

# Australian International Education Conference

12 October 2017

Prof. the Hon. Michael Lavarch AO  
Deputy Chief Commissioner and  
Commissioner, Risk Intelligence and Regulatory  
Support



Australian Government

Australian Skills Quality Authority

## Today's session overview

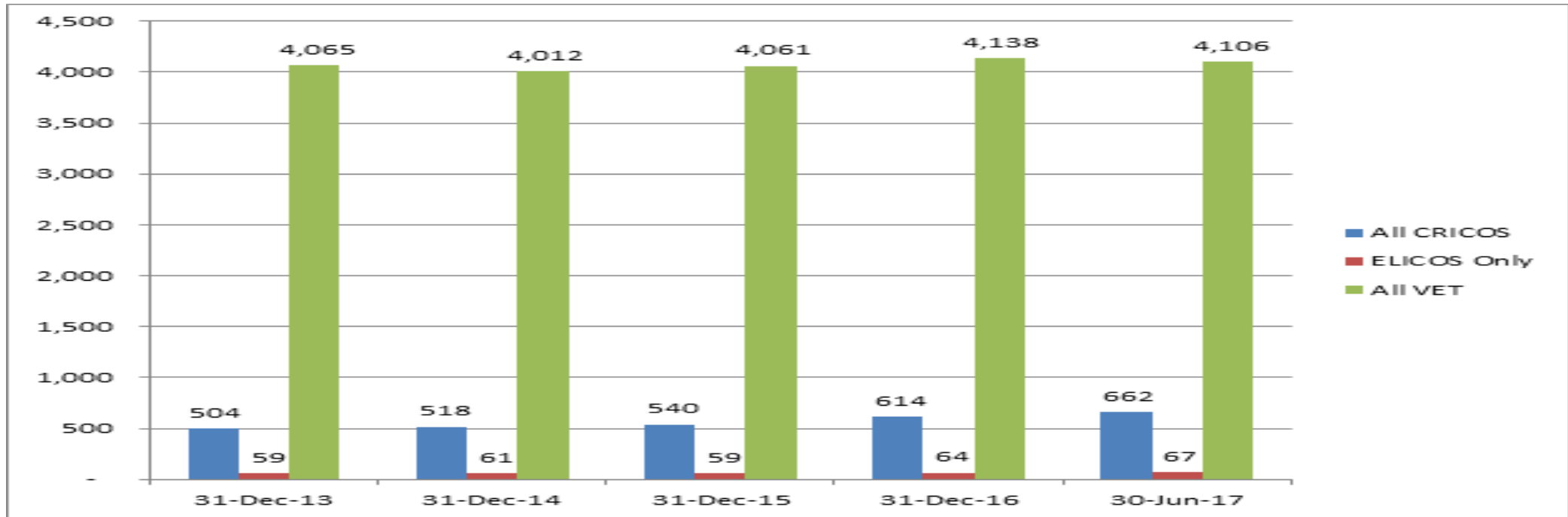
- CRICOS market
- Regulatory activity: CRICOS & VET
- Risk-based approach to regulation
- Education Regulators and Immigration Committee (ERIC)
- 2017-18 Regulatory Strategy Initiatives



# CRICOS Market

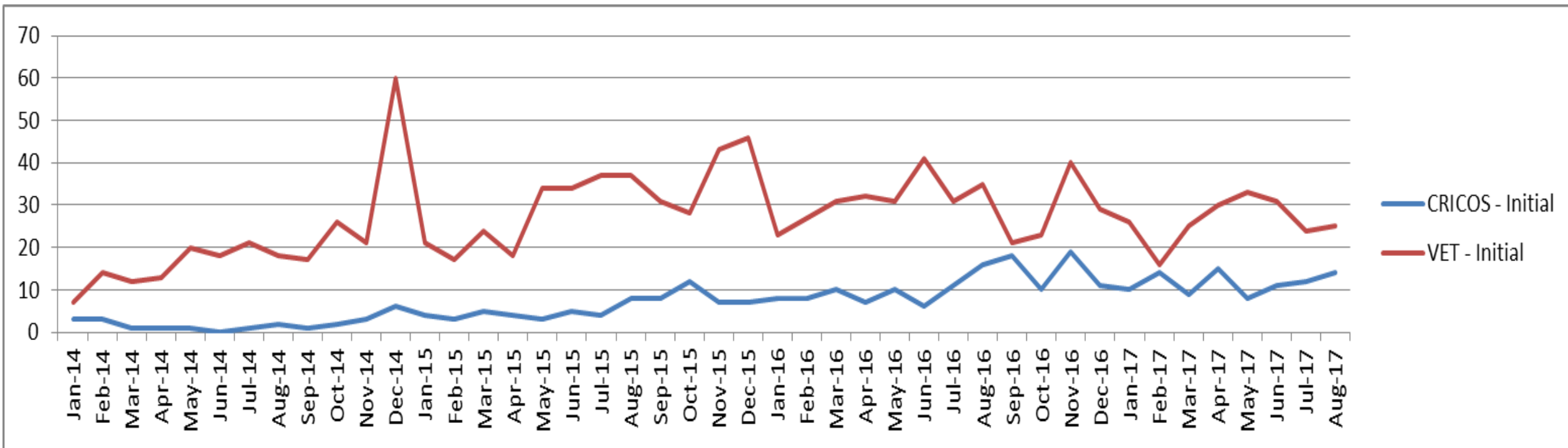
## ASQA Regulated CRICOS, ELICOS & VET Providers

- As at 30 June 2017, there were 662 CRICOS providers nationally - 16% of VET RTO's
- As at 31 December 2013, there were 504 CRICOS providers nationally - 13% of VET RTO's
- CRICOS providers have increased by 31% from December 2013 to June 2017



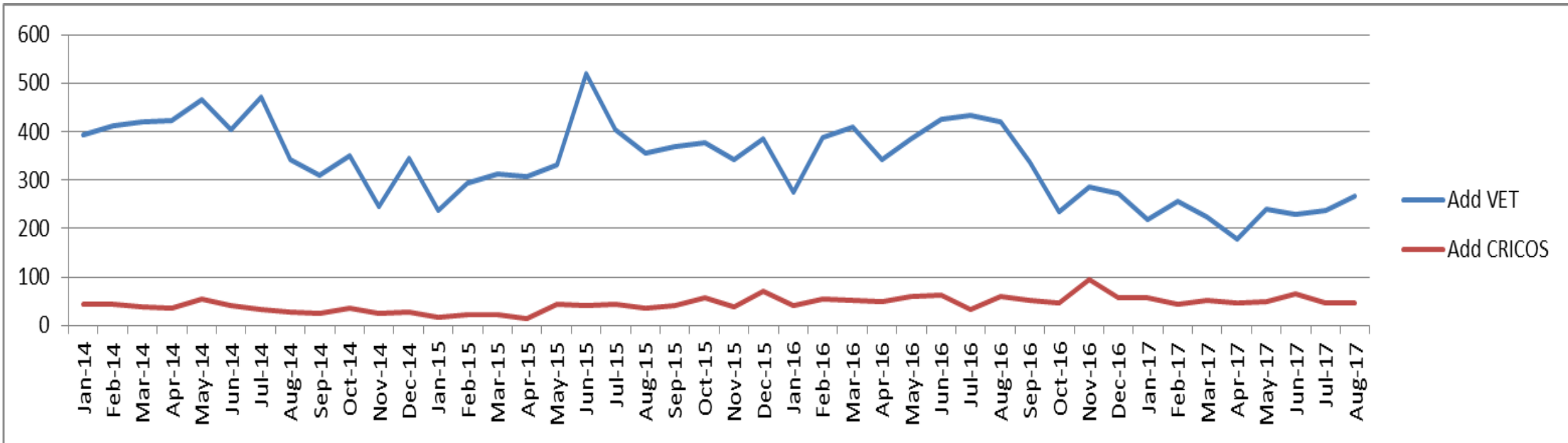
# Regulatory Activity - CRICOS & VET

Initial applications received by ASQA by month from 1 January 2014 to 31 August 2017



# Regulatory Activity - CRICOS & VET

Change to scope applications received by ASQA from 1 January 2014 to 31 August 2017



# Risk-based approach to regulation

## Characteristics

- Regulation is targeted to areas presenting the greatest threat to quality VET outcomes for students, industry and the community
- Regulation is driven by data and intelligence with less focus on transactional activities i.e. provider applications
- Regulation for providers is proportionate to their compliance posture and the potential impact of their behaviour on students, industry and the community
- Regulation is informed by a provider profile rather than a single risk rating

# Risk-based approach to regulation

Treating risk on two levels

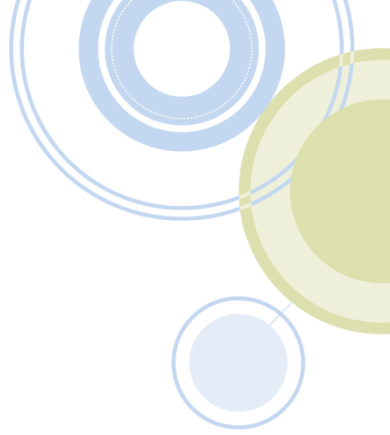
Risk-based regulation focused at two levels:

## 1. Systemic Risk

*Pick your important problems and fix them*

## 2. Provider Risk

*Greater regulation for high risk, poor quality providers*



# Education Regulators and Immigration Committee (ERIC)

## Systemic Risk Response

The ERIC (comprising representatives from ASQA, TEQSA, DET and DIBP) was formed in August 2015 and meets bi-annually.

- it has resulted in improving the information sharing across the relevant agencies
- it has provided a dedicated forum for the discussion of emerging systemic risks and providers of interest

At ASQA's request, a working group of ERIC members was formed to jointly identify risks in the international student sector

- it used the 'student journey' model to identify risks and possible focus areas



# ERIC

## Systemic Risk Response

The Working Group identified the problems in the international student sector as:

- Non-genuine students (*risk: temporary entry to Australia that may not otherwise be granted*)
- Students being exploited (*risk: damage to Australia's international education*)

The Working Group identified three focus areas to address:

- Poor quality providers
- Non-genuine students
- Poor performing education agents

# 2017-18 Regulatory Strategy

## Systemic Risk Response – 2017-18 Regulatory Strategy Initiatives

In August 2017, ASQA released its 2017-18 Regulatory Strategy which commits to:

- A strategic review of VET and English language education delivery to overseas students;
- Further audits focussing on China in conjunction with the China Education Association for International Exchange; and
- A review of providers offering assessment-only services to offshore students

# 2017-18 Regulatory Strategy Initiatives

Strategic Review of VET and English language education delivery to overseas students

This review will involve:

- Collaboration with relevant government and non-government agencies;
- Research into the regulatory approaches of other relevant countries to identify best practice
- Analysing overseas student experiences to identify good provider practice and potential areas of risk
- Undertaking a number of targeted audits of CRICOS and ELICOS providers
- Enhanced communication with providers about meeting the national standards

# 2017-18 Regulatory Strategy Initiatives

## Transnational Activity

### Regulatory Scrutiny of offshore providers

- ASQA has conducted two rounds of audits of offshore education providers in 2015 and 2016
- In 2017-18, ASQA will undertake further regulatory activity in China in partnership with China Education Association for International Exchange (CEAIE)

### Assessment-only services to offshore students

- Review of providers offering this service which is likely to focus on China, Fiji, India, Iran, Ireland, South Korea, the Philippines, South Africa, Sri Lanka, UAE and UK

# Thank you

More information:

- Visit the ASQA website—[www.asqa.gov.au](http://www.asqa.gov.au)
- Call the ASQA Info line—1300 701 801
- Send an email—[enquiries@asqa.gov.au](mailto:enquiries@asqa.gov.au)
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