



Australian Government

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Tertiary Education Quality and Standards Agency

# Update and Standards Transition roundtable for professional bodies

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7 September 2016

# Agenda

ITEM	PRESENTER	DURATION
1. Welcome from the Chief Commissioner	Professor Nick Saunders	5
2. TEQSA Overview & approach to HESF 2015	Mr Anthony McClaran	40
3. Key features of HESF 2015 for professional bodies	Dr Michael Tomlinson ( <i>leading</i> )	25
<b>BREAK</b>		20
4. TEQSA's course accreditation process and evidence requirements	Dr Michael Tomlinson ( <i>leading</i> )	15
5. Key support materials	Ms Elizabeth Cole	5
6. HESF 2015 Q&As	Dr Michael Tomlinson	15
7. Update on the professional accreditation project and Q&As	Professor Christine Ewan	25
8. Considerations for professional bodies	Dr Karen Treloar ( <i>leading</i> )	20
9. Recap and next steps	Mr Anthony McClaran	10

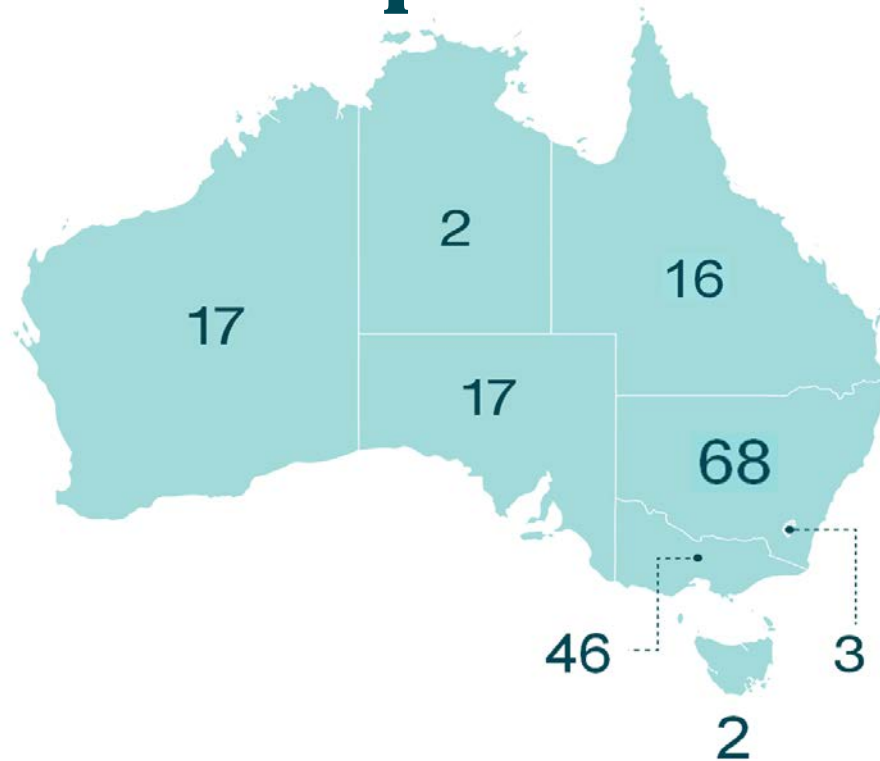
# 1. Welcome

- ▶ Professional bodies
- ▶ Peak body representatives
- ▶ PhillipsKPA
- ▶ TEQSA CEO
- ▶ TEQSA Standards Transition project team
- ▶ TEQSA staff

## 2. Overview - Australian HE providers

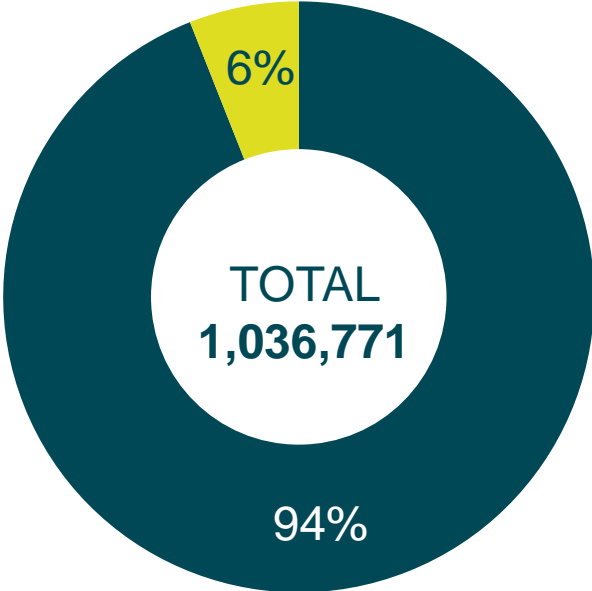
Provider Category (January 2016)	TOTAL
University	43
Non University HEP - with SAA*	7
Non University HEP	121
<b>TOTAL</b>	<b>171</b>

\* SAA = Self-accrediting authority

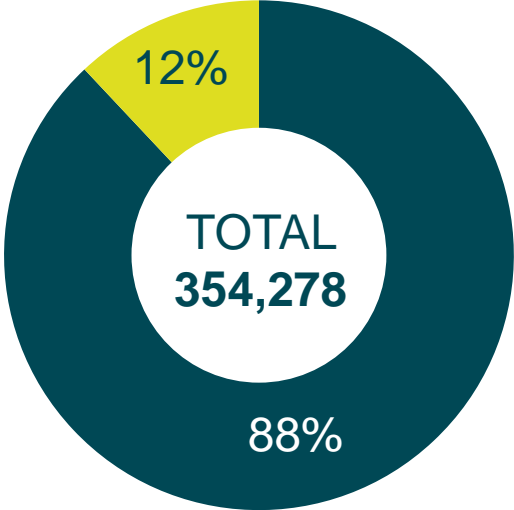


# 2. Overview Students Total (2014)

### Domestic



### International



■ Universities   ■ NUHEPs

## 2. Overview – roles and responsibilities

- ▶ Role of TEQSA
- ▶ Role of ASQA
- ▶ Role of professional bodies
  - ▶ Varied structures: e.g., associations, councils, colleges for professional development, etc.
  - ▶ Varied roles/responsibilities
- ▶ TEQSA approach - partnership and dialogue

## 2. Overview - Legislative Authority

- ▶ TEQSA regulates against two pieces of legislation:
  - ▶ Tertiary Education Quality and Standards Act 2011 (TEQSA Act)
    - Higher Education Standards Framework
  - ▶ Education Services for Overseas Students Act 2000 (ESOS Act)
    - ESOS National Code

## 2. Overview - TEQSA's Objects (TEQSA Act)

- ▶ **National consistency** in HE regulation
- ▶ **Standards-based** quality framework and three regulatory **principles**
- ▶ Protect/enhance:
  - ▶ excellence, diversity and innovation
  - ▶ Australia's **reputation** for quality HE
  - ▶ international **competitiveness**
  - ▶ **students**



## 2. Overview - TEQSA's Powers/ Functions

- ▶ Register entities
- ▶ Accredit courses
- ▶ Investigate compliance
  - ▶ compliance & quality assessments
- ▶ Advise Minister
- ▶ Collect analyse and disseminate info
- ▶ Conduct training
- ▶ Co-operate with peer agencies overseas

## 2. Overview - Regulatory Principles

- ▶ **Regulatory necessity**

- ▶ does not burden provider any more than is reasonably necessary

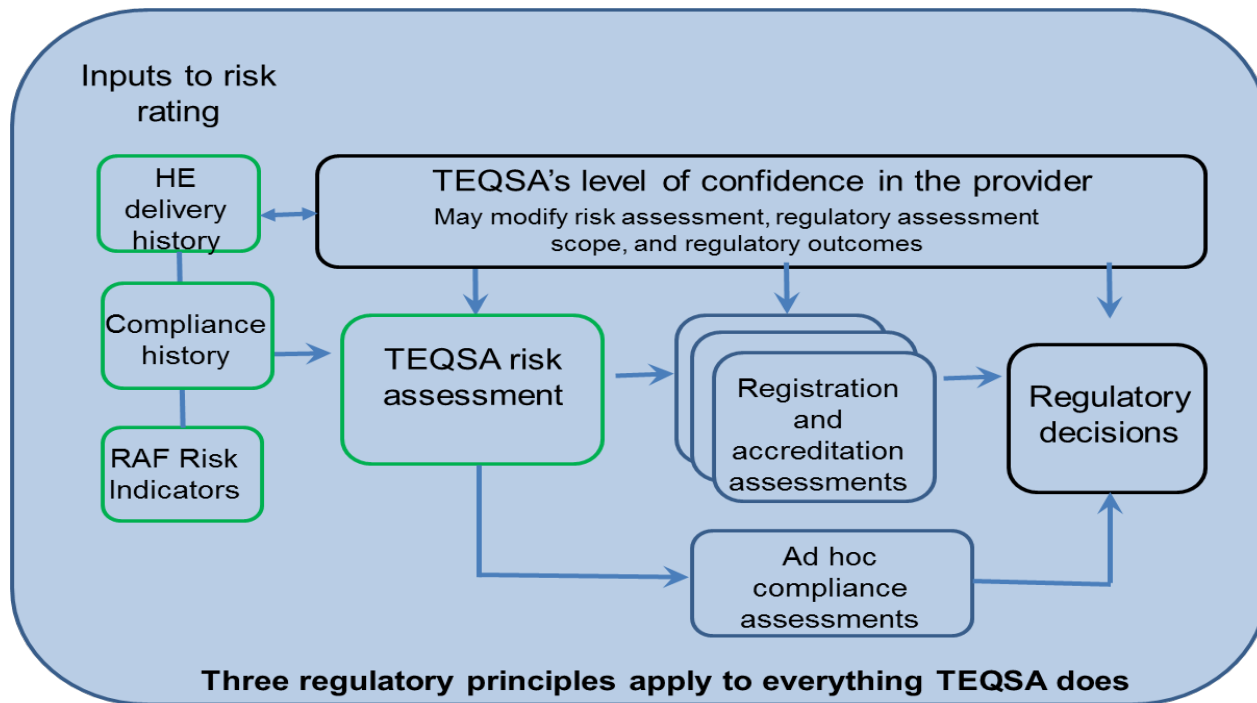
- ▶ **Reflecting risk**

- ▶ regard to the history of the entity
- ▶ risk of not complying with the Threshold Standards

- ▶ **Proportionality**

- ▶ proportionate to non-compliance; risk of future non-compliance

## 2. Overview - Overall Assessment Framework



## 2. Overview - recent developments

- ▶ Further developed risk-differentiated framework for determining level of focus on each provider
- ▶ Implemented 'core +' process and extended this to course accreditation/ re-accreditation
- ▶ Initial registration remains a 'high front gate', assessed against all standards
- ▶ Deeper sector engagement in policy e.g. provider workshops, roundtables

## 2. Overview - going forward

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

## 2. Overview - context of operation

- ▶ Role and focus of the Higher Education Standards Panel
- ▶ Review of the TEQSA Act 2011
- ▶ Changes to the ESOS Act (1 July 2016)
- ▶ Other reviews of legislation (e.g., National Code, ELICOS)
- ▶ Stakeholder engagement – local and international
- ▶ Regulator Performance Framework

## 2. Overview - approach to implementing HESF 2015

- ▶ HESF 2015 will come into force on 1 Jan 2017, following extensive sector consultation
- ▶ All providers must be compliant from 1 Jan 2017
- ▶ From a regulatory perspective, 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

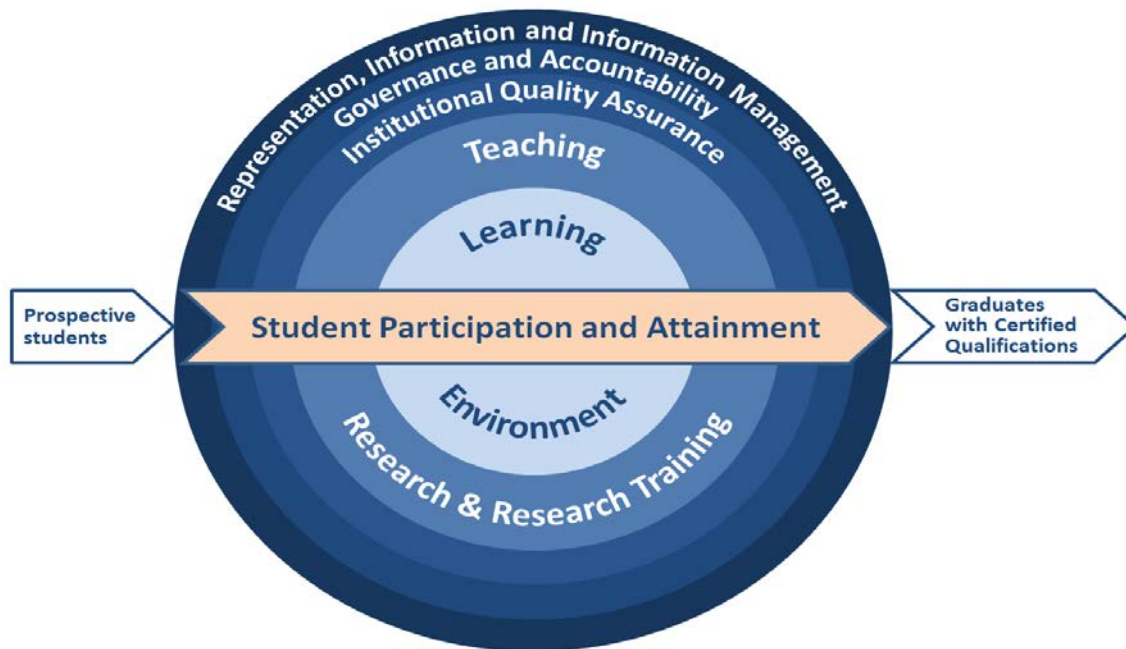
## 2. Overview - approach to implementing HESF 2015 (cont.)

- ▶ TEQSA's approach
  - ▶ Keep it simple
  - ▶ Prioritise development of critical materials
  - ▶ 'Beta' release strategy
  - ▶ Leverage opportunity for further streamlining
  - ▶ Test standards against current 'hot' issues
- ▶ Role of HESP: Advisory role, oversight
- ▶ Role of Standards Transition Reference Group
  - ▶ Advise on impact of transition on providers
  - ▶ Provide input on approach, materials (selected), issues and engagement with providers



### 3. Key features of HESF 2015

- ▶ HESF 2015 consists of seven (discipline independent) domains:



### 3. Key features of HESF 2015 overall

- ▶ Out of the total number of Standards, approximately
  - ▶ 50% rewritten
  - ▶ 25% changed to align with educational aspects of the *National Code of Practice .....for Overseas Students 2007*
  - ▶ 25% new (learning, teaching, research and information management)
- ▶ Structured to align with the student 'life cycle'

### 3. 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

# 3. Professional accreditation requirements

- ▶ Specific references to professional accreditation:
  - ▶ Where professional accreditation of a course is required to practise, accreditation must be maintained (3.1.5)
  - ▶ Business continuity plans in case accreditation lost (6.2.1i)
  - ▶ Courses must not be represented as accredited unless they are (7.1.2)
  - ▶ Make available information to all (including prospective students) about accreditation status (7.2.2a & 7.3.sd)
  - ▶ For providers seeking self-accrediting authority (B2&3):
    - No unresolved accreditation issues or conditions

# 3. Other relevant features of HESF 2015 course accreditation standards

- ▶ Admission (Section 1.1)
  - ▶ All criteria for admission and conditions of enrolment must be up-front
  - ▶ Links to credit, progression & volume of learning: are they positioned for success?
- ▶ Course Design, Learning Outcomes (LO) and Assessment (1.4 and 3.1)
  - ▶ Course proposal should detail structure, components, resources allocated
  - ▶ Must be consistent with AQF level – map & rationale

# 3. Other relevant features of HESF 2015 course accreditation standards

- ▶ Staffing (3.2)
  - ▶ Academic leadership
  - ▶ Staff qualifications & experience
  - ▶ Staff scholarship
  - ▶ Professional equivalence
  - ▶ Professional development
- ▶ Facilities & Information resources (2.1 & 3.3)
  - ▶ Must be sufficient for students to achieve LOs

**Break**



# 4. TEQSA's course accreditation process

- ▶ Overview of the process
- ▶ First-time applicants - all standards assessed, evidence required for all
- ▶ Renewals differentiate depth & breadth according to risk
  - ▶ 'core +' model
  - ▶ Focus on validating internal course review
- ▶ Implications of new criteria for Self Accrediting Authority



# 5. Key support materials on TEQSA's website

- ▶ TEQSA Contextual Overview for each Domain
- ▶ Materials for consultation
  - ▶ 13 x Guidance Notes (beta and updated)
  - ▶ Beta application guides with evidence requirements
    - New providers (registration & course accred.)
    - Existing providers
      - re-registration
      - course accreditation and re-accreditation

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



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Enter keywords...



- About TEQSA
- Regulatory Approach**
- For Providers
- For Students
- National Register
- News & Publications

## Welcome to TEQSA



The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector.

*We aim to create a smarter future for Australia - by upholding standards for students.*

### News



#### New Standards Transition materials available

TEQSA has recently published updated and new beta materials relating to the Standards Transition.

*Posted August 23, 2016*

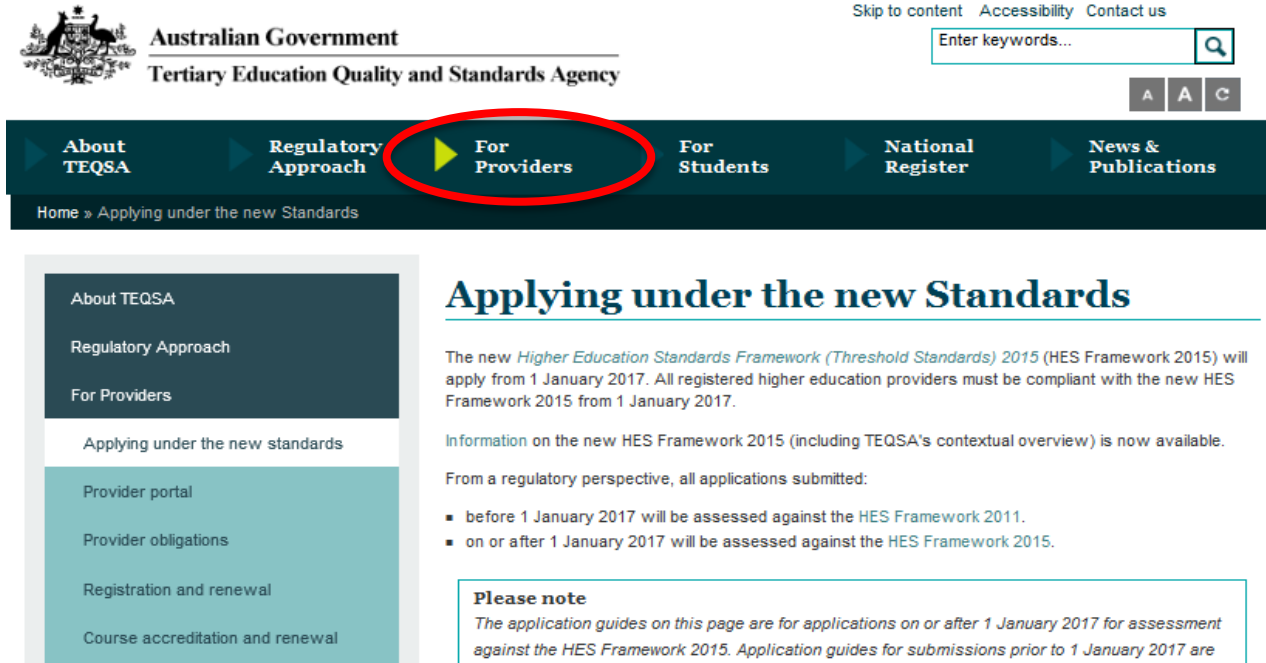
**Standards transition project**

**NEW HIGHER EDUCATION STANDARDS**

The new Higher Education Standards Framework applies from 1 Jan 2017.

- Applying under the new Standards Framework
- HESF 2015 specific guidance notes
- TEQSA contextual overview of the new HES Framework


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



The screenshot shows the TEQSA website header and navigation. The Australian Government logo is on the left, with the text 'Australian Government' and 'Tertiary Education Quality and Standards Agency'. On the right, there is a search bar with the text 'Enter keywords...' and a magnifying glass icon, and three accessibility icons labeled 'A', 'A', and 'C'. Below the header is a dark 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 has a left sidebar with a dark background and light text, listing: 'About TEQSA', 'Regulatory Approach', 'For Providers', 'Applying under the new standards', 'Provider portal', 'Provider obligations', 'Registration and renewal', and 'Course accreditation and renewal'. The main content area has a title 'Applying under the new Standards' with a blue underline. Below the title is a paragraph: 'The new *Higher Education Standards Framework (Threshold Standards) 2015* (HES Framework 2015) will apply from 1 January 2017. All registered higher education providers must be compliant with the new HES Framework 2015 from 1 January 2017.' Below this is a paragraph: 'Information on the new HES Framework 2015 (including TEQSA's contextual overview) is now available. From a regulatory perspective, all applications submitted:'. Below this is a bulleted list: '■ before 1 January 2017 will be assessed against the HES Framework 2011.' and '■ on or after 1 January 2017 will be assessed against the HES Framework 2015.' Below the list is a box with the title 'Please note' and the text: 'The application guides on this page are for applications on or after 1 January 2017 for assessment against the HES Framework 2015. Application guides for submissions prior to 1 January 2017 are'.

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A A C

About TEQSA Regulatory Approach **For Providers** For Students National Register News & Publications

Home » Applying under the new Standards

About TEQSA  
Regulatory Approach  
For Providers  
Applying under the new standards  
Provider portal  
Provider obligations  
Registration and renewal  
Course accreditation and renewal

## Applying under the new Standards

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

Information on the new HES Framework 2015 (including TEQSA's contextual overview) is now available. From a regulatory perspective, all applications submitted:

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

**Please note**  
The application guides on this page are for applications on or after 1 January 2017 for assessment against the HES Framework 2015. Application guides for submissions prior to 1 January 2017 are

# 6. HESF 2015 questions?

# 7. Update on the professional accreditation project

- ▶ Professor Christine Ewan

# 8. Considerations for professional bodies

- ▶ Opportunities to reduce regulatory burden:
  - ▶ Course Accreditation
  - ▶ Information Sharing
  - ▶ Alignment of accreditation cycles
  - ▶ Synchronised and Streamlined approaches
  - ▶ Various pilots and activities

## 9. Recap and next steps

- ▶ Recap key discussion points
- ▶ Follow up questions: Standards@teqsa.gov.au
- ▶ TEQSA updates
  - ▶ all participants will receive the next e-news update
  - ▶ to subscribe <http://eepurl.com/b6adM5>
- ▶ Short survey to follow this roundtable with a link to the TEQSA presentation

