



Australian Government

Tertiary Education Quality and Standards Agency

The road to self-assurance: Are we there yet?

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TEQSA'S Assessment Focus on Quality Assurance

Self-assurance is central to the Higher Education Standards Framework (2021)

Standard 5 Institutional Quality Assurance

- 5.1 Course Approval and Accreditation
- 5.2 Academic and Research Integrity
- 5.3 Monitoring, Review and Improvement
- 5.4 Delivery with Other Parties

Standard 6 Governance and Accountability

- 6.1 Corporate Governance
- 6.2 Corporate Monitoring and Accountability
- 6.3 Academic Governance

Assertion of quality vs Evidence of effective assurance and quality

Nothing to see here



What does good look like?

Recognise different levels of provider maturity

- Embedded in BAU
- Use of data to monitor, and detect potential issues
- Student feedback, referencing or benchmarking
- Full cycles of monitoring, review and improvement – comprehensive review and interim monitoring

Breadth of activity

- Rigorous course approval and accreditation – academic governance oversight
- Policies and preventive action to mitigate risks to academic and research integrity
- Active assurance and management of arrangements with third parties

Systemic

- Strong and active links with academic and corporate governance

Evidence effectiveness of assurance and improvement

- What you have done?
- How do you know it has worked?
- How can you show it has worked?

What will this mean for regulatory assessments into the future

- Succinct account and demonstration of assurance and improvement
- Reference available evidence of impact and effectiveness
- Ongoing and integrated into BAU
- Complete cycles of review and improvement
- Across areas of teaching and research activity
- Show how you monitor, identify and respond to Issues and risks
- Show how you know that what you have done is working
- Show how it has impacted student learning and experience
- Show how you are continuing to mature academic assurance

This will be a progressive change in regulatory approach

