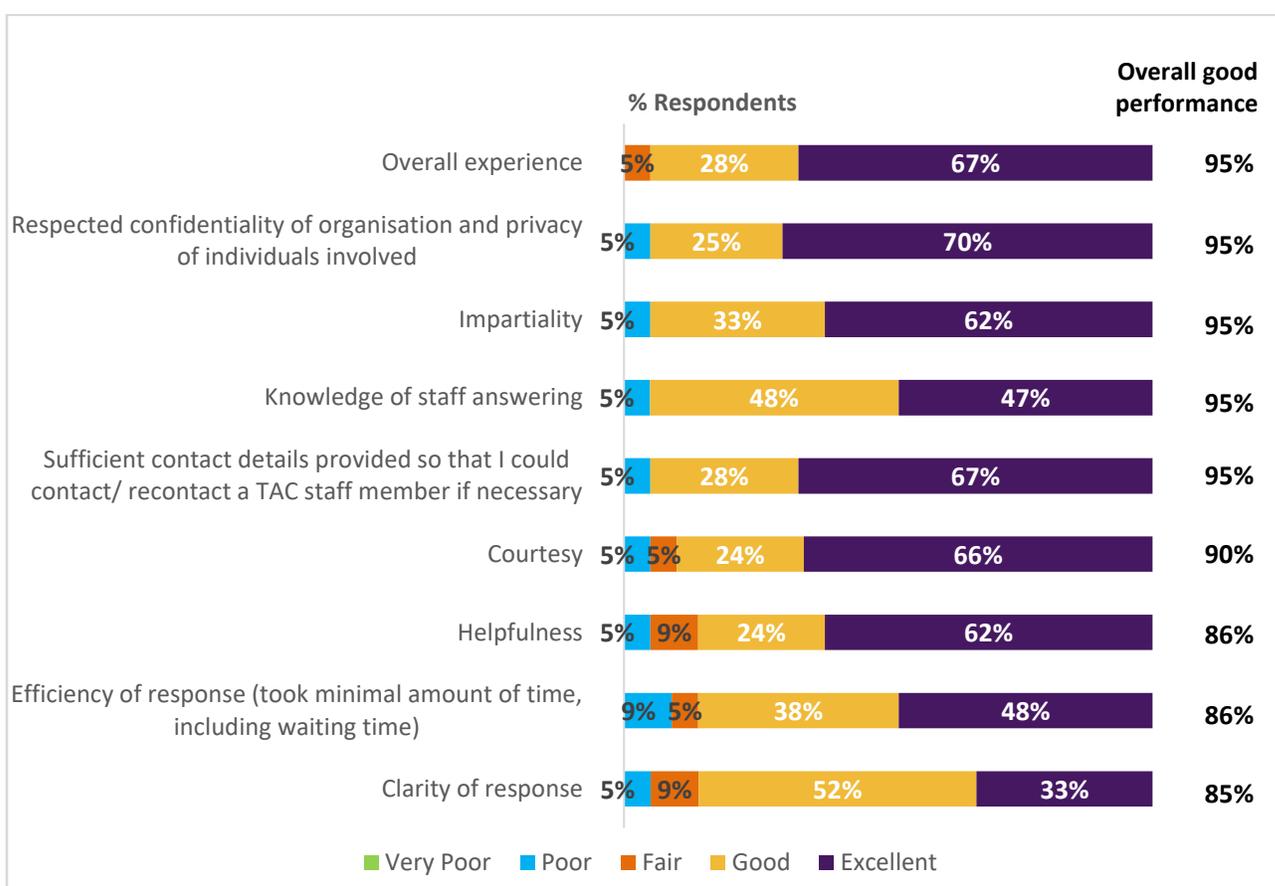
## 12.0 TAC COMMUNICATION WITH STAKEHOLDERS

Communication was measured in terms of e-mail, telephone communication and website, TAC Updates and TAC’s Special Bulletin communication in the following section.

### 12.1. General communication with TAC

Stakeholder communication with TAC overall was rated as excellent or good by almost all stakeholders (95%) and excellent by two-thirds of stakeholders (67%). TAC’s communication ranged between 85% excellent or good for clarity of response to 95% excellent or good for respecting confidentiality and knowledgeable staff which is a very high level of delivery.

**Figure 29: General communication with TAC**



Q3. Please rate your most recent experience in communicating with TAC using the same scale. So was your overall experience: excellent, good, fair, poor or very poor?... (sample size n=20-21; don't know 1-2)

The results for 2020 show an increase in stakeholder’s rating of TAC as excellent in the following areas:

- The overall experience improved from 38% of stakeholders who rated TAC as excellent in 2018 to 67% rating TAC as excellent in 2020.
- In helpfulness, with 46% of stakeholders rating TAC as helpful in 2018 increasing to 62% in 2020.

- Efficiency of response improved from 25% excellent in 2018 to 48% excellent in 2020.
- Sufficient contact details were provided to enable me to contact TAC increased from 29% excellent 2018 to 67% excellent in 2020.

Only two stakeholders gave negative comments about general communication.

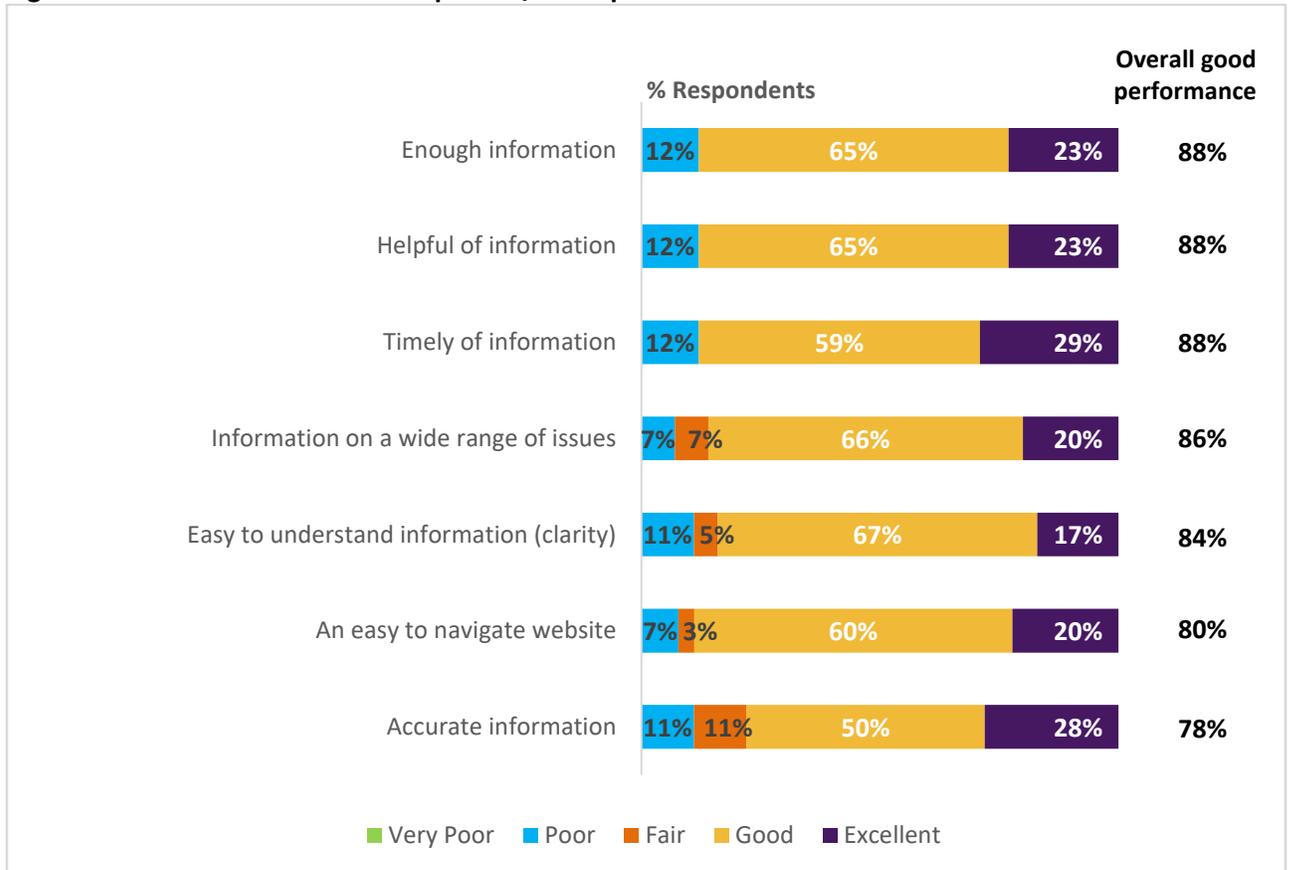
## **12.2. TAC website and TAC Update / TAC's Special Bulletin communication**

TAC's communication with its stakeholders received good ratings for timeliness, helpfulness, coverage of a wide range of issues and volume of information both overall and in terms of excellence of delivery as shown in the figure below.

These results are similar to the 2018 results with the score for the helpfulness of the information improving from 67% in 2018 to 88% in 2020. However, the score for the accuracy of the information has declined from 100% in 2018 to 78% in 2020.

Overall the excellent ratings for each of the website and TAC Update/ TAC Special Bulletin measures seem to have improved though not to the level noted above for overall communication.

**Figure 30: TAC’s website and TAC Updates / TAC Special Bulletin communication**



Q.5 The TAC website and the TAC Update/TAC Special Bulletins are key tools used by TAC to communicate with stakeholders. Please rate your experience with TAC in the 12 months since 1 July 2019 in terms of providing... (sample size n=15-18; don't know n=4-7)

The accuracy of the information and the ease of navigating the website both received ratings of around 1 in 5 respondents rating these as fair or poor.

Reasons why stakeholders gave lower scores for the TAC website and the TAC Update / TAC Special Bulletins are listed in Appendix 3 (Q5, Page 87).

## 13.0 TAC'S PRESENTATIONS/WORKSHOPS

Only two stakeholders had attended a workshop or had had TAC present to their organisation in the past 12-months. One respondent had attended 1 to 2 workshops/presentations and the second respondent had attended 3 to 4 workshops/presentations.

Both of these stakeholders felt that the information received was current, useful, easy to understand and the staff presenting were knowledgeable.

However, the overall experience was rated as follows:

- Excellent (1 respondent)
- Poor (1 respondent) the reason given was that due to COVID-19, the course had to be undertaken online. Face-to-face was perceived to be a better experience.

## 14.0 REGULATING THE VET SECTOR

The TAC Regulatory Strategy 2019-21 was developed in consultation with stakeholders. In this section, stakeholders rated their experience in providing input into the development of the strategy which was almost universally good with 90% of stakeholders rating the experience as good or excellent in each area as shown in the table below.

Respecting the confidentiality of the organisation and privacy of individuals was rated particularly highly as excellent by 45% of stakeholders.

**Figure 31: Stakeholder’s experience in providing input into the strategy**



*Q11 The TAC’s Regulatory Strategy 2019-21 was developed in consultation with stakeholders. Using the same scale. What was your experience in providing input into the development of the Strategy? How did TAC perform in terms of ....Note it appears that just over half of the sample was not involved personally in the consultation or was not able to comment. (sample size n=10-11; don’t know n=11-12)*

Half of the stakeholders were unable to rate the experience in developing the strategy, indicating that they may have not been involved in this process. Involvement in the development of TAC’s Regulatory Strategy has not been measured in previous years.

In 2020, none of the stakeholders rated their experience as poor and no comments were made about the process.

## 15.0 FUTURE REGULATORY SUPPORT

Stakeholders were invited to nominate the three main issues of concern specific to their industry sector. The main areas of concern expressed by stakeholders in order of priority are listed below:

- Thoroughness, irregularity and consistency of compliance;
- That RTOs are current and understand their requirements to deliver training;
- The quality of delivery and assessment;
- Qualifications and skill-screening;
- Third-party arrangements;
- Consultation and industry engagement.

Other issues raised by individual stakeholders include:

- Course volume and length vary, leading to inequalities;
- Industry workplace training requirements;
- Provision of specific courses such as vehicle license pilot training, plumbing and gas-fitting, safety and health representative training, construction industry induction training, high-risk work licenses;
- Sorting out licensing concerns;
- A system to record that secondary students are meeting the requirements of their industry program;
- The right type of work experience;
- The movement of key executives and owners of RTOs;
- Awarding of RPLs.

## 16.0 TRAINING PRODUCTS OF MOST CONCERN

As part of the survey, stakeholders were asked to identify the three training products that raise the most concern for their industry/sector. A small number of stakeholders identified specific courses about which they had concerns, these are outlined in the table below.

**Figure 30: Concerns about qualifications/units of competency**

COURSE	CONCERN
Managing Heavy Vehicles	Ensuring that drivers follow the road rules/training properly
Transport / Licensed units	The relevance of passing applicants, it's not a qualification as its heavily regulated
Qualifications with Mandatory Work Placements	Hard to check the viability of the workplace and if it has occurred
VET in Schools	Quality of delivery
Ship Building	Lack of update of apprenticeships; they do Certificate II instead
Transport industry licences	Training to a tick or license instead of the job role. The transport industry is so heavily regulated, but we are getting job-ready outcomes.

## 17.0 TAC INFORMATION

### 17.1. TAC's published information and data

Currently, TAC publishes a range of information and data about its activities. As examples, the Annual Report and Snapshot of Activities. Just under half of stakeholders (45%) say that they access and utilise this information and data to assist their organisation. Those who use the information suggested that they use it in the following way:

- To see if there is anything relevant we need to comply with.
- To check if industry and RTOs are on the same page.
- To forward to our stakeholders and schools.
- As a background for briefing notes.
- To be aware of the standards and regulations.
- In dealing with complaints.
- To inform internal policies.

### 17.2. Further useful information and data TAC could provide

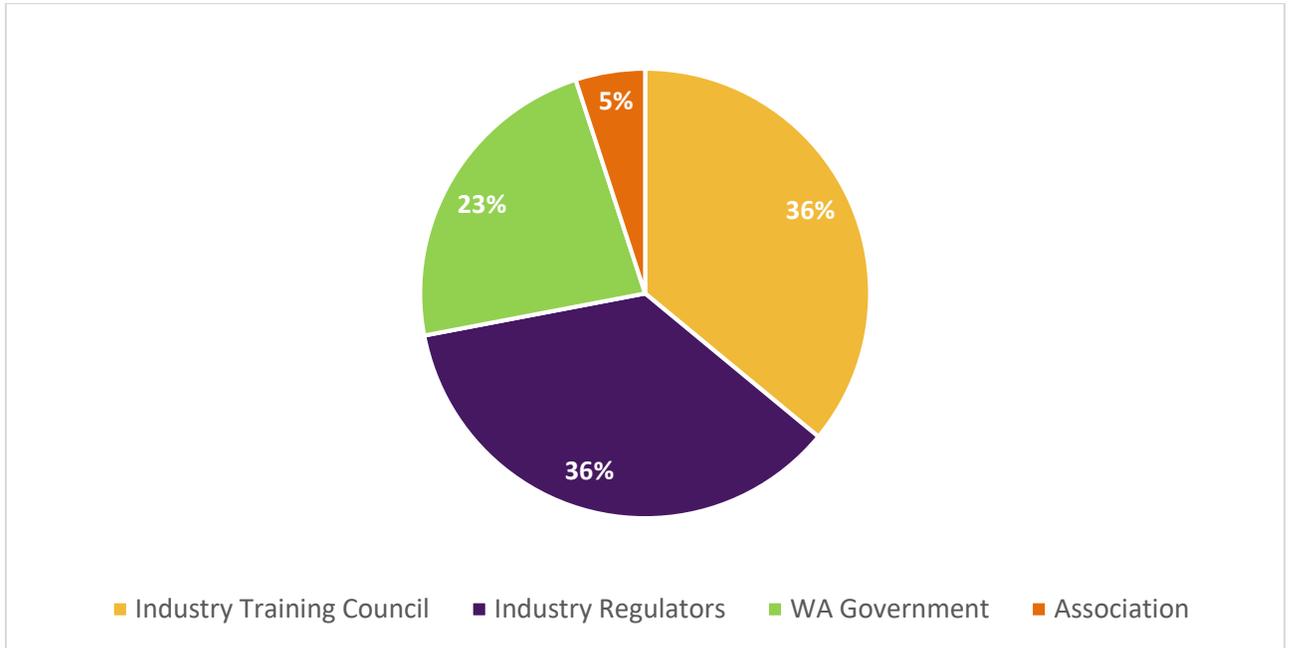
Stakeholders were asked what further useful information and data TAC could provide to their organisation.

Suggested information includes:

- Who is being audited, what stage the audit is at and any issues.
- Guidance around assessment and protocols for third party arrangements.
- Early information on RTOs that may be deregistered, as this can have a large impact on WACE students and the auditing process.

## 18.0 PROFILE OF STAKEHOLDER ORGANISATIONS

Figure 32: Type of organisation



Q. Type of organisation (sample size n=22)

# APPENDIX 1

## Technical Appendix

## Technical Appendix - Sampling and Data Collection Specifics

Component	Details
<b>Project Management Team</b>	
Research Solutions Contact	Nicky Munro
Client Contact	Kieran Tynan
Other Contractors	N/A
<b>Research Methodology</b>	
Data collection method	Online survey from RTOs Telephone with Key stakeholders
<b>Sampling Methodology</b>	
Target population for survey	RTOs and key stakeholders
Source of sampling frame e.g. Access panel, Grey Pages, client-provided list, customers visiting xxx between date & date	Client list
If using an <b>Access Panel</b> (note below or NA):	N/A
Sampling Technique e.g. quota /probability / convenience / geographical coverage if relevant	Census
Sample Size e.g. if sample size achieved was different from planned sample, note this and reason why	RTOs 160 Key stakeholders 22 a census
Was sample quota'd? (note below or NA):	N/A Census
<b>Fieldwork</b>	
Survey dates	11 <sup>th</sup> August – 3 <sup>rd</sup> September 2020
Questionnaire length / administration time	15 minutes
Incentives provided for respondents e.g. No / yes & description of incentive	No
<ul style="list-style-type: none"> <li>Administration process</li> </ul>	<p>An e-mail was sent from TAC informing them of the survey</p> <p>Personalised e-mail sent from Research Solutions embedded with unique link embedded</p>
Number of reminders to non-respondents	Two reminders to non-respondents at the beginning of the second and third weeks
Survey Procedure for CATI / Door to door surveys (note below or delete):	
Number of interviewers used	1
Times of day interviews took place	Daytime and weekends and evenings by appointment
<ul style="list-style-type: none"> <li>No of call backs before number replaced</li> </ul>	Between 2 and 10 times, at least 3-4 hours apart and at different shift days

Component	Details
<b>Data Collection Outcomes:</b>	
Response Rate or <ul style="list-style-type: none"> <li>Participation rate (non-probability samples)</li> </ul>	RTOs 52.6% Stakeholders 100%
Interviews	160 Representatives from RTOs 147 and, All key stakeholders 22
<ul style="list-style-type: none"> <li>Overall sampling error</li> </ul>	RTO $\pm 5$ % and Stakeholder $\pm 0$ %
<ul style="list-style-type: none"> <li>Validation procedures</li> </ul>	RTO survey not required as the survey was self-completion. Telephone survey 10% validation
<ul style="list-style-type: none"> <li><b>Data Coding, Analysis and Data File Treatment</b></li> </ul>	
Validity and Reliability Issues	
Data coding	Procedure involves: <ul style="list-style-type: none"> <li>Review of first 50 questionnaires (or similar) to develop coding sheets based on common responses</li> </ul> Coding by Research Solutions Project Manager
Consistency checks	<ul style="list-style-type: none"> <li>Preliminary data file checked by Project Manager using SPSS: <ul style="list-style-type: none"> <li>Frequency counts</li> <li>Relevant cross-tabulations</li> </ul> </li> </ul> Data outside the range/duplicates or abnormalities investigated with Field Company before coding and analysis
Treatment of missing data	<ul style="list-style-type: none"> <li>Excluded from analysis and/or noted where relevant</li> </ul> Individual cases with excessive missing data excluded from sample
Was sample weighted? (note below or NA):	<ul style="list-style-type: none"> <li>No</li> </ul>
Any estimating or imputation procedures used e.g. Pope's Model	<ul style="list-style-type: none"> <li>None</li> </ul>
<ul style="list-style-type: none"> <li>Statistical tests used</li> </ul>	<i>See Survey Research Appendix: Statistical Tests</i>
<ul style="list-style-type: none"> <li>Data file provided to client</li> </ul>	Will be provided
De-identified data files retained	For five years

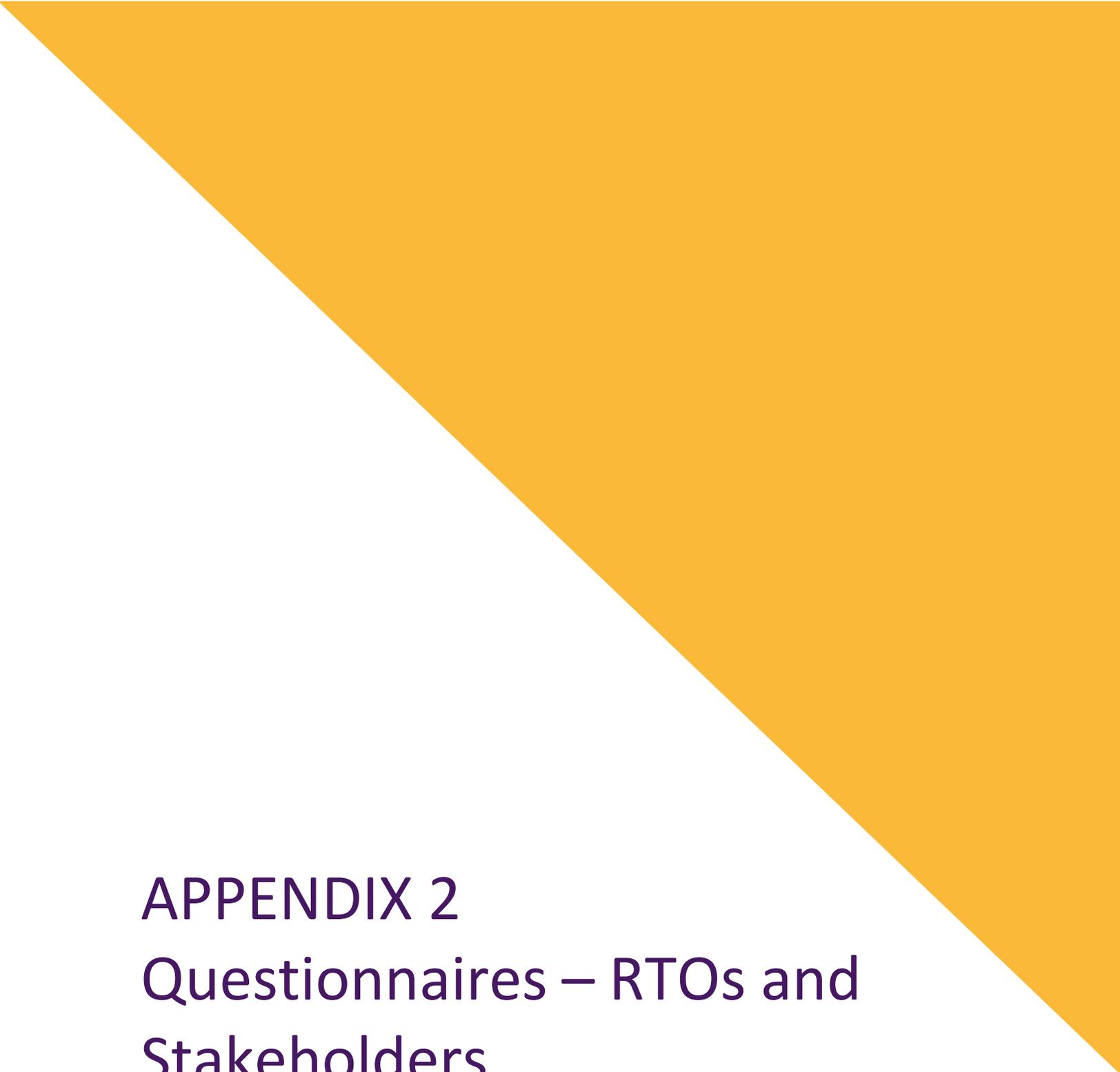
This project has been undertaken in compliance with ISO 20252.

## Survey Research Appendix: Statistical Tests

Test:	One-Sample T-Test of a Proportion
Use:	To determine if the proportion of a variable in one sub-sample is significantly different to the proportion of the same variable in some other group, such as: <ul style="list-style-type: none"> <li>• The sample overall (i.e. sub-group differs to the sample in general)</li> <li>• The rest of the sample (e.g. sub-group of people aged 18-24 differs to the sub-group of people not aged 18-24).</li> </ul>
Data Assumptions:	<ul style="list-style-type: none"> <li>• Measure being tested is normally distributed within the two (sub-) samples.</li> <li>• Data must be interval or ratio.</li> <li>• Variance of measure being tested is roughly similar (homogeneity of variance).</li> <li>• Appropriate version of the test chosen for independent or dependent samples.</li> </ul>
Test Measure / Cut-off Criterion:	<p><math>p \leq 0.05</math>  i.e. the difference between two groups has only a 5% probability of occurring by chance alone</p>
Issues to be aware of:	<p>The result should be both statistically significant and clinically or tactically or strategically significant. Be mindful of statistically significant differences where:</p> <ol style="list-style-type: none"> <li>1. The sample sizes are very large</li> <li>2. Scores within the groups are very similar (i.e. the groups have small standard deviations)</li> </ol>

Test:	Chi Square (Pearson's chi-square)
Use:	To determine if two variables are related by more than chance alone.
Data Assumptions:	<ul style="list-style-type: none"> <li>• Data is from a random sample.</li> <li>• Data must be nominal, ordinal or interval.</li> <li>• Sufficiently large sample (absolute minimum <math>n=30</math>) &amp; adequate cell sizes (<math>n=10+</math>)</li> <li>• Observations must be independent.</li> <li>• Observations must have the same underlying distribution.</li> <li>• Data is unweighted</li> </ul>
Test Measure / Cut-off Criterion:	<p><math>p \leq 0.5</math></p>

<b>Test:</b>	<b>False Discovery Rate</b>
Use:	A multiple comparison correction technique used to adjust the results of tests of statistical significance to reduce the chance of finding results to be significant when there are no actual differences.
Data Assumptions:	The data assumptions are relevant to the original tests of significance being “adjusted”
Test Measure / Cut-off Criterion:	$q \leq 0.5$

A large yellow diagonal graphic that starts from the top-left corner and extends towards the bottom-right corner, creating a white triangular area on the left and a yellow triangular area on the right.

# APPENDIX 2

## Questionnaires – RTOs and Stakeholders

# TAC RTO Survey 2020



## Interacting with TAC

Q.1 What types of contact has your organisation had with TAC in the 12 months since 1 July 2019?

Select all that apply.

- Made an application to TAC 1
- Notified TAC of change to organisation or scope 2
- Used the RTO portal 3
- Had an audit 4
- Received a TAC update and/or TAC Special Bulletin (e-mail newsletter) 5
- Used the TAC website 6
- Used the TAC general e-mail address/enquiry service – [tac@dtwd.wa.gov.au](mailto:tac@dtwd.wa.gov.au) 7
- Had a phone conversation with TAC staff 8
- Had a meeting with TAC staff 9
- Attended a TAC education program or event 10
- Lodged a complaint 11
- Other (please specify)..... 99
- No contact 99

## TAC overall performance

Q2. Please rate TAC’s performance overall and then in each of the following areas:

	Excellent	Good	Fair	Poor	Very poor	Don't know
Overall as a regulator	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Provides timely and quality advice to my organisation on its regulatory activities	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Provides timely, quality advice about the VET sector to my organisation	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Open to hearing concerns about the quality of VET	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Acts on complaints received about training providers	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Is transparent in its regulatory decisions and activities	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Applies consistent regulatory decisions	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9

Promotes and encourages continuous improvement of RTOs	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Improves the quality of VET outcomes in Western Australia	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9

**ASK IF Q2= POOR (2) OR VERY POOR (1) FOR EACH STATEMENT**

Q.3 You indicated that TAC’s performance on <STATEMENT> was poor or very poor, why do you say that? (repeat for each statement rated poor or very poor)  
*Please explain in as much detail as you can.*

.....

.....

.....

**ASK ALL**

**TAC’s communication with RTOs**

Q.4 The TAC website and the TAC Update/TAC Special Bulletins are key tools used by TAC to communicate with RTOs. Please rate your experience with these communication tools over the 12 months since 1 July 2019.

	Excellent	Good	Fair	Poor	Very poor	Don’t know
Accurate information	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Easy to understand information (clarity)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Provides enough information	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Helpfulness of information	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Timeliness of information	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Informs on a wide range of issues	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Easy to navigate (website only)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9

**ASK IF Q4= POOR (2) OR VERY POOR (1) FOR EACH STATEMENT**

Q.5 You indicated that TAC’s performance on <STATEMENT> was poor or very poor. Why do you say that? (repeat for each statement rated poor or very poor)  
*Please explain in as much detail as you can.*

.....

.....

**ASK ALL**

**Communication with TAC by e-mail or telephone**

Q.6 Please rate your most recent experience in communicating with TAC by e-mail and/or telephone?

	Excellent	Good	Fair	Poor	Very poor	Don't know
Overall experience communicating with TAC via e-mail and/or phone	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Courtesy	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Respected confidentiality of organisation and privacy of individuals involved	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Impartiality	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Helpfulness	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Clarity of response	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Efficiency of response (too minimal amount of time, including waiting time)	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Knowledge of staff answering	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Sufficient contact details provided so that I could contact/ recontact a TAC staff member if necessary	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

**ASK IF Q6= POOR (2) OR VERY POOR (1) FOR EACH STATEMENT**

Q.7 You indicated that TAC's performance on <STATEMENT> was poor or very poor. Why do you say that? (repeat for each statement rated poor or very poor)

*Please explain in as much detail as you can.*

.....

.....

.....

**ASK ALL**

**TAC’s customer service model**

TAC’s customer service model assigns a Regulation Officer to each RTO, with that Officer managing your RTOs interactions with TAC.

Q.8 How well do you feel TAC’s customer service model works?

Extremely well	<input type="radio"/> 5
Well	<input type="radio"/> 4
Fairly well	<input type="radio"/> 3
Not particularly well	<input type="radio"/> 2
Not at all well	<input type="radio"/> 1
Don’t know	<input type="radio"/> 9

**ASK ALL**

**Applications**

Q.9 Has your organisation lodged an application with TAC during the 12 months since 1 July 2019?

- Yes  1 **CONTINUE TO Q10**
- No  2 **SKIP TO Q.14**
- Don’t know  3 **SKIP TO Q.14**

Q.10 Please rate your application experience based on the application/s that you have submitted to TAC.

	Excellent	Good	Fair	Poor	Very poor	Don’t know
Overall experience with the application process	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Helpfulness of information on TAC’s website regarding making applications	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Availability of follow up assistance	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Time TAC took to act on the application after you were notified that the application was received	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9

**ASK IF Q10= POOR (2) OR VERY POOR (1) FOR EACH STATEMENT**

Q.11 You indicated that TAC’s performance on <STATEMENT> was poor or very poor. Why do you say that? (repeat for each statement rated poor or very poor)

*Please explain in as much detail as you can.*

.....

.....

.....

**RTO Portal – for applications:**

Q.12 Please rate your experience with the RTO Portal based on the application/s that you have submitted to TAC.

	Excellent	Good	Fair	Poor	Very poor	Don’t know
Overall experience with application tasks on the RTO Portal	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Easy to access RTO Portal	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Easy to navigate RTO Portal	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Easy to complete the task required using RTO Portal	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Clarity of instruction in RTO Portal	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

**ASK IF Q12= POOR (2) OR VERY POOR (1) FOR EACH STATEMENT**

Q.13 You indicated that TAC’s performance on <STATEMENT> was poor or very poor. Why do you say that? (repeat for each statement rated poor or very poor)

*Please explain in as much detail as you can.*

.....

.....

**ASK ALL**

**RTO Portal – for registration-related tasks**

Q.14 Has your organisation accessed the RTO Portal for registration-related tasks during the 12 months since 1 July 2019?

- Yes  **O<sub>1</sub> CONTINUE TO Q.15**
- No  **O<sub>2</sub> SKIP TO Q.17**
- Don't know  **O<sub>3</sub> SKIP TO Q.17**

Q.15 Please rate your experience with the RTO Portal for registration-related tasks.

	Excellent	Good	Fair	Poor	Very poor	Don't know
Overall experience with registration tasks on the RTO Portal	<input type="radio"/> <b>O<sub>5</sub></b>	<input type="radio"/> <b>O<sub>4</sub></b>	<input type="radio"/> <b>O<sub>3</sub></b>	<input type="radio"/> <b>O<sub>2</sub></b>	<input type="radio"/> <b>O<sub>1</sub></b>	<input type="radio"/> <b>O<sub>9</sub></b>
Easy to access RTO Portal	<input type="radio"/> <b>O<sub>5</sub></b>	<input type="radio"/> <b>O<sub>4</sub></b>	<input type="radio"/> <b>O<sub>3</sub></b>	<input type="radio"/> <b>O<sub>2</sub></b>	<input type="radio"/> <b>O<sub>1</sub></b>	<input type="radio"/> <b>O<sub>9</sub></b>
Easy to navigate RTO Portal	<input type="radio"/> <b>O<sub>5</sub></b>	<input type="radio"/> <b>O<sub>4</sub></b>	<input type="radio"/> <b>O<sub>3</sub></b>	<input type="radio"/> <b>O<sub>2</sub></b>	<input type="radio"/> <b>O<sub>1</sub></b>	<input type="radio"/> <b>O<sub>9</sub></b>
Easy to complete the task required using RTO Portal	<input type="radio"/> <b>O<sub>5</sub></b>	<input type="radio"/> <b>O<sub>4</sub></b>	<input type="radio"/> <b>O<sub>3</sub></b>	<input type="radio"/> <b>O<sub>2</sub></b>	<input type="radio"/> <b>O<sub>1</sub></b>	<input type="radio"/> <b>O<sub>9</sub></b>
Clarity of instruction in RTO Portal	<input type="radio"/> <b>O<sub>5</sub></b>	<input type="radio"/> <b>O<sub>4</sub></b>	<input type="radio"/> <b>O<sub>3</sub></b>	<input type="radio"/> <b>O<sub>2</sub></b>	<input type="radio"/> <b>O<sub>1</sub></b>	<input type="radio"/> <b>O<sub>9</sub></b>

**ASK IF Q15= POOR (2) OR VERY POOR (1) FOR EACH STATEMENT**

Q.16 You indicated that TAC's performance on <STATEMENT> was poor or very poor. Why do you say that? (repeat for each statement rated poor or very poor)

*Please explain in as much detail as you can.*

.....

.....

.....

**ASK ALL**

**RTO audit experience**

Q.17 In the 12 months since 1 July 2019 have you participated in a TAC audits/s?

- Yes  <sub>1</sub> **CONTINUE TO Q.18**
- No  <sub>2</sub> **SKIP TO Q.25**

Q.18 **ASK IF Q18=YES (1):** What type of audit/s was your organisation involved in? *If your organisation had a desk and site audit please tick both boxes.*

- Desk audit  <sub>1</sub> **→ Ask Q.19 and 20 then go to Q.21**
- Site audit  <sub>2</sub> **→ Ask Q.19 and 20 then go to Q.22**

Q19 **ASK IF Q18=YES (1):** Did the desk and /or site audit/s add value or provide a worthwhile experience for your business?

- Yes  <sub>1</sub>
- No  <sub>2</sub>

**ASK IF THE AUDIT WAS WORTHWHILE AT Q19**

Q.20 How did it do that?  
*Please explain in as much detail as you can.*

.....

.....

.....

**ASK IF EXPERIENCED A DESK AUDIT AT Q18**

**Desk audit**

Q21 The following questions relate to your desk audit experience. Please rate:

	Excellent	Good	Fair	Poor	Very poor	Don't know
The overall experience with the TAC desk audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
The information it provided about the audit purpose and process before the desk audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
The information it provided about the evidence required to be submitted by your organisation as part of the desk audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
The information it provided on the scope of the desk audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
The clarity and conciseness of the information it provided on the process and timelines following the desk audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Providing clear information in the audit report on the audit outcomes and actions required	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

**ASK IF EXPERIENCED A SITE AUDIT AT Q18**

**Site audit**

Q22. The following questions relate to your site audit experience. Please rate:

	Excellent	Good	Fair	Poor	Very poor	Don't know
The overall experience with the TAC site audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Providing information about the audit purpose and process before the site audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
The information it provided on the scope of the site audit	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Providing sufficient information about the audit at the entry meeting	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Informing me of any changes to the audit timetable and the reasons for changes	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

Giving my organisation an opportunity to discuss our particular business	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Willingness to discuss the audit findings at the time of the audit	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Providing a clear overview of the audit outcomes, including any non-compliances identified during the audit at the exit meeting	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Providing clear and concise information on the process and timelines at the exit meeting	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Providing clear information in the audit report on the audit outcomes and actions required	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9

**ASK IF EXPERIENCED A SITE AUDIT AT Q18**

Q.23 Please rate your experience with the TAC audit team during the site audit.

The TAC audit team were:	Yes	No	Don't know
Objective	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
Knowledgeable	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
Organised	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
Informative	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
Constructive	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9
Non-threatening	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 9

**ASK IF EXPERIENCED DESK AND/ OR SITE AUDIT**

Q.24 What could TAC do to improve any aspect of the TAC audits that it conducts?

*Please explain in as much detail as you can.*

.....

.....

.....

**ASK ALL**

**TAC Education Program**

Q25 TAC provides a range of educative opportunities to support compliance with the Standards for RTOs, including a range of workshops and published materials. During the 12 months since 1 July, 2019 did you attend (in person or via a webinar) a TAC education workshop?

- Yes  <sub>1</sub>  
 No  <sub>2</sub>

**GO TO Q28**

Q26 **IF YES:** How many TAC education workshops did you attend?

1-2 workshops	<input type="radio"/> <sub>1</sub>
3-4 workshops	<input type="radio"/> <sub>2</sub>
5 or more workshops	<input type="radio"/> <sub>3</sub>

Q27 **IF YES:** Please rate your experience in attending a TAC education workshop:

	Excellent	Good	Fair	Poor	Very poor	Don't know
Overall experience in attending a TAC education workshop	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Information provided was up to date	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Information provided was easy to understand	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Information provided was useful	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Helpfulness of information	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Clarity of information	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Knowledge of TAC presenters	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

**ASK IF Q27 ANY=POOR (2) OR VERY POOR (1)**

Q.28 You indicated that TAC's performance on <STATEMENT> was poor or very poor. Why do you say that? (repeat for each statement rated poor or very poor)

*Please explain in as much detail as you can.*

.....

.....

.....

**ASK ALL**

Q29 To support RTOs the TAC provides recordings and support materials of its education workshops on the TAC website. During the 12 months since 1 July, 2019 have you accessed a recording and/or support materials of a TAC education workshop on the TAC website?

- Yes  <sub>1</sub> **CONTINUE TO Q30**  
No  <sub>2</sub> **SKIP TO Q32**

Q30 **ASK IF Q29=YES:** How would you rate your experience in accessing the education workshop recording and/or support materials on the TAC website?

	Excellent	Good	Fair	Poor	Very poor	Don't know
Overall experience in accessing the recording and/or support materials on the TAC website	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Helpfulness of information	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

**ASK IF Q30= POOR (2) OR VERY POOR (1) FOR EACH STATEMENT**

Q.31 You indicated that TAC's performance on <STATEMENT> was poor or very poor. Why do you say that? (repeat for each statement rated poor or very poor)  
*Please explain in as much detail as you can.*

.....  
.....  
.....

**ASK ALL**

Q32 TAC provides a range of educative opportunities to support compliance with the Standards for RTOs, including a range of strategies and published materials.

To assist TAC with its planning what topics would you like TAC to cover in its education program?  
*Please explain in as much detail as you can.*

.....  
.....  
.....

**ASK ALL**

**Regulating the VET sector**

Q33. How would you describe your awareness of TAC’s Regulatory Strategy 2019-21? *A copy of the Regulatory Strategy can be accessed here <link: <https://www.tac.wa.gov.au/SiteCollectionDocuments/TAC%20Annual%20Regulatory%20Strategy%202019-2021.PDF#search=Regulatory%20Strategy> >*TAC Regulatory Strategy 2019-2021</link>. *Note – this will open a new window.*

- Very aware (know lots of detail about the Strategy)  <sub>1</sub>
- Aware (know of the Strategy but that’s all)  <sub>2</sub>
- Not aware (know nothing about the Strategy)  <sub>3</sub>
- Not applicable  <sub>4</sub>

Q34. Currently TAC publishes a range of information/data about its activities (for example Annual Report and Snapshot of Activities). Do you access and utilise this information/data to assist your organisation?  
*Please provide details*

.....

.....

.....

Q35. What TAC information/data would your organisation find useful?  
*Please provide details*

.....

.....

.....

**ASK ALL**

**Future regulatory support**

Q36. To assist TAC’s regulatory support planning including priorities and focus areas, please list the top three general areas of concern to you as an RTO?

.....

.....

**ASK ALL**

**Company profile**

Q37. How many people does your RTO employ, including yourself?

1-5 people	<input type="radio"/> 1
6-10 people	<input type="radio"/> 2
11-20 people	<input type="radio"/> 3
More than 20 people	<input type="radio"/> 4

Q38. How many students did you enrol during the 12-month period from 1 July 2019?

Fewer than 100 students	<input type="radio"/> 1
100-999 students	<input type="radio"/> 2
1000 or more students	<input type="radio"/> 3

Thank you for participating in this survey. The information you have provided will be kept confidential and de-identified and only the aggregate results will be provided to TAC.

**IF COMPLETING THIS IN HARD COPY PLEASE FILL IN THE FOLLOWING SO THAT WE DO NOT KEEP FOLLOWING YOU UP:**

**YOUR NAME**

---

**ORGANISATION**

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**SCAN AND RETURN TO:** [nicky@researchsolutions.com.au](mailto:nicky@researchsolutions.com.au)

## TAC Stakeholder Survey 2020

Good morning my name is .....from Ask Australia you will have recently received a letter via e-mail from the Training Accreditation Council (TAC) informing you about a survey which it is undertaking to measure your satisfaction with its interaction with your sector and its communications with you.

The survey will take about 10 – 15 minutes to complete, and your comments will be kept confidential; only aggregate comments by stakeholders will be reported to TAC. You have the right to access any information you have provided as part of the survey during the survey period and request that this information be destroyed.

Can you confirm that you are the correct person to speak you about interactions with TAC?

If no ask for the correct person and contact them.

If the correct person then continue

Q.1 Firstly please could you rate TAC’s performance .....(insert statement) ...is it excellent, good, fair, poor or very poor? **(don’t read out don’t know):**

**Ask for each statement**

**Randomise after Overall Experience**

	Excellent	Good	Fair	Poor	Very poor	Don’t know
Overall as a regulator	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
<b>And in the following areas.</b>						
At being open to hearing concerns about the quality of VET	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
At providing timely, quality advice about the VET sector to your organisation	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
At engaging sufficiently with your organisation	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
At collaborating with your organisation	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
<b>(repeat scale) Is TAC’s performance excellent, good, fair, poor or very poor in</b>						
Seeking feedback from your organisation	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Acting on your organisations feedback	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
In being transparent in its regulatory activities	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Promoting and encouraging continuous improvement of RTOs	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Improving the quality of VET outcomes in Western Australia	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

**You gave TAC lower ratings in some of the areas in the previous questions. They would really appreciate some feedback on what you were dissatisfied with and how they can improve.**

**ASK IF Q1= POOR(2) OR VERY POOR(1) FOR EACH STATEMENT**

Q.2 You indicated that TAC’s performance on <STATEMENT> was poor or very poor, why do you say that? (probe fully)

.....

**General Communication with TAC**

Q.3 Please rate your most recent experience in communicating with TAC using the same scale. So was your overall experience: excellent, good, fair, poor or very poor? (don’t read out don’t know).

Ask for each statement

Randomise after Overall Experience	Excellent	Good	Fair	Poor	Very poor	Don’t know
Overall experience	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
<b>And in the following areas.</b>						
Courtesy	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Respected confidentiality of organisation and privacy of individuals involved	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Impartiality	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Helpfulness	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
<b>Repeat scale here</b>						
Clarity of response	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Efficiency of response (took minimal amount of time, including waiting time)	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Knowledge of staff answering	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Sufficient contact details provided so that I could contact/ recontact a TAC staff member if necessary	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

You gave TAC lower ratings in some of the areas in the previous questions. They would really appreciate some feedback on what you were dissatisfied with and how they can improve.

ASK IF Q3= POOR(2) OR VERY POOR(1) FOR EACH STATEMENT

Q.4 You indicated that TAC’s performance on <STATEMENT> was poor or very poor, why do you say that? (probe fully)

.....

.....

**TAC’s communication with stakeholders**

Q.5 The TAC website and the TAC Update/TAC Special Bulletins are key tools used by TAC to communicate with stakeholders. Please rate your experience with TAC in the 12 months since 1 July 2019 in terms of providing.....(insert statement)..... is it excellent, good, fair, poor or very poor? (don’t read out don’t know):

Randomise	Excellent	Good	Fair	Poor	Very poor	Don't know
Accurate information	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Easy to understand information (clarity)	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Enough information	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Helpful of information	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Timely of information	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
Information on a wide range of issues	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
An easy to navigate website	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

You gave TAC lower ratings in some of the areas in the previous questions. They would really appreciate some feedback on what you were dissatisfied with and how they can improve.

ASK IF Q5= POOR(2) OR VERY POOR(1) FOR EACH STATEMENT

Q.6 You indicated that TAC's performance on <STATEMENT> was poor or very poor, why do you say that? (Probe fully)

.....

.....

**TAC presentation/workshop**

Q.7 Have you attended a TAC education workshop or had TAC present to your organisation in the 12 months since 1<sup>st</sup> July 2019.

- Yes <sub>1</sub>
- No <sub>2</sub> → Go to Q.11

ASK IF Q7=YES

Q8. How many education workshops or TAC presentations did you attend?

1-2 workshops or presentations	<input type="radio"/> <sub>1</sub>
3-4 workshops or presentations	<input type="radio"/> <sub>2</sub>
5 or more workshops or presentations	<input type="radio"/> <sub>3</sub>

ASK IF Q7=YES

Q9 Please rate your experience in participating in a TAC education workshop or TAC presentation, terms of the.....(insert statement)..... is it excellent, good, fair, poor or very poor? (don't read out don't know):

Randomise after Overall Experience	Excellent	Good	Fair	Poor	Very poor	Don't know
Overall experience	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>
<b>And in the following areas.</b>						
Overall information provided during the workshop/presentation was	<input type="radio"/> <sub>5</sub>	<input type="radio"/> <sub>4</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>9</sub>

Information provided was up to date	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Information provided was easy to understand	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Information provided was useful	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Knowledge of TAC presenters	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9

**ASK Q.10 IF Q9= POOR(2) OR VERY POOR(1) FOR EACH STATEMENT**

Q.10 You indicated that TAC’s performance on <STATEMENT> was poor or very poor. Why do you say that? (probe fully)

.....

.....

**Regulating the VET sector**

Q11 The TAC’s Regulatory Strategy 2019-21 was developed in consultation with stakeholders. Using the same scale. What was your experience in providing input into the development of the Strategy? How did TAC perform in terms of ....(Read out statement) .... excellent, good, fair, poor or very poor? (don’t read out don’t know):

Randomise	Excellent	Good	Fair	Poor	Very poor	Don’t know
Open to hearing concerns about the quality of VET	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Understanding of my organisation’s concerns	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Acting on my organisations feedback	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9
Respecting the confidentiality of my organisation and privacy of individuals	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 9

**ASK IF Q11= POOR(2) OR VERY POOR(1) FOR EACH STATEMENT**

Q.12 You indicated that TAC’s performance on <STATEMENT> was poor or very poor, why do you say that?

.....

.....

**Future regulatory support**

Q.13 To assist TAC’s regulatory support planning including priorities and focus areas, please list what you feel to be the top three general areas of concern specific to your industry/sector in vocational education and training. (probe for 3)

.....

.....

What are the three training products that raise the most concern for your industry/sector and then for each what is the reason for your concern? **If no concerns just click none below**

**None** <sub>99</sub>

Q14a Training product 1.....

Q14b And your concern is .....

Q15a Training product 2.....

Q15b And your concern is .....

Q16a Training product.....

Q16b And your concern is .....

Q17 Currently TAC publishes a range of information/data about its activities (for example Annual Report and Snapshot of Activities). Do you access and utilise this information/data to assist your organisation?

Yes

<sub>1</sub>

No

<sub>2</sub>

→ Go to Q.19

**If yes:**

Q18 What do you use and for what? **(probe fully)**

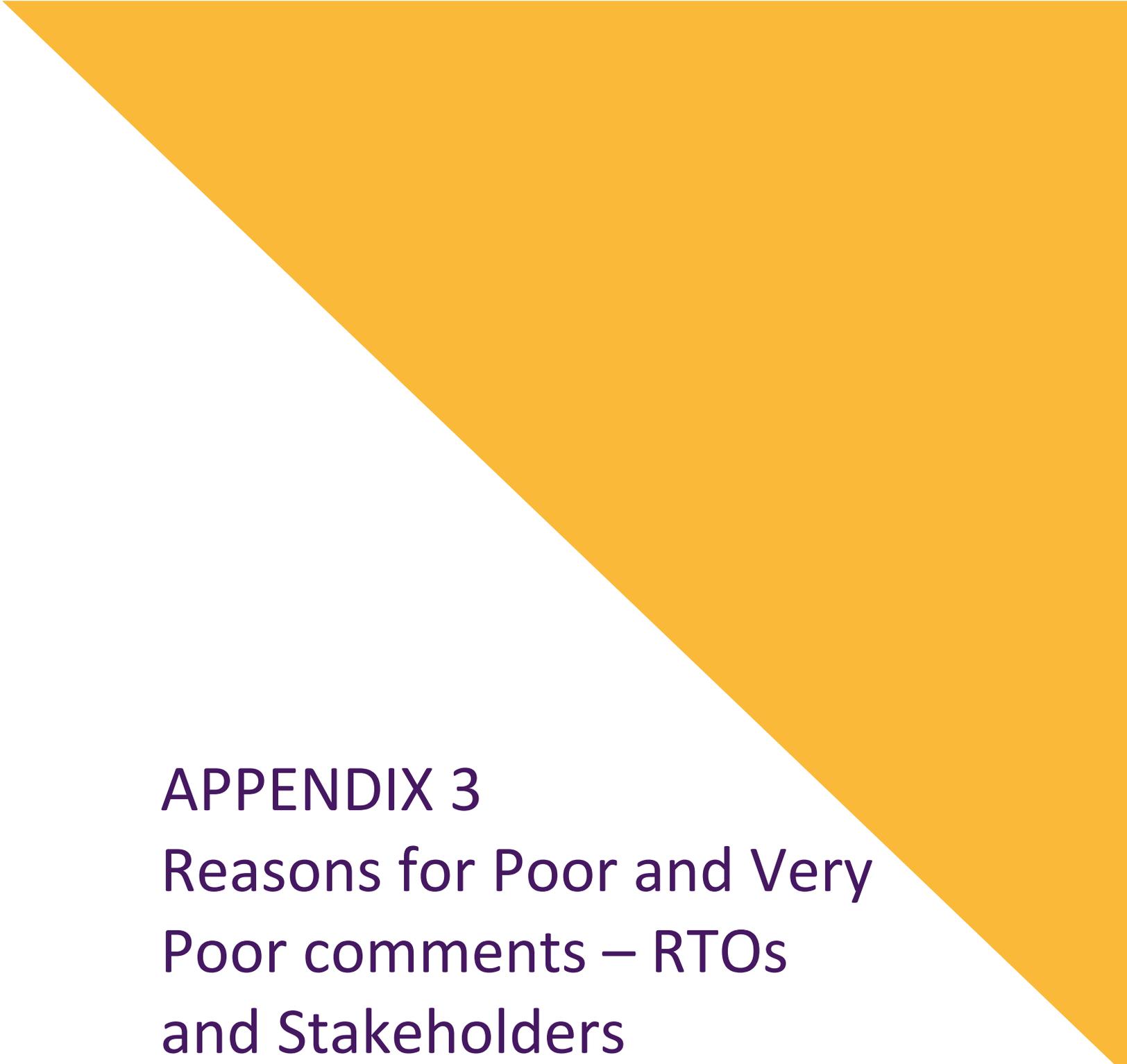
.....  
.....  
.....

Q19 What TAC information/data would your organisation find useful? **(probe fully)**

.....  
.....  
.....

**ADDED FROM THE STAKEHOLDER LIST PROVIDED BY TAC:**

- **Q20 Type of Stakeholder**

A large yellow diagonal graphic that starts from the top-left corner and extends towards the bottom-right corner, creating a split background of white and yellow.

# APPENDIX 3

## Reasons for Poor and Very Poor comments – RTOs and Stakeholders

## RTOs - Reasons for Poor and Very Poor comments

Q2. Please rate TAC's performance overall and then in each of the following areas:	
<b>Question 2</b>	<ul style="list-style-type: none"> <li>• <b>Overall (1.3%)</b> <ul style="list-style-type: none"> <li>- Audits over the past 20 years never had any consistency. The auditor or their mood on the day of the audit reflected on the outcome.</li> <li>- The auditor was not prepared to provide any information on what was required by the standard nor how our non-compliance could be rectified.</li> <li>- The requested information is lost or not forwarded, time frames are not adhered to and auditors take a combative approach.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Providing and timely and quality advice to my organisation on its regulatory activities (3.1%)</b> <ul style="list-style-type: none"> <li>- TAC is not proactive in their support of our RTOs with advice, for example, for COVID-19, we had no contact with them regarding health advice or if there were any relevant regulations.</li> <li>- Continually having to re-send through the same information.</li> <li>- Poor communication between TAC and their auditors.</li> <li>- Difficulty accessing appropriate staff members when advice is required.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Provides timely and quality advice about the VET sector to my organisation (3.8%)</b> <ul style="list-style-type: none"> <li>- Auditors are entirely contradictory in their judgements, combative and unsupportive.</li> <li>- Difficult to access appropriate staff members for advice when required.</li> <li>- TAC is not proactive in their support for our RTOs with advice in some instances.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Open to hearing concerns about the quality of VET (3.4%):</b> <ul style="list-style-type: none"> <li>- The DTWD lodgement system is extremely archaic and comes up with multiple lodgement areas every month. The system needs to be updated to remove the errors and to avoid confusion.</li> <li>- The system in South Australia gives every funded student a unique identification code which the RTO can then use to view the student's entire funded history. Currently, the RTO has to ask the student what courses they have undertaken and take their word for it, with the error often being flagged after the training is complete, indicating that DTWD will not pay for the students training. This results in the RTO having to claim fees back from the student.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Acting on complaints received about training providers (6.8%):</b> <ul style="list-style-type: none"> <li>- There is no clear method to report RTOs who are participating in unethical conduct and there is no consistency of method used between RTOs.</li> <li>- Complaint handled very poorly by TAC. TAC was informed in advance about a possible complainant and we understood that extensive file notes had been taken. None of this was considered when the complaint was reviewed by the auditor.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Transparent in its regulatory decisions and activities (2.7%):</b> <ul style="list-style-type: none"> <li>- Three different auditors made three different rulings on the same issue.</li> <li>- Findings often surrounded in jargon with no clear direction for correction.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Applies consistent regulatory decisions (4.7%):</b> <ul style="list-style-type: none"> <li>- Auditors have wide-ranging views on the same topic, demonstrating a lack of consistency of decision.</li> <li>- What one auditor passes as good practice is then non-compliant in a future audit.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Promotes and encourages continuous improvement (2.5%):</b> <ul style="list-style-type: none"> <li>- DTWD lodgement system needs to be improved and updated.</li> <li>- The standard letter after audit and finding major non-compliances is aggressive and unsupportive, rather than collegiate, supportive and positive.</li> </ul> </li> <li>• <b>Improves the quality of VET outcomes in Western Australia (1.3%):</b> <ul style="list-style-type: none"> <li>- No evidence of TAC helping to improve outcomes in Western Australia. A positive result would be to have courses or tips in this area.</li> <li>- Schools have a much better re-registration experience than RTOs, why is that?</li> </ul> </li> </ul>	
<b>Q4. The TAC website and the TAC Update/TAC Special Bulletins are key tools used by TAC to communicate with RTOs. Please rate your experience with these communication tools over the 12 months since 1 July 2019.</b>		
<b>Question 4</b>	<ul style="list-style-type: none"> <li>• <b>Ease of understanding information (clarity) (3.8%)</b> <ul style="list-style-type: none"> <li>- The website is hard to navigate to find appropriate information;</li> <li>- A lot of information is written in such a way that it requires interpretation by the user. Examples or scenarios would help to explain what is meant;</li> <li>- A lot of jargon is used and little advice or direction on how to correct potential non-compliance.</li> </ul> </li> <li>• <b>Helpfulness of the information (1.9%)</b> <ul style="list-style-type: none"> <li>- TAC's role seems to be more about policing and punishing rather than supporting and developing;</li> <li>- Examples would help a great deal and explaining what was meant.</li> </ul> </li> <li>• <b>Timeliness of information (2.6%)</b> <ul style="list-style-type: none"> <li>- TAC puts pressure on us for timely information but this does not work in reverse.</li> </ul> </li> <li>• <b>Easy to navigate the website (4.5%)</b> <ul style="list-style-type: none"> <li>- A typical government website: cluttered, confusing to navigate, not intuitive and the search capacity is not broad enough or forgiving enough;</li> <li>- The information is not easy to find on the website and is sometimes not current;</li> <li>- The information provided on the TAC website does not align with the student learning journey and instead follows the order of the standards;</li> <li>- The layout of the website could be improved to better guide visitors through user guides, fact sheets, case studies with well-catalogued announcements/directions, etc.</li> </ul> </li> </ul>	
	<b>Q6 Please rate your most recent experience in communicating with TAC by email and /or telephone?</b>	
	<b>Question 6</b>	<ul style="list-style-type: none"> <li>• <b>Overall experience communicating with TAC via e-mail and/or phone (2.5%)</b> <ul style="list-style-type: none"> <li>- TAC can be full of self- importance and not willing to listen and help;</li> <li>- Some communications have incorrect information/ data contained in them.</li> </ul> </li> <li>• <b>Courtesy (1.9%)</b> <ul style="list-style-type: none"> <li>- Can be too aggressive and don't listen;</li> <li>- Can be variable, lack consistency.</li> </ul> </li> <li>• <b>Clarity of response (3.1%)</b> <ul style="list-style-type: none"> <li>- Normally just quote the legislation with no clarification</li> </ul> </li> <li>• <b>Efficiency of response (2.5%)</b> <ul style="list-style-type: none"> <li>- I've sent through the same documents many times;</li> <li>- The audit process took many months with auditors repeating the same thing. They say they will get something done by a certain time but never do.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Knowledge of the staff (1.9%):</b> <ul style="list-style-type: none"> <li>- Always referring questions or issues to someone else.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Sufficient contact details provided to recontact a TAC staff member (3.8%):</b> <ul style="list-style-type: none"> <li>- I am unaware of who to access at TAC if I have questions or queries or need direction or clarity on issues; would like to know who can provide assistance or guidance to RTOs.</li> <li>- The telephone number is incorrect on the TAC portal, it lists the number as 9441 1910.</li> <li>- Regularly change case officer without notification. Often, we are not aware of whom our current case officer is due to staff rotation. When rotation occurs, there is little detail provided as to who is the new point of contact.</li> </ul> </li> </ul>
<b>Q10. Please rate your application experience based on the application/s that you have submitted to TAC</b>	
<b>Question 10</b>	<p>Overall experience with the application process (6.3%)</p> <ul style="list-style-type: none"> <li>- RTONet often is not working and applications can't be completed.</li> <li>- The available Megabyte levels for uploading documents are much too low and not consistent with current expectations.</li> <li>- There are consistent issues using the RTO portal for applications.</li> </ul>
	<p>The time TAC took to act on the application after you were notified that it had been received (4.9%)</p> <ul style="list-style-type: none"> <li>- Has not responded in an appropriate time.</li> <li>- Have had the experience of audits taking an extended time to complete due to evidence submitted not correctly uploading through RTONet but the applicant not being made aware of this issue at the time.</li> </ul>
	<p>Helpfulness of the information on the TAC website regarding making applications (3.2%)</p> <ul style="list-style-type: none"> <li>- Information is difficult to locate and does not provide any updated information on the current status of RTONet, i.e. operational or not.</li> </ul>
	<p>Availability of follow-up assistance (3.3%)</p>

## Stakeholders - Reasons for Poor and Very Poor comments

Q1. What types of contact has your organisation had with TAC in the 12 months since 1 July 2019?	
<b>Question 1</b>	<ul style="list-style-type: none"> <li>• <b>TAC providing timely, quality advice about the VET sector to your organisation (10%)</b> <ul style="list-style-type: none"> <li>- Don't receive much communication about VET outcomes as we are not an RTO (2 respondents).</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Engaging sufficiently with your organisation (16%)</b> <ul style="list-style-type: none"> <li>- Don't receive much communication from TAC at all (3 respondents).</li> </ul> </li> </ul>
	<p>The three organisations that rated TAC poorly in this area commented that they rarely heard from TAC; one organisation commented that it heard from TAC once every 2 years ("<i>I think they assume there are no problems in my area</i>") and a second organisation commented that they had not heard from TAC for 5 months.</p>
	<ul style="list-style-type: none"> <li>• <b>TAC's collaboration with your organisation (6%)</b> <ul style="list-style-type: none"> <li>- I don't hear from them (1 organisation).</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>TAC seeking feedback from your organisation (6%)</b> <ul style="list-style-type: none"> <li>- TAC has never asked for any feedback, we provide them with intel but receive none back. (1 respondent).</li> <li>- They have good intentions but I'm aware they have limited resources to do what I believe they should be doing. (1 respondent).</li> <li>- I don't seek advice from TAC and rarely hear from them. (1 respondent)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Acting on your organisation's feedback (6%)</b> <ul style="list-style-type: none"> <li>- I rarely hear from them. (1 respondent)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Promoting and encouraging continuous improvement of RTOs (7%)</b> <ul style="list-style-type: none"> <li>- They have good intentions but limited resources.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Improving the quality of VET outcomes in Western Australia (10%)</b> <ul style="list-style-type: none"> <li>- They have good intentions but limited resources.</li> </ul> </li> </ul>
Q5. You indicated that TAC's performance on <STATEMENT (includes TAC website/ TAC Update / TAC Special Bulletins)> was poor or very poor. Why do you say that? (4 comments general were made about TAC's performance across the various rating scales)	
<b>Question 5</b>	<ul style="list-style-type: none"> <li>• Information is not easy to find on the website.</li> </ul>
	<ul style="list-style-type: none"> <li>• We haven't received any TAC Updates or TAC Special Bulletins, perhaps we are no longer on their mailing list?</li> </ul>
	<ul style="list-style-type: none"> <li>• The TAC information is very RTO focused. We need more information on the system in WA and the whole of VET, otherwise, make it an RTO newsletter.</li> </ul>
	<ul style="list-style-type: none"> <li>• We are on their mailing list but we still don't receive information from TAC.</li> </ul>

# APPENDIX 4

## Verbatim Comments for RTOs and Stakeholders

## VERBATIM RESPONSES – RTOs

<b>Q32: TAC provides a range of educative opportunities to support compliance with the Standards for RTOs, including a range of strategies and published materials. To assist TAC with its planning what topics would you like TAC to cover in its education program ?</b>
Addressing Assessment Requirements - Unpacking the Training Packages - Creating compliant online assessments - Validation - how to do it right?
Guidance on meeting the requirements of 'a diploma of higher-level qualification in adult education' - Guidance on credit and credit transfer, including coverage of currency, equivalency
Authenticity of online delivery and assessment § Industry currency § Supervision of Trainers / Assessors working towards completion of the TAE
A facilitated discussion session between private RTOs would be beneficial to enable like-minded organisations to share knowledge, issues and solutions to remain sufficiently agile to meet the needs of the current market and ever-changing landscape.
A Webinar on the RTO Portal and how to use it (there may already be something like this but I haven't found it).
Archiving of materials - alternatives to physical copies. Industry Consultation - better ways to record information Validation and moderation - examples of recording and how to record.
Audit preparedness Vocational Competency/Currency Governance
Audit procedures explained, as to what will be acceptable and not acceptable, and examples given.
Best practice examples could help an RTO to work on continuous improvement of documents and processes.
Biggest issue for us is Trainers understanding of Vocational Competence. So, training targeted at trainers who work in school contexts. Competency-based assessment and school assessment are different. Not all Trainers in school are university-trained educators - they come from a variety of backgrounds.
bringing qualifications on scope
Compiling evidence portfolios
Consistency of assessment, fairness and reliability of assessment practices, providing meaningful feedback to learners. Opportunities for Managers to meet and share processes and experiences
COVID related guidelines for TAC RTO that may need to deliver some units remotely.
Credit Transfer - the rules are hard to follow for what and when credit transfer applies Equivalence - there seems to be a different procedure between ASQA and TAC around credit transfer for "equivalence" and the need for gap assessments RPL Direct Supervision - Trainer Assessor qualifications for working under direct supervision
Currency Nominal Hours
Currency with Trainers
Current level of programs are good
Cycling through everything we need to know to operate compliantly. Even when a workshop has been attended it is helpful to redo same/similar at some point to refresh (recordings are great for this).
Details on what TAC looks for when it comes to overall compliance of an RTO. For example, how important is goodwill and intent to comply with an RTO? Aside from meeting minimum standards, do higher-quality facilities and resources help auditors form a view about the likelihood of compliance?
face to face workshops I enjoy much more than webinars. Focussing on the different standards and "how you can produce evidence to meet the various evidence"

Happy with current offerings
How best to evidence UOC competency of a trainer to scope a new UOC that no RTO has on scope yet. i.e. an SOA cannot be sourced from another RTO.
How it all fits together including TAC, ASQA, NCVER & Training.gov.au. RTOs can get very busy at times as they do not receive funding as TAFE and not for profits do and as a consequence have less staff capability to handle red tape and the ability to react quickly to changes. The more assistance the better.
How to be consistent at audit - set of rules that everyone can follow and trust
How to deal with pedantic, rude, over officious people that disregard reasonable professional practice and who repeatedly lose documents that are forwarded to them and can never give the same answer to the same question
How to keep up to date with professional development with your trainers/assessors
How to remain financially viable as a Training Organisation against a set of Standards and Training Packages that are overly demanding and do not necessarily equate to quality training i.e.: current knowledge/skills for the workplace.
I believe that the present opportunities are ideal and, in the future, will be participating in the programs. Due to our location, we will be using the webinar as our preference for attendance. We have engaged Mr Geoff Oliver for several years as our compliance consultant Mr Oliver has been associated with our organisation for several years.
I Believe they have a good product, which covers all aspects I require
I have sent some of the staff for those programs and received great feedback
I was booked to attend a seminar but couldn't attend due to COVID restrictions. As a small business I often find it hard to attend seminars in person as my training calendar is set 12 months in advance, so I usually have to rely on private-sector webinars for PD and updating my knowledge. I wasn't aware that I could access recordings and support materials from TAC education workshops. This is an excellent initiative that will make it much easier for me, and I will definitely be accessing this material in the future.
Internal audit webinar to make sure I am capturing all the correct evidence would be helpful. The Initial/ Renewal of Registration Self-Assessment Tool was very useful for my internal audit layout so a specific template like that would be great. That one could be condensed to be just for the yearly internal audit. Training the trainer programs on how to keep the students engaged online would really good. We had COVID 19 lockdown and moved a lot of courses to online via ZOOM to continue to trade but the trainers could have used a bit of a hand on the differences in working online to classroom interaction. Any courses that are different from the ones we see all the time coming up would be good. Short webinars of 1 - 2 hrs are very useful.
Key areas of need include: 1. Determining the amount of training and ways of documenting this 2. Evaluation 3. Continue with assessment system offerings 4. Use of supervised trainers and what is appropriate as a supervision plan
Maintaining Trainers' industry currency - always seems to be a hot topic. Educating RTOs regularly would benefit the industry.
Maybe regular workshops covering all standards or bundle standards? Particularly those that cross over with Training and Assessment /Student areas in Standard 1, 4, 5. The regulator wants to make sure that the Provider is delivering the right information about the course to the student, the course itself is compliant to make sure they are receiving the best possible delivery and assessment for the course related to that industry.
More clarity on credit - some inconsistency in interpretation (superseded and equivalency) particularly from other agencies. Creates a lot of work for our staff.

More education for trainers, the majority of topics are aimed at management and compliance office
More to do with your fact sheets. A better explanation of implicit and explicit units. What can and can't be included as an elective. A better explanation for mapping of learning materials information on both of these topics is ambiguous.
More variety in speakers, please.
No comment
No suggestions
None to add
Not exactly sure, but would prefer more variety. Over the years it seems to be the same topics discussed.
Online Webinars covering topics such as: Currency, Validation, Assessments and resource and learning material options.
PD workshops/webinars to accompany each of the published fact sheets.
Pleased with what has been presented.
RPL, addition to scope, qualification upgrades and transferring from old to new quals when no equivalent
RTO' offering the Certificate IV in TAE to that assessors are competent upon RTO delivering this qualification and issuance of qualification in design and develop assessments or to provide regular workshops on how to unpack a Unit of Competence, including a session on how to design and develop assessments
Simplified moderation and validation of assessments; most employers will not participate in programs for review unless they are from very large companies.
So far TAC has provided topics that are sufficient for my role. I would like to know a bit more in regards to archiving and what needs to be stored and for what period. Do they have to be hard copies can they be saved in ICLOUD?
Some clarity regarding validations for units. More specifically, practical means of maintaining compliance in this area.
Teach-out periods, what can and can't be done
The challenge is that different levels in the RTO require information and education support at strategic, operation or delivery mode so having this targeted and clear in content with examples would be helpful
The current programs offered have helped me so much with clarification and understanding of how to manage an RTO. Your trainers are clearly masters in their field. I look forward to attending more workshops.
The impact COVID -19 is having on student placements for students studying aged care.
The materials are generally really good, the only problem is the time they are delivered - we are training during these hours and it's prohibitive to participate as we are working on the training side.
The reporting obligations of RTOs in respect of Standard 3.2, 3.5, and 3.6, together with Schedule 5.4 and 5.8 especially as those obligations apply to third-party agreements with schools. There appears to be confusion about which party has obligations to report course completion to NCVER - the RTO is reporting directly AND the school is reporting indirectly via SCSA. The result is duplicated and confusing records on authenticated VET transcripts made available to individual students by the Registrar.
The topics being covered are excellent- keep it up. TAC does a great job assisting RTOs
This is still yet to be determined however will be accessing as much information that is available

Topics currently are sufficient.
Topics relevant to trainers, assessors and administrators of RTOs. Previous attendance at education programs valuable and sort for updating and improving in the future.
Trainer and Assessor currency
Training and assessment
Training and assessment strategies Volume of learning Qualifications and delivery design Validation best practices Online assessment methods and tools LLN best practices and how best to support learners
Unsure, as you pretty much have most bases covered with the current programs
Validation
Validation practices
Validation process - how to conduct validation for trainers and assessors
Very good currently
Vocational competency and currency requirements
Volume of Learning/ Currency and Industry Competency
We are always getting new trainers - and old trainers fall into bad habits. The PD should be the basics as refreshers

<b>Q34. Currently TAC publishes a range of information/data about its activities (for example Annual Report and Snapshot of Activities) do you access and utilise this information/data to assist your organisation ?</b>
Annual report e-mail bulletins
Been Deregistered
COVID- information was useful
Fact Sheets are accessed regularly.
Glance at for relevance
Have in the past, but not frequently.
have visited the website to keep updated
I access the TAC fact sheets and publications often. They are useful, informative, well laid out and make our life easier.
I have not as yet
I haven't accessed as yet however endeavour to in the future.
I read these and use what is relevant
I review the information that is sent to me. would not say that this information is useful in assisting our RTO
I was unaware of the snapshot of activities but will find this informative.
If I have time
Information on dates and reminders
Information is used to guide extra compliance checks in areas TAC have identified as trouble areas throughout industry.
Lack of time
Limited use

Looking at website and newsletters/bulletins is very helpful.
No - but may now look
No, but I will going forward as it sounds like it will be very helpful to read it.
No, not at this stage
No, our RTO is not our core business as a not for profit association
No, unaware how to find and apply
Not accessed or used
Not as effective as could be
Not as yet
Not at the moment.
Not at this stage.
Not currently
Not enough
Not much yet.
Not often.
Not overtly - only at times when there may be relevant information to the organisation, its operations and industry areas on scope.
Not particularly.
Not really - too busy and time-poor
Not Really, to busy running our business in this time.
Not really. Occasionally from interest - but it doesn't inform activity. Activity and process is informed through interpretation of legislation and standards.
Not recently
Not regularly
Not that often
Not unless I see something that I want to use - not always
Not usually
Only for internal audit processes.
Only through newsletters.
Probably not as much I should
Read the information looking for trends
Review content of annual reports
Some of the time especially during COVID 19
Some.
Sometimes - often not relevant to our actual operation.
Sometimes
Sometimes to contribute to internal strategies such as monitoring plans
Somewhat, Typically via the E-mail Newsletter
Sorry but no.
TAC strategy is based on risk to industry sector. If an RTO maintains their own Risk Assessment & Risk Treatment plus Internal Audit in compliance to the Standards is should not be a concern.
The information is accessed and the information is utilised if appropriate to our RTO.

To some degree. The regulatory strategy is very helpful and follows up reports in relation to this are useful for the areas that are relevant for my RTO. It's hard to understand detailed level regulatory activities through these and you tend to have to "read between the lines" to some degree which isn't ideal.
Usually read this information as it comes through and will discuss with partner if it concerns our RTO
Very rarely
We do not access this information presently
We have accessed this information which has been useful in the preparation of our extension to scope application
We have not accessed this information.
We read the information when it is published on the TAC website and we let staff know of any key points that may impact us.
We use this data when reviewing our business strategies. We could use this data more effectively and will be accessing it for our upcoming strategic planning sessions.
Would like to if I had time.
Yes
Yes, but not as much as I could
Yes, I access and take note of industry areas of focus
Yes, I do access and read the documents. This allows me to stay in tune with what we deliver to our students and highlights if any changes are required at the delivery level.
Yes, I do... very helpful to have on hand.
Yes, I find this very useful
Yes, I read what is sent
Yes, it provides some context
Yes, just to see the direction of the VET sector and changes being implemented and gain ideas
Yes, reviewed at quarterly meetings
Yes, to see if we are compliant
Yes, to the Annual Report and also the fact sheets
Yes, we are part of a group of schools in WA who are also RTOs - and we discuss this at meetings with this group.
Yes, we do
Yes, enjoy reading the Annual Report as it provides a great overview of regulation in the industry sector.
Yes, I do part of our planning
Yes, I update the team every month with regulatory information
Yes, it assists us in focusing our strategies and compliance activities was a bit slow on support for Covid19
Yes, staff, trainers and assessors share this information.
Yes, the information provides guidance for our RTO in its future operations.
YES, THROUGH E-MAIL SUBSCRIPTION
Yes, via the website and then have a group that reviews it.
Yes, we find this information beneficial in our future planning.

Yes, we use this information to inform our internal monitoring program and our internal quality assurance processes. This information is also used to guide professional development for our academic workforce.
Yes. Access and review of all available TAC Information is addressed and considered with all forward planning.
Yes. Especially on topics which are of direct operational interest.
Yes. Read e-mails and TAC website

<b>Q35. What TAC information/data would your organisation find useful?</b>
A PD series focussed on Trainer assessors
A summation of common errors that RTOs make in preparing for an audit.
Alerts & updates to training packages Possible funding for private RTOs in the community Public school's education access for private RTOs.
All information is helpful in assisting us to run in a professional manner.
All of the data is useful. The education sessions have been wonderful - keep it up!
Annual Report.
Annual reporting.
Annual reports that include statistics re: audit findings are useful.
Annual Reports, guidelines.
Any changes that may still occur due to COVID
Anything, the more information you put out, RTOs can pick what is of interest to them.
Areas of common non-compliances/opportunities for improvement from audits Examples/samples of best practice across RTOs in particular 'like' RTOs
As a private RTO, the access to Government funding is a very hard area to access so a link on the newsletter to any areas that may be applicable for private RTOs as general funding information would be useful.
Assessment tools.
Been de-registered.
Bench-marking to other RTOs.
Changes and updates in accredited courses.
Changes to packages.
Changes to RTO Standards.
Changes to the structure/revision of courses within our Scope of Registration. Changes to the Standards that would impact our RTO compliance.
Changes to units on our scope.
Checklists, compliance materials, guidance documents.
Common concerns about compliance and strategies used by other RTOs.
Common mistakes/things that are identified as problem areas during audits to allow them to become a focus.
Comparative data analysis for other like RTO providers to be able to see how we compare.
Compilation of lists of transitioning training packages.
Compliance.

Compliance activities.
Compliance to standards.
Complying with the standards.
Continued information in relation to compliance that can be passed along to trainers.
Current information is sufficient.
Current reforms.
Data, compliance matters.
Developing policy examples of procedures checklists or examples of meeting or exceeding quality for compliance - specific to quality areas, showing the links to standards and continuous improvement strategies not just preparing for audit.
Early changes to package requirements.
E-mail alerts.
Fact sheets. Audit information. Updates. Policies and Guidelines.
Fact Sheets - need more.
Fact sheets and updates.
Fact Sheets or similar.
Happy with all current information/data that is currently provided.
Happy with the level of information available.
How similar RTOs are going.
How to maintain compliance in day to day work.
I am satisfied with the range of quality and information and data that I have accessed from the TAC website but was unaware of some of the other materials and information/data TAC provides. Again, this will be very helpful for me.
I appreciate this isn't the information you are referring to here, however it would be really helpful if fact sheets were numbered so that it is easy to see when a new one has been added.
I can't suggest any improvements at the moment.
I find TAC updates and fact sheets provide help.
I think it would be helpful to product redacted audit reports so that RTOs that do not have audits very often can understand how you are interpreting standards and this would allow them to be much better informed.
Industry job trends and opportunities.
Info on qualifications and redundant units/qualifications.
Information about Strategic projects to be undertaken by TAC.
information on maintaining professional development and currency in VET?
Information on work experience placements and Covid-19 and assessing students on placements.
information referenced above and perhaps a review of the User Guide.
Information/data is useful at the moment can't think of anything needing to be added.
Internal and product audits.
It would be of interest to know more about how other RTOs have coped during COVID 19 and what strategies have been effective/ineffective during this time.
Just keep it coming, everything and anything that is relevant to the training world is useful.
Key compliance issues.

Key reasons why RTOs get non-compliances at audit (and then TAC should offer PD workshops/webinars on those key points).
Latest News Announcements Quick Links
Less paperwork required for smaller RTOs with minimal Administration
Links to funding grants available to industry you are registered to.
Main issues where RTOs are not compliant and the reasons i.e.: maybe the implementation is not practicable or not financially realistic to maintain. It is of no benefit setting a Standard designed to address poor performers or rogue operators that add unrealistic burdens to the sector and in particular smaller RTOs.
Maybe data related to uptake of quals based on regions and successful completions.
Maybe TAC should have some professional educators on board!!
More about delivery options.
More breakdowns of the standards.
More fact sheets More examples provided in any fact sheets or resources.
More information about maintaining the quality of our RTO delivery, assisting in helping us maintain compliance - and working towards materials/delivery improvement techniques.
More information around common noncompliance's that are being found within other private RTO operations. this will give our own RTO areas for self-reflection and review.
More samples/templates of how RTOs can comply with the Standards.
More specific examples/template documents in relation to Training/Assessment Strategies.
More webinars available on the Standards maybe.
Much more information about Auditor's expectations. Clear details about Auditor's decisions, e.g. last week I was told by another RTO Manager... It would be worthwhile knowing if a similar decision has been made by TAC. It was a small but impactful decision. So, if an Auditor makes a non-compliant decision about an RTO - it would be great to have access to a continually updated list of decisions and reasons why. e.g. if the dash in the Certificate name listed on training.gov.au is acceptable when using the Certificate number and name. these seem small things but they are frustrating not knowing what way TAC Auditors will read a document in Audit.
N/A, our RTO is not our core business as a not for profit association.
Newsletter and updates/fact sheets are the best source of communication.
Newsletters can provide current information on new data/information and then links could take a reader to more detailed information. I find I am too busy to spend time just perusing websites, but if a newsletter provides a link, I am likely to follow this and do more reading.
No comment.
No immediate need for information.
No suggestions.
Non-compliance examples and data.
Not a need for additional information.
Not sure.
Not sure at this stage.
Not sure, perhaps enquiry to enrolment comparison.
Nothing more than they currently provide that I am aware of.
Nothing new comes to mind.
Nothing specific.

Nothing to add.
Nothing yet - there are many online resources that are helpful.
Our risk rating.
Proactive communication from Case Manager.
Provide a breakdown of key areas from each of the eight standards within Standards for RTOs 2015 on a monthly basis via e-mail communication.
Publishing of guidance and advice given by TAC Regulatory Officers to other RTOs in response to a question posed. This could be through the development of FAQs or guidance notes/fact sheets etc.
Regular updates on any changes to the standards, training packages are useful. Best practice tips for assessment, delivery and RTO management would be nice.
Regular statistics on the standards where RTOs in general are having issues with non-compliances in a report quarterly or half-yearly. Highlight the misunderstandings/non-compliances. Then giving guidance to RTOs by having information's/event workshop sessions that would be useful linking to those Standards. It's then putting the onus back on the RTO to make sure they are reading these reports and are compliant with the expectation for the Standards and the regulators.
Regular updates on training courses and workshops, along with any updates in regulations to the VET RTO Training area.
Regulatory.
Regulatory decisions - similar to updates from ASQA around any compliance decisions and findings Results of audits undertaken and common areas of non-compliance/outcomes.
Regulatory decisions in WA.
REGULATORY UPDATES, AUDITS UPDATES, UPCOMING/CURRENT CHANGES TO THE VET SECTOR
removals/prosecution and reasons for de-registration, work with ASQA to remove cowboys not say that it is ASQA's issue.
Reporting obligations through the portal made easier and prompts on due dates.
Reporting requirements due date reminders via e-mail.
Reports on RTOs that do not comply with requirements. For instance, graduates of Certificate IV in Transport & Logistics (Road Transport Heavy Vehicle Driving Instruction TLI41318) have been interviewed by our organisation for the position of Driving Instructor. In recent years applicants for the job role have not been able to demonstrate their driver competence or their ability to train a student. As holders of the said qualification these applicants demonstrate that they are incompetent and unemployable by our organisation, this is a disgraceful reflection on the training industry and it appears no auditing is happening to improve the situation. Our organisation is resigned to the fact that when our staff retire (over time) competent replacements cannot be found due to the issuing of Certificate IV in Transport & Logistics (Road Transport Heavy Vehicle Driving Instruction TLI41318) to incompetent graduates. It is simply the case that our Organisation will eventually close when our staff retire due to the inability to recruit competent driving instructors that can: 1) drive a vehicle and 2) deliver satisfactory training to their students.
RTO noncompliance information.
Scope amendment
Specific areas of compliance focus. Trends in the sector. Trends in the overall VET sector.
Standards Clarification, Audit Clarification.
Standards compliance updates.
Strategies and workshop contents.
Summarised key information.

Summary sheets.
Templates.
TEMPLATES FOR RTOS THAT ARE STANDARD AND CAN BE USED BY EVERY RTO TO ACHIEVE COMPLIANCE.
The Fact Sheets are excellent - more of these, particularly on aspects of high-priority regulation will help. A clearer understanding of how TAC is assessing certain things at audit. It is still hard to understand how consistent regulatory activity and findings are.
The fact sheets, policies, announcements and newsletters are all useful.
The legislation updates.
The Standards and the Fact sheets
Tips on simple compliance. I think many RTOs go overboard and waste a lot of time on the wrong things.
Training package updates, national standards updates
Training product review dates well ahead if possible. If TAC is able to have a say in these with PWC Skills. Most training product reviews and mandated changes occur late in the year which affects the school setting enormously on many levels, i.e. marketing, advertising courses, student counselling, provision of up to date materials and resources. More recently it has been good to see the BSB and ICT which now gives time for planning/amending scope, etc. We are still waiting for numerous changes to the CUA package which affects multiple qualifications we deliver at a unit level. This lateness does not just affect the RTO schools but also the private RTOs who auspice with schools.
Trend data is usually helpful, what metrics are moving in which direction year on year.
Trends.
Understanding auditors.
Updated members list when new RTO apply etc.
Updates on compliance, legislation and law New trends in the industry.
updates on qualifications.
Updates on Training Packages up for review - likely timelines.
We already find the fact sheets very useful - keep it up.
We find the following information useful a. Trainer /Assessor Competencies b. Amount of training (deliver and assessment hours) c. Training & Assessment Strategies
We have enough data/information.
Website details, example COVID-Safe practise for this year.
What workshops are available.
When there is no possibility of work placements during an outbreak such as COVID-19 what options do RTOs have where units of competency state 'must be assessed in the workplace'?
With the current COVID situation and the Government planned spending in the training sector for "Job Trainer" it would be good to have regular updates on where the money is being injected so we can ascertain how this could benefit our RTO.
Work experience outcomes in light of COVID-19.

<b>Q36. To assist TAC's regulatory support planning including priorities and focus areas, please list the top three general areas of concern to you as an RTO?</b>
Timing of Training Package release/updates – given that a large number of RTOs operate on the calendar year.
Keeping up to date with new methods and systems to streamline compliance.
Ability of students to learn on-line post COVID.
Access to a reliable and user-friendly portal.
Access to a TAC officer for liaison. Previously we had a contact person, but they went on maternity leave and we were not informed if she has been replaced, and or returned to the position.
Adapting to change with COVID.
Adherence of RTOs to the state training policy not just SRTOs 2015 when approving scope. We come across RTOs that deliver Class A qualification without an apprenticeship. Not so much TAC, but ASQA don't seem to look at the validity of qualifications they are endorsing for RTOs.
Amount of Training - such differences between providers for same qualifications
Apparent shift in favour of TAFE over Private RTOs for Government Funding.
Assessment.
Assessment and validation.
Assessment tools.
Assessment, particularly online delivery and authenticity.
Assessments.
Auditing schedules and planning.
Auditors.
AUDITORS consistency and knowledge of the industry they are auditing.
Audits
Audits need to focus more on training outcomes.
Availability of suitably qualified trainers
Being aware and up to date with any Government charges and additions to the RTO regulations and standards.
Bi-annual communication with TAC caseworker whether it be a quick phone call or e-mail to discuss any pending issues or upcoming changes /questions.
Changes to RTO Standards.
Changes to units on our scope.
Clarity re: interpretation of standards.
Clear summarised knowledge about what an Auditor will identify as an issue - everything and easy to access - updated as decisions made - not naming the RTO just the decision.
Compliance.
Compliance audits are my only concern and are well provided for already.
Compliance with the Standards (2015).
Compliance with validation and moderation.
Compliance, teacher currency, teachers who actually want to deliver VET based on the amount of paperwork and compliance that is involved.
Consistency across auditors - usually comes into play around delivering non-accredited training clustered with nationally recognised training, mapping and interpretation.

CONSISTENCY AMONGST AUDITORS.
Consistency of Regulator.
Consultancy.
Continuous Education to RTO; Trainers and Administrators.
Continuous improvement.
Cost of keeping staff qualified - in a school context. Upgrades and cost of training.
Costs of staff training for Cert IV in Training and Assessment. Too expensive for individuals and small businesses cannot afford to pay for staff to receive this achievement.
Covid-19
Covid-19 impact and supporting Private RTOs (TAFE's being government are heavily marketed and funded).
Covid-19 restrictions are of concern and are impacting the business to some degree some clear guidelines and suggestions of how to manage this period which is so challenging.
Delivery Mode using Online platforms and be complaint with the RTO standards.
Difficulty accessing regular professional learning opportunities because of remoteness.
Difficulty in recruiting industry qualified trainers & assessors. Introduction of skill sets in meeting the TAE qualification requirements.
DTWD funding.
Education of myself and staff with legislation.
Ensuring third party arrangements are strictly monitored and the contract is adhered to.
Ensuring we are delivering the right courses for our Membership to address education and training needs.
Even Playing Field between TAFE and Private RTO.
Extremely short courses on offer IE 5-day Basic Rigging and Dogging, not possible even with online training.
Fairness to all RTOs in a TAFE centric government.
Federal compliance.
Fees.
Finding appropriate aged care facilities to carry out the practical assessments.
Flexibility in approach when interacting with small RTOs.
Funding - As a private RTO funding is non-existent and the information around it is very hard to find. I know it's not really a TAC are but it would be good to have some information about it on a regular basis.
Further advice on superseded units in a current training package.
Future proofing the industry when the focus is shifting to TAFE or Public Funded courses
Governance.
How to add units to scope (including how to generate the required paperwork).
Identifying and removing questionable RTOs.
Impact of COVID 19 on the intake of students.
Inconsistencies between individual auditor findings from audit to audit.
Inconsistency between auditors.
Inconsistent, pedantic and jargon laden feedback from auditors.
Increasing volume of compliance requirements.

Industry training for the agricultural sector inclusive of career paths within the industry.
Innovative strategies used by WA RTOs to address compliance issues – share.
interpretation of the AQF delivery requirements.
It is very important for us that TAC continues to function and serves the RTOs in WA.
Lack of clarity around volumes of learning, amount of training required, nominal hours.
Lack of funding and difficulty in accessing the funding due to criteria – such as delivery hours being cost prohibitive.
Lack of government funding opportunities.
Maintaining industry engagement.
Maintaining student engagement and retention during the COVID period.
Managing changes to Training Packages and the effects/cost to business operations.
More monitoring of RTOs.
More support for administration side of RTO.
More support in regards to the Standards, for example consistent templates for some requirements e.g.; vocational mapping, assessment mapping.
More support on assessments.
New program development.
No comment.
No concern.
Non-Compliance in other organisations.
Non-equivalent course process.
Non-compliance.
Not interviewing students and industry (work placements) as part of the audit process. i.e., not "measuring the end product", instead of only looking at RTO documentation.
Nothing to add.
On line training.
Ongoing bookings.
Online marketing.
Planned government spending in the training sector.
Police licensing - harassment and bullying, inconsistent information being provided by varying licensing staff, failure to communicate or respond to correspondence, quite frankly totally unhelpful and is more of a concern to this RTO than COVID 19.
Poor competence level of job applicants for the position of driving instructor, where the applicant cannot demonstrate the required knowledge as a holder of the qualification: Certificate IV in Transport & Logistics (Road Transport Heavy Vehicle Driving Instruction TLI41318).
Process for adding qualifications to scope.
Providing regular and free PD through face to face and on-line podcasts.
Qualifications of staff and updating staff qualifications along the journey.
Qualified trainers.
Quality Indicator data.
Reporting requirement - a huge amount of work for small organisations to manage and quite time-consuming.
Required Standards - specifics or interpretations.

Requirement of trainers and industry experience to meet demand for programs.
Responding to unexpected package changes.
Rogue RTOs potentially damaging the reputation of other RTOs.
RPL process.
RTO sustainability through having more efficient timely systems around scope changes.
RTOs reducing course durations for the purpose of financial gain and market share without recourse.
Sadly, compliance is the number one preoccupation.
Securing sufficient numbers to run courses/
Shifting goal posts – even though the Standards for RTOs 2015 haven't changed much since their release, the INTERPRETATION of how to comply with those standards has changed quite a lot over the years. It is sometimes hard to figure out how we should be interpreting the standards, because it does tend to differ between people (i.e. auditors, PD presenters, VET experts, Compliance experts) and regulatory bodies (TAC, ASQA). We always strive to do the right thing, but just trying to "pin down" what IS the right thing, is sometimes more difficult than it should be.
Simplicity - I want to simplify processes. So ... how much documentation is enough?
Standard 1 on Training and Assessment - For example the changes that came in with the TAE in 2019 making sure RTOs were compliant not waiting for an audit at an amendment or re registration to pick up the issues.
Staying on top of compliance. We are always focused on this and will continue to be so.
Student fees.
Student numbers.
Surviving COVID-19 stresses.
TAC's relationship with its RTOs. Their ability to provide advice and clarity on the standards and how we as an RTO interpret them. Often, when seeking general advice on the standards and how we intend to operate within them, TAC staff are reluctant to be accountable and provide this advice. Usually, the advice given is that its "up to the RTO as to how you interpret the standards".
That there are appear to be many assessors that hold the Certificate IV TAFE that are not competent in developing /designing an assessment.
The change in funding.
The courses and the methods often don't meet the employer expectations.
The current system doesn't necessarily allow for agility. VET should be forward thinking, responsive and adaptable.
The impact of Covid 19 on the availability of practical placements and industry support.
The main issue is that when benchmarking training and assessment materials with other RTOs I have noticed differences in what different auditors require in regard to assessment content. The particular issue is too complicated to detail here, and will in any case be rendered obsolete in the near future when WA moves to safety and health legislation which is consistent with that in other Australian jurisdictions. So not really an issue, really just a comment.
The number of high schools offering VET qualifications in dance.
The point of contact at TAC that an RTO can access for info/queries etc.
Third party delivery.
Time management.
Timeliness.

Timely regulatory changes advice.
Trainer / Assessor qualifications - roles vary but the qualifications required are one size fits all.
Trainer and Assessors currency.
Trainer qualifications around industry and currency issues.
Training package changes.
Transparency and consistency of audit findings across RTOs regulated by TAC. Having a way of publishing findings (without necessarily naming RTOs) would be helpful, including examples of non-compliance issue and what associated compliance and best practice would be.
Trying to compete with other RTOs who you know are not covering the Units of Competency.
Uncertainty of impact of COVID-19 when borders open.
Uploading participants results to AVETMISS.
Validation.
VET Currency.
We are at a competitive disadvantage to RTOs coming under ASQA - there needs to be a level playing ground with RTOs holding delegate status, with their ability to add qualifications to scope promptly.
Work shop courses to improve ourselves and RTO.
Work with RTOs not against them we are all (most of us) trying to do the right thing.
Workshops

## VERBATIM RESPONSES – STAKEHOLDERS

<b>Q13: To assist TAC’s regulatory support planning including priorities and focus areas, please list what you feel to be the top three general areas of concern specific to your industry/sector in vocational education and training.</b>
Accredit RTOs without industry council consultation. Consultation is important.
Auditors- WAHDA
Awarding of RPL
Compliance
Delivery of high-level VET Courses to Secondary Students
Good to know ahead of time about RTOs that schools’ partner with.
High Risk Work Licenses
Lack of RTO Activity
Making sure they are providing correct training
NA
No answer, we are regulator too
Online Delivery
Qualifications and Skills
Quality of Assessment
RTOs that may not be RTOs- Then we receive complaints
TAC is reluctant to hear licensing concerns.
TAC is too expensive - this is a barrier, need more flexibility
Teacher Industry Currency
That RTOs are current & understand the requirements to deliver Training
Third Party Arrangements
Trainers' qualifications to teach gas-fitting.
Volume of Learning is not enough

<b>Q18: Information used and for what...</b>
All info TAC puts out, to keep up to date.
Clear Information. The writing is good, I use it to be on top of standards & regulations. Forward to Stakeholders too. TAC is important for whole Industry (Training Industry).
Compliance of RTOs. RTO expectations & obligations. How RTOs deliver training, information is too broad.
Conciliation areas use it to deal with their complaints.
I use it to see where TAC are at, and about strategic audits. If there is anything relevant, we need to comply with.
Policies & TAC guidelines. Research, informs our internal policies.
Share with RTO schools.
To Give Background on Briefing Notes.
We also forward it on to our WA Stakeholders.

When engaging with Industry, we check to see if industry & RTOs are telling us the same thing as TAC, and checking any differences.

**Q19: What TAC information/data would your organisation find useful?**

Early info on RTOs that may be deregistered, especially as it can impact large numbers of WACE students, auditing process.

Focused on auditing. What TAC are doing for us re: VET. We have been busy, COVID-19 has us flat out, maybe TAC were trying to contact us.

Guidance around assessment protocols around 3rd Party Arrangements.

I call high level Senior Staff directly for info.

Info. for Personal Knowledge and growth.

Information provided covers what I need.

No idea, you don't know what you don't know.

None- Website info is enough.

None, wouldn't expect it, as also a regulator.

Not reported in that way, we want to know who fails audit. More about compliance for TAC

Nothing. Closing in September, the board are high level volunteers who feel it is a waste of their time.

Regulatory - showing who is being audited, what stage that is at & any issues.