



Australian Government

Tertiary Education Quality and Standards Agency



TEQSA

A large graphic on the left side of the slide consisting of two overlapping right-pointing triangles, one teal and one lime green, similar to the TEQSA logo.

Panel session: Guidance on emerging regulatory issues

TEQSA Provider Briefing
3 October 2013



Student Experience

Question 1

What does TEQSA look for in the reporting of student performance data (attrition / progression / completion)? (PRS 6; PCAS 5)

Response:

- ▶ It's only one thing to supply the data. We would like to also see how it is analysed and acted upon.
- ▶ What is the institutional response to that data? What strategies are in place to improve/address trends identified in the data? What improvements have been made in the last accreditation cycle?
- ▶ How does benchmarking activity help shape the institutional response?



Student Experience

Question 2:

How does TEQSA regard student complaints? (PRS 6)

Response:

- ▶ While TEQSA is not a complaints handling body, we do receive complaints about providers and we do respond to all complaints received.
- ▶ Providers are responsible for effectively managing student complaints, including that:
 - ▶ Transparent record keeping is in place across the institution
 - ▶ Data is analysed, and trends addressed
 - ▶ Institutional responsiveness is recognised



Academic governance

Question 1

What are good academic governance arrangements (PRS 3)?

Response

- ▶ No one model that fits all types and sizes of institution
- ▶ Policies and processes
- ▶ Committee structure



Academic governance

Question 2

How do I demonstrate the effectiveness of academic governance processes (PRS 3.8, PCAS 1.2 and 6.1)?

Response

- ▶ Evidence of implementation
- ▶ Minutes of meetings of academic governing bodies
- ▶ Proper use and monitoring of delegations



Academic governance

Question 3

What is a clear and discernible separation between corporate and academic governance (PRS 3.7)?

Response

- ▶ Clearly defined roles and relationship of governing body and academic board
- ▶ Formally documented delegations in respect of academic matters
- ▶ Membership



Workforce planning

Question 1

PCAS 4.2 states ‘the higher education provider ensures that staff . . .(are) qualified to at least one AQF qualification higher than the course of study being taught’. Is this a strict rule?

Response

- ▶ TEQSA looks for staff to be AQF+1 *or to have equivalent professional experience*
- ▶ Think about how you will determine and evidence this equivalence – do you have a policy or framework?



Workforce planning

Question 2

What does TEQSA look for in terms of 'academic leadership' (PRS 5.1)?

Response

- ▶ Providers will have a mix of staff with formal qualifications and /or appropriate professional experience
- ▶ However, there is a need to demonstrate a strong understanding of leadership in an academic context



Workforce planning

Question 3

For a new course (or as a new provider), how do I demonstrate that I have a sufficient number of appropriately qualified staff (PRS 5.2, PCAS 4.1)?

Response

- ▶ TEQSA doesn't expect all staff to be in place ahead of a course starting
- ▶ We look for evidence of workforce planning – numbers, qualifications, linked to student projections etc.



Student projections

Question 1

What are some common pitfalls seen by TEQSA?

Response:

- ▶ The numbers don't add up
 - ▶ Within the course application
 - ▶ In relation to whole of provider data including historical and forecast data
- ▶ Zero attrition
- ▶ Growth, growth and more growth
- ▶ Projections are not provided by funding source



Student projections (cont.)

Question 2

How realistic are your projections and what are your assumptions?

Response:

- ▶ To what extent have you hit your targets in the past
- ▶ How will a new course impact on the enrolments of other courses (“cannibalisation” of existing enrolments)
- ▶ Do you have a plan to align your resources with growth or decline
- ▶ What benchmarking and/or research has been undertaken to inform your projections (including actual trends for existing courses)



Library and Electronic Resources (PRS 7 & PCAS 2)

Question 1

What information does TEQSA require with regard to access to these facilities?

Response:

- ▶ Provide evidence of access times, induction and or orientation;
- ▶ Provide evidence of how the library is staffed and if the person(s) has appropriate qualifications;
- ▶ Online access to databases and if student is required to pay for these resources;
- ▶ Evidence of student satisfaction with these services.



Library and Electronic Resources (PRS 7 & PCAS 2)

Question 2

What does TEQSA look for when providers are using a third party agreement?

Response

- ▶ Include any signed agreement(s) as evidence;
- ▶ Explain how you ensure students have information regarding access and convenience
- ▶ How do you ensure adequate texts & resources are available and how do you arrange for them to be updated.



Library and Electronic Resources (PRS 7 & PCAS 2)

Question 3

What does TEQSA expect from a provider with regard to expansion of library and online resources?

Response:

- ▶ Include a plan, budget and an implementation timeline as evidence;
- ▶ Library facilities are also for staff, who need to have access to enable delivery of quality teaching and learning as well as assisting in research and scholarship.



Engaging Experts

- ▶ TEQSA's engagement of experts is vital to maintaining the integrity of the higher education system and courses.
- ▶ TEQSA engages experts to consider specific questions in relation to courses meeting key elements of the *Provider Course Accreditation Standards* e.g.:
 - ▶ *CAS Section 1 – Course design is appropriate* (e.g. AQF, content, currency, intellectual inquiry, learning outcomes)
 - ▶ *CAS Section 4 – Teaching and learning are of high quality*
- ▶ Expert in their field - appropriate qualifications combined with relevant professional experience.
- ▶ Providers can identify perceived/real conflict of interest.



Engaging Experts

What it is NOT:

- ▶ A panel review, eg. VRQA / Self review or Panel review / Audit, eg. AUQA

What it IS:

- ▶ Expert assess courses against the current AQF and the TEQSA Provider Course Accreditation Standards
- ▶ Assessment requires justification
- ▶ Experts are NOT asked to make recommendations
- ▶ More comparable to reviewing ARC / NHMRC grants, or peer reviewed Journal papers

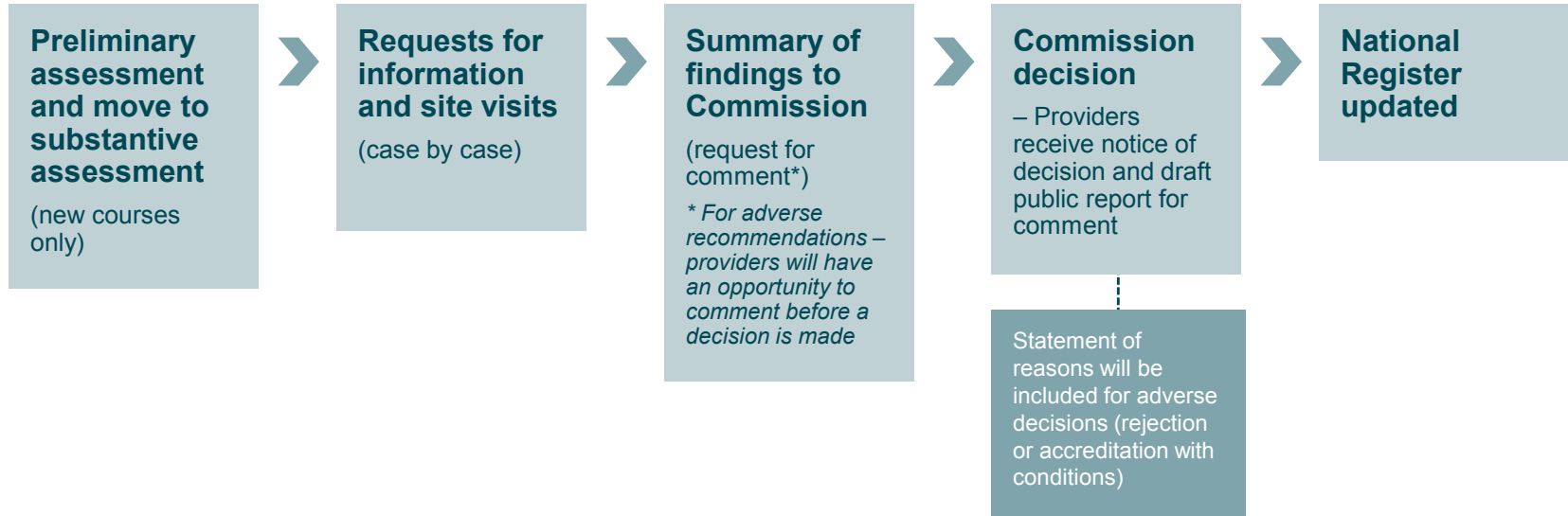


Engagement with providers in the assessment process (Registration)





Engagement with providers in the assessment process (Accreditation)





Questions & comments