TITLE: Quality Assurance in the AMEP within the wider VET System

DESCRIPTION: This forum discussed the use of Quality Assurance in the AMEP, including its intersection with changes in the wider VET system. It consisted of two short presentations, comments by two respondents, audience small group discussion, and a whole-of-audience Q&A.

The presenters were:

- **Bianca Gould** (Director, AMEP Assurance Section**,** Migrant English and Language Services Branch **,** Office for Multicultural Affairs, Immigration Group, Department of Home Affairs). She outlined the Department of Home Affairs' approach to understanding and assuring the quality of the AMEP student experience.
- **Madeleine Schuldt (**Associate Director Educational Governance and Compliance, Educational Governance and Compliance | Course Development and Quality Branch, TAFE NSW). She described recent relevant reforms and changes to Quality Assurance in the wider VET context.

PP presentations are on the ACTA website.

The respondents were:

- **Gillian Edmiston,** President TasTESOL, AMEP Teacher, English Language Services TasTAFE. She spoke movingly about the compliance burden that is typical for AMEP teachers. Taking an assessment task in speaking as an example, she described how doing the task took from 3-5 minutes per student (in a class of 19-20 students), and assessing and marking the recorded tape using a checklist took approximately 8 minutes. Then she is required to document the assessment by typing 'evidence' next to each criterion - either by creating a transcript, correcting it, and copying and pasting into the observation record - or by listening to a little section and typing relevant phrases, words, comments etc next to every criterion. This documentation must be done - despite her having ticked that the evidence is there and saving the recording in the student's file. This takes approximately 30 minutes. The reason is that her assessment may be audited and this documentation saves the auditor from having to listen to the conversation. This procedure is repeated for 19-20 students, as is required for the other assessments the students undertake each 10 week term.
- **Darren Curl,** Education Consultant, former senior manager in an AMEP provider. Darren talked about how in actual practice Quality Assurance becomes largely compliance. He described the double burden of meeting the requirements of the curriculum owners, the Victorian Government Skills Authority, and also by the Australian Skills Quality Authority (ASQA) in all States/Territories except Victoria and WA (which has its own regulator). Although these regulators claim their requirements do not differ, in reality they do.

  There are no PPs from these presentations.

The discussion followed up on these issues. Notable was a comment from a teacher in a large provider that, consequent on a negative ASQA audit, they were now subject to five different audits per year, all with different requirements.