



Australian Government
Tertiary Education Quality and Standards Agency

A large graphic on the left side of the page, consisting of two overlapping triangles pointing right. The front triangle is teal and the back triangle is lime green.

Benchmarking – TEQSA Resources

June 2015



Overview

- ▶ Data Overview
- ▶ PIR Key Facts
- ▶ Datasets detailed
- ▶ Data into Indicators



Datasets

4 Subject Areas

Student

Staff

Surveys

Financial



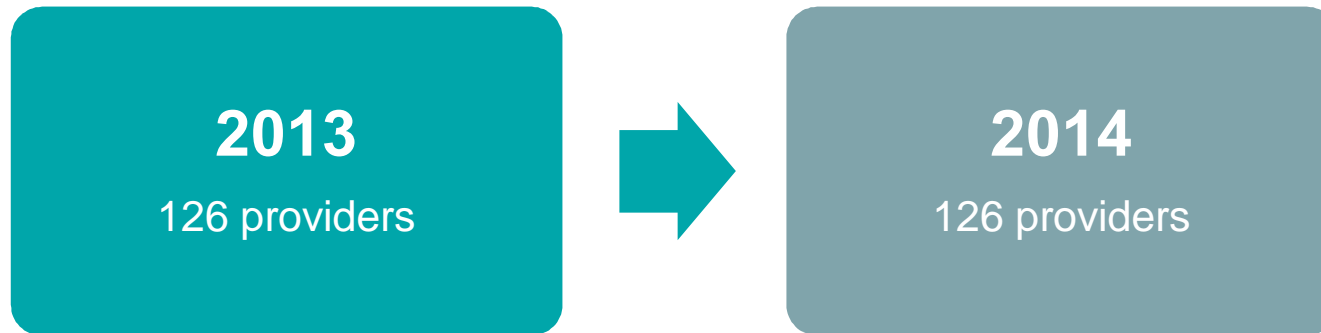
Data Sources

	Table A and B Providers	Table C; Non-University FEE-HELP Providers	Other Higher Education Providers
Student	DOET (HEIMS)	DOET (HEIMS)	TEQSA (PIR)
Staff	DOET (HEIMS)	TEQSA (PIR)	TEQSA (PIR)
Finance	DOET (Finance)	TEQSA (PIR)	TEQSA (PIR)
Survey	GCA	GCA/PIR	GCA/PIR



PIR Key Facts

- ▶ Support regulatory processes
- ▶ Supplementary collection . coverage
- ▶ Sources of data





Student

- ▶ All students included
- ▶ Subject areas
 - ▶ Student load
 - ▶ Course completions
 - ▶ Student load for first half year



Student – Key Elements

- ~~Citizen/resident type (level) code~~
- ~~Reporting year/period code~~
- ~~Field of education period date~~
- ~~Equivalent full-time student load (EFTSL)~~
- Unit of study completion status





Staff

- ▶ Academic staff only
- ▶ Subject areas
 - ▶ Full-time/fractional full-time
 - ▶ Casual/sessional



Staff – Key Elements

- Person identification code
- Current duties classification type code
- Function code
- Reporting year/period
- Full-time equivalence . reference date (FTE)
- Work contract code





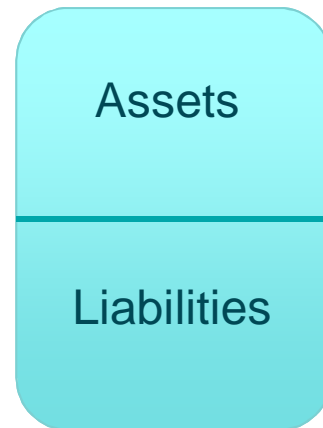
Finance

- ▶ Audited financial statements
- ▶ Financial management report

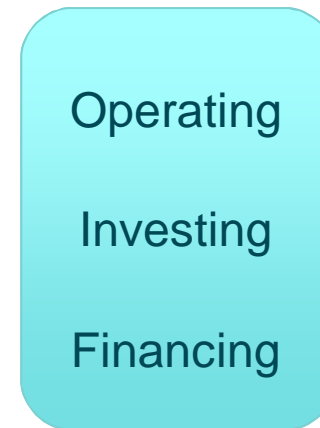
Income Statement



Balance Sheet



Cash Flow





Survey

- ▶ Student Surveys
 - ▶ Course Evaluation
 - ▶ Graduate Destinations



Data into Indicators

Case Study 1: % Change in Student Load

- ▶ Key elements
 - ▶ **Equivalent full time student load (EFTSL)** (e339)
 - ▶ Citizen/resident indicator (e358)
 - ▶ Reporting year/period (415)
 - ▶ Offshore delivery indicator (e571)

$$\frac{(\text{Sum EFTSL [Year } x] - \text{Sum EFTSL [Year } x - 1])}{(\text{Sum EFTSL [Year } x - 1])}$$



Data into Indicators

Case Study 1: % Change in Student Load

- ▶ Key elements
 - ▶ **Equivalent full time student load (EFTSL)** (e339)
 - ▶ Citizen/resident indicator (e358)
 - ▶ Reporting year/period (415)
 - ▶ Offshore delivery indicator (e571)

$$\frac{(100 - 90)}{(90)} = 11\% \text{ increase}$$



Data into Indicators

Case Study 2: *Progress Rate*

- ▶ Key elements
 - ▶ Equivalent full time student load (EFTSL) (e339)
 - ▶ **Unit of study completion status** (e355)
 - ▶ Citizen/resident indicator (e358)
 - ▶ Reporting year/period (415)
 - ▶ Offshore delivery indicator (e571)

$$\frac{\text{Sum successful EFTSL}}{\text{Sum attempted EFTSL}}$$



Data into Indicators

Case Study 2: *Progress Rate*

- ▶ Key elements
 - ▶ Equivalent full time student load (EFTSL) (e339)
 - ▶ **Unit of study completion status** (e355)
 - ▶ Citizen/resident indicator (e358)
 - ▶ Reporting year/period (415)
 - ▶ Offshore delivery indicator (e571)

$$\frac{50}{200} = 25\%$$



TEQSA's Risk Assessment Framework



TEQSA's Risk Assessment Framework (RAF)

- ▶ Gives TEQSA a view of the likelihood of a provider's ability to meet its requirements under the Threshold Standards
- ▶ Helps prioritise TEQSA's regulatory focus
- ▶ Protect students/sector if significant risks
- ▶ Engage early with providers - informal

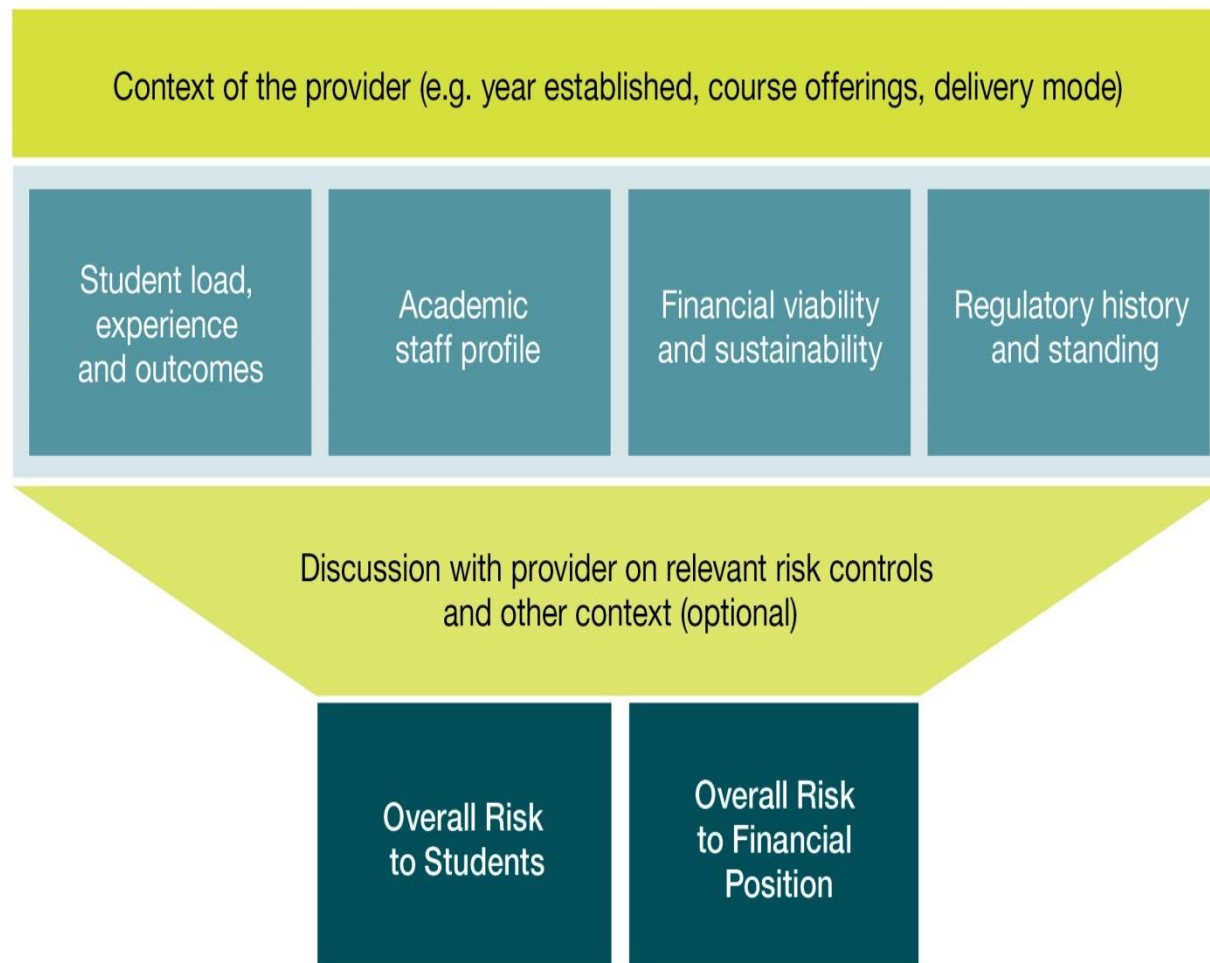


TEQSA's Risk Assessment Framework (RAF)

- ▶ The RAF does not:
 - . Determine compliance/non-compliance with the standards
 - . Determine the quality of a provider's operations
 - . Monitor all risks or replicate or replace providers' own risk management.
 - . Seek to impose a model . and recognises innovation involves risk taking



Key components of the RAF





Risk indicators - students

- ▶ Considers student load, outcomes and experience.
 - . Length of Delivery
 - . Student Load
 - . Completions
 - . Attrition Rates
 - . Progress Rates
 - . Graduate Satisfaction Rates
 - . Graduate Destination Rates



Risk indicators - staff

- ▶ Considers the academic staffing profile of the provider.
 - . Senior Academic Leaders to Broad Field of Education Ratio
 - . Student to Staff Ratio
 - . Academic Staff Employed on Casual Work Contracts



Risk indicators – financial position

- ▶ **Considers the overall financial position of the provider.**
 - . Financial Viability
 - . Financial Sustainability



How TEQSA uses the data to assess risk

- ▶ When assessing risk against an indicator, TEQSA considers:
 - . Context
 - . Data
 - . TEQSA's Risk Thresholds
 - . Risk Controls



How TEQSA uses the data to assess risk

- ▶ Setting thresholds
 - . Trend analysis of sector data over multiple years
 - . Distribution of providers by indicator within a given year
- ▶ Assessing individual providers
 - . The most current year's data
 - . A provider's trend
 - . Comparison to sector trends where relevant



Links Between Indicators

- ▶ Individual indicators are rarely considered in isolation
- ▶ Overall risk ratings combine a number of observations together to form a view on the **likelihood** that there is an issue at the provider



Links Between Indicators – Inputs vs Outputs

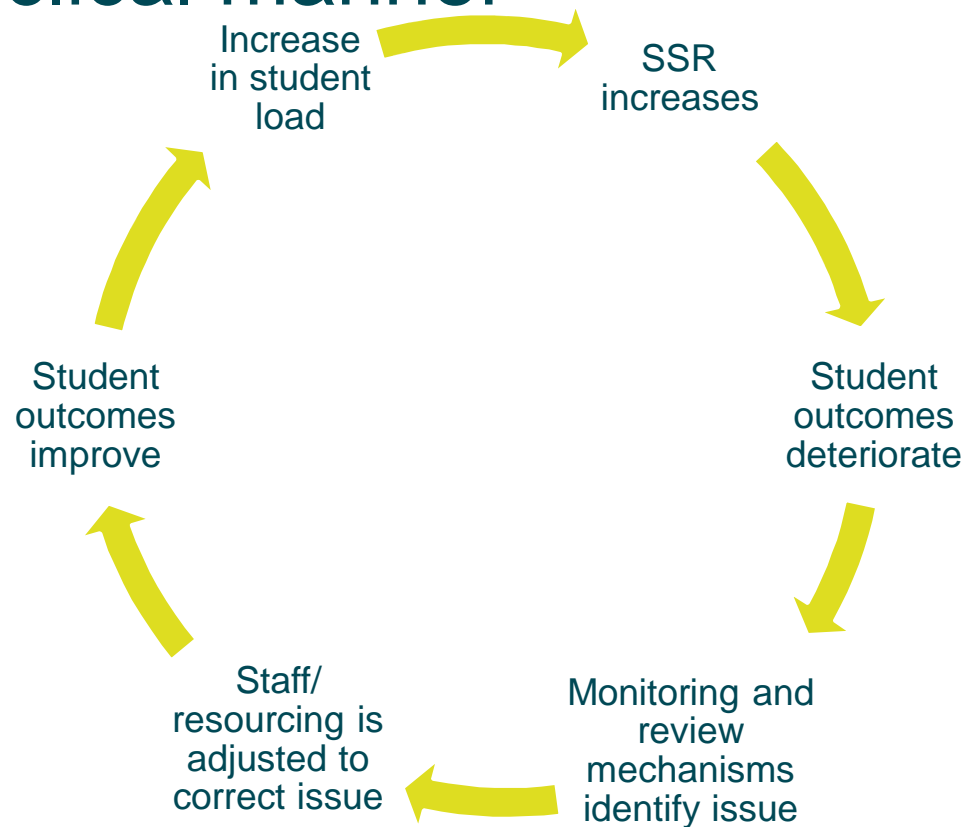
- ▶ RAF Indicators include both input and output indicators

Input Indicators	Output Indicators
Student Load	Attrition
SAL to BFOE Ratio	Progress
SSR	Completions
Casual Staff	Graduate Satisfaction
	Graduate Destinations



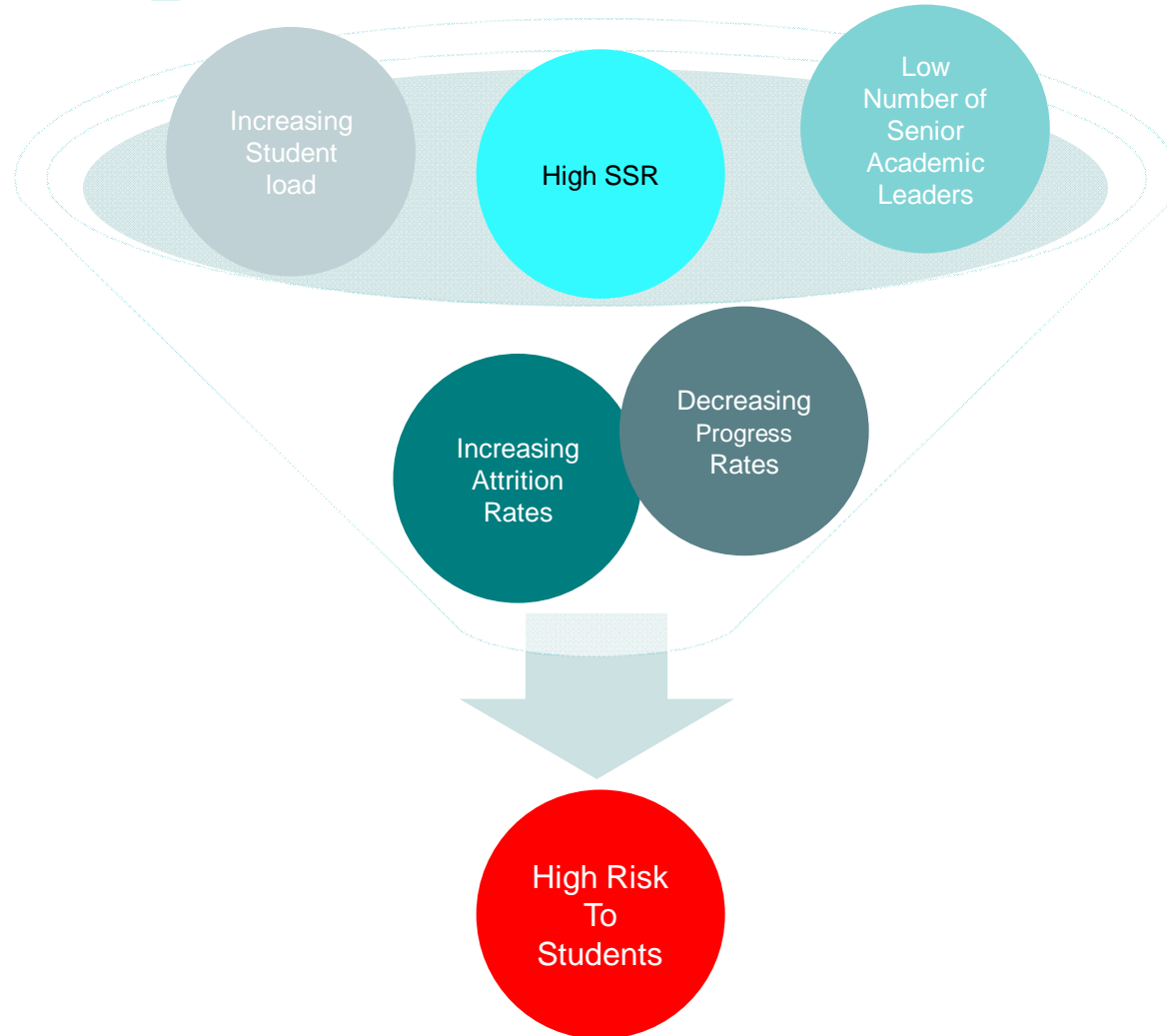
Links Between Indicators – Inputs vs Outputs

- ▶ These indicators can interact in a cyclical manner





Links Between Indicators – Example





Links Between Indicators – Example

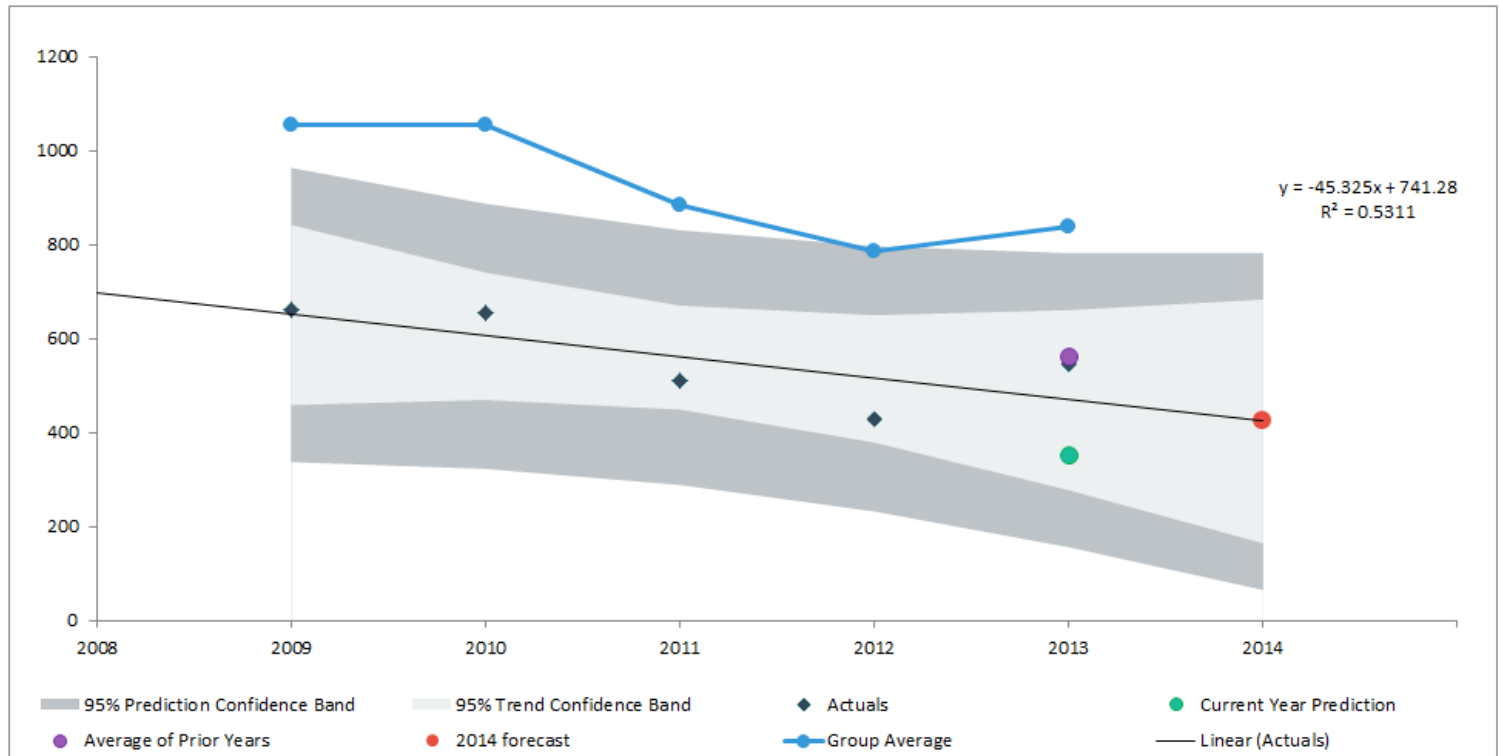
▶ Overall risk to students . High Risk

The increasing scale of Example Colleges' higher education operations, an increasing attrition rate and declining progress rate represents a high risk to students. This is further supported by observations concerning Example Colleges' academic staffing profile, which comprises a very high student/staff ratio and a low number of senior academic leaders per broad field of education.



Some ways TEQSA uses Benchmarking

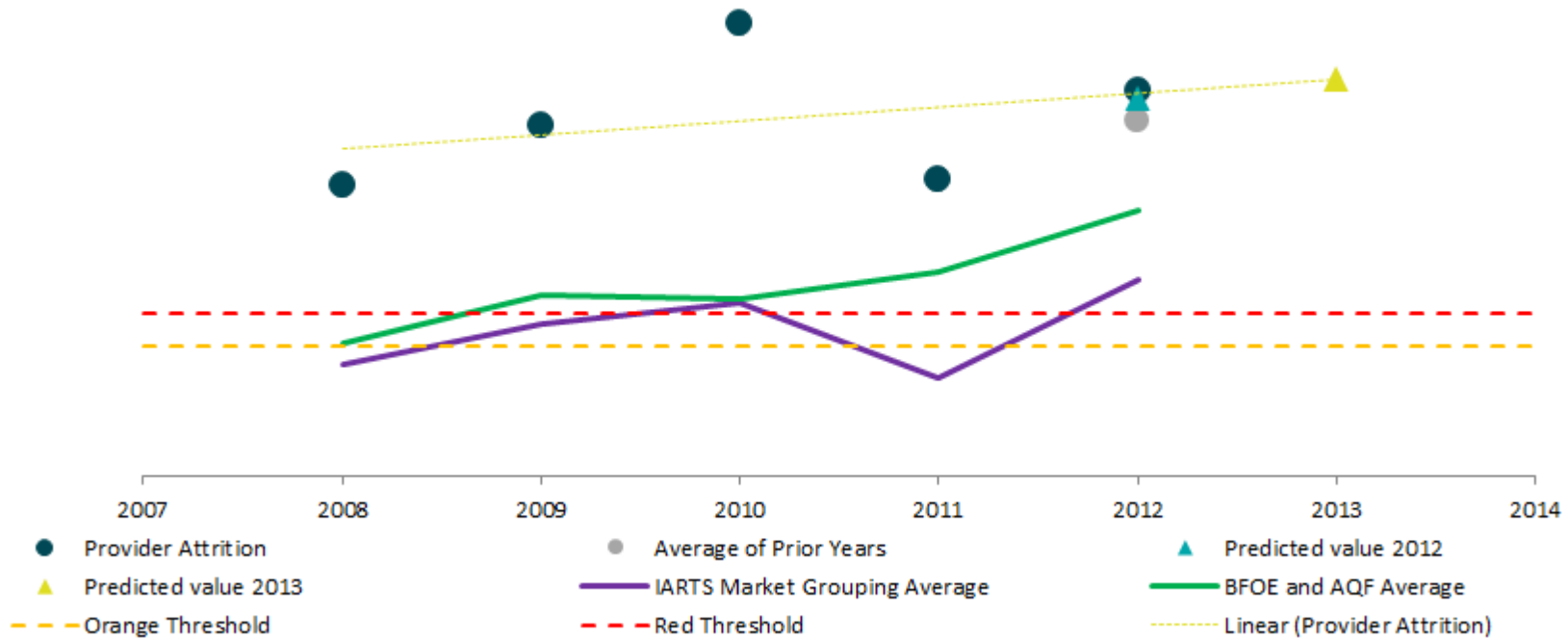
		Actuals					Average of Prior Years	Current Year Predicted Value Based on Trend	Forward Year Predicted Value Based on Trend
		2009	2010	2011	2012	2013	2013	2013	2014
Provider Number	XXX	660.00	654.25	510.63	429.00	546.00	563.47	354.31	424.00
	Percentage Change		-0.87%	-21.95%	-15.99%	27.27%		-17.41%	-22.34%
Provider Grouping	XXX	1053.52	1054.46	885.19	785.61	837.90	944.70	701.45	713.31
	Percentage Change		0.09%	-16.05%	-11.25%	6.66%		-10.71%	-14.87%





Some ways TEQSA uses Benchmarking

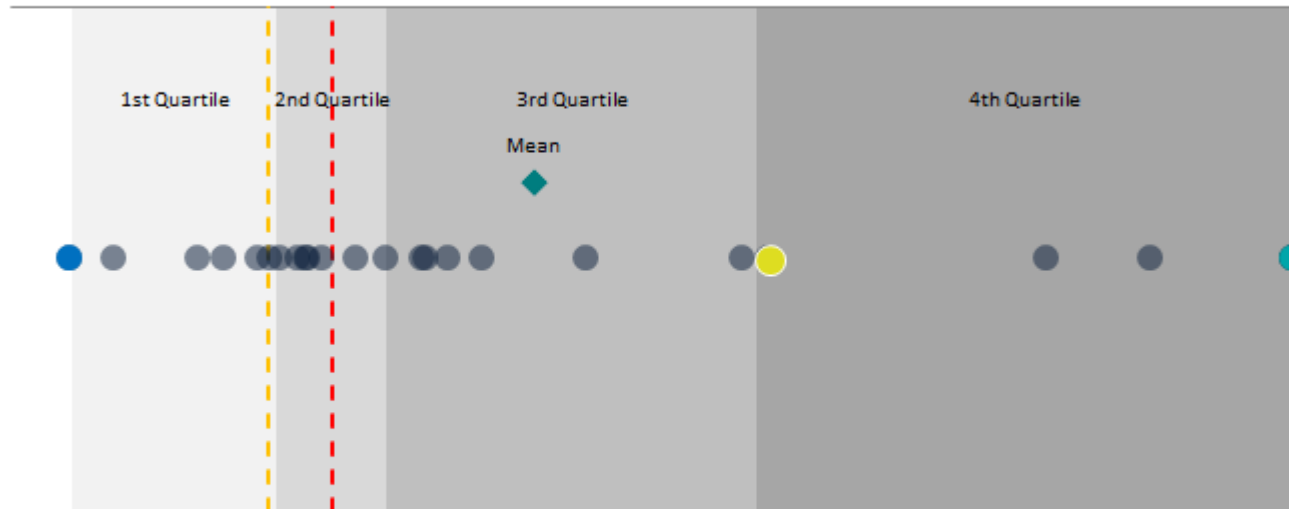
Provider Attrition within the XXX BFOE and AQF Level XXX.





Some ways TEQSA uses Benchmarking

Provider Attrition within the XXX BFOE and AQF Level XXX.



- BFOE and AQF Distribution
- ◆ Mean
- Smallest inside lower limit
- Orange Threshold
- Biggest inside upper limit
- Red Threshold



How TEQSA Can Help

- ▶ Student, staff data . multi year
- ▶ Formal agreement
- ▶ Agreements with participating members



Summary messages

- ▶ TEQSA uses data to help inform its view of a provider's risk of non-compliance with the Threshold Standards
- ▶ Analysis of inter-related indicators as a whole provides far greater insight than a view of one indicator by itself
- ▶ Data can be compared across the sector and within groupings to provide additional context and information for a specific assessment



More information

TEQSA's Risk Assessment Framework

<http://teqsa.gov.au/regulatory-approach/risk-assessment-framework>

Info sheets

<http://teqsa.gov.au/for-providers/frequently-asked-questions-providers>

<http://teqsa.gov.au/sites/default/files/RiskRatings.pdf>

<http://www.teqsa.gov.au/sites/default/files/HowTEQSARatesRiskIndicators.pdf>



Contacts

Hosham.Basyoni@teqsa.gov.au
(Senior Information Analyst)

Daniel.Atkin@teqsa.gov.au
(Senior Risk Analyst)

Your case manager



Questions