



Australian Government
Tertiary Education Quality and Standards Agency



Demonstrating Quality: the new HES Framework and strategic analytics

16 June 2016



Session content

- ▶ TEQSA overview, recent developments and priorities
- ▶ HESF 2011
- ▶ Risk Assessment Framework – monitoring quality and data analytics
- ▶ Key features of the HESF 2015
- ▶ HESF 2015 - evidence, surveys and data analytics



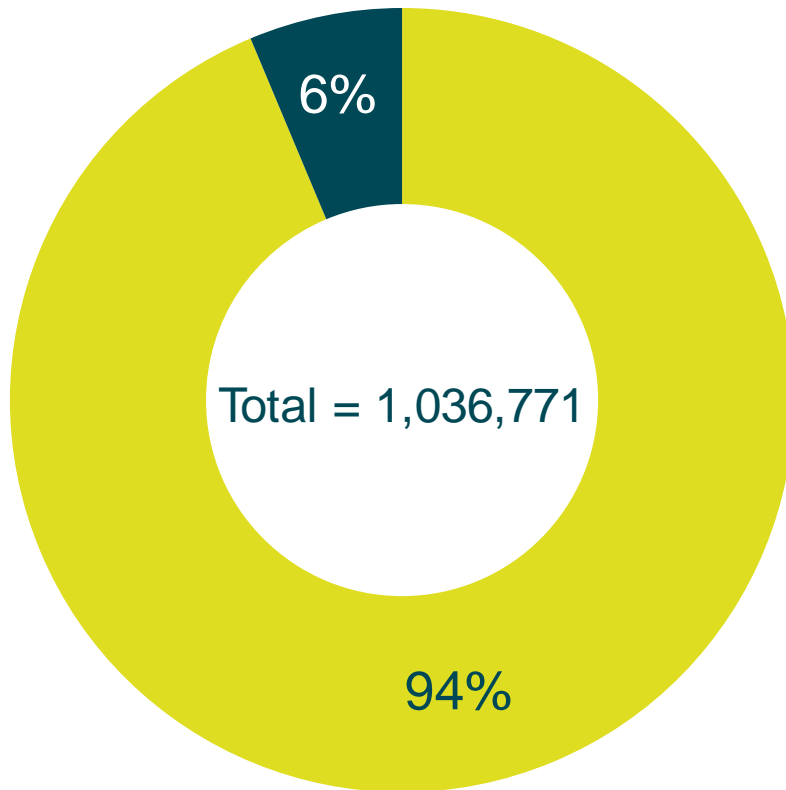
Australian Higher Education Providers

Provider Category (June 2016)	SAA (full or partial)	Non-SAA	TOTAL
Higher Education Provider	8	118	126
Australian University	40	0	40
Australian University of Specialisation	1	0	1
Overseas University	2	0	2
TOTAL	51	118	169

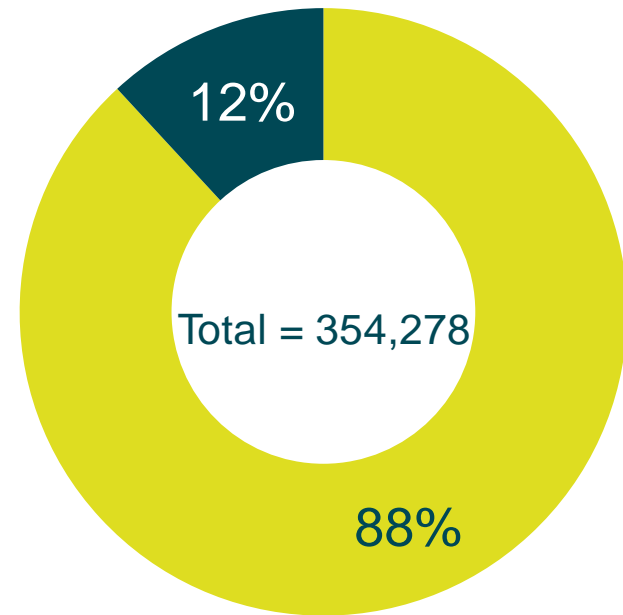


Students Total (2014)

Domestic



International



- Universities
- NUHEPs



Recent developments

- ▶ Launch of the new Higher Education Standards Framework 2015
- ▶ Launch of National Strategy for International Education 2025
- ▶ High Education Standards Panel Review of Transparency of Higher Education Admissions
- ▶ Review of the TEQSA Act
- ▶ ESOS Act implementation
- ▶ Federal election



2016-17 Priorities

- ▶ Facilitate move to new Standards Framework, revised ESOS Act and National Code
- ▶ Work with HESP to enhance transparency
- ▶ Improved monitoring of sector, gathering and analysis of risk, and targeted approach to assessment
- ▶ Contribute to sector policy issues through collaboration and information sharing
- ▶ Coordination with ASQA on monitoring and regulation of dual-sector providers
- ▶ Support for prospective providers and providers seeking SAA



Overview - going forward

- ▶ Reduced focus on cyclical assessment processes
- ▶ Enhanced sector analysis, gathering of market intelligence and general oversight, v. individual provider focus
- ▶ Expanded guidance and support for providers
- ▶ Development of more strategies and tools for targeted, graduated follow-up to risk assessments



Regulatory Outcomes HESF 2011

- ▶ Renewal of registration - majority of providers have a positive outcome from their application

Most frequent areas of concern are in relation to:

- ▶ Corporate and academic governance (Section 3)
- ▶ Management and human resources (Section 5)
- ▶ Primacy of academic quality and integrity (Section 4)

- ▶ Course accreditation- positive outcome for majority

Most frequent areas of concern are in relation to:

- ▶ Assessment and outcomes (Section 5)
- ▶ Teaching and learning quality (Section 4)
- ▶ Course design (Section 1)
- ▶ Monitoring and review (Section 6)

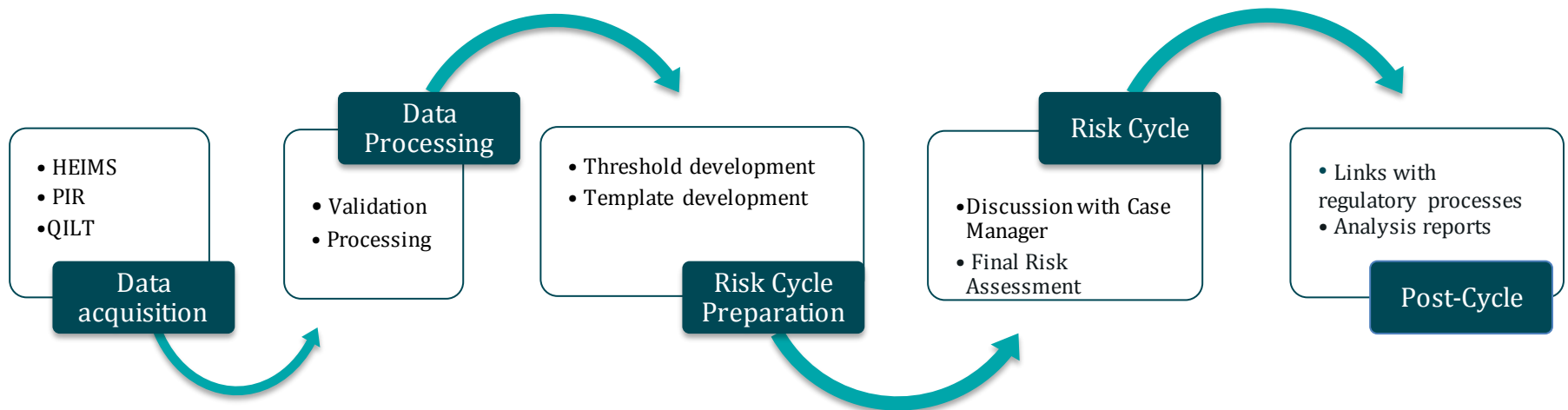


Risk Assessment Framework

- ▶ The Risk Assessment Framework is drawn from the key principle of ‘reflecting risk’
- ▶ Risk Assessments are performed annually and provide TEQSA with an indication of:
 - ▶ *risk to students*
 - ▶ *risk to financial position*
- ▶ These are measured as **high risk**, **moderate risk** or **low risk**
- ▶ The majority of providers are ‘low risk’
- ▶ ‘High risk’ providers are monitored closely



Risk Assessment Cycle



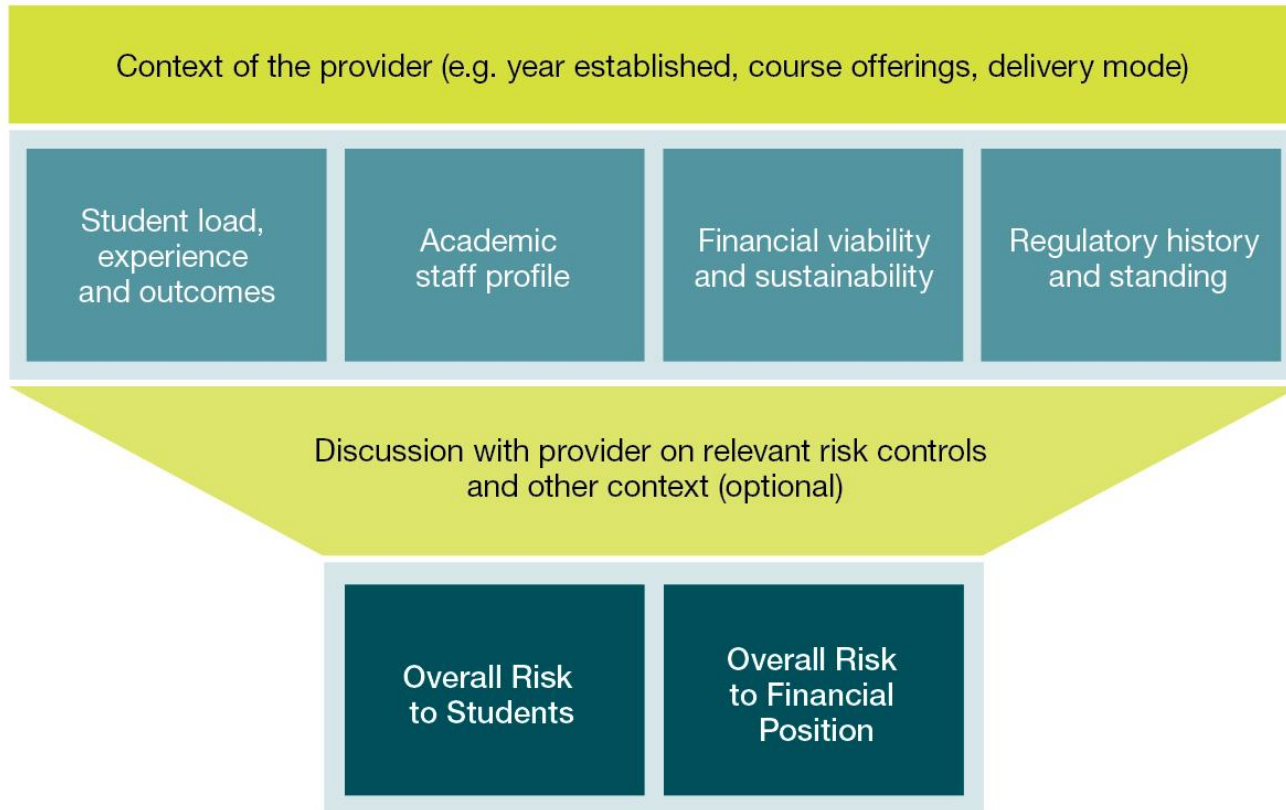


Data Acquisition and Processing

- ▶ Data acquired through the Provider Information Request (PIR) and Department of Education and Training (HEIMS). PIR transition to HEIMS 2016
- ▶ Information collected on four component areas:
 - ▶ Students
 - ▶ Staff
 - ▶ Student surveys – QILT/PIR
 - ▶ Financial



Risk Assessment Process





Risk Indicators

Student load, experience and outcomes

- ▶ Cohorts Completed
- ▶ Student Load
- ▶ Attrition Rate
- ▶ Progress Rate
- ▶ Completions
- ▶ Student Satisfaction
- ▶ Graduate Satisfaction

Academic staff profile

- ▶ Senior academic leaders
- ▶ Student to staff ratio
- ▶ Academic staff on casual work contracts

Financial viability and sustainability

- ▶ Financial Viability
- ▶ Financial Sustainability



Application Evidence Requirements

- ▶ **Low Risk** - TEQSA asks for core evidence
- ▶ **Moderate Risk** and **High Risk** - TEQSA will require an extension to core evidence (referred to as core plus)
- ▶ Trends
 - ▶ Improvement in provider data -quality of the data for indicator 6 and 7 (Student Satisfaction and Graduate Destination, respectively)
 - ▶ Poor internal corporate and academic governance
 - ▶ High rates of growth not sufficiently supported with resource investment and support
 - ▶ Low level of investment can translates to poor student performance and lower levels of satisfaction
 - ▶ Attrition rates a significant issue across the sector
 - ▶ Students being sourced without sufficient English language credentials



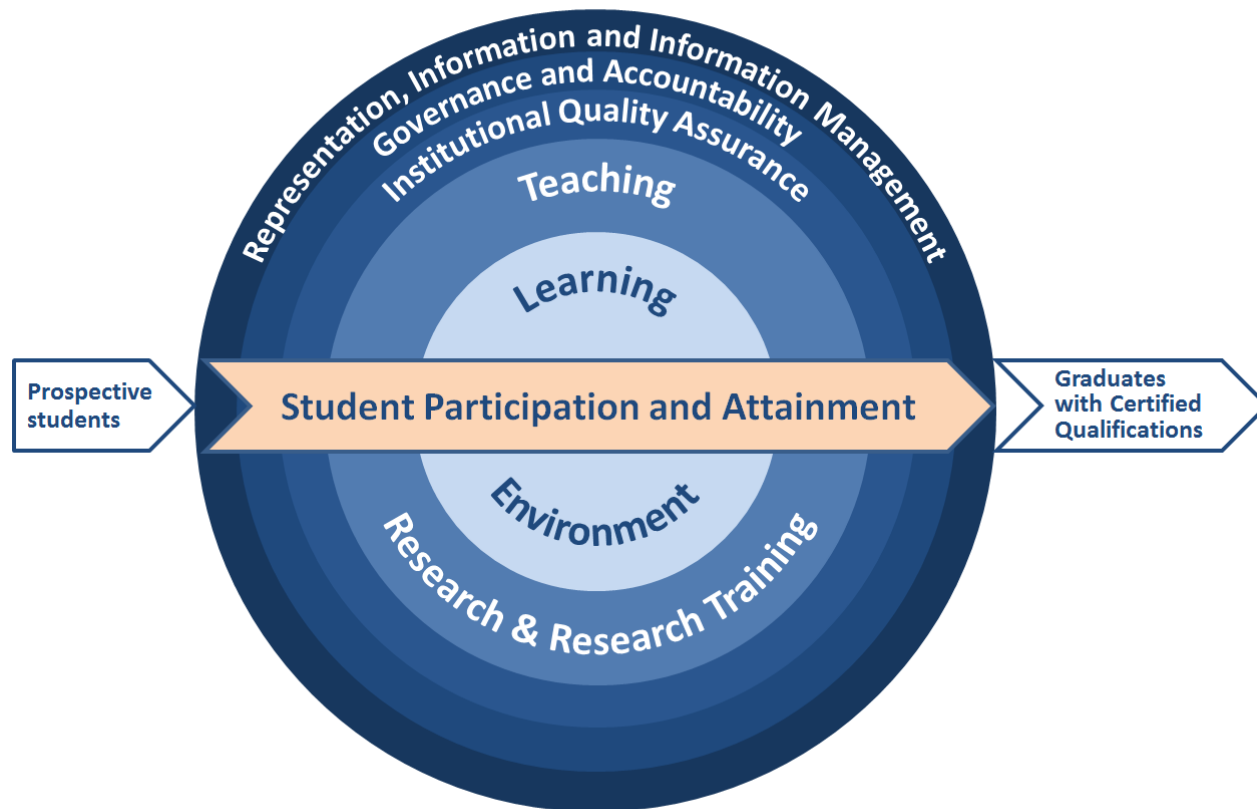
Implementing HESF 2015

- ▶ HESF 2015 will come into force on 1 Jan 2017,
- ▶ All providers must be compliant from 1 Jan 2017
- ▶ All applications made:
 - ▶ before 1 Jan 2017 will be assessed against the HESF 2011
 - ▶ on or after 1 Jan 2017 will be assessed against the HESF 2015
- ▶ TEQSA is preparing for the transition



Key features of HESF 2015

- ▶ HESF 2015 consists of seven domains:





Key features of HESF 2015 overall

- ▶ Grounded in core characteristics of provider operations, i.e, reflective of practice of a responsible provider
- ▶ Based on principles, not structures or ways and means
- ▶ Different approach to governance and academic governance
 - ▶ Roles and responsibilities of the governing body
- ▶ Designed to facilitate the use of the provider's normal operational materials by TEQSA



Revised Standards Framework

- ▶ Particularly valuable for internal monitoring
 - ▶ Fits well with TEQSA's emphasis on a culture of self-assurance
- ▶ Will help strengthen promotion of self-assurance
- ▶ Continue to use core + extension approach



HESF – strategic analytics

- 1: Student Participation & Attainment
- 2: Learning Environment
- 3: Teaching
- 4: Research & Research Training
- 5: Institutional Quality Assurance
 - ▶ Monitoring, Review & Improvement
- 6: Governance & Accountability
- 7: Representation, Information and Information Management

Strategic analytics
– generate,
visualise and
communicate
data and analyses
to improve
decision-making
capability, inform
internal and
external QA

Quality improvement- what data do you need to explain improvement or conversely issues to then take action to improve?



Evidence for re-registration - Institutional Quality Assurance

- ▶ Monitoring, Review & Improvement (5.3*)
 - Cycles of reviews (5.3 + 6.3)
 - Courses, both periodic & ‘interim’
 - **Student performance**
 - Academic org. units (consistency of delivery)
 - Academic policies and procedures, such as assessment
 - External referencing including **benchmarking**
 - Use to improve
 - Provider responsible for delivery with other parties (5.4)

- ▶ **Continuous compliance**

** Core standard for re-reg*



Evidence for re-registration – Governance & Accountability

- ▶ Corporate Monitoring & Accountability (6.2) – external review should consider inter alia IQA reports to governing body:
 - ▶ Strategic
 - ▶ Financial
 - ▶ Risk management
 - ▶ Quality and student performance
 - ▶ Assessment outcomes and academic integrity
 - ▶ Benchmarking



Evidence for re-registration – review of academic governance

- ▶ How does academic board or equivalent know:
 - ▶ course approval processes are being complied with?
 - ▶ course designs are up to date?
 - ▶ courses are being delivered in accordance with specifications?
 - ▶ **students are achieving the specified learning outcomes for each course?**
 - ▶ **student performance throughout the organisation is satisfactory?**



4. Evidence for re-registration - other reviews & reports

- ▶ TEQSA will directly seek:
 - ▶ Minutes of gov. bodies, course committees & RM Committee
 - ▶ Sample course proposals (range of fields & levels)
 - ▶ **Sample periodic reports on student perf. data**
 - ▶ Latest reports on
 - progress against strategic plans
 - effectiveness of risk management
 - **effectiveness of student grievances & complaints processes**
 - effectiveness of academic integrity processes
 - performance of agents



4. Evidence for re-registration - other evidence?

- ▶ What if there is no recent/complete governance review?
 - ▶ TEQSA will work from other reviews & reports. Review report be submitted when available
 - ▶ Where other reviews & reports not available, TEQSA will seek primary evidence such as:
 - Policy framework (e.g., for complaints & student grievances, **summary data & analysis**, academic integrity and summaries of cases, engagement and **monitoring of controls & performance data**)
 - Minutes of meetings (e.g., examiners boards, moderation meetings, audit & risk committee & reports on effectiveness of controls)



Key support materials on TEQSA's website (cont.)

The screenshot shows the TEQSA website homepage. At the top left is the Australian Government crest and the text 'Australian Government Tertiary Education Quality and Standards Agency'. On the top right, there are links for 'Skip to content', 'Accessibility', and 'Contact us', along with a search bar and social media icons. A dark teal navigation bar contains menu items: 'About TEQSA', 'Regulatory Approach', 'For Providers', 'For Students', 'National Register', and 'News & Publications'. The 'Regulatory Approach' item is circled in red. Below it, a dropdown menu lists: 'New Standards - HESF 2015', 'Higher Education Standards Framework 2011', 'Risk Assessment Framework', 'Register of experts', 'Engagement with professional bodies', 'TEQSA and quality assurance', and 'TEQSA and public reporting'. On the right side, a large banner for the 'Standards transition project' is circled in red. It features the text 'NEW HIGHER EDUCATION STANDARDS' and lists key documents: 'Applying under the new standards', 'HESF 2015 specific guidance notes', and 'TEQSA contextual overview of the new HES Framework'. Below the banner is a 'Quick links' section with links to 'Applying under the current (2011) Standards', 'International engagement', and 'Provider resources'. The main content area on the left includes a 'Welcome to' section with a teal and lime green arrow graphic, a 'News' section with a headline 'TEQSA signs se...' and a 'New TEQSA publication: Third statistics report on registered higher education providers'.



5. Key support materials on TEQSA's website (cont.)

The screenshot shows the TEQSA website's navigation bar with the following items: About TEQSA, Regulatory Approach, For Providers (circled in red), For Students, National Register, and News & Publications. Below the navigation bar is a breadcrumb trail: Home » Applying under the new standards.

The main content area is titled "Applying under the new standards". It contains the following text:

The new Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework) will apply from 1 January 2017. All higher education providers must be compliant from 1 January 2017.

From a regulatory perspective, all applications made:

- before 1 January 2017 will be assessed against the HESF 2011.
- on or after 1 January 2017 will be assessed against the HESF 2015.

Please note
The application guides on this page are for applications on or after 1 January 2017 for assessment against the HESF 2015. Application guides for submissions prior to 1 January 2017 are located on the forms and guides page.

The resources below are open for a three-month consultation period. Please direct any feedback to standards@teqsa.gov.au.

Documents currently open for comment (until 13 July 2016)

- Application Guide for Initial Registration as a New Higher Education Provider [PDF 440KB, 23 pages] [DOCX 1.50MB, 23 pages]
- Application Guide for renewal of registration for existing providers [PDF 435KB, 14 pages] [DOCX 1.45MB, 14 pages]
- Application Guide for course accreditation and re-accreditation [PDF 488KB, 16 pages] [DOCX 1.5MB,

The left sidebar contains the following navigation items: About TEQSA, Regulatory Approach, For Providers (selected), Applying under the new standards (selected), Provider portal, Provider obligations, Registration and renewal, Course accreditation and renewal, CRICOS, Quality Assessments, TEQSA fees, and Provider resources.

Thank you



- ▶ Contact:
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- ▶ TEQSA updates – subscribe to ‘Latest news’ (bottom of TEQSA website)



Latest news