TEQSA Corporate Plan

2023–27

Advancing together: Delivering enhanced regulation and quality assurance for Australian higher education
Acknowledgement of Country

TEQSA acknowledges the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to their Cultures, Country and Elders past, present and emerging.

TEQSA Corporate Plan 2023–27

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The document must be attributed as the TEQSA Corporate Plan 2023–27

Contacts

More information about the Tertiary Education Quality and Standards Agency, including electronic versions of this corporate plan, is available at teqsa.gov.au/about-us/publications

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Acknowledgements

This publication reflects the efforts of many people. Special thanks go to TEQSA staff involved in contributing and coordinating material.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Commissioners’ foreword</td>
<td>2</td>
</tr>
<tr>
<td>Our operating environment</td>
<td>5</td>
</tr>
<tr>
<td>Australian Universities Accord</td>
<td>5</td>
</tr>
<tr>
<td>Ensuring academic quality</td>
<td>5</td>
</tr>
<tr>
<td>Student safety and wellbeing</td>
<td>6</td>
</tr>
<tr>
<td>Sector integrity</td>
<td>7</td>
</tr>
<tr>
<td>Information security</td>
<td>7</td>
</tr>
<tr>
<td>Financial standing</td>
<td>8</td>
</tr>
<tr>
<td>Objectives, key activities and performance</td>
<td>10</td>
</tr>
<tr>
<td>Objective 1: Promote and support good practice and effective self-assurance across the sector</td>
<td>11</td>
</tr>
<tr>
<td>Objective 2: Identify, analyse and respond to risks to the sector</td>
<td>14</td>
</tr>
<tr>
<td>Objective 3: Ensure compliance with applicable legislation through effective and efficient regulation</td>
<td>17</td>
</tr>
<tr>
<td>Risk oversight and management</td>
<td>20</td>
</tr>
<tr>
<td>Capability</td>
<td>20</td>
</tr>
<tr>
<td>Our values</td>
<td>22</td>
</tr>
<tr>
<td>Our stakeholders</td>
<td>23</td>
</tr>
<tr>
<td>Compliance</td>
<td>25</td>
</tr>
</tbody>
</table>
Introduction

As the accountable authority of the Tertiary Education Quality and Standards Agency (TEQSA), we are pleased to present the TEQSA Corporate Plan 2023-27 which covers the four reporting periods from 1 July 2023 to 30 June 2027, as required under paragraph 35(1) of the Public Governance, Performance and Accountability Act 2013 (PGPA Act) and s160(1) of the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act). The Corporate Plan is prepared in accordance with the Public Governance, Performance and Accountability Rule 2014.
Commissioners’ foreword

We are pleased to present TEQSA’s Corporate Plan for 2023–27. This Plan prepares TEQSA for the financial year 2023–24 and subsequent years from 2024–25 to 2026–27.

This Plan was prepared while the Australian Universities Accord review of higher education was taking place. The Accord and its focus on transformative reform is timely, given the significant changes happening across the Australian higher education landscape, which are magnified by the impacts of the COVID-19 pandemic.

As the national regulator, our objectives are focused on promoting good practice, staying alert to emerging trends and risks, and ensuring compliance with the Higher Education Standards Framework (2021). This Plan outlines our approach and key activities to deliver enhanced regulation and quality assurance for Australian higher education under our strategy of Advancing Together.

As we progress in evolving our regulatory model, improving our data management and analytics capacity and developing our workforce, we expect our key measures and objectives to be revised in future years. This will also ensure our agency’s focus supports priorities identified by the Accord and that TEQSA’s work continues to address the emerging and evolving risks to the integrity, quality and reputation of Australian higher education.

In our dual role as the accountable authority and Commission, we will continue to deliver our operations within budget and work closely with TEQSA’s executive leadership, leveraging the dedication and expertise of our staff. We look forward to continuing to support the Accord process and implementing relevant reforms for TEQSA.

Emeritus Professor Peter Coaldrake AO
Chief Commissioner

Emeritus Professor Joan Cooper
Commissioner

Ms Adrienne Nieuwenhuis
Commissioner

Mr Stephen Somogyi
Commissioner
ADVANCING TOGETHER: Delivering enhanced regulation and quality assurance for higher education (2023-27)

OBJECTIVES

1. Promote and support good practice and effective self-assurance across the sector
   - Develop and publish relevant guidance and information in consultation with the sector, to support good practice and provider self-assurance
   - Engage with higher education peak bodies, registered providers, and students, to uphold student interests and support effective regulation and quality assurance
   - Work closely with the Department of Education and the Higher Education Standards Panel on joint projects regarding the Higher Education Standards Framework
   - Advise and make recommendations to the Minister on matters relating to the quality and regulation of higher education providers

2. Identify, analyse, and respond to risks to the sector
   - Monitor the performance of registered providers, identify risks, assess provider responses and where necessary, take regulatory or other action
   - Maintain a risk assessment focus on the viability of providers, particularly in relation to providers heavily reliant on overseas students
   - Develop TEQSA’s risk and compliance focus in relation to student wellbeing, such as mental health and the issues raised by sexual assault and sexual harassment
   - Further develop the activity of the TEQSA Higher Education Integrity Unit in relation to commercial academic cheating, cyber security and foreign interference

3. Ensure compliance with applicable legislation through effective and efficient regulation
   - Review and adapt TEQSA’s regulatory model and practice, in keeping with established principles of regulatory best practice and reform, in consultation with stakeholders
   - Align risk and compliance approach with legislated requirements and principles of regulatory best practice and reform, in close consultation with stakeholders
   - Ensure regulatory assessments are streamlined and coordinated to ensure regulatory activity is undertaken efficiently
   - Recover regulatory costs consistent with the CRIS and relevant framework or guidelines
   - Implement key strategic projects in relation to organisational capability

OUR VISION
Public confidence in the excellence of Australian higher education

OUR PURPOSE
We protect and enhance the integrity, quality and reputation of Australian higher education

MAKING IT HAPPEN
Embed our values in everything we do
Strengthen our risk approach
Support and develop our people
Improve our technologies and systems
Engage and collaborate with the sector
Our operating environment
Australia’s higher education landscape is highly diverse. Traditionally dominated by universities, of which there are now 42, there are also 155 non-university private providers. There is strong and continued growth in private providers, many with business models targeting high-demand courses in business and information technology and marketing these to overseas students wishing to study in Australia.

Post-pandemic, the higher education environment is being reshaped by government policy, technological disruption and Australia’s evolving higher education needs. Our operating environment is being shaped by emerging sector risk and threats that require continued regulatory and quality assurance action by TEQSA to protect and enhance the sector’s integrity, quality and reputation.

Australian Universities Accord

The Australian Government is developing an Australian Universities Accord to drive lasting and transformative reform in Australia’s higher education system. The objective of the Accord higher education review is to devise recommendations and performance targets that will improve the quality, accessibility, affordability and sustainability of higher education, in order to achieve long-term security and prosperity for the sector and the nation.

TEQSA has engaged with the Accord, through our participation in the Ministerial Reference Group. We support the Accord development process and look forward to continuing to work with the Accord Panel. While the final Accord report is not due until December 2023, TEQSA will work to implement any relevant recommendations once these are agreed.

Ensuring academic quality

The COVID-19 pandemic tested the resilience of our higher education system, while driving disruptive change. Regulatory flexibility supported providers through this period, with
measures such as temporary relaxation of requirements for international students with an Australian student visa to attend on-campus (in country) learning, fee relief for regulatory assessments, extending due dates of regulatory assessments, development of online good practice resources and active engagement with providers. The pandemic provided some salutary lessons about reliance on familiar models of international education and even the traditional notion of a campus.

As a result of the pandemic and associated border closures, most providers rapidly transitioned their offerings to fully online delivery. While this supported continuity of delivery and innovation, challenges to quality emerged resulting in reduced student engagement and other concerns relating to academic support, practical and work-integrated learning and ensuring academic integrity for remote or online assessment.

There was also an expansion of third-party online delivery arrangements, and we are now seeing an increase in institutions seeking to offer Australian higher education in other countries. These arrangements involve increased risk and complexity, requiring attention by providers. As Australia emerges from the impacts of the pandemic, we see business models for higher education focused more heavily on online delivery. TEQSA is maintaining a close watch of these arrangements to ensure the HES Framework is upheld to protect the interests of students and integrity, quality and reputation of Australian higher education.

Another post-pandemic trend that we are monitoring is the practice of making early and conditional or guaranteed offers of places to students at secondary school. Risks arise where access to admissions happens outside a transparent or centralised process or are not subject to robust academic governance oversight. These risks include certain subgroups of students being advantaged, or of other subgroups being disadvantaged. Absent data and institutional monitoring of the progress of students from these direct entry pathways makes it difficult to assess the benefits and disadvantages of this trend.

**Student safety and wellbeing**

The pandemic brought sharp focus to the many factors in students’ lives that combine to challenge their wellbeing. Focused work will be needed to reassess what responsibilities providers have to positively support student wellbeing and to respond more effectively to those who experience challenges, particularly vulnerable cohorts.

A key area of unresolved concern is the prevalence of sexual assault and sexual harassment experienced by students. Despite support for the sector by TEQSA and peak bodies, public comments by students and the 2021 National Student Safety Survey (NSSS) results show greater attention and ongoing action is needed to ensure the protection and support for students’ safety and wellbeing. We note that many providers have made changes to improve information and access for reporting sexual assault and harassment. Others have introduced mandatory respect and consent training for students. However, changes to the environmental and cultural factors that contribute to sexual assault and harassment are complex and require concerted work. The proactive identification of risks and ensuring robust governance oversight, monitoring and reporting by providers will be critical to ensure the wellbeing and safety of students are prioritised and sustained.

TEQSA has included this important issue as an area of focus in our annual compliance priorities, supported the development of several communities of practice to assist smaller, private providers and is reviewing and updating its guidance resources to respond to these risks.
Sector integrity

Rapid developments in technology and commercial services that facilitate cheating pose serious threats to academic integrity in Australian higher education. Current issues centre on file sharing websites, contract assignment completion and artificial intelligence (AI). Students who use these resources to cheat compromise their learning outcomes and are vulnerable to blackmail threats. This creates potential vulnerabilities to national security as graduates who have accessed cheating services begin to take up roles where the threat of exposure becomes more serious.

When cheating undermines academic assessment, it threatens graduate outcomes, and more fundamentally, the integrity of qualifications. TEQSA must be satisfied higher education providers are doing enough to ensure graduates are achieving the learning outcomes and capabilities specified for every award.

Detecting the use of cheating services and technology is increasingly challenging particularly due to the increasing sophistication of AI. While large university providers can resource the development of expertise, training, and processes to respond to these risks, it is far more challenging for smaller providers to keep pace and respond effectively.

TEQSA has been very active in responding to these integrity threats at the sector level, using its legislative powers to block access to cheating websites and targeting information campaigns to students about the risks of cheating. We have also developed resources and facilitated expert guidance, to support providers in responding effectively to these challenges. These activities will remain an ongoing priority for TEQSA.

Another identified integrity risk relates to student enrolment practices that are not in keeping with the intent of the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code). These practices, including enrolment of non-genuine overseas students by education agents and transfer of onshore overseas students, have been the subject of media reporting and were raised with TEQSA during our annual dialogues with higher education peak bodies.

TEQSA will continue working with the Department of Education, the Australian Skills Quality Authority and the Department of Home Affairs to monitor for and respond to any practices of concern. Where we identify any breaches or an underlying systemic risk, we will take appropriate action to ensure compliance to protect students, institutions and the sector. TEQSA expects any shared approaches or initiatives to addressing these issues will inform the Department of Education’s work to review the ESOS legislative framework. TEQSA looks forward to contributing to this review, with a focus on ensuring quality is upheld while innovation and diversity is supported.

Information security

Cyber security continues to pose risks to Australian higher education. Policy and responses from a range of government agencies are helping providers understand their obligations and manage threats. For TEQSA, the role of regulation is to ensure providers can evidence the policies, systems, governance oversight, and external as well as internal, assurance activities required of them to manage these risks. Effective data governance needs to be a high priority for providers to meet their obligations to students and staff under evolving privacy requirements. This will increase the costs of operations for many participants, especially smaller niche providers.
Financial standing

While Australian higher education was relatively resilient throughout the pandemic, the financial impact is only now filtering through. TEQSA's risk assessment process has seen a significant increase in the number of providers considered as having a moderate and high risk to their financial position over the past 5 years, something the pandemic has exacerbated. TEQSA will continue to monitor the financial health of all providers as the sector adjusts to the post-pandemic environment.
Objectives, key activities and performance
Objectives, key activities and performance

Through our strategy of Advancing Together: Delivering enhanced regulation and quality assurance for higher education, as outlined in this Plan, we are evolving our regulatory approach, improving our data management and analysis capacity and developing our workforce.

This ambitious strategy aims to strengthen TEQSA’s capacity and capability as a regulatory body, while ensuring the agency is able to deliver quality assurance and regulatory outcomes that continue to protect and enhance the integrity, quality and reputation of Australian higher education.

This strategic focus will support TEQSA to deliver our objectives to:
1. promote and support good practice and effective self-assurance across the sector
2. identify, analyse and respond to risks to the sector
3. ensure compliance with applicable legislation through effective and efficient regulation.

Alignment with Portfolio Budget Statement and Regulator Performance Guide

TEQSA’s portfolio outcome (Outcome 1) is to contribute to a high-quality higher education sector through:
- streamlined and nationally consistent higher education regulatory arrangements
- registration of higher education providers
- accreditation of higher education courses
- investigation, quality assurance and dissemination of higher education standards and performance.

Our three objectives align with the performance criteria in our Portfolio Budget Statement (PBS) 2022-24. For each of these objectives we have identified key activities, performance measures and expected results. TEQSA will be reviewing its performance measures and they may change as a result of this work.

TEQSA aligns its performance framework against the Australian Government Regulator Performance Guide of July 2021, which requires regulators to assess and report their performance against best practice principles, including continuous improvement, building trust, being risk-based and data-driven, and guided by collaboration and engagement.
OBJECTIVE 1
Promote and support good practice and effective self-assurance across the sector

TEQSA remains committed to ensuring that higher education providers in Australia meet the standards set out in the HES Framework. To assist providers in meeting their obligations and to promote quality enhancement, TEQSA offers a range of education and guidance including:

- guidance notes
- good practice notes
- seminars
- workshops
- digital and other tools.

TEQSA will continue to work closely with providers, students, and other stakeholders through regular communication channels, providing guidance, resources, and support to assist them in understanding and meeting their regulatory requirements. This includes providing clarity on expectations, offering feedback on performance, and facilitating discussions to address compliance concerns or challenges.

This includes working with the Department of Education and the Higher Education Standards Panel on joint projects such as the Australian Universities Accord, reform of the ESOS Framework, modes of delivery, admissions transparency and research quality.
<table>
<thead>
<tr>
<th>Key activities</th>
<th>Performance measure</th>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>1.1 Develop and publish education and guidance materials, in consultation with the sector, to support good practice and provider self-assurance³</td>
<td>Number of website visits to TEQSA-developed resources</td>
<td>10% increase in website visits to TEQSA-developed education and guidance materials compared to previous years</td>
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<tr>
<td></td>
<td>Website-based guidance is current and relevant to providers</td>
<td>Publication of 3-4 sector guidance notes or resource packs annually</td>
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<td>100% of the website pages visited most frequently (top 30% visits) have been reviewed and (if required) updated within the last 12 months</td>
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<td></td>
<td>Extent of stakeholder satisfaction with TEQSA-developed resources</td>
<td>Peak bodies and providers report substantive contribution to TEQSA's good practice materials and guidance</td>
</tr>
<tr>
<td>1.2 Engage with higher education peak bodies, registered providers and students, to uphold student interests and support effective regulation and quality assurance³</td>
<td>Extent of satisfaction with TEQSA's engagement with peak bodies and providers, including in relation to:</td>
<td>Peak bodies and providers generally report constructive and effective engagement with TEQSA</td>
</tr>
<tr>
<td></td>
<td>i. sector trends, risks and challenges</td>
<td>Peak bodies and providers report substantive contribution to TEQSA's identification and response of sector trends and risks</td>
</tr>
<tr>
<td></td>
<td>ii. applications for registration and accreditation</td>
<td>Peak bodies and providers report substantive contribution to reformed TEQSA regulatory model and practice</td>
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<td>iii. implementation of cost recovery</td>
<td>Peak bodies register satisfaction with engagement on, and further development of the cost recovery model</td>
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<th>Key activities (continued)</th>
<th>Performance measure</th>
<th>Target</th>
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<tr>
<td>iv. the annual conference and other events</td>
<td>80% of stakeholders are satisfied as per conference survey, webinar feedback and provider survey results</td>
<td>Increase of student attendance at the conference compared to previous years</td>
</tr>
<tr>
<td>Engage high-risk providers in free online events to promote and support good practice</td>
<td>10% year-on-year increase in participation of high-risk providers in online provider information events</td>
<td></td>
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<tr>
<td>Number of visits to the Students section of TEQSA’s website</td>
<td>10% year-on-year increase of website visits to the Students section of the TEQSA website compared to previous years</td>
<td></td>
</tr>
<tr>
<td>1.3 Work closely with the Department of Education and the Higher Education Standards Panel on joint projects regarding the HES Framework</td>
<td>Participation and substantive contribution to joint projects</td>
<td>TEQSA annually participates and substantively contributes to at least 3 joint projects aligned with the HES Framework</td>
</tr>
<tr>
<td>1.4 Advise and make recommendations to the Minister on matters relating to the quality and regulation of higher education providers</td>
<td>Provide advice to the Minister regarding key trends, risks and issues across the sector and high-risk providers</td>
<td>Provide advice and recommendations to 4-5 policy initiatives relevant to key trends, risks and issues across the sector annually</td>
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The higher education regulatory environment is constantly evolving. New business models are emerging, new technology is being developed and deployed, and integrity threats such as generative artificial intelligence, contract cheating services, admissions practices, education agent behaviour, outsourcing of academic and business services and cyber security risks are accelerating.

Last year, TEQSA continued to devote resources to understanding the evolving needs of the sector and providers, assessing and responding to issues and enhancing the value of its regulatory services through a modern, risk-based regulatory model.

As part of our work to address risks and ensure compliance, our 2023-24 compliance priorities include ensuring academic quality; upholding wellbeing and safety including the prevention and response to sexual assault and sexual harassment; maintaining information security; and monitoring financial standing. TEQSA will also work to develop our capability to anticipate and respond quickly to emerging trends and sector risks, in particular those that affect equity, access and student outcomes.

TEQSA will also continue to engage with international regulatory and quality assurance agencies for higher education on issues of common interest. This includes co-leading the Global Academic Integrity Network to combat the risks posed by commercial academic cheating services and sharing information about risks and responses to the development of generative artificial intelligence.
<table>
<thead>
<tr>
<th>Key activities</th>
<th>Performance measure</th>
<th>Target</th>
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<tr>
<td><strong>2.1</strong> Monitor the performance of registered providers, identify risks, assess provider responses and where necessary, take regulatory or other action⁵</td>
<td>Complete and report on the annual risk assessment of providers and share key themes with the sector</td>
<td>Publish TEQSA’s annual (CY) Compliance Report by 30 March, and Annual Report by 30 September</td>
</tr>
<tr>
<td>TEQSA’s sector risk monitoring activity contributes to the setting of its risk priorities and is shared with the sector – emphasising opportunities for improvement</td>
<td>Complete 2 Compliance Annual Plan sector risk monitoring or compliance activities</td>
<td>Findings of the annual sector risk monitoring activities are shared with the sector in written and seminar format by end of FY</td>
</tr>
<tr>
<td><strong>2.2</strong> Maintain a risk assessment focus on the financial viability of providers, particularly in relation to providers heavily reliant on overseas students⁶</td>
<td>Assess provider financial risk as part of the annual risk assessments</td>
<td>Financial risk assessment will be completed for providers who have been in operation for &gt;3 years, as part of annual risk assessment</td>
</tr>
<tr>
<td><strong>2.3</strong> Develop TEQSA’s risk and compliance focus in relation to student wellbeing, such as mental health and the issues raised by sexual assault and sexual harassment⁶</td>
<td>Sector compliance activity involving student wellbeing</td>
<td>Annual Compliance Plan will be modified each year to target relevant priority issues</td>
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<tr>
<th>Key activities (continued)</th>
<th>Performance measure</th>
<th>Target</th>
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| 2.4 Further develop the activity of the TEQSA Higher Education Integrity Unit in relation to commercial academic cheating, cyber security and foreign interference⁷ | Demonstrated improvements in sector awareness, identification, analysis and response to integrity risks | Additional prosecutions under Section 114 of the TEQSA Act  
90% of websites advertising or offering commercial academic cheating services blocked  
Ongoing program of work to remove posts and accounts from social media, with a target of at least 500 removals per financial year  
80% of providers have had at least one staff member complete the master class in deterring and detecting commercial academic cheating  
Comprehensive suite of resources delivered to Institutes of Higher Education to support enhanced cyber security awareness and maturity |

TEQSA remains committed to ensuring that higher education providers in Australia meet the standards set out in the HES Framework. Compliance is a critical component of TEQSA’s regulatory oversight, involving diligent monitoring and assessment of higher education providers’ adherence to the standards, requirements, and conditions of their registration.

TEQSA will work closely with providers, students, and other stakeholders through regular communication channels, providing guidance, resources, and support to assist them in understanding and meeting their regulatory requirements. This includes providing clarity on expectations, offering feedback on performance, and facilitating discussions to address compliance concerns or challenges.

TEQSA will continue to streamline its regulatory activities to minimise administrative burden on the sector while maintaining essential safeguards. This involves simplifying processes, leveraging technology and digital solutions, and building on capability and culture to improve efficiency and effectiveness in its regulatory operations over the plan horizon.

This approach will ensure regulatory efforts are aligned with the most critical risks that require regulatory intervention, allowing TEQSA to effectively prioritise its resources and regulatory activities.

This work will include a review of staff and organisational data capability, guidance materials and regular engagement with the sector to empower stakeholders with the knowledge and tools to effectively manage risks.

TEQSA will continue to prioritise the optimisation of its operations by evaluating and improving its systems, business processes, and operational procedures. This involves conducting regular reviews, implementing feedback mechanisms, and benchmarking against best practices from other regulatory agencies to enhance TEQSA’s operations and ensure effective regulatory outcomes.
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<tr>
<th>Key activities</th>
<th>Performance measure</th>
<th>Target</th>
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<tbody>
<tr>
<td>3.1 Review and adapt TEQSA’s regulatory model and practice, in keeping with established principles of regulatory best practice and reform, in close consultation with stakeholders⁸</td>
<td>Stakeholder acceptance of process and outcomes for regulatory reform</td>
<td>Revised regulatory model and practice accepted by range of stakeholders as effective and reflective of modern regulatory practice, in particular by encouraging and facilitating sector innovation</td>
</tr>
<tr>
<td>3.2 Align risk and compliance approach with legislated requirements and principles of regulatory necessity, risk and proportionality⁹</td>
<td>Proportion of compliance assessments undertaken to address non-compliance and restore compliance (registered and non-registered) providers</td>
<td>90% of compliance assessments conclude with provider compliance (by regulatory action, provider education, court or tribunal order)</td>
</tr>
<tr>
<td></td>
<td>TEQSA reviews cases in which its decisions are externally reviewed, identifies any opportunities for improvement in TEQSA’s regulatory approach, and implements improvements</td>
<td>TEQSA’s Annual Report includes details of improvement opportunities and the steps taken by TEQSA to implement identified improvements</td>
</tr>
<tr>
<td></td>
<td>Extent to which TEQSA meets relevant legislated and/or statutory freedom of information, privacy or information security obligations</td>
<td>100% compliance and no adverse findings with respect to relevant obligations, requirements or requests</td>
</tr>
<tr>
<td>3.3 Ensure regulatory assessments are streamlined and coordinated to ensure regulatory activity is undertaken efficiently⁹</td>
<td>Yearly trend in processing times</td>
<td>Median assessment times within legislative deadline in TEQSA Act</td>
</tr>
<tr>
<td></td>
<td>Percentage of providers satisfied TEQSA is reducing administrative burden</td>
<td>In 2024, a 30% increase in positive ratings from providers for ‘regulation by TEQSA does not necessarily impede efficient operation of higher education providers’ in the stakeholder survey</td>
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<table>
<thead>
<tr>
<th>Key activities (continued)</th>
<th>Performance measure</th>
<th>Target</th>
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<tbody>
<tr>
<td>Percentage of assessments completed within legislative deadlines as required under the TEQSA Act</td>
<td>90% of registration and courses assessments are concluded within legislated timeframes, and 10% concluded within extension period where this relates to issues outside TEQSA's control</td>
<td></td>
</tr>
<tr>
<td>3.4 Recover regulatory costs consistent with CRIS and relevant framework or guidelines</td>
<td>Recovery consistent with approved CRIS and with support of providers</td>
<td>Full implementation of CRIS, as amended through annual consultation framework. 70% provider ratings in annual survey rate the process as transparent and information or consultation as good. TEQSA systems mature and efficient</td>
</tr>
<tr>
<td>3.5 Implement key strategic projects in relation to organisational capability</td>
<td>Strategic projects progressively implemented, on time and on budget</td>
<td>PMS fully implemented and mature, with full consideration of further updates. Records management fully digitised and consistent with archival and other requirements. Student records for provider closures complete and available on demand. HRMIS effectively utilised and further modules considered and implemented. TEQSA’s external facing communications tools reflect best practice, including in accessibility. TEQSA employees report strong and positive organisational culture reflecting APS best-practice</td>
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Risk oversight and management

TEQSA seeks to empower its staff to identify, engage with and manage risk to realise the best outcomes for the agency and achieve our strategic priorities.

Our enterprise risk management framework comprises:

- a risk management policy that provides a framework for consistently identifying, assessing and managing corporate risk
- the enterprise risk register, which categorises key risks and is summarised below
- quarterly reports to TEQSA’s accountable authority and the Audit and Risk Committee from risk managers responsible for each enterprise risk
- a risk appetite and tolerance statement, which contains a general statement of our risk appetite as well as our tolerance for specific categories of risk
- a roadmap for improving our risk management, including promoting awareness of our enterprise risk management framework and regular reviews of the appropriateness and effectiveness of controls and treatments in the enterprise risk register.

TEQSA’s key enterprise risks associated with our priority activities for 2023-24 are:

- ineffective or inefficient delivery of our legislated role and functions
- loss of support of one or more key stakeholders
- inadequate organisational governance, people capability and culture
- delays in implementing and operationalising new technologies
- inadequate management of the information we deal with in performing our functions.

Our treatments of these risks include close engagement with the sector in reviewing and adapting our regulatory approach, including our processes for registering providers and accrediting their courses of study. We’re also ensuring there is close oversight of technology upgrades to ensure these investments deliver the agreed outcomes.

We will be redeveloping our service charter to closely align with expectations of the timeliness and responsiveness our services, especially those for which we will be recovering costs. A particular emphasis will be to build sector confidence in the basis for our fees and charges, through consultations that will lead to a revised Cost Recovery Implementation Statement for 2024.

We will also continue to invest in our workforce and our enabling systems, to build and maintain a sustainable basis for our regulatory practice and organisational capacity.

Capability

Through our people, structures, processes and technology we ensure our capabilities can deliver on our responsibilities and purpose. Underpinning our corporate functions over the next 4 years are our strategies for people, technologies and systems, stakeholder engagement and collaboration.
People

TEQSA supports and develops our people to deliver on our purpose and be an employer of choice. Our staff are valued and we strive for a safe, positive and inclusive workplace that encourages productivity, engagement, and innovation.

We have a skilled, dedicated and passionate workforce with knowledge and expertise in higher education, quality assurance, regulation and public sector administration.

TEQSA has developed organisational Workforce and Culture Plans setting out actions and strategies for:

- attracting, retaining and effectively managing a required level of suitably qualified, skilled and experienced staff, including targeted recruitment that builds organisational data analytics and business improvement capabilities
- equipping staff with transferable skills through development and renewal opportunities
- supporting staff health, wellbeing and psychological safety
- ensuring an inclusive workplace that recognises and values the diversity of its employees, including through flexible work arrangements
- addressing our attraction and retention challenges, including by working collaboratively within the APS and the higher education sector.

Technologies and systems

We recognise the crucial role that data technologies and systems play in achieving our goals. Our focus is in three areas: enhancing regulatory efficiency, improving stakeholder engagement, and ensuring data security and privacy, including through:

- a new provider information management system (PIMS) for managing our regulatory functions, from initial application submissions to ongoing monitoring and compliance. This system will streamline processes, enhance data analytics capabilities, and improve regulatory outcomes
- business intelligence and analytics tools that will allow us to better anticipate and understand trends and risks across the higher education sector
- digital platforms for engaging with stakeholders and ensuring that we are responsive to their needs – such as online portals for applications and renewals, and utilising social media and other digital channels
- cyber security, by ensuring the safety and privacy of sensitive information, including regular audits of our systems, strong encryption and access controls, and ongoing training for our staff.

Engagement and collaboration

We recognise the importance of engaging and collaborating with our stakeholders to ensure our regulatory practices are responsive and support the quality of higher education in Australia, while also ensuring this activity aligns to TEQSA's strategic direction.

Guided by our Engagement Strategy, we liaise with stakeholders through a variety of channels, including public consultations, roundtable discussions, workshops, events and webinars. We also work closely with peak bodies, students and industry groups to ensure we stay up to date with the latest developments in the higher education sector.

As part of our Advancing Together strategy, we will prioritise engagement and collaboration as a key component of our regulatory practice and support increased provider self-assurance to deliver the best outcomes for the higher education sector and the wider community.
Our values

As a regulator committed to continuous improvement and building trust in its regulatory settings, TEQSA has recently reviewed our values, and recommitted to embedding them to support our strategic objectives.

Our values reflect the Australian Public Sector (APS) Values and Code of Conduct and, in practice, create a positive culture in which we can perform efficiently and effectively.

TEQSA’s values:

- support us in achieving our purpose as a regulator
- clarify our mindset and motivations
- guide us in how we operate
- help ensure we are doing the right things in the right way
- describe what the regulated community can expect of us
- describe how we operate to our stakeholders.

These values provide a foundation for best practice and support us to go beyond, to ensure we are well-positioned to serve all stakeholders.

Trust

We have confidence in each other to do our best. We encourage open and honest conversations that focus on the issue not the person. We promote a supportive and safe workplace environment.

Respect

We approach every situation with kindness, compassion, and an open mindset. We value people, the range of views and experience they bring and the work they undertake.

Accountability

We hold ourselves and each other accountable for our actions, how we work together and the quality of what we deliver. We gather feedback, reflect and act on opportunities for improvement.

Collaboration

We draw on our collective strength by encouraging each other to contribute to the achievement of shared objectives. We provide context and information to help others succeed.
Our stakeholders

TEQSA engages with a range of stakeholders across the domestic and international higher education sector, government and professions to achieve its purpose.

Higher education providers

TEQSA will continue to work with and regulate higher education providers across the Australian higher education sector including public and private universities, Australian branches of overseas universities and other higher education providers.

Students

TEQSA will continue to review its approach to engaging with students to ensure a broader and more representative student voice to discuss risks to student interests and to receive feedback on TEQSA's activity and initiatives.

Parliament and Executive

TEQSA is accountable, through the Australian Government, to the Parliament and to the Senate Estimates Committee scrutiny processes, as well as to other standing committees and committees of inquiry. While an independent statutory body, TEQSA has obligations in reporting to the Minister of Education, and in liaising closely with the Department of Education and its constituent portfolio entities, such as the Higher Education Standards Panel.

Higher Education Standards Panel

The responsibilities of the Higher Education Standards Panel (HESP) include monitoring the operation of, and recommending changes to, the Higher Education Standards Framework. The HESP advises and provides recommendations to TEQSA regarding its performance, including approaches to deregulation, strategic objectives, the corporate plan, streamlining of activities, and resourcing requirements.

Department of Education

TEQSA will continue to work closely with the Department on policy-related matters, such as the Australian Universities Accord and reform of the ESOS legislative framework, and on data held by the Department (such as student information), which can be used to deliver more timely inputs for TEQSA’s risk assessments. TEQSA will also continue to provide advice to the Department regarding admissions transparency, international engagements and the role of professional accreditation bodies.

Australian Universities Accord

TEQSA will continue to support the Australian Universities Accord. This includes through participation in the Ministerial Reference Group, engagement with the Accord panel and working with the Department and other stakeholders to implement agreed outcomes from the Accord.

Australian Skills Quality Authority

TEQSA will continue to collaborate regularly with the Australian Skills Quality Authority (ASQA), particularly in relation to reducing the regulatory burden on ‘dual-sector’ providers and including in developing best-practice regulatory approaches and methods.
Education Regulators and Immigration Committee

TEQSA will continue to contribute to the multi-agency Education Regulators and Immigration Committee (ERIC), to help safeguard the integrity and sustainability of the international education sector. TEQSA's focus will be on identifying and mitigating risks and influencing whole-of-government operational settings.

Provider peak bodies

TEQSA will work closely with provider peak bodies as part of its partnership approach with the sector, particularly in relation to the regulatory framework and TEQSA's performance. Peak bodies are an important source of information about a provider’s experience of working with TEQSA, while also detecting emerging risks for the sector.

Industry professional bodies

TEQSA and industry professional accreditation bodies with links to the higher education sector have a mutual interest in maintaining and improving quality of the provision of Australian higher education. TEQSA’s agreements with industry bodies facilitate the sharing of information and seek to reduce regulatory burden on higher education providers through joint and streamlined approaches to assessment, as well as highlighting emerging risks.

Other stakeholders

TEQSA seeks to engage with its stakeholders at all levels through open, two-way communication; to reflect on feedback and take action where appropriate. Our stakeholder engagement activities allow us to gain a greater understanding of the key issues in the higher education sector and help to build stakeholder capacity to meet regulatory requirements.
## Compliance

This corporate plan has been prepared in accordance with the requirements of subsection 35(1) of the PGPA Act; and subsection 16E (2) of the PGPA Rule.

<table>
<thead>
<tr>
<th>Source</th>
<th>Matter to be included</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGPA Rule 16E (1)</td>
<td>The corporate plan for a Commonwealth entity must cover a period of at least four reporting periods for the entity.</td>
</tr>
<tr>
<td>PGPA Rule 16E(2)(a)</td>
<td>The corporate plan must include a statement that the plan is prepared for paragraph 35(1)(b) of the PGPA Act.</td>
</tr>
<tr>
<td>PGPA Rule 16E(2)(b)</td>
<td>The corporate plan must specify the reporting period for which the plan is prepared.</td>
</tr>
<tr>
<td>PGPA Rule 16E(2)(c)</td>
<td>The corporate plan must specify the reporting periods covered by the plan.</td>
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<tr>
<td>PGPA Rule 16E (2)2</td>
<td>The corporate plan must state the purposes of the entity.</td>
</tr>
<tr>
<td>PGPA Rule 16E (2)3</td>
<td>For the entire period covered by the plan, the corporate plan must outline the key activities that the entity will undertake in order to achieve its purposes.</td>
</tr>
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<td>PGPA Rule 16E(2)(a)</td>
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<td>PGPA Rule 16E(2)(b)</td>
<td>For the entire period covered by the plan, the corporate plan must include the strategies and plans the entity will implement to have the capability it needs to undertake its key activities and achieve its purposes.</td>
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<td>PGPA Rule 16E(2)(c)</td>
<td>For the entire period covered by the plan, the corporate plan must include a summary of the risk oversight and management systems of the entity, and the key risks that the entity will manage and how those risks will be managed.</td>
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<td>PGPA Rule 16E(2)(d)</td>
<td>For the entire period covered by the plan, the corporate plan must include details of any organisation or body that will make a significant contribution towards achieving the entity’s purposes through cooperation with the entity, including how that cooperation will help achieve those purposes.</td>
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<td>PGPA Rule 16E(2)(e)</td>
<td>For the entire period covered by the plan, the corporate plan must include how any subsidiary of the entity will contribute to achieving the entity’s purposes.</td>
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<td>PGPA Rule 16E(2)(a)</td>
<td>For each reporting period covered by the plan, the corporate plan must include details of how the entity’s performance in achieving the entity’s purposes will be measured and assessed through specified performance measures for the entity that meet the requirements of section 16EA of the PGPA Rule.</td>
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<td>PGPA Rule 16E(2)(b)</td>
<td>For each reporting period covered by the plan, the corporate plan must include details of how the entity’s performance in achieving the entity’s purposes will be measured and assessed through specified targets for each of those performance measures for which it is reasonably practicable to set a target.</td>
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<td>PGPA Rule 16E (3)</td>
<td>The corporate plan must be published on the entity’s website by the last day of the second month of the reporting period for which the plan is prepared (i.e. 31 August 2022).</td>
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<td>PGPA Rule 16E (5)</td>
<td>The corporate plan must be given to the responsible Ministers and the Finance Minister.</td>
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