



South Australian
Training Advocate

Annual Report



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Office of the
Training Advocate

TRAINING ADVOCATE

2019 Annual Report

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2019 ANNUAL REPORT for the Training Advocate

To:
Hon David Pisoni MP
Minister for Innovation and Skills

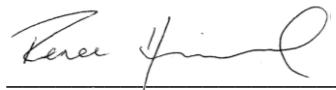
This annual report will be presented to Parliament to meet the statutory reporting requirements of the *Training and Skills Development Act 2008* (SA) and the requirements of Premier and Cabinet Circular *PC013 Annual Reporting*.

This report is verified to be accurate for the purposes of annual reporting to the Parliament of South Australia.

Submitted by:

Renee Hindmarsh

South Australian Training Advocate



Signature

30 March 2020

Date



From the Training Advocate

I am pleased to present my first Annual Report as South Australian Training Advocate.

Training and skills are critical to the growth of our State's economy and the Office of the Training Advocate (OTA) plays an important role in helping people navigate the training system and understand their rights and obligations.

2019 saw training and skills policy elevated at both the National and State level. The nature of work is changing, and there is recognition that our training system needs to be flexible enough to deal with the emergence of new industries and the increasing demand for lifelong learning.

There were numerous reviews that will likely form the basis of significant reform in coming years, and the OTA participated in wide-ranging consultations, including for the National Skills Commission, the National Careers Institute, the Australian Qualifications Framework Review and the Vocational Pathways to Employment – A Review of Vocational Education and Training (VET) for School Students (SA). The review of the *Training and Skills Development Act 2008* (SA) afforded the OTA an excellent opportunity to provide input into the effectiveness of the training system, consistent with the function outlined in our Charter to monitor the system and make recommendations, as required, for legislative change.

Against this background of reform, in 2019 the OTA focus was proactively providing information to assist individuals, employers and training providers to make informed decisions. Our mission was to provide clear and concise information about training to help students, apprentices and trainees, employers and training providers navigate the complexities of the training system.

Engaging with providers, agencies and forging stronger links across government was also a priority in 2019. This assisted in boosting awareness of the OTA services, and ensured a greater consistency of message to stakeholders across different agencies.

The Training Advocate plays a key role in supporting successful education and training completions within South Australia and in 2019 we handled nearly 800 cases, split across domestic education, international education and apprenticeships and traineeships. There

was an increase of more than 20 per cent across the apprenticeship and traineeship sector from the previous year, reflecting the increased outreach and greater awareness of OTA services. The focus of the office is on early intervention to assist completions, however, it must be noted that the OTA also supported 26 apprentices or trainees through the South Australian Employment Tribunal's conciliation process.

In our role as South Australia's International Student Advisory Service, we handled 179 cases. Cases related to overseas student visa requirements including meeting satisfactory course attendance and / or course progress with clients seeking independent advice and support to access their provider's policies and procedures in relation to academic and non-academic matters.

We continue to work closely and productively with the Training and Skills Commission, including the Industry Skills Councils that were formed in 2019 and we were actively involved in the consultation for the Training Priorities Plan and the proposed supervision guidelines.

The 2019 Skills Mission to the United Kingdom, Germany and Switzerland provided a first-hand insight into alternative training models and has provided valuable insights that have informed the OTA's advocacy and engagement with industry and training providers about the opportunities for greater flexibility within the training system, or alternative work-based training options.

In closing I would like to thank the terrific staff at the OTA who work tirelessly to resolve individual matters within the training system as well as their input into addressing systemic issues. I would also like to thank the Minister for Innovation and Skills and his office, and the Department for Innovation and Skills for their ongoing support.

Renee Hindmarsh

Training Advocate

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Overview: about the agency

Our strategic focus

The Training Advocate is an independent statutory authority established under the *Training and Skills Development Act 2008 (SA)* (Act).

The OTA provides services including advice, support and mediation to students, apprentices and trainees, employers and training providers.

The role covers all post-secondary training in South Australia including:

Our role

- Apprenticeships and traineeships
- Vocational Education and Training
- Higher Education
- Education services for international students
- Adult Community Education (ACE)

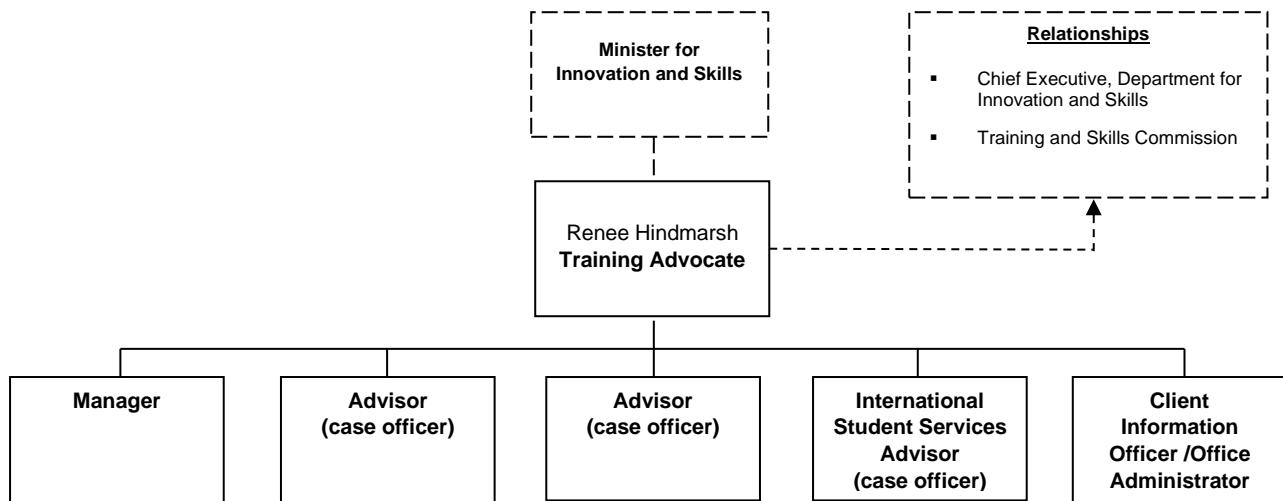
The Training Advocate operates in accordance with the *Charter establishing the Training Advocate's Functions* (Charter of Functions).

The functions are designed to enhance consumer protection by improving access and effective participation in employment and skill formation opportunities and contribute to strategies that raise the quality and responsiveness of the training system in South Australia.

The Charter of Functions sets out five key functions:

- promotion of employment, education and training and the development of employment and skills formation policies and procedures;
- independent complaint-handling process to work to resolve matters arising out of the delivery of education and training and / or apprenticeships and traineeships;
- advocacy on behalf of clients in the resolution of matters relating to education and training and / or apprenticeships and traineeships;
- information and advice to assist people to navigate the training system and give advice relating to powers under the Act;
- monitor the training system, including the administration of the Act, and make recommendations for legislative change.

Our organisational structure



These officers carry out functions under the Training Advocate's delegated authority in accordance with section 23 of the *Training and Skills Development Act 2008* (SA). There were no changes to the OTA's structure and objectives as a result of internal reviews or machinery-of-government changes during 2019. However, consistent with the strengthened focus on early intervention and advocacy, the OTA ceased offering external appeal¹ services in October 2019. Instead providers will be able to use either the State Ombudsman, the Overseas Student Ombudsman or a third-party external appeal provider, consistent with other Australian States and Territories.

Our Minister

The Hon David Pisoni MP, Minister for Innovation and Skills is responsible for the *Training and Skills Development Act 2008* (SA). He oversees workforce training and skills, apprenticeships and traineeships, innovation and entrepreneurship, science and information economy, creative industries and skilled migration. Prior to 1 April 2019, the Minister was previously known as the Minister for Industry and Skills.

Other related agencies (within the Minister's area/s of responsibility)

Agencies include:

- Department for Innovation and Skills - <https://innovationandskills.sa.gov.au/>
- Training and Skills Commission - <http://www.tasc.sa.gov.au/>

The OTA is resourced through the Department for Innovation and Skills and therefore administrative and operational functions comply with the Department's policies and procedures, established in accordance with the public sector requirements. This report will refer to information contained in the Department's 2018-2019 Annual Report where appropriate.

¹ External appeal – the *ESOS Act 2000* (Cth) makes provision for international students to access an independent external appeals process if they are dissatisfied with the result of their Training Provider's internal complaints handling process.

The agency's performance

Agency contribution to whole of Government objectives

The OTA plays a significant role in assisting the State Government to achieve its strategic objectives relating to boosting participation in training and apprenticeships, building a responsive training system; and service delivery focused on customers and quality, by:

- actively promoting the benefits of training;
- providing clear advice about the training system and working to ensure information about training is consistent and easy to find;
- pro-actively helping employers and other participants in the training system to understand their rights and obligations and how the training system might benefit them with a view to support increased commencements;
- monitoring of the system, to identify systemic issues and the State's progress for meeting future skills needs in key sectors; and
- better positioning South Australia to take advantage of new and innovative training models.

The OTA also offers a unique service to support the wellbeing and enhance the experiences of international students studying in South Australia through its International Student Advisory Service.

The Training Advocate works closely with key government stakeholders, including the Training and Skills Commission, the Department for Innovation and Skills and Study Adelaide to ensure participants can access the services and information they need.

Agency specific objectives and performance

This section details our activities undertaken throughout the year and case management related information in accordance with the Charter of Functions.

Agency objectives	Indicators	Performance
<i>Independent complaint handling (Clause 2)</i>	Providing a high-level independent advisory service to the public about post-secondary training and effective disputes resolution process, using a variety of methods within the Training Advocate's jurisdiction or referral to an appropriate mechanism for redress of a matter. Methods that may be utilised include investigation, mediation, advocacy, conciliation or negotiation.	Number of new cases: 793 presenting 1,772 issues Breakdown of case categories: 368 (46%) Domestic education 214 (27%) Apprenticeships /Traineeships 179 (23%) International education 32 (4%) Other
<i>Advocacy (Clause 3)</i>		
<i>Information and advice (Clause 4)</i>		

Agency objectives	Indicators	Performance
	<p>The role aims to support successful education and training completions, improve overall satisfaction with the system, and manage issues as they arise.</p> <p>In South Australia, formal grievances / disputes relating to a Training Contract are referred to the South Australian Employment Tribunal (SAET). The OTA may support an apprentice or trainee to prepare for, and access, this process, including conciliation.</p> <p>Detailed case management data is provided on pages 23 to 40.</p>	<p>Number of finalised cases: 786</p> <p>Examples of case outcomes included:</p> <ul style="list-style-type: none"> • tailored advice about rights / obligations and system information • tailored study plan and support strategies • completion of qualification • assistance to access a provider's internal policies and procedures, including complaints and appeals • completion of apprenticeships or traineeships • advice to aid the development of provider or employer policies or practices • agreed financial outcome
<i>Promoting education and training and development of skill formation opportunities (Clause 1)</i>	<p>Delivery of information to organisations including Government, training providers, business owners and individuals about the role. This provides an opportunity to incorporate rights and obligations for those engaged in the training system.</p>	<p>The OTA took a pro-active role engaging with over 100 international education providers about appeal processes available to students and to reinforce OTA services to international and domestic students. This also provided an opportunity for providers to meet with the Training Advocate to discuss the issues impacting their business.</p> <p>The OTA also met with Group Training Organisations and presented to all Australian Network Providers under the Australian Apprenticeship Support Network to raise awareness of OTA's role in assisting parties to a Training Contract with independent support. The OTA is continuing to meet with providers and employers in 2020.</p> <p>Examples are outlined on pages 13 to 18.</p>

Agency objectives	Indicators	Performance
<p><i>Monitoring the training system (Clause 5)</i></p>	<p>Participation in stakeholder meetings and responding to consultations relating to the training system.</p> <p>The OTA analyses data captured during the management of a case, including consideration of comments and other anecdotal evidence provided by clients.</p>	<p>The OTA utilises available / relevant information to respond to state and/or national reviews relating to the training system as a mechanism for contributing to strategies to improve the quality and responsiveness of the training system in South Australia.</p> <p>Examples are outlined on pages 19 to 22 below.</p> <p>The Training Advocate initiated the establishment of the Education and Training Advisory Group (ETAG) to ensure a coordinated collaborative approach to all Government communications and activities relating to education and training across South Australia.</p> <p>The OTA also connected with industry to better understand workforce challenges across various sectors, including aged care, defence and mining, and with state/ national Government and non-Government stakeholders to ensure consistency in approach and messaging about the opportunities to business with apprenticeships and traineeships. The OTA continued to work closely with and build on its important relationship with the Training and Skills Commission in this effort.</p>

Promotion of information – employment, education and training (Clause 1)

- New branding and materials

The OTA's new brand was developed in 2019 to reflect the key agency values to encourage a two-way conversation and a more pro-active and approachable vessel for support and guidance.

Both printed and electronic formats include targeted information to help those engaged in VET, Higher Education, international education, apprenticeships and traineeships and ACE.

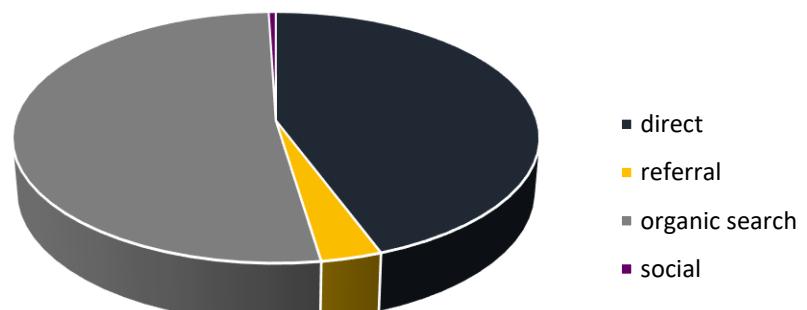
- Website launch

The website was successfully re-developed in November 2019 to provide an easy navigation tool for people to access clear information about the OTA's services and offer simple advice which aims to improve the student or business user experience.

This includes the addition of an online contact form to enable the public to more readily access the services of the office.

Between January to November the OTA still recorded some 5,181 website visits (3,855 unique visitors) and 12,211 page views with the majority of visitors accessing information about us or the international students page. An overview has been provided below.

Pages	Views
/home	4,469
/about us	739
/international students	675
/trainees and apprentices	636
/complaints	478



- Social media

In line with the updated website the OTA created a social channel [@traininginsa](#) Twitter account to link into 'like' information and increase OTA's presence to a greater audience.

This provides an additional platform to deliver key messages to individuals and businesses.

Examples of presentations and stakeholder engagement (Clause 1)

The OTA attended functions, external forums and delivered presentations to key stakeholders during the year, for example:

Apprenticeships and Traineeships	
The Hon. David Pisoni MP, Minister for Innovation and Skills - regional engagement	<p>The Training Advocate participated as part of a Ministerial delegation to meet with regional VET stakeholders and the community, including:</p> <ul style="list-style-type: none">• <i>Adelaide and Murray Bridge</i> RoundTable discussion with representatives from Group Training Organisations and Registered Training Organisations about traineeship and apprenticeship opportunities.• <i>Tanunda and Nuriootpa</i> Training Advocate presentation to stakeholders at the Skills RoundTable about the role and services available to those engaged in traineeships or apprenticeships.• <i>Renmark</i> Two events focused on the traineeship and apprenticeship sector and networking to encourage discussion, and gain insight, into local issues.
<p>Training and Skills Commission launched the <i>Future-proofing the South Australian apprenticeship and traineeship system - Recommendations Paper 2019</i></p> <p>Guest Speaker - The Hon. David Pisoni MP, Minister for Innovation and Skills</p> <p>The event agenda also included a formal announcement by the Minister on the commencement of the <i>Training and Skills Development Act 2008</i> review and how to get involved.</p>	<p>The Recommendations Paper highlighted the feedback received by the Commission, in response to the original <i>Discussion Paper</i>, from stakeholders, applicable research and data in relation to apprenticeships and traineeships and the broader VET system to form five key recommendations.</p> <p>It is noted that OTA made a submission to the Commission to respond to the original <i>Discussion Paper</i> as reported in the 2018 Annual Report.</p> <p>http://www.tasc.sa.gov.au/</p>
<i>Microsoft South Australia Traineeship Program – Networking and Celebration event</i>	The Microsoft Traineeship Program offers individuals with an opportunity to gain on-the-job experience within the Microsoft network and formal training including Certificate IV in Information Technology qualification and industry-recognised Microsoft Certifications.

	<p>The event celebrated the first cohort of the Microsoft Traineeship Program in South Australia and provided a networking opportunity with host partners, trainees and program delivery partners.</p> <p>https://www.microsoft.com/en-au/microsoft-traineeship-program</p>
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Training Awards	
<p><i>South Australian Training Awards and Award Winners Celebratory Afternoon Tea</i></p> <p>The OTA attended the Training Awards and corresponding Afternoon Tea to meet Award recipients to hear about their experiences while engaged in training and to acknowledge the support of the Awards sponsors.</p>	<p>The South Australian Training Awards, hosted by the Training and Skills Commission, recognise the achievements of students, trainers, training providers, schools and employers and aim to highlight increasing opportunities available to trainees and apprentices in the State.</p>

Industry Engagement	
<p>CEDA Event – <i>Bridging the skills gap: delivering SA's future workforce</i></p> <p>Renee Hindmarsh was the keynote speaker for the event focused on future skill needs for a changing workforce.</p> <p>CEDA conference delegates consisted of industry professionals and Training Provider representatives.</p>	<p>The Training Advocate's presentation focused on South Australia's skills needs.</p> <p>In addition, the presentation provided an opportunity to outline OTA services, including its monitoring role and collaborative approach with Government and industry to look for ways to raise the quality of the system.</p>
<p>Industry Skills Council (ISC) Network</p> <p>Two meetings were attended by ISC membership and staff representatives from the Office of the Training and Skills Commission.</p> <p>The meetings provided a direct link to the ISC representatives to hear updates about each industry's priority areas in skills and employment. The OTA also raised awareness of its educative and complaints handling functions in relation to post-secondary training arrangements.</p>	<p>The ISCs were established to strengthen industry's voice including the provision of independent advice to Government in skills and workforce development and informing the work of the Training and Skills Commission. The ISCs represent the following industry sectors:</p> <ul style="list-style-type: none"> • Agribusiness • Construction, Mining and Energy • Creative Industries, Business, ICT & Cybersecurity • Defence and Aerospace • Education and Services Sector

	<ul style="list-style-type: none"> • Food, Wine, Tourism and Hospitality • Health, Disability, Aged Care and Community Services • Transport and Manufacturing
<p>'Ageing & Disability' boardroom lunch with the Chancellor University of South Australia and the Dean: Research & Research Education, for the Division of Health Sciences</p>	<p>The event provided a networking opportunity with senior representatives from the aged care and disability sector, researchers and Government.</p> <p>The OTA participated in discussions around exploring the role of training to better support the needs of industry.</p>

Help for Business	
<p>Apprentice Employment Network SA (AEN (SA)) Annual Conference and Dinner - Annual General Meeting</p> <p>The Conference was facilitated by the President AEN (SA) and Executive Officer AEN (SA)</p> <ul style="list-style-type: none"> • Guest Speaker – His Excellency the Honourable Hieu Van Le AC, Governor of South Australia • Keynote Speaker - The Hon. Steven Joyce, former New Zealand Minister for Tertiary Education, Skills and Employment <p>Topics were presented on state and national apprenticeship and traineeship activity.</p>	<p>AEN (SA) is the peak body representing a network of independent, not-for-profit Group Training Organisations in South Australia.</p> <p>The OTA presented to AEN (SA) to promote awareness of OTA services to all GTOs operating in South Australia, including key data and common issues raised with the OTA by its apprenticeship or traineeship clients.</p> <p>https://aensa.com.au/</p>
<p><i>Group Training Organisations (GTOs)</i></p> <p>As an outcome from the AEN (SA) presentation, the OTA met with numerous GTOs separately throughout 2019 to provide information about its advisory service, including independent tailored support to respond to questions or concerns related to both the on-the-job and off-the-job (formal training) aspects of an apprenticeship or traineeship and to promote the early resolution of issues.</p> <p>In particular the sessions provided a forum for valuable discussion about potential system</p>	<p>GTOs operate across Australia, with some specialising in particular industries, to employ apprentices or trainees and place them with host employers.</p> <p>GTOs provide opportunities for smaller businesses to access an apprentice or trainee for a short or longer period of time.</p> <p>https://www.australianapprenticeships.gov.au/group-training</p>

<p>improvements, such as the consistency of information provided by agencies, and key industry and workforce challenges for attention, including training and employment options in remote areas.</p> <p>The OTA is continuing to engage with employers in 2020.</p>	
<p><i>Australian Apprenticeship Support Network (AASN)</i></p> <p>The OTA met with South Australian representatives from each of the Apprenticeship Network Providers (ANP) in 2019 to raise awareness of its role and services to ANPs, apprentices or trainees and employers.</p> <p>It was a great opportunity to invite discussion about key apprenticeship or traineeships issues raised and to build on OTA's relationship with ANPs to ensure consistent messaging to individuals and business about how to access help and support.</p>	<p>The Australian Government contracts ANPs to deliver support services from pre-commencement to completion including essential administrative support, payment processing (incentives), regular contact and targeted services for individuals who need extra support to complete their apprenticeship.</p> <p>https://www.australianapprenticeships.gov.au/about-aasn</p>
<p><i>BizLink</i> – seminars hosted by the South Australian Small Business Commissioner</p> <p>The OTA presented to representatives of small businesses in November, either in person or via webinar to reach a wider audience.</p> <p>The session delivery standard was rated as excellent by 75% of participants.</p>	<p><i>BizLink</i> seminars provide information to small businesses about Government services.</p> <p>It provides an avenue for the OTA to promote how the training system can benefit employers including the option to host an apprentice or trainee through a Group Training Organisation. It also provides information about how employers can make informed choices if seeking professional development courses for their staff under the Australian Qualifications Framework.</p> <p>https://www.sasbc.sa.gov.au/</p>

International Education	
<p>CEDA Event – <i>International Education Driving Economic Growth in SA</i></p> <p>The event focused on the international education sector and the valuable contribution international students can make to the local business sector.</p> <p>The event provided an opportunity for OTA to connect with business leaders about their industry's skills needs and advise on OTA's International</p>	<p>The Committee for Economic Development of Australia (CEDA) is an independent not for profit membership organisation. CEDA events provide a platform for discussion on economic and social development issues across Australia.</p>

<p>Student Advisory Service which assists international students to access information about their rights and obligations in their living, study and work in South Australia.</p>	
<p>France / Australia Higher Education, Research & Industry workshop hosted by Flinders University</p>	<p>Held in Adelaide, the seminar promoted the collaboration between France and Australia in the fields of higher education, research and industry.</p> <p>The event provided a networking opportunity around Higher Education and international education, including promotion of OTA services which extend to both on and off-shore students, and discussion about workforce issues.</p>
<p>The OTA participated in the Lord Mayoral Reception to welcome the 2019 international students to South Australia, hosted by <i>Study Adelaide</i>.</p> <p>Students had access to a variety of information about safety, wellbeing, sport and other recreational activities available in South Australia.</p> <p>OTA provided materials and information to newly arrived students about OTA services via an Information Booth. The key message to students from the OTA was to ask for help if needed.</p> <p>Students were also able to approach OTA for a one-on-one with any questions about aspects of living, working or studying in South Australia.</p>	<p><i>Study Adelaide</i> markets South Australia internationally as a preferred study destination. It also plays a key role in managing a schedule of events and activities for international students to gain an Australian cultural experience. The OTA liaises with <i>Study Adelaide</i> to support opportunities for students.</p> <p>https://studyadelaide.com/</p>
<p>Launch of the Insider Guide/ Student UniLodge accommodation in Adelaide CBD – hosted by Study Adelaide</p>	<p>UniLodge provides purpose built student accommodation for students from across the globe.</p> <p>The OTA presented to attendees about the role, including its dedicated services offered to international students, and to build networks with industry stakeholders.</p>
<p>Student Accommodation Association Incorporated (SAA) SA's Industry Lunch</p> <p>The event presentation focused on the impact of mental health in the CBD and the importance of making students aware of the services available to improve their living experience.</p>	<p>The SAA is the representative body for quality student accommodation providers in Australia.</p> <p>https://studentaccassoc.com.au/</p>

The OTA attended with a view to gain up-to-date information about student welfare services and current issues faced by international students residing in South Australia.	
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Rights Protection Agencies	
<p><i>Statutory Authority Network - Rights Protection Agencies Group</i></p> <p>The OTA contributes to the network to raise issues relating to the training system. A focus for the group in 2019 included the National Disability Insurance Scheme (NDIS).</p>	<p>This network comprises statutory authority representatives across a range of portfolios including health and community services, young people, equal opportunity, small business and safety. It provides an avenue to consider strategies to better streamline complaint handling across the agencies and ensure complainants can readily access the right agency for their specific circumstance.</p>

Young People	
<p>The Australian Migrant Resource Centre and Commissioner for Children and Young People SA</p> <p>The Hon. David Pisoni MP, Minister for Innovation and Skills launched the <i>Leading for our Future Youth Symposium Report</i></p>	<p>The Report highlighted the contribution of South Australia's migrant and refugee youth as productive citizens and the identification of key issues and barriers in accessing employment as raised by young people and how these may be addressed.</p> <p>The launch provided a networking opportunity to engage with various community groups to promote the OTA's role in supporting young people engaged in the traineeship and apprenticeship sector and international education to understand their rights and obligations.</p> <p>https://amrc.org.au/</p>

Examples of stakeholder meetings and consultations (Clause 5)

The OTA participated in stakeholder meetings and responded to consultations relating to the training system during the year, for example:

Training and Skills Development	
<p><i>Training and Skills Commission</i></p> <ul style="list-style-type: none"> • Training and Skills Commission Strategic Working Dinner <p>The Training Advocate presented to the Chair and Members in February outlining the OTA strategic priorities ahead; its role to complement existing Government regulatory and support mechanisms; and its monitoring function to identify any system-wide trends that may impact the health of the system.</p> <ul style="list-style-type: none"> • The Training Advocate was invited to present at the Training and Skills Commission meeting in May. This provided an opportunity to summarise OTA case and industry data, aligned to the new ISCs, including key issues across domestic and international education and the apprenticeship / traineeship system. • The OTA participated in an extensive consultation process on the review of the <i>Training and Skills Development Act 2008</i>. <p>This provided a great opportunity to provide input into achieving a more flexible, agile and responsive training system in South Australia.</p>	<p>The Training and Skills Commission is established under the <i>Training and Skills Development Act 2008</i> (SA) to provide independent, strategic advice on how South Australia can invest in a sustainable, highly skilled workforce, particularly in key growth sectors.</p> <p>The Training and Skills Commission has delegated functions under Part 4 of the <i>Training and Skills Development Act 2008</i> to administer the State's apprenticeship and traineeship system.</p> <p>http://www.tasc.sa.gov.au/</p>

Skills Mission	
The Hon. David Pisoni MP, Minister for Innovation and Skills – Ministerial delegation to Germany / Switzerland / England	The Training Advocate participated as a delegate to meet with Government officials, industry, the education sector and business across Europe and the United Kingdom with a view to understanding best practice and exploring training models which may lead to improvements in South Australia's apprenticeship and traineeship system and increase completions.

Qualifications Framework and Training Regulation	
<p><i>Australian Qualifications Framework Review</i></p> <p>The OTA participated in consultation with representatives from the AQF Review Expert Panel and the former Australian Government Department of Education and Training (newly formed Department of Education, Skills and Employment), in March, on its released Discussion Paper.</p>	<p>The Australian Qualifications Framework is the national policy for regulated qualifications.</p> <p>https://www.education.gov.au/</p>
<p><i>Australian Skills Quality Authority (ASQA)</i></p> <p>The OTA continued to liaise with ASQA's South Australian office in the referral of potential compliance and regulatory matters detected by the OTA; strategic priorities relating to VET regulation in domestic and international education, including VET for Schools, and processes to manage provider closure.</p>	<p>ASQA is the national regulator for Australia's vocational education and training sector. It regulates courses and Training Providers to ensure nationally approved quality standards are met.</p> <p>https://www.asqa.gov.au/</p>
<p><i>Tertiary Education Quality and Standards Agency (TEQSA)</i></p> <p>The OTA liaised with TEQSA to review higher education data captured by the OTA related to domestic and international education cases received and updates in relation to TEQSA's compliance function.</p>	<p>TEQSA is Australia's independent national regulatory agency for Higher Education.</p> <p>https://www.teqsa.gov.au/</p>

National VET Reform	
<p>The Hon. Steven Joyce, former New Zealand Minister for Tertiary Education, Skills and Employment led the <i>Vocational Education and Training Review</i></p> <p>The OTA provided a formal submission in January formulated after analysis of OTA case data and complaint handling information received. Examples of key recommendations related to:</p> <ul style="list-style-type: none"> • training delivery associated to the care of vulnerable individuals • increased consumer protection monitoring processes with a focus on the <i>Standards for Registered Training Organisations (RTOs) 2015</i> 	<p>An independent review of Australia's Vocational Education and Training sector was announced in 2018 by the Prime Minister.</p> <p>https://www.pmc.gov.au/domestic-policy/vet-review</p>

<ul style="list-style-type: none"> • VET work-placement minimum quality benchmarks • raising the profile of VET. 	
<p><i>Skills Package co-design workshop</i></p> <p>The OTA participated in the Adelaide workshop in October focused on the role and purpose of the National Skills Commission; Skills Organisations; and the National Careers Institute.</p>	<p>The Australian Government's Skills Package <i>Delivering Skills for Today and Tomorrow</i> committed funds to establish a National Skills Commission, Skills Organisations and the National Careers Institute.</p> <p>A Discussion Paper was published in 2019 to inform the co-design of the National Skills Commission.</p> <p>https://www.employment.gov.au/</p>

Tuition Protection for Students	
<p><i>Tuition Protection Service (TPS)</i></p> <p>The OTA met with the TPS to discuss trends in international education identified by OTA clients and receive updates in relation to education provider obligations under the tuition protection arrangements.</p>	<p>The Tuition Protection Service is an Australian Government initiative to assist international students to complete their study in another course or with another Training Provider or obtain a refund if their Provider is unable to fully deliver their courses of study. It is noted that the role has now expanded to include domestic students with a VET Student Loan, FEE HELP or HECS-HELP Loan. Information is available via the website:</p> <p>https://tps.gov.au/Home</p>

Flexible Apprenticeships	
<p>The OTA played a lead role in discussions with peak industry bodies, Government, VET and Higher education providers to explore education and training models to encourage new uptake in skills. For example, higher apprenticeship models, micro-credentials and what may be possible through a more integrated tertiary system.</p> <p>There is a significant amount of work occurring both locally and on a national level with a continued focus in 2020.</p>	<p>VET Reform - The <i>Vocational Education and Training Review</i> led by the Hon. Steven Joyce, former New Zealand Minister for Tertiary Education, Skills and Employment makes 71 separate recommendations around a six-point plan for change. The plan seeks to deliver a stronger skills sector through:</p> <ul style="list-style-type: none"> • Strengthening quality assurance • Speeding up qualification development • Simpler funding and skills matching • Better careers information • Clearer secondary school pathways, and • Greater access for disadvantaged Australians.

There is a significant amount of work occurring both locally and on a national level with a continued focus in 2020.	
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<p>Schooling Sector</p> <p>The OTA made a submission to the Department for Education to respond to the <i>Vocational Pathways to Employment - A Review of Vocational Education and Training (VET) for School Students (VET Issues Paper)</i>.</p> <p>Recommendations for improvement were made to inform the Review, relating to:</p> <ul style="list-style-type: none"> • the development of knowledge and understanding of industry workplace practices prior to VET study • early detection of student needs and identification of any required interventions or supports • reporting processes for specific entry and exit level assessments for students undertaking VET for schools to build industry confidence. 	<p>The Minister for Education released a VET Issues Paper relating to the delivery of VET in secondary schools to inform policy development in this sector.</p> <p>https://www.education.sa.gov.au/</p>
<p><i>Review of the Melbourne Declaration Discussion Paper</i></p> <p>The event held in Adelaide provided an avenue for consultation with stakeholders on Australia's national school education system and potential areas for change.</p> <p>The OTA participated in the discussion around successful learning in secondary schooling, VET and Higher Education.</p>	<p>The Declaration is made by all Australian Education Ministers.</p> <p>The current declaration on Educational Goals for Young Australians was agreed by Education Council Ministers in 2008.</p> <p>https://reviewmelbournedeclaration.edu.au/</p>

Case management

This section provides a brief overview of the data relating to new cases lodged with the OTA during the 2019 calendar year, including information about:

- the number and types of enquiries or complaints received
- commonly raised issues
- the industries / professions identified
- client demographic information

In accordance with legislative requirements, the report does not disclose any information that may identify parties to a matter.

During the initial consultation with the OTA, each client is provided with information to enable them to make an informed choice about how best to address their issue. A client may choose to deal with the matter themselves or request support/advocacy from the OTA. Alternatively, if the OTA is not the appropriate agency to address the matter, the client will be referred to the relevant authority. Where required, the OTA can support a client to access any alternative agency.

Our services

The OTA provides a free and confidential service to respond to questions or complaints about employment and training, as it relates to South Australia, which has been classified by the OTA into one of the following categories:

- Domestic Education
- Apprenticeships and Traineeships
- International Education
- Other

Training programs related to the following:

- Registered Training Organisations (RTO) registered through the Australian Skills Quality Authority (ASQA) to deliver nationally accredited vocational education and training;
- Non-registered Training Providers including those in partnership with an RTO;
- South Australian Schools engaged in VET in Schools, School Based Apprenticeships and/or international education;
- Higher Education Providers registered by the Tertiary Education Quality and Standards Agency (TEQSA);
- Education and Training Providers registered on the *Commonwealth Register of Institutions and Courses for Overseas Students* (CRICOS) and delivering programs in accordance with the *Education Services for Overseas Students* (ESOS) Act 2000 (Cth)

and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*;

- Providers of English Language Intensive Courses for Overseas Students (ELICOS);
- Adult Community Education Providers;
- Employers registered to employ apprentices and trainees under Part 4 Division 3, *Training and Skills Development Act 2008*. This is administered by Traineeship and Apprenticeship Services, Department for Innovation and Skills under delegation of the South Australian Training and Skills Commission.

Note: the OTA can also respond to interstate or offshore clients enrolled with a South Australian Training Provider or South Australian clients enrolled with an interstate Training Provider.

Overview - 2019 data

In 2019, the OTA responded to 793 new cases with a total of 1,772 issues with many cases requiring action to address more than one issue. 87% of cases were complaints and 13% were enquiries, across four key categories (Figure 1). Key issues are briefly outlined in this report.

Of the total cases, 84% were lodged by individuals and 16% by organisations.

A comparison of enquiries and complaints over a five-year period is provided on page 40.

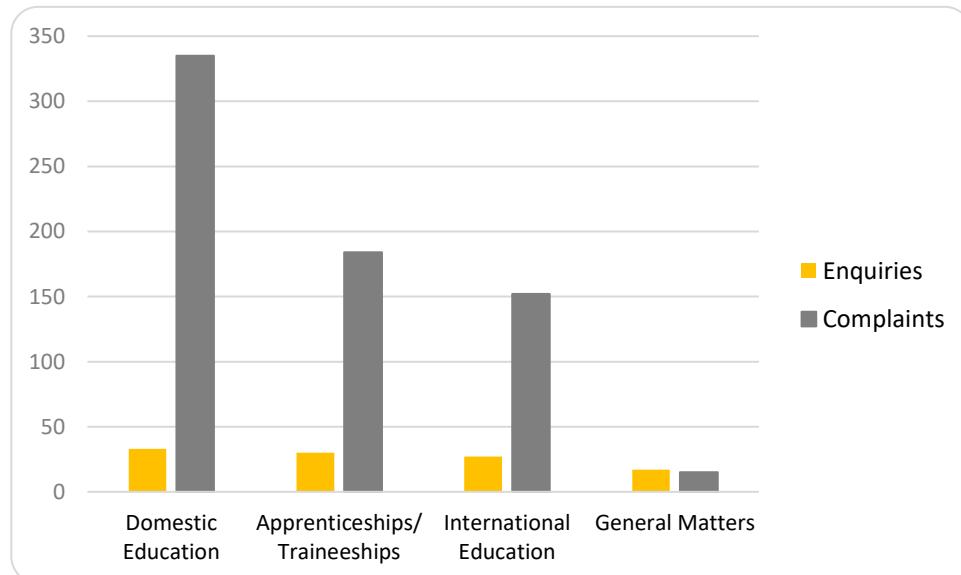


Figure 1: Enquiries & Complaints within each Category - 2019 Calendar Year

The following section summarises the case management data relating to key issues raised and the industry or profession relating to either the employment or study area within each category.

Domestic Education Category

During this period, 368 domestic education cases were managed with a total of 845 issues. Of these, 91% were complaints. **Key issues related to:**

- *VET-FEE HELP, HECS-HELP debts, including criteria for re-crediting the Loan*
- *refunds and course fee terms of agreement*
- *assessment feedback, re-submission conditions and student support*
- *up-front information including course pre-requisites; recognition of prior learning / credit*
- *changes to program delivery including assessment requirements or course enrolment variations such as course duration*
- *industry work-placement arrangements required under the qualification*
- *academic transcripts*

Cases Finalised

364 cases in this category have been finalised. Four were carried forward to 2020 for further action.

Industry / Field

317 domestic education cases identified the industry / field of study (accredited / non-accredited).

The most common industry (other than Higher Education) was *Health, Community Services, Disability* (Figure 2a).

It is noted that *Education* was recorded as the highest field in Higher Education (Figure 2b).

A detailed summary of all case industry / field information is provided in the table below.

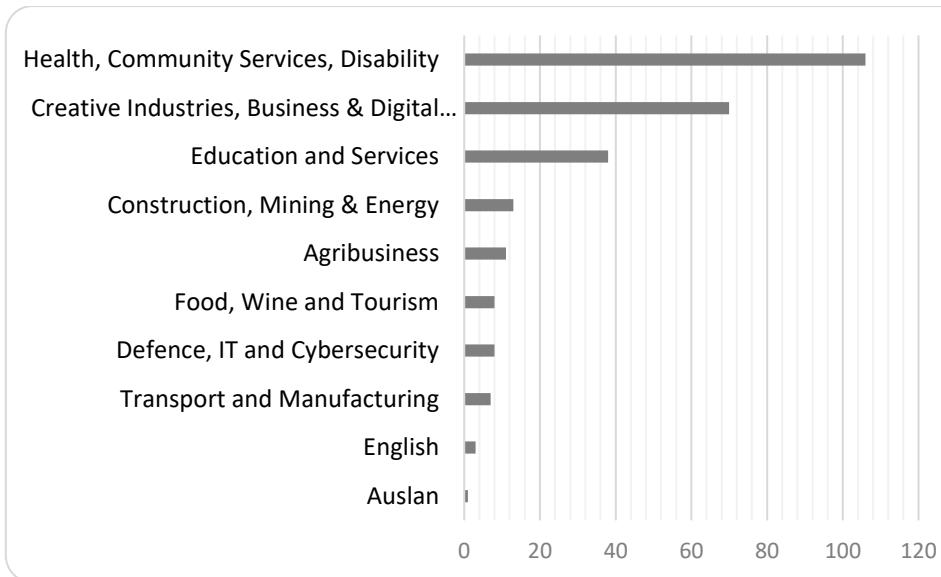


Figure 2a: Industry information (other than Higher Education) within Domestic Education Category - 2019 Calendar Year (Total 265)

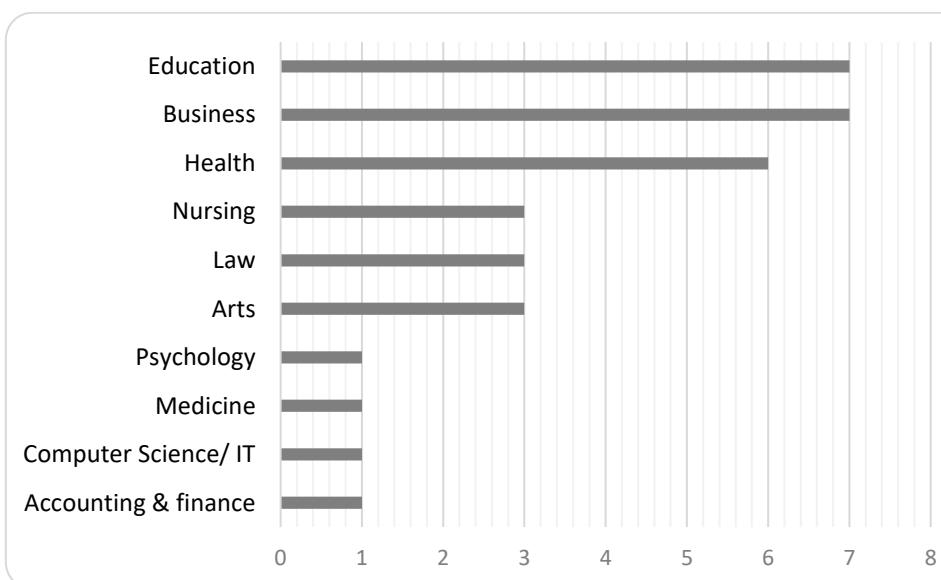


Figure 2b: Field of study within Domestic Education Category for Higher Education - 2019 Calendar Year. It is noted that 19 were recorded against 'other profession' not represented in the chart (Total 52)

Domestic Education - Industry Table (other than Higher Education):

Health, Community Services, Disability	106
Community services – childcare	23
Community services – other	18
Community services – aged care	17
Health - nursing	13
Community services – counselling	9
Community services – disability	8
Health – other	7
Community services – youth work	3
Complementary / alternative health	3
Allied health assistance	2
Health – massage therapy	2
Health – dental	1
Creative Industries, Business & Digital Platforms	70
Property services / real estate	21
Business services	15
Management	8
Digital media	5
Visual/creative arts, craft & design	5
Justice & policing studies	3
Marketing	3
Accounting & finance	2
Information technology	2
Screen and media	2
Security & risk management	2
Human resources	1
Music	1

Education and Services	38
Fitness industry	10
Hairdressing	7
Assessment & workplace training	5
Beauty	5
Education & support teaching	5
Retail	3
Sport	3
Construction, Mining & Energy	13
Construction - other	6
Carpentry & joinery	3
Civil / structural engineering	2
Electrotechnology	1
Plumbing	1
Agribusiness	11
Animal care & management	5
Horticulture	4
Agriculture	2
Food, Wine and Tourism	8
Hospitality – general	6
Event management	1
Tourism	1
Defence, IT and Cybersecurity	8
Aviation	7
Cyber security	1
Transport and Manufacturing	7
Driving operations	3

Engineering technical	1
Engineering trade	1
Mechanical engineering	1
Transport	1
English	3
Auslan	1

Domestic Education - Higher Education Table:

Higher Education	52
Other profession	19
Business	7
Education	7
Health	6
Arts	3
Law	3
Nursing	3
Accounting & finance	1
Computer science / IT	1
Medicine	1
Psychology	1

Apprenticeship and Traineeship Category

During this period, 214 apprenticeship/ traineeship cases were managed with a total of 492 issues. Of these, 86% were complaints. **A summary of key issues included:**

1. Employment under a Training Contract:

- *terms and conditions to vary a Training Contract (termination, transfer, suspension for business or non-business-related reasons or serious / wilful misconduct)*
- *wage rates or other industrial entitlements and allowances*
- *duties performed and trade related training on-the-job*
- *workplace safety, behaviours (bullying and harassment) or managing performance*
- *complaint handling processes*

2. VET Qualification under a Training Contract:

- *terms and conditions for payment or reimbursement of the course tuition fee*
- *a trainee/apprentice being released to attend off-the-job training*
- *academic transcripts*

South Australian Employment Tribunal (SAET)

Of the total number of cases, 26 apprentices/ trainees were supported by the Office of the Training Advocate through the SAET formal dispute process.

Cases Finalised

211 cases in this category have been finalised. Three were carried forward to 2020 for further action.

Industry Categories

191 apprenticeship/ traineeship cases identified the industry trade and / or vocation. The most common industry was Construction, Mining and Energy (Figure 3).

A detailed summary of all industry information is provided in the table below.

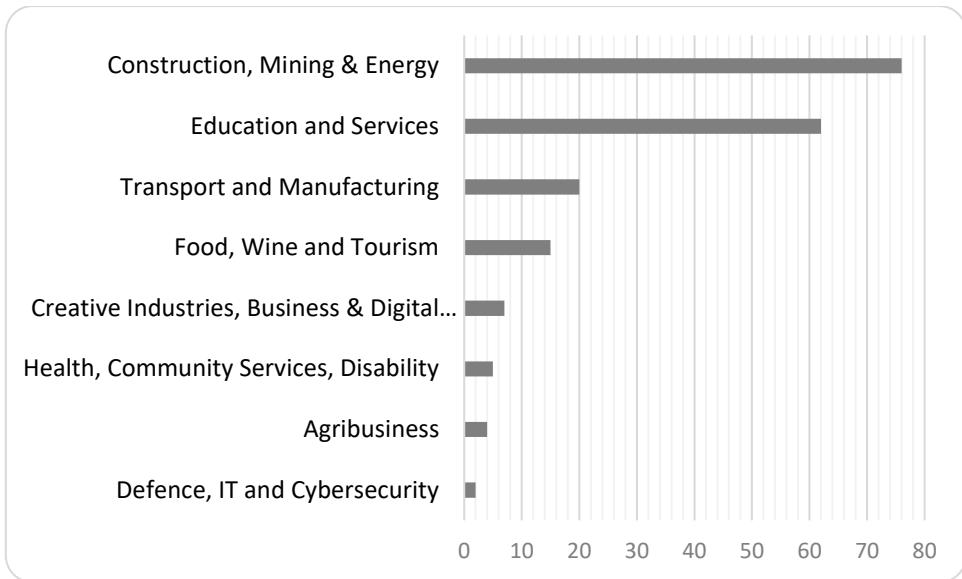


Figure 3: Industry information within Apprenticeships and Traineeships Category for VET study - 2019 Calendar Year

Apprenticeships and Traineeships - Industry Table (including vocation/ trade):

Construction, Mining & Energy	76
Electrotechnology	27
Plumbing	18
Carpentry & joinery	15
Construction - other	6
Floor & wall tiling	5
Bricklaying	2
Painting & decorating	1
Gas	1
Civil / structural engineering	1
Education and Services	62
Hairdressing	30
Automotive retail, service & repair	26
Retail	5
Beauty	1
Transport and Manufacturing	20

Engineering trade	10
Automotive manufacturing	3
Mechanics (diesel and plant)	2
Engineering production	1
Furnishing	1
Metal fabrication	1
Product manufacturing - other	1
Warehousing operations	1
Food, Wine and Tourism	15
Cooking	7
Baking and / or breadmaking	3
Food processing	3
Butchering	1
Hospitality – general	1
Creative Industries, Business & Digital Platforms	7
Business services	2
Information technology	2
Accounting & finance	1
Printing & graphic arts	1
Screen and media	1
Health, Community Services, Disability	5
Community services – aged care	2
Health – dental	2
Community services – disability	1
Agribusiness	4
Horticulture	4

Defence, IT and Cybersecurity	2
Aeroskills	1
Aviation	1

International Education Category

The OTA provides South Australia's International Student Advisory Service to assist international students with any aspect of their living, working or study arrangements during their stay in South Australia.

During this period, 179 international education cases were managed with a total of 396 issues. Of these, 85% were complaints. **Key issues related to:**

- *overseas student visa requirements, including a student maintaining satisfactory academic progress and attendance*
- *students seeking to transfer to an alternative Training Provider*
- *terms and conditions of written agreements including refunds and course fee arrangements*
- *complaints and appeals processes*
- *assessment feedback and resubmissions; student support*
- *terms and conditions for deferring, suspending or cancelling enrolment*
- *accommodation arrangements*

External Appeals

Of the total number of cases, 31 were requests for an External Appeal received by the OTA between 1 January and 31 October 2019.

Cases Finalised

All cases in this category have been finalised.

Industry / Field

122 international education cases identified the industry / field of study. Of these, 41 cases related to English or Foundation studies (Figure 4a). The highest number of cases were in the Health & Community Services sector (Figure 4b).

In the Higher Education category, Accounting & Finance was the most common field (Figure 4c). A detailed summary of all study information is provided in the table below.

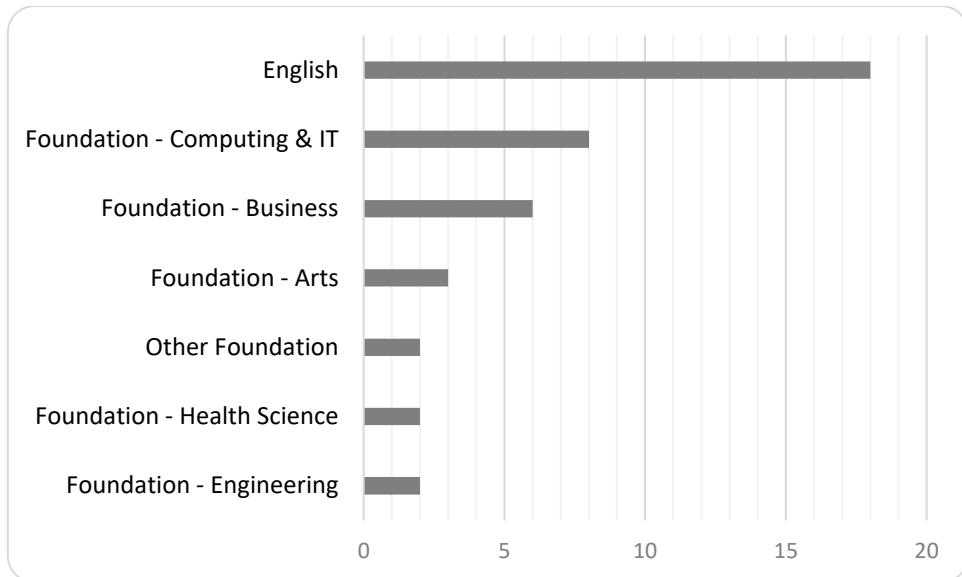


Figure 4a: English and Foundation within International Education Category - 2019 Calendar Year (Total 41)

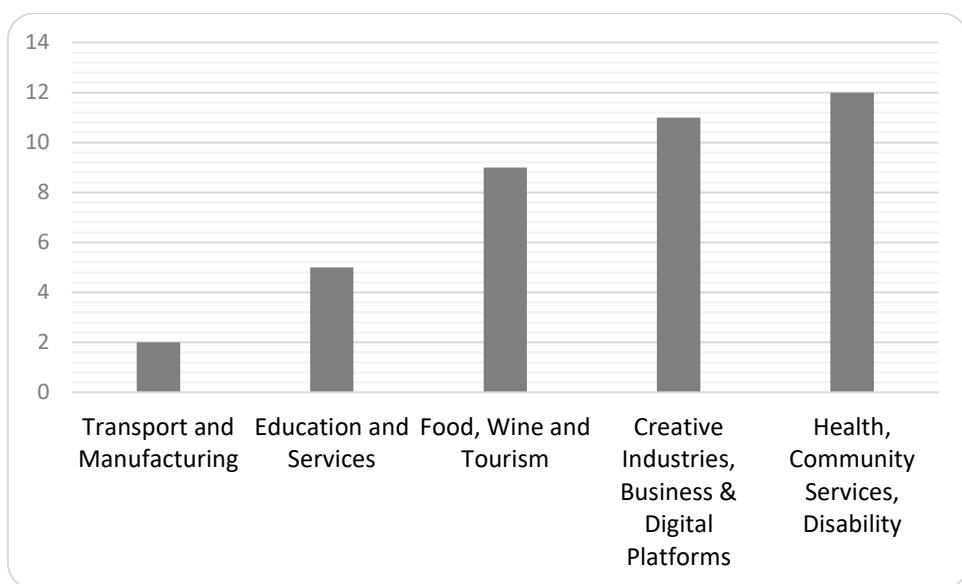


Figure 4b: Industry information within International Education Category for VET study - 2019 Calendar Year (Total 39)

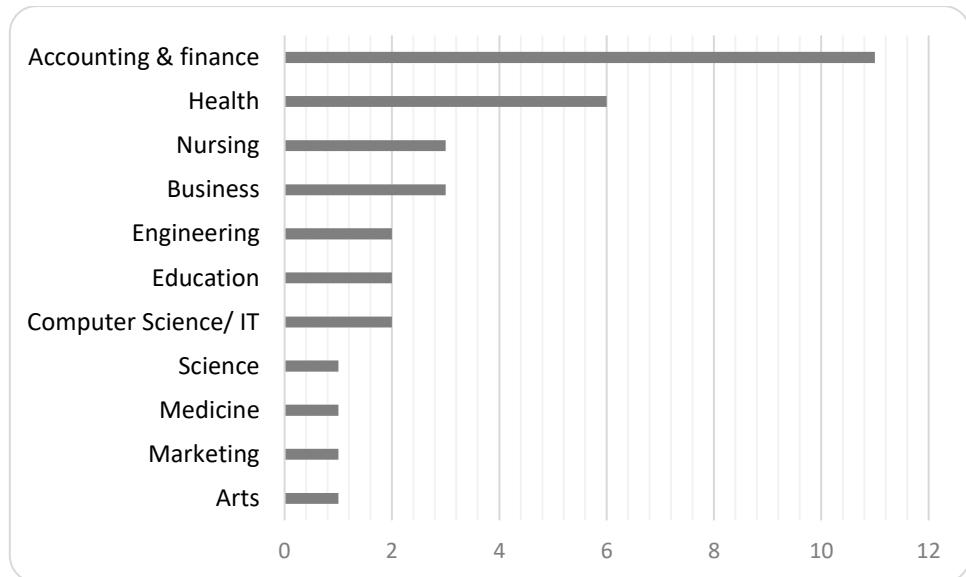


Figure 4c: Professions within International Education Category for Higher Education study 2019 Calendar Year. It is noted that 9 were recorded against 'other' not represented in the chart (Total 33)

International Education - Industry Table (other than Higher Education):

Health, Community Services, Disability	12
Health - nursing	6
Community services – other	5
Community services – disability	1
Creative Industries, Business & Digital Platforms	11
Management	6
Business services	3
Information technology	2
Food, Wine and Tourism	9
Cooking	4
Hospitality – general	4
Baking and / or breadmaking	1
Education and Services	5
Automotive retail, service & repair	4

Hairdressing	1
Transport and Manufacturing	2
Mechanics (diesel and plant)	1
Automotive manufacturing	1

International Education – English and Foundation Table

English & Foundation	41
English	18
Foundation - computing & IT	8
Foundation - business	6
Foundation - arts	3
Foundation - engineering	2
Foundation - health science	2
Other foundation	2

International Education - Higher Education Table:

Higher Education	42
Accounting & finance	11
Other profession	9
Health	6
Business	3
Nursing	3
Computer science / IT	2
Education	2
Engineering	2
Arts	1
Marketing	1
Medicine	1
Science	1

2019 ANNUAL REPORT for the Training Advocate

In 2019, there was a total of 91 international education cases identifying the student's country of origin, with the majority being from China, as follows:

Country of Origin	2019	2018 103 of 206 students	2017 57 of 122 students	2016 50 of 129 students	2015 83 of 169 students
Argentina	1				
Bangladesh	1	1	1	-	-
Bhutan	-	1	-	-	-
Brazil	1	2	-	-	1
Cambodia	1				
Canada	1				
Chile	-	-	1	-	1
China	48	21	15	12	29
Colombia	-	2	-	-	-
Ecuador	-	-	-	1	-
France	-	-	1	-	-
Germany	-	1	-	3	-
Hong Kong	-	2	1	1	-
India	10	23	13	17	19
Iran	-	1	-	-	-
Italy	1	2	2	1	2
Jamaica	-	-	-	-	1
Japan	-	1	2	-	3
Kenya	3	3	6	1	-
Korea, South	3	2	-	1	-
Lebanon	-	1	-	-	-
Macedonia	-	-	2	-	-
Malaysia	1	5	-	-	1
Mexico	1				
Nepal	3	4	1	1	2
Nigeria	-	1	1	-	1
Oman	1				
Pakistan	1	3	3	3	-
Papua New Guinea	-	1	-	-	-
Philippines	-	5	1	-	1
Poland	-	1	-	-	1
Portugal	-	2	-	-	-
Saudi Arabia	4	5	-	3	10
Slovakia	-	1	-	-	-
South Africa	-	-	-	-	1
Spain	-	-	1	-	-
Sri Lanka	2	-	2	-	1

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Switzerland	-		-	1	-
Taiwan	1	1	-	-	-
Thailand	1	-	1	1	-
United Arab Emirates	-	1	-	1	-
United States	2	2	-	-	-
Venezuela	-		-	-	1
Vietnam	4	7	3	2	7
Zambia	-	1	-	-	-
Zimbabwe	-	-	-	1	-

Education and Training Sector

527 cases identified the sector relating to the enquiry or complaint as outlined in Figure 5.

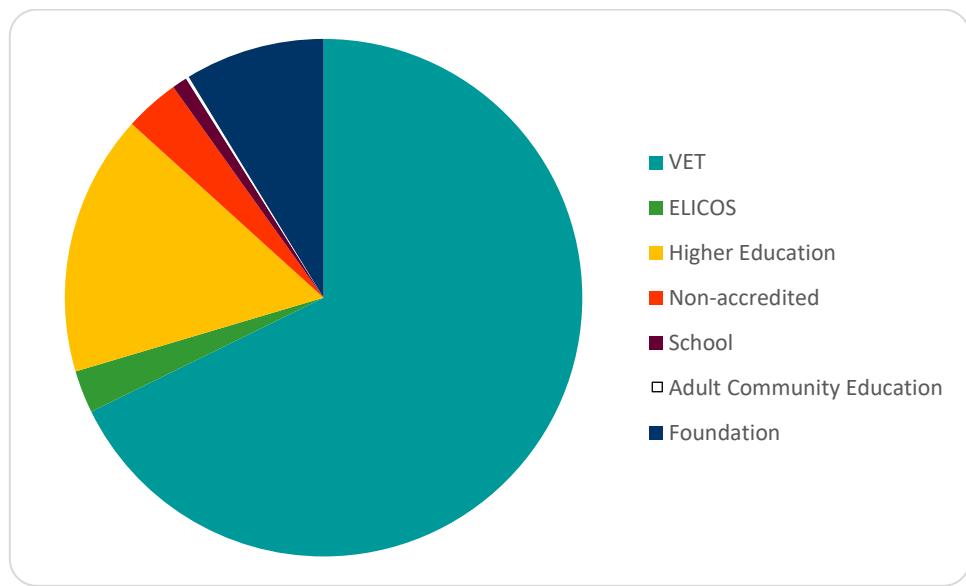


Figure 5: Training sector relating to study in all categories 2019 Calendar Year. The remaining enquiries or complaints were classified as relating to Government process, employment (under a Training Contract) or aspects of living / working for international students.

Geographical Region

The OTA's service continued to be accessed by students living in a regional area (9%), overseas (3%) or interstate (5%). Students not residing in South Australia generally seek assistance regarding their enrolment with a South Australian organisation or information about the State's training system.

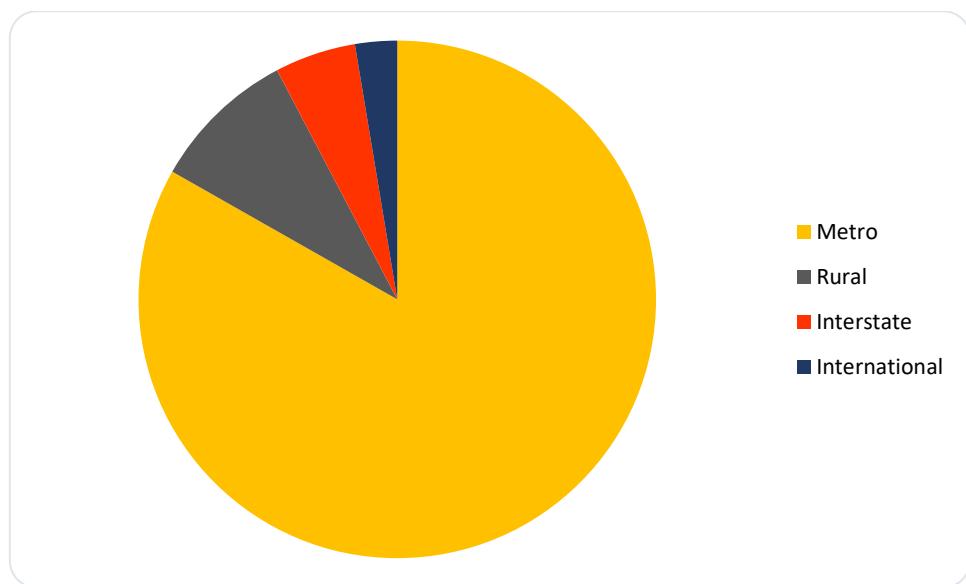


Figure 6: Geographical Region 2019 Calendar Year (83% metropolitan area)
Data Comparison Table

The table provides an outline of key data relating to enquiries and complaints received over the past 5 years.

	2019	2018	2017	2016	2015
Total cases per Year	793	915	796	895	879
Total issues	1,772	2,337	2,170	2,427	2,158
Total cases per Category					
International Education	179	206	122	129	169
Apprenticeships/ Traineeships	214	190	167	177	218
Domestic Education	368	488	474	553	464
Other	32	31	33	36	28
Complaints per Category					
International Education	152	178	114	107	134
Apprenticeship/ Traineeship	184	180	144	137	187
Domestic Education	335	463	429	493	407
General Training Matters	15	14	18	16	12
Enquiries per Category					
International Education	27	28	8	22	35
Apprenticeship/ Traineeship	30	10	23	40	31
Domestic Education	33	25	45	60	57
General Training Matters	17	17	15	20	16
Total OTA apprentice/trainee disputes lodged in South Australian Employment Tribunal (note: Industrial Relations Commission pre-30 June 2017)	26	25	13	18	29
Total international student External Appeals conducted by OTA	31	33	10	17	33

Corporate performance summary

Employment opportunity programs

Please refer to the Department's 2018-2019 Annual Report at

<https://innovationandskills.sa.gov.au/about-us/publications-and-reports>

Agency performance management and development systems

Performance management and development system	Performance
Performance Management and Development Plan requires two formal sessions per year.	All staff reporting to the Training Advocate participated in performance sessions during 2019. This meets the 100% agency target.

Work health, safety and return to work programs

Program name	Performance
Workplace Health Safety and Injury Management System Review	All staff participated in required training programs in accordance with the Department for Innovation and Skills policy directions. One staff member held accreditation in HLTAID001 Provide cardiopulmonary resuscitation; HLTAID002 Provide basic emergency life support; HLTAID003 Provide first aid. All staff were provided with information about WHS updates, incident and reporting requirements and other relevant information (at weekly meetings or via email).
Mental Health First Aid	Staff participated in accredited 2-day training to support awareness.

Please refer to the Department's 2018-2019 Annual Report at

<https://innovationandskills.sa.gov.au/about-us/publications-and-reports>

Executive employment in the agency

Executive classification	Number of executives
The Training Advocate is a statutory appointment	1

Data for previous years is available at <https://data.sa.gov.au/data/dataset/dsd-executive-employment>

The [Office of the Commissioner for Public Sector Employment](#) has a [workforce information](#) page that provides further information on the breakdown of executive gender, salary and tenure by agency.

Financial performance

Financial performance statement

The Department for Innovation and Skills allocates the resources required for the Office of the Training Advocate to function as a component of the Skills Activity. Financial information is therefore incorporated with the Department's financial statement published within the Department's 2018-2019 Annual Report. For full audited financial statements for 2018-2019 please refer to <https://innovationandskills.sa.gov.au/upload/annual-reports/Department-for-Innovation-and-Skills-Annual-Report-2018-19.PDF>

Consultancies with a contract value below \$10,000 each

Consultancies	Purpose	\$ Actual payment
All consultancies below \$10,000 each - combined		0

Consultancies with a contract value above \$10,000 each

Consultancies	Purpose	\$ Actual payment
All consultancies above \$10,000 each - combined		0

Data for previous years is available at <https://data.sa.gov.au/data/dataset/dsd-consultants>

See also the [Consolidated Financial Report of the Department of Treasury and Finance](#) for total value of consultancy contracts across the South Australian Public Sector.

Contractors disclosure

The following is a summary of external contractors that have been engaged by the agency, the nature of work undertaken, and the actual payments made for work undertaken during the financial year.

Contractors with a contract value below \$10,000

Contractors	Purpose	\$ Actual payment
All contractors below \$10,000 each - combined		0

Contractors with a contract value above \$10,000 each

Contractors	Purpose	\$ Actual payment
All contractors above \$10,000 each - combined		0

Data for previous years is available at <https://data.sa.gov.au/data/dataset/department-of-state-development-contractors>

The details of South Australian Government-awarded contracts for goods, services, and works are displayed on the SA Tenders and Contracts website. [View the agency list of contracts.](#)

The website also provides details of [across government contracts.](#)

Other information

The Training Advocate is subject to the direction, in writing, of the Minister; however no Ministerial direction may be given in relation to an investigation undertaken in performing the Training Advocate's functions as per section 22 *Training and Skills Development Act 2008*. The annual report (section 25 (2)) is required to include any written directions received from the Minister. No Ministerial directions were received by the Training Advocate in 2019.

Risk management

Fraud detected in the agency

Category/nature of fraud	Number of instances
Nil	0

NB: Fraud reported includes actual and reasonably suspected incidents of fraud.

Strategies implemented to control and prevent

The Department has risk-based strategies in place to control and prevent fraud. This is overseen by the Department's Risk and Performance Committee. The Office of the Training Advocate's processes comply with these policies.

Data for previous years is available at <https://data.sa.gov.au/data/dataset/dsd-instances-of-fraud-recorded>

Whistle-blowers' disclosure

Number of occasions on which public interest information has been disclosed to a responsible officer of the agency under the *Whistle-blowers' Protection Act 1993*:

0

Data for previous years is available at <https://data.sa.gov.au/data/dataset/dsd-whistleblowers-disclosure>

Reporting required under any other act or regulation

Reporting required under the *Carers' Recognition Act 2005*

The *Carers' Recognition Act 2005* is deemed applicable for the Department for Innovation and Skills.

Section 7: Compliance or non-compliance with section 6 of the Carers Recognition Act 2005 and (b) if a person or body provides relevant services under a contract with the organisation (other than a contract of employment), that person's or body's compliance or non-compliance with section 6.

The Department offered online training regarding disability and inclusion, this also included the *Carers Recognition Act 2005*, which was available to all OTA employees.

Please refer to the Department's 2018-2019 Annual Report at

<https://innovationandskills.sa.gov.au/about-us/publications-and-reports>

Public complaints

Number of public complaints reported (as required by the Ombudsman)

Complaint categories	Sub-categories	Example	Number of Complaints 2019
Professional behaviour	Staff attitude	Failure to demonstrate values such as empathy, respect, fairness, courtesy, extra mile; cultural competency	0
Professional behaviour	Staff competency	Failure to action service request; poorly informed decisions; incorrect or incomplete service provided	0
Professional behaviour	Staff knowledge	Lack of service specific knowledge; incomplete or out-of-date knowledge	0
Communication	Communication quality	Inadequate, delayed or absent communication with customer	0
Communication	Confidentiality	Customer's confidentiality or privacy not respected; information shared incorrectly	0
Service delivery	Systems/technology	System offline; inaccessible to customer; incorrect result/information provided; poor system design	0
Service delivery	Access to services	Service difficult to find; location poor; facilities/ environment poor standard; not accessible to customers with disabilities	0
Service delivery	Process	Processing error; incorrect process used; delay in processing application; process not customer responsive	0
Policy	Policy application	Incorrect policy interpretation; incorrect policy applied; conflicting policy advice given	0
Policy	Policy content	Policy content difficult to understand; policy unreasonable or disadvantages customer	0
Service quality	Information	Incorrect, incomplete, outdated or inadequate information; not fit for purpose	0
Service quality	Access to information	Information difficult to understand, hard to find or difficult to use; not plain English	0

Complaint categories	Sub-categories	Example	Number of Complaints 2019
Service quality	Timeliness	Lack of staff punctuality; excessive waiting times (outside of service standard); timelines not met	0
Service quality	Safety	Maintenance; personal or family safety; duty of care not shown; poor security service/ premises; poor cleanliness	0
Service quality	Service responsiveness	Service design doesn't meet customer needs; poor service fit with customer expectations	0
No case to answer	No case to answer	Third party; customer misunderstanding; redirected to another agency; insufficient information to investigate	1
		Total	1

Additional Metrics	Total
% complaints resolved within policy timeframes	N/A

Data for previous years is available at <https://data.sa.gov.au/data/dataset/dsd-complaints-received>

Service Improvements resulting from complaints or consumer suggestions over 2019

A concurrent comprehensive review of policies and procedures was undertaken by the OTA in 2019, including those relating to complaints handling and unreasonable complainants.