



Australian Government
Tertiary Education Quality and Standards Agency

A large, stylized arrow graphic on the left side of the page, pointing right. It is composed of two overlapping shapes: a teal arrow in front and a lime green arrow behind it.

Standards Transition briefing

May 2016



1. Agenda

- ▶ Approach to implementing HESF 2015
- ▶ Key features of HESF 2015
- ▶ Evidence for re-registration
- ▶ Key support materials
- ▶ Frequently Asked Questions
- ▶ How to obtain further information?



1. 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



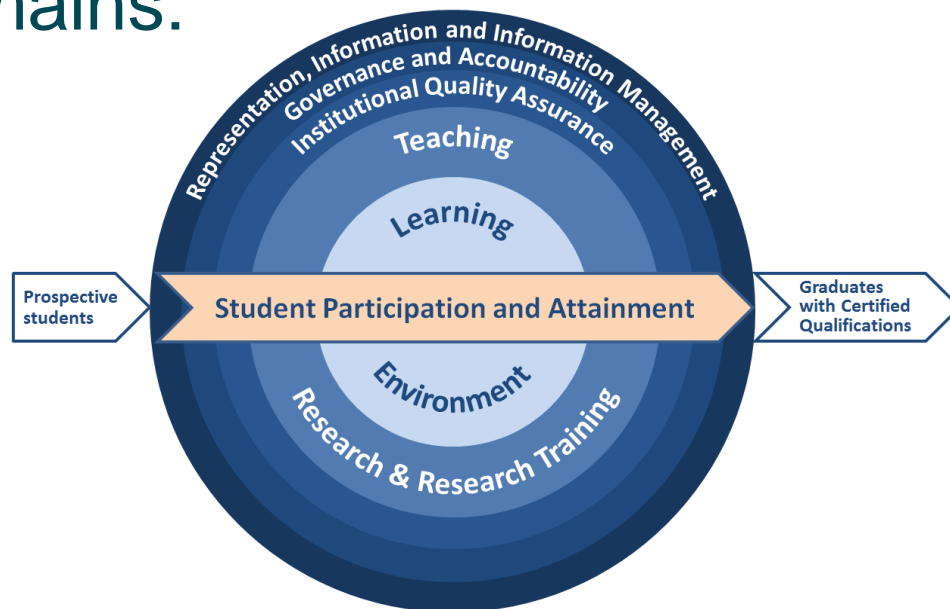
1. Approach to implementing HESF 2015 (cont.)

- ▶ 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 Higher Education Standards Panel:
 - ▶ 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



2. Key features of HESF 2015

- ▶ HESF 2015 consists of seven domains:





2. 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 Practicefor Overseas Students 2007*
 - ▶ 25% new (learning, teaching, research and information management)
- ▶ Structured to align with the student 'life cycle'



2. 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



2. Student Participation & Attainment Issues (1)

- ▶ Admission (Section 1.1):
 - ▶ Links with Domain 7 about transparent provision of information + National Code
 - ▶ **Hot issue** – use of minimum ATAR scores and related policies & procedures
 - ▶ All criteria for admission and conditions of enrolment must be up-front
 - ▶ Links to credit, progression & volume of learning: are they positioned for success? (1.3)



2. Student Participation & Attainment Issues (1) (cont.)

- ▶ Qualifications and Certification (1.5)
 - ▶ Links to Course Design – qualifications only awarded for completing a course at the right level
 - ▶ *Hot issue* – security of certification
- ▶ Learning Outcomes
 - ▶ Consider under Course Design (specification & assessment)



2. Learning Environment Issues (2)

- ▶ Facilities & infrastructure must be fit for purpose and accessible
 - ▶ Focus on specialist facilities (2.1)
 - ▶ **New:** Must support academic student interaction outside formal study
 - ▶ Onsite and/or online spaces for group work etc.
- ▶ **New:** Diversity & equity
 - ▶ Policies & procedures framework must be in place
 - ▶ Extent of implementation may vary by mission and location



2. Learning Environment Issues (2) (cont.)

- ▶ Student Grievances (2.4*)
 - ▶ Policies & procedures framework must be in place, applied fairly & consistently (for prospective & current students)
 - ▶ Responsive environment
 - ▶ Specified avenue of appeal to independent third party

** Core standard for re-reg*



2. Teaching Issues (3)

- ▶ Course Design (3.1), Learning Outcomes (LO) and Assessment (1.4)
 - ▶ Course proposal should detail structure, components, resources allocated
 - ▶ Must be consistent with AQF level
 - ▶ Other AQF issues – see revised AQF FAQs
 - ▶ ***Rationale & mapping*** for alignment of level, course LOs, unit LOs & assessment



2. Teaching Issues (3) (cont.)

- ▶ Staffing (including casual staff) (3.2)
 - ▶ Academic leadership
 - ▶ Staff quals & experience
 - ▶ Staff scholarship
 - ▶ Professional equivalence
 - ▶ Professional development
- ▶ Information resources (3.3)
 - ▶ Must be sufficient for students to achieve LOs



2. Research and Research Training Issues (4)

- ▶ Research (4.1)
 - ▶ Definition of Research in the context of the Standards
 - 4.1 applies to **all** research, not just research in training context
 - ▶ Research policy framework, incl. codes
 - ▶ Research must be conducted by staff with qualifications & experience
 - ▶ Systems for recording outputs



2. Research and Research Training Issues (4) (cont.)

- ▶ Research Training (4.2)
 - ▶ Research training policy framework
 - Environment of research activity & resources
 - Supervisory arrangements
 - Principal supervisor + associate
 - ▶ Induction
 - ▶ Academic governance & QA as normal



2. Institutional Quality Assurance Issues (5)

- ▶ Course Approval & Accreditation (5.1*)
 - Processes overseen by ‘peak institutional academic governance processes’
 - Independent academic scrutiny
 - Resources must be available
- ▶ Academic & Research Integrity (5.2*)
 - Policies & procedures + action to maintain academic & research integrity

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2. Institutional Quality Assurance Issues (5) (cont.)

- ▶ Monitoring, Review & Improvement (5.3*)
 - Cycles of reviews (5.3 + 6.3)
 - Courses, both periodic & ‘interim’
 - Student performance
 - Academic org. units (consistency of delivery) (in larger providers)
 - 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*



2. Governance and Accountability Issues (6)

- ▶ Corporate Governance (6.1*)
 - ▶ Diligent, constituted governing body
 - **Some 'Independent' members** + independent advice
 - Key governance roles
 - **Periodic independent reviews** also of Academic Governance
 - Incorporate financial viability requirements
 - ▶ Independent member does not have a material personal, financial, business or other interest in the provider
 - e.g. employment, business relationship, equity interest, 10 years+ membership

* *Core standard for re-reg*



2. Governance and Accountability Issues (6) (cont.)

- ▶ Corporate Monitoring & Accountability (6.2*)
 - ▶ Monitor & correct variations in compliance, quality
- ▶ Academic Governance (6.3*)
 - ▶ Collective processes for oversight of Teaching, Learning and Research Quality

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2. Representation, Information & Information Management Issues (7)

- ▶ Representation (7.1*) and Information for Prospective & Current Students (7.2)
 - ▶ Representations made are accurate & not misleading, including employment & migration outcomes, admissions requirements (1.1)
 - ▶ Agents bound by formal contracts & their performance monitored (also in draft revised National Code)

** Core standard for re-reg*



2. Rep., Information & Information Management Issues (7) (cont.)

- ▶ Information Management (7.3)
 - ▶ Providers to maintain 'repository' of fundamental information, including: Statement of Financial Standing, to comprise:
 - Director's Declaration
 - Auditor's Opinion
 - Tuition Assurance Details
 - Hyperlink to full financial statements if these are publicly available
- ▶ Transparency
 - ▶ Transparency of admissions, e.g. minimum ATAR scores, other admission criteria



3. Evidence for re-registration - review of governing body

- ▶ ‘Core of core’ for RR, which focusses on self-correcting capability
- ▶ Reviewer(s) must also be **independent** (no prior recent relationship)
- ▶ Governance, corporate monitoring and accountability overarching process for ensuring all other standards adhered to
- ▶ Scope includes responsibilities of members of governing bodies in 6.1, 6.2 & 6.3 – how can they demonstrate these are met?



3. Evidence for re-registration - review of governing body (cont.)

- ▶ Reviewer should consider inter alia IQA reports to governing body:
 - ▶ Strategic
 - ▶ Financial
 - ▶ Risk management
 - ▶ Quality and student performance
 - ▶ Assessment outcomes and academic integrity
 - ▶ Benchmarking



3. Evidence for re-registration - review of academic governance

- ▶ How does corporate governing body assure itself that academic oversight is operating effectively?
- ▶ How does peak academic approval body assure itself that academic oversight is operating effectively?
- ▶ How effective are course approval processes? When were they last reviewed?



3. Evidence for re-registration – review of academic governance (cont.)

- ▶ 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?



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

- ▶ TEQSA will directly seek:
 - ▶ Minutes of gov. bodies, course committees & risk mgmt committee
 - ▶ Sample course proposals (SAA only) put forward for accreditation (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



3. Evidence for re-registration - other evidence?

- ▶ What if there is no recent/complete governance review?
 - ▶ TEQSA will work from other reviews & reports, gov. review report be submitted when available
 - ▶ Where other reviews & reports are 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)



4. Key support materials on TEQSA's website

- ▶ TEQSA Contextual Overview for each Domain
- ▶ Beta materials for consultation
 - ▶ Updated application guides with evidence requirements
 - New providers (registration & course accred.)
 - Existing providers
 - re-registration
 - course accreditation and re-accreditation
 - ▶ Guidance Notes (new and updated)
- ▶ Frequently Asked Questions



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

The screenshot shows the TEQSA website homepage. At the top left is the Australian Government logo and the text 'Australian Government Tertiary Education Quality and Standards Agency'. To the right is a search bar with the text 'Enter keywords...' and a magnifying glass icon. Below the search bar are three small icons labeled 'A', 'A', and 'C'. The main navigation bar is dark green with white text for 'About TEQSA', 'Regulatory Approach', 'For Providers', 'For Students', 'National Register', and 'News & Publications'. The 'Regulatory Approach' menu item is circled in red. Below the navigation bar, the page is divided into several sections. On the left, there is a 'Welcome to' section with a large teal and yellow arrow graphic. Below that is a 'News' section with a small teal and yellow arrow icon. The main content area features a 'Standards transition project' section, which is also circled in red. This section has a dark blue background with white text and a small graphic of a globe. Below the 'Standards transition project' section is a 'Quick links' section with a small teal and yellow arrow icon. The 'Standards transition project' section contains the following text: 'Standards transition project', 'NEW HIGHER EDUCATION STANDARDS', 'The new Higher Education Standards Framework applies from 1 Jan 2017.', and a list of links: 'Applying under the new standards', 'HESF 2015 specific guidance notes', and 'TEQSA contextual overview of the new HES Framework'. The 'Quick links' section contains a list of links: 'Applying under the current (2011) Standards', 'International engagement', and 'Provider resources'. The 'News' section contains two news items: 'TEQSA signs se...' and 'New TEQSA publication: Third statistics report on registered higher education providers'. The 'Welcome to' section contains the text: 'The Tertiary Education Quality and Standards Agency (TEQSA) is the higher education sector's regulator in Australia - by upholding standards'.



4. 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' and 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 a list of navigation links: About TEQSA, Regulatory Approach, For Providers (highlighted), Applying under the new standards, Provider portal, Provider obligations, Registration and renewal, Course accreditation and renewal, CRICOS, Quality Assessments, TEQSA fees, and Provider resources.



5. Frequently Asked Questions?

- ▶ What if it is not possible to complete all changes for us to be fully compliant with HESF 2015 by 1 January 2017?
- ▶ Does a non university HEP now have to undertake research?
- ▶ Is there a minimum volume of learning for AQF levels?
- ▶ Does TEQSA provide guidance on external reviewers for the Corporate and Governance review (6.1)?

Responses to these and other Frequently Asked Questions to be published on the TEQSA website



6. How to obtain further information?

- ▶ Follow up questions
 - ▶ Contact case manager or email standards@teqsa.gov.au
- ▶ Subscribe to 'Latest news' (bottom of TEQSA website)
 - ▶ RSS feed- to blog or email (for Outlook email)

