

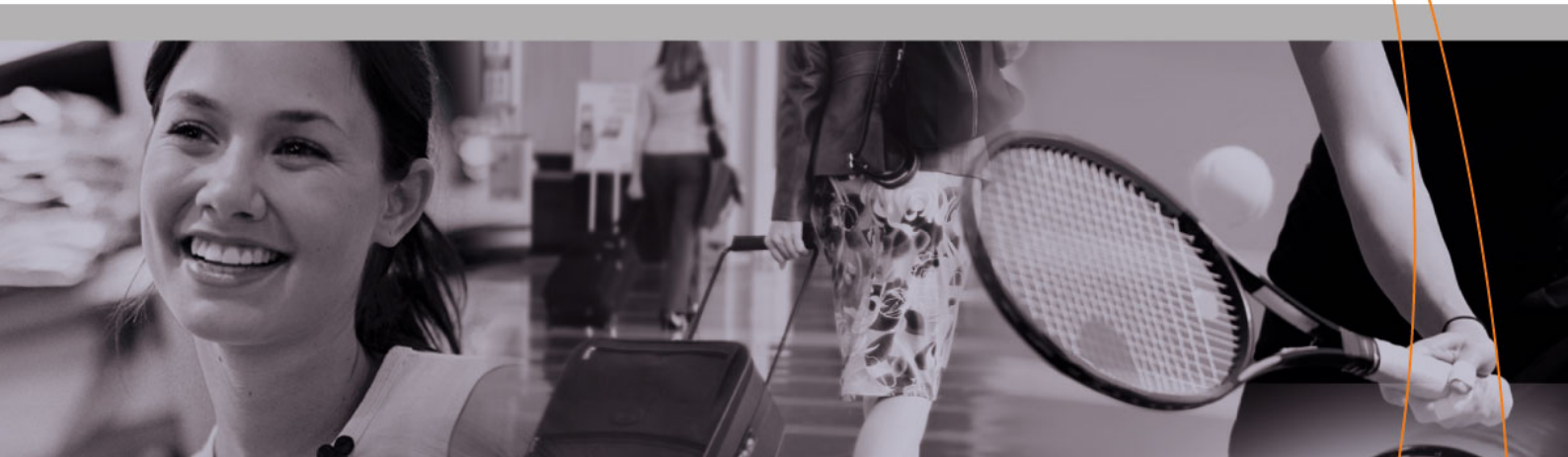
THE NEW DEAL:

ISC TICK ON PRODUCTS AND SERVICES

Prepared for Service
Skills Australia by



WILLOWGROVE



Stakeholders Analysis Report

December 2009

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Introduction

In response to concerns about the quality of training and assessment expressed by industry, Service Skills Australia (SSA) instigated a significant series of projects under the working heading of “The New Deal. The key priorities for the “New Deal” examined:-

- The Industry Skills Council (ISC) and industries' role in quality training and assessment.
- Effective workforce development of trainers and assessors who work in the service industries.
- Effectively and transparently recognising high quality training products, services and support materials.

In response to the third priority SSA sought information from its stakeholders on their views about a process which identified quality providers of training and products to the service industries. The piece of work to develop such an identifier on Registered Training Organisation (RTO) products and services is known as the “ISC Tick” project.

The **purpose** of this document is to provide an overview of the industry consultation that has occurred to date on developing an industry “tick” on RTO Products and Services. This document is therefore a scoping report and provides context, identifies key themes emerging and provides recommendations for further action. Feedback within the document is summarised from three perspectives – industry, government and training providers. To that extent, the tripartite response structure represents three critical partners to achieving quality training outcomes for industry.

Background – Context and Rationale for Development

Environmental Scan 2009 – Quality as a Priority

In 2009, Service Skills Australia released its environmental scan. That document presented three priorities for achieving workforce capability and capacity improvement for the improved productivity of the service industries.

Top priority of all the sectors that SSA represents was improving the quality outcomes of accredited training. The Scan said that skill development needs to occur in a way that ensures:

The right skills are being developed for the job outcome and context of the learner and their work circumstance. ...The skill need is addressed in the right timeframe. Training and development of skills takes time and the amount of time varies from individual to individual and from situation to situation. Competence evolves over time. Individuals (whatever their age or life stage) need exposure to a variety of situations and contexts in order for the 'right skill' to be developed to the point of true competence. The right skills are developed in the right way. Skill development requires that skilled practitioners (trainers and assessors) are supported by infrastructure and systems, that allow for appropriate exposure to learning events within an industry context. Learners must have access to appropriate resources, contexts and experiences and be facilitated and supported through a learning event by experienced and qualified trainers and assessors.

*Trainers and assessors should understand the context of the learning journey, know the outcome that they are heading to and have a complete requisite of sound educational experience and knowledge to make effective judgements and assessment calls.*¹

It is within this context that development of an ISC tick occurs with the aim of accurately reflecting the needs of industry for clear identifiers of quality product.

What is the ISC Role?

In the recent report titled “The New Deal: ISC Role in Quality Training and Assessment” (ISC Role)², some of the issues identified from the research and consultations included “that

- industry input is decreasing and the presence of industry within the system is becoming marginal
- there are inadequacies in the auditing processes which result in a failure to address poor performers among providers
- there are dramatic inconsistencies in outcomes of training and assessment between providers.”

There was clear feedback to the “ISC Role” report that there is a role for an ISC to contribute to improving quality outcomes. To that extent, the “ISC Role” report strengthened the case for a “Tick” process as a way of enhancing industries’ role and input into the audit process. There is broad support for a process that reduces inconsistencies between training providers, especially to improve the standard of training and assessment.

These common trends identified in the stakeholder consultations are reflected in the findings ISC Role report, which says its consultations:

...endorsed SSA’s strengthened role in order to: provide VET [vocational education and training] system users with clear advice about training providers to both improve decision making processes and also to motivate providers to improve their practice....³

AQTF and Industry’s Role in Measuring Quality

The **Australian Quality Training Framework 2007** (AQTF2007) national standards seek to assure nationally consistent, high-quality training and assessment services for the vocational education and training system clients.

Whilst industry has some concerns about the effectiveness of the AQTF there is support for an industry supported quality framework that adds value to the existing measurement system.

There is broad support for a process to enable industry to confidently identify those providers and products that, in addition to the meeting AQTF2007 standards, had been identified as able to deliver to a specified criteria of quality as described by their industry.

¹ Service Skills Australia Environmental Scan 2009, p.3

² The New Deal: ISC Role in Quality Training and Assessment, Stakeholders Report, July 2009, p. 1.

³ The New Deal: ISC Role in Quality Training and Assessment, Stakeholders Report, July 2009

Such a process would aim to provide an evaluation methodology designed by the industry itself to assess the rigour of training and assessment processes and the quality of training resources. An 'industry tick' that responds to specific sector needs, is seen as one way that the service industries could confidently identify those providers and products, services and support materials that had been assessed as able to deliver to a specified criteria of quality. There are already examples of such an approach:

- Industry association quality check models – where associations provide to their members information on preferred providers based on an industry developed criteria
- Codes of conduct for member organisations that include points on quality training practice
- Service Skills Australia has itself developed and released a series of User Guides that provide information on how training that is linked to nationally accredited training, should be delivered
- Industry engagement to support state based auditing teams in approving resources and facilities of international colleges
- Provider rating systems under parallel quality systems (eg. STAR Rating Scheme) that are managed and implemented by industry.

Industry recognition of products and services is a common activity both in Australia and overseas as an assurance method for purchasers of training. The recognised materials, people and activities have extra credibility through industry owned evaluation processes. As the training market moves towards greater competition users of the system, individuals and business will command greater provision of high quality information.

Methodology

Request for input was sent to forty three (43) people who represented a broad cross section of the Vocational Education and Training (VET) sector and twenty eight (28) responses were received. The range of stakeholders who responded included the views of representatives from industry, state training authorities/regulators and RTOs. The questions presented to stakeholders were based to draw on the following issues:

- Is there support for a concept of ISC Tick in adding value to high quality training products and services?
- If so, which training products and services would the ISC Tick add value to?
- What would be the most valued adding and cost efficient model for the ISC Tick?
- What criteria would the ISC Tick use?
- What would the risks be for an ISC Tick?

Appendix 1 contains the collated and categorised data from all the stakeholder responses.

Key issues and findings

Support for the 'ISC Tick' concept

There was a wide variety of responses from the stakeholders consulted to date about whether SSA should provide a process for identifying quality RTOs, trainers and learning products. All stakeholders acknowledged the problem of ensuring good quality training and assessment with an awareness that the problem was growing with no solution in the offering.

The Tick process was seen as an approach to *encourage* good performance. This was seen as a step in the right direction and a move away from what is largely seen by many as a punitive model of regulatory RTO compliance that focuses on process and pedantry rather than outcomes, quality and rewards for continual improvement. Whilst there was broad support from industry for the concept of an ISC Tick, views ranged from strong support to opposition to the concept. On the whole, views on an industry tick were representative of the category of stakeholder consulted.

There was a consistent concern across industry, government and training providers that the tick not become 'yet another layer' of regulation - this concern even came from those stakeholders who were generally supportive. Some respondents indicated the need for caution in trying to create a totally transparent process as it could easily become bureaucratic.

To that extent, developing a tick that "value adds" to the national training system will be important for its success.

Industry

There was clear and widespread agreement, and much discussion, around the fact that the VET sector was not providing quality training and assessment to industry and there was an obvious need for the system to change.

Industry representatives' views on whether the ISC Tick should be part of a new approach to meeting industry's needs were generally favourable particularly in terms of raising the standard of training and assessment.

"...to raise standards and maintain delivery standards and to give employers confidence in the training system". (Industry representative)

"Very positive to the idea as there is a lack of well trained fitness professionals because there is not a consistent standard in the training provided. [It will allow] the consumer to be able to distinguish the experienced and qualified professional from the 'whatevers'." (Industry representative)

"Will raise the standard of training and assessment and it is an incentive rather than the 'big stick' approach." (Industry representative)

"...employers would use the ISC tick as a way to know the good RTOs and trainers. The tick is a way of looking at the reputation of the RTO and or Trainer. This process can achieve what the Quality Indicators can't. Can't see any down side to this process." (Industry representative)

This was accompanied by a concern that the Tick process should not add another layer of bureaucracy to the already complex world of RTO compliance and VET regulation.

“How do you make the process of the tick seen as high quality and avoid being bureaucratic?”(Industry representative)

Government

Understandably most of the regulators saw the proposal as unnecessary and adding more complexity and bureaucracy to an already cumbersome process. Although most were supportive of their own compliance approach, there was an acknowledgement and awareness of the view that industry believed the current VET system was not providing the skilled workforce it needed.

We do really want to engage with industry to the point where industry has greater confidence in the regulatory processes and outcomes. We have not yet achieved this for a range of reasons but I am sure there are ways forward. (Government representative)

RTO Representatives

There was generally a very supportive view of the tick proposal and with the majority of RTO representatives viewing it as a mechanism for checking and improving on current practices.

Nearly all representatives of private RTOs supported the proposal as they saw it as a way of recognising and rewarding their businesses as high quality providers. They believed that it would provide a range of benefits primarily focused on marketing advantage. Their concerns centred on increasing the amount of regulation and ‘red tape’ that they would have to deal with.

“Supportive of any initiative than provides better market information from which consumers can make choices.” (RTO representative)

In particular private RTOs took a positive view to greater industry involvement in the audit process⁴.

Policy Implications

Most respondents agree that the VET compliance and regulatory frameworks are overly complex, duplicated and highly bureaucratic. A common analogy is that the components of these frameworks are akin to barnacles on the hull of a boat. They slow the boat down through drag which requires the boat to have constant maintenance just to enable it to keep moving. The idea of adding another barnacle with ISC Tick, regardless of its merits, without removing any other barnacles, is seen as negative.

⁴ ACPET (Australian Council of Private Education and Training) was so supportive that they proposed the possibility of RTOs who do well through the ISC Tick process having a lower Tuition Assurance Scheme (TAS) premium on the basis that the RTO is a ‘quality’ provider and therefore less of a risk to the TAS scheme. This of course would have large risk implications for the ISC.

There is movement in VET regulatory policy to move to models based on one of partnership with industry as a way of improving quality outcomes and streamlining and improving regulatory frameworks. Partnership with industry is a method of sharing regulatory burdens and decisions between business and other stakeholders (such as peak body associations). This approach focuses on aligning, to the greatest degree possible, the needs of organisations and customers with the requirements of government regulators to implement balanced, simple, broad based and coherent regulatory frameworks.

One of COAG’s top priorities in ensuring a national training system which delivers high quality and nationally consistent training outcomes, is the implementation of nationally consistent regulatory frameworks for all jurisdictions. This provides an ideal opportunity for proposals such as the ISC Tick to improve dramatically upon the current miasma of regulatory complexity in VET.

One of the key issues for the partnership model is to streamline and simplify codes of practice. Often the key to success is to remove older ineffective forms of regulation when proposing new measures such as the ISC Tick. The trade off with proposed partnership models is to reduce the OVERALL level of inconsistent regulation with a more streamlined and balanced regulatory framework that engages key stakeholders to a greater degree. In this way we remove as many barnacles from the boat whilst at the same time enforcing the new regulatory framework in a nationally consistent and transparent manner.

Therefore a key issue in implementing the ISC Tick is to develop separately a strategy that identifies aspects of the current regulatory system that can be supported and also identify potential areas in the emerging regulatory debate that the ISC can contribute to.

Recommendation 1:

That the development of the ISC Tick framework be based on a partnership model that supports the current (and future) regulatory system.

The ISC Tick Framework

In relation to the development of the ISC Tick framework, feedback identified three common areas amongst the sectors where industry recognition may improve quality outcomes.

- RTO: tick on facilities and resources where training and assessment occurs (this builds upon the NSW “Pink Slip” initiative)
- Trainer: tick on the skills, qualifications and industry expertise
- Learning Resources: alignment with Training Package outcomes and industry expectations

Currently the policy framework in which the VET system operates is undergoing significant change and with, as yet, many unknown impacts on industry, ISCs, government and RTOs. Within this changing environment it will be important to emphasise that the intent of the proposed ISC Tick is to value add to the effectiveness of the VET system.

It proposes to ensure this through supporting the AQTF by:

1. offering state regulators access to SSA technical expertise at audit and through the national extension and use of the Fit for Purpose Check (previously called the Pink Slip)
2. verifying the vocational competence of trainers in the service industries
3. verifying the quality and suitability of learning products and materials with Training Package requirements.

There was agreement that the elements of a Tick framework need to be:

- holistic, reflect specific sector nuance and be congruent of and supportive other industry initiatives.
- time and cost effective and not too rule bound. Not a bureaucratic process
- fully transparent and supported by an education program for RTOs and trainers to enable them to achieve the Tick with an appropriate appeals and grievance policy.
- be regularly updated and accommodate the changing nature of RTOs

A. RTO: Rate facilities and training delivery and assessment

Many stakeholders saw the advantage of the ISC being involved in the regulatory audit process as it was able to provide a high level of expertise to the assessment of RTO facilities and learning materials.

Many government regulatory agencies view the concept as a positive initiative. Many state regulators are supportive of an approach that develops stronger links between industry and the regulatory process.

There is existing precedents for SSA developing a tick on resources and facilities of RTOs. The “Pink Slip” initiative in NSW is one such precedent.

Currently, Service Skills Australia uses the Pink Slip Evaluation which it describes as a process which came about following the identification of a need to ensure high quality outcomes for learners undertaking hospitality qualifications from the SIT07 Tourism, Hospitality and Events Training Package. This system aims to result in speedier registration for training providers and will improve links between training providers and the hospitality industry.

The process has been developed by SSA based on an initial concept proposed by VETAB to engage industry in assisting VETAB to determine a training provider's capacity to deliver training and assessment which meets the requirements of the training package. SSA selects industry experts to assess the technical aspects of a provider's application to deliver training.

The Pink Slip approach is supported by the thrust of the findings and recommendations of the 2005 National Strategic Industry Audit of Training in the Hospitality Industry. In particular, the report identified that skills councils should provide arrange of additional assistance to industry and RTOs.⁵

A consideration is that the Pink Slip process used in NSW be enhanced and be renamed “Fit for Purpose Check” to more accurately describe its function. It could be extended nationally as a practical audit tool that captures the requirements of industry working environments. This suggestion is in line with the New Deal “Recommendation 2: That SSA retains technical industry advisors for use in the audit process and spot check⁶.”

Recommendation 2:

That the “Pink Slip” process used to assist regulatory audit process in NSW be enhanced and promoted to other jurisdictions nationally under the ISC Tick Framework and that it be renamed “Fit for purpose check” or some other nationally relevant title.

B. Trainer: Rate qualifications and industry expertise

The maintenance of current industry knowledge and skills is considered to be an essential element in contributing to the professionalism and performance of industry trainers and assessors. It is also a requirement under the AQTF however presents some challenges to some RTOs particularly in how they manage to support their trainers in developing and maintaining both pedagogy and industry expertise.

One of the key issues identified in *2005 National Strategic Industry Audit of Training in the Hospitality Industry* was the high portion of non compliance in the development of effective learning and assessment strategies in particular, not reflecting the requirements of the Training Package. Furthermore, there was lack of evidence of RTOs to verify the vocational competence of their trainers and assessors⁷. This alarming finding was of major concern for industry.

The NQC’s report on *Quality of Assessment Practices* indicated ‘widespread dissatisfaction with the quality of assessors and suggests that keys actions that build the capability and expertise of assessors as means of improving the quality of assessment practices⁸. This study was built on an earlier NQC study, which reported a number of serious issues affecting industry confidence in the VET system and suggested a number of strategies including the registration or endorsement and ongoing professional development of assessors⁹.

⁵ National Strategic Industry Audit of Training in the Hospitality Industry: National Report 2005 (2005) National Quality Council, p. 50

⁶ The New Deal: ISC Role in Quality Training and Assessment, Stakeholders Report, July 2009, p. 18

⁷ National Strategic Industry Audit of Training in the Hospitality Industry: National Report 2005 (2005) National Quality Council

⁸ Quality of Assessment Practices – Stage 1 Report (Part A) May 2009, (2009) National Quality Council,

⁹ Investigation into industry expectation of vocational education and training assessment June 2009 (2009) National Quality Council

This concern was also highlighted within the findings of the New Deal: ISC Role in Quality Training and Assessment for which the recommendation of the establishment of an Assessor Network to enhance VET practitioner capability was based¹⁰.

As well as providing networking opportunities and involvement in moderation activities, the establishment of this network aims to ensure the maintenance of current industry and VET knowledge and skills and continuous improvement within the AQFT. The report also noted that when establishing this network, SSA would ensure that it would be compatible with the assessor learning framework currently being explored by the NQC.

The Professional Development component of Australian Hospitality Review Panel (AHRP) and Australian Tourism Training Review Panel (ATTRP) was identified by a number of stakeholders as a good model in providing a benchmark of the expected qualifications and currency of hospitality and tourism trainers through a framework of continued professional development. The model operates through a 'point earning' system where individuals maintain an activity log for any professional development activity undertaken. The allocation of points depends on the category of activity, for example, undertaking an industry education accredited course will earn 10 points against 1 point for every hours of industry specific work placement. To complete the program, trainers and assessors will be required to gain a minimum of 100 points over two years including a minimum of 20 points attributed to industry placement.¹¹

The Australian Institute of Project Management uses a comparable model to recognise the professional standard of its members however it doesn't appear to be as focused on the maintenance of currency like the AHRP/ATTRP programs.

There is a plethora of teacher/trainer networks within VET system that operate across industry sectors and private and public training providers as a means of sharing information and ideas in developing themselves professionally. These networks usually operate on an informal basis with little or no funding and therefore cannot provide its member with the same level of recognition for its members.

A similar model based on the AHRP and ATTRP's professional development component could be developed to support and add value to the establishment of the Service Industry Assessor Network. Through the provision of professional development opportunities, the network could allow members to self assess against a specific industry developed criteria. The self assessment, which would include an industry based weighing for specific factors, would be supported by evidence of a number of hours of ongoing professional development opportunities.

"How does RTO/Trainer maintain currency and links with industry? E.g. not just training courses but real secondments - real professional development, not just talking heads." (industry representative)

To satisfy the trainers' ongoing commitment to developing their VET practice it is proposed that a percentage of the professional development activity would include observation of professional practice within training facilities.

"Assessment of RTOs and Trainers should involve seeing them in action in the classroom." (industry representative)

¹⁰ The New Deal: ISC Role in Quality Training and Assessment, Stakeholders Report, July 2009, p. 25

¹¹ AHRP/ATTRP Continuing of Professional Development Program (CPD), accessed at http://www.qtic.com.au/files/cpd_program.pdf on 7 July 2009.

Recommendation 3:

That ISC Tick Framework incorporates a component that rates the current qualification and industry expertise of trainers and assessors of the service industries.

C. Learning Resources: Rate alignment with Training Package requirements

Generally, there was strong support for a tool that supports quality and consistent support materials for Training Packages from all stakeholder groups not only for the consumers of products but also as an assurance for the developers in meeting industry needs and AQTF requirements.

“Something that tells the purchaser that the product is of a high value and is not only nationally recognised within the training system but also by the industry to which its applies” (industry representative)

In the past, there have been a number of such arrangements that have been phased out due to a number of factors, mainly due to changes in administrative arrangements and shifts within the VET policy framework.

A recent example is the Training Package support materials Noting Process which was originally introduced by the former Australia National Training Authority in 1998 and later transferred to the Department of Education, Employment and Workplace Relations.

This process provided a voluntary opportunity for any organisation or person who had developed Training Package support materials and owns copyright to have the products evaluated, by an approved Quality Assurance Consultant, against the National Quality Council (NQC) Noted Quality Principles. Products that meet the NQC Noted Quality Principles and were noted by the NQC could carry the ‘noted tick’ logo and listed on the National Training Information Service.

The noting process was reviewed early 2009 with recommendations that the process be abolished until a new quality assurance process for non-endorsed Training Package products would be developed.

Although it was decided that the noting process be discontinued in its current format, the evaluation suggested general support for its concept and in its potential as a tool to support the outcomes of training.¹² The evaluation highlighted the process’ lack of industry input as one its weakness being contrary to the AQFT and Training Package requirements. Stakeholders’ views included the suggestion of ISCs as the Training Package developers to take over the responsibility of a reviewed process¹³.

One of the findings that arose from the New Deal: ISC Role in Quality Training and Assessment resources to support Training Package delivery and assessment whilst also ensuring users of quality resources that need industry requirements. This could be expanded to include a scheme that was cost effective and based on a desk audit which requires evidence of piloting of materials and student evaluation. The scheme under the

¹² Stenning & Associates (2009) Noting Process Evaluation Final Report: Report, The Department of Education, Employment and Workplace Relations

¹³ Stenning & Associates (2009) Noting Process Evaluation Final Report: Report, The Department of Education, Employment and Workplace Relations, p 11

administration of the ISC would ensure that the criteria has strong industry input whilst also meeting the requirements of the training package.

It is envisaged that the development of such a scheme would contribute to the establishment of any new NQC arrangements.

Recommendation 4:

That a criteria be developed to rate high quality support materials and products as part of the ISC Tick Framework.

The Tick Criteria – Getting Sector Specific

Whilst the industry stakeholders identified the fundamental importance of identifying the criteria by which to assess RTOs, trainers and products as critical to the success and the credibility of the Tick process, there were inconsistent views on the exact nature of such a criteria.

The User's Guides, having significant industry input, are well received by the regulators and RTOs and trainers and were seen as a good basis from which to extract the rating criteria. Whilst they reflect a common framework, the guides have the capacity to respond to specific issues in each sector. That is their gift to industry and the training providers that they work with.

“Must have a good assessment criteria. The User's Guides are good as they reflect what industry sees as important.” (industry representative)

For detailed criteria to be acceptable to industry it must include aspects that specifically reflect the unique features of the particular sectors itself. This need not be a difficult process as SSA could develop a draft criteria based on the research it already has from various industry consultative activities and issue the draft for comment and improvement.

Recommendation 5:

That the 'tick' criteria be developed by industry and include aspects that specifically reflect industry sectors.

Given the above commentary, an ISC Tick framework is proposed below.

	A. RTO: Rate facilities and training delivery and assessment	B. Trainer: Rate qualifications & industry expertise	C. Learning Resources: Rate alignment with Training Package and creativity
How?	<p>Facilities: Fit for Purpose Check</p> <p>Utilise and extend nationally the Fit for Purpose Check by providing technical expertise to STAs.</p> <p>Evidence of providing workforce development activities for trainers</p> <p>Training delivery and Assessment:</p> <p>Use of SSA certified Trainer and learning materials</p>	<p>1. Through self assessment against a specific industry developed criteria, based in part on the User’s Guide. Self assessment to be supported by evidence</p> <p>2. Self assessment would include an industry based weighting for specific factors</p> <p>3. Evidence of a minimum number of hours of on-going professional development</p>	<p>SSA develop criteria using industry input. There needs to be a strong alignment with the User Guides.</p> <p>SSA would sell the materials.</p>
Where?	Usually on site	Desk audit but a percentage will be physically audited each year against the self assessment criteria, which would include observation of classroom training.	Desk audit which requires evidence of piloting of materials and student evaluation
When?	<p>At re-registration audit and addition to scope audits</p> <p>At request of RTO to provide RTO with the Tick</p>	Annually renewal required	On request
Result	<p>The RTO earns the tick when it has passed its Fit for Purpose Check.</p> <p>Is awarded status as a “Certified Service Skills Training Facility and RTO”</p>	<p>The trainer earns the tick when s/he has achieved a certain number of points.</p> <p>Is a “Certified Service Skills Trainer & Assessor”</p>	The materials can be “certified as meeting Service Industry Training standards

Risks identified and Follow up Action

Most of the respondents identified the obvious reputational risks for SSA and the likely exposure to litigation risks through either the failure of the endorsed product or provider or through the endorsement process itself, especially from those that do not gain endorsement.

Further, the endorsement process could lack credibility due to perceived conflict of interest. If SSA is both the training package developer and evaluator of the Tick criteria questions could be raised about the independence in the system. Furthermore, the move of the ISC further into the implementation and monitoring role, could incur hostile reaction from some key partners in the national training system. Specifically, government regulators and state training authorities.

Stakeholders also identified risks to adequately resource and fund a Tick Scheme. Two risks were particularly identified- SSA's own ability to adequately resource and fund and maintain the scheme and the costs to RTOs, trainers and resource providers to participate in.

In policy terms, one of the key difficulties is the limitation of establishing the mechanisms for the ISC Tick by administrative arrangement rather than by legislation. Without legislation, much certainty is removed and the decisions that will be made are more likely to be open to challenge. Legal advice should be sought as to the risks for SSA and how to mitigate those.

Recommendation 6: That legal advice should be sought as to the risks in the ISC Tick for SSA in developing strategies to mitigate those.

Appendix: Consultation list

Contact	Title	Company
Andrew Boorman	Manager VET Recognition	SA Department of Further Education Employment Science Technology
Andrew Smith	National Executive Officer	ACPET
Bill Galvin	Executive Director, Tour Hosp Catering Institute	Tourism Training Australia
Brenda Micale	Manager, Curriculum Management and Research VET	WA Department of Education and Training
Brian Wexham	Chief Executive Officer	Institute of Trade Skills Excellence
Claire Field	General Manager, NARA	TVET
David Gigg	Group Learning and Development Manager	Compass Group
Elizabeth Owers	Principal Policy Officer	SA Department of Further Education Employment Science Technology
Fiona Heslop	Honorary Secretary	Professional Hairdressers Association NSW
Graham Oades	Executive Officer	Service Skills South Australia
Ian Blandthorn	National Assistant Secretary	Shop, Distributive and Allied Employees Association
Jacquie Smith	Manager, Curriculum, Research and Learning Services	William Angliss Institute
James Short		Fitness Australia
Joanna Pulsar	Advisor	Skills Australia
John Hart	Chief Executive Officer	Restaurant and Catering Australia
John Sweetman	Manager Hospitality, Tourism & Leisure	John Sweetman and Associates Pty Ltd
Justin Scarr	Chief Operating Officer	Royal Life Saving Society of Australia
Kathy Rankin	General Manager, Training and Education Support	TAFE NSW
Katrina Boulton	Regional Human Resources Manager	David Jones Ltd

Contact	Title	Company
Michael Russell	National Training Manager	Master Grocers' Association of Victoria Limited
Mike Wallace	General Manager	First Impressions
Richard Wallis	Employee Relations Manager	Yum Restaurants International
Rob Fearnside	Deputy Director	Victorian Registrations and Qualifications Authority
Robert Conwell	Learning and Development Manager	National Pharmacies
Robyn Keenan	Skills Link Manager	Queensland Tourism Industry Council
Sandra Campitelli	General Manager	Hairdressing and Beauty Industry Association
Sue Freeman	Director	First Impressions
Trevor Maher	Learning and Development Manager	Hamilton Island



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