Innovative quality frameworks for NU-HEPs

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Heli

HIGHER EDUCATION
LEADERSHIP INSTITUTE

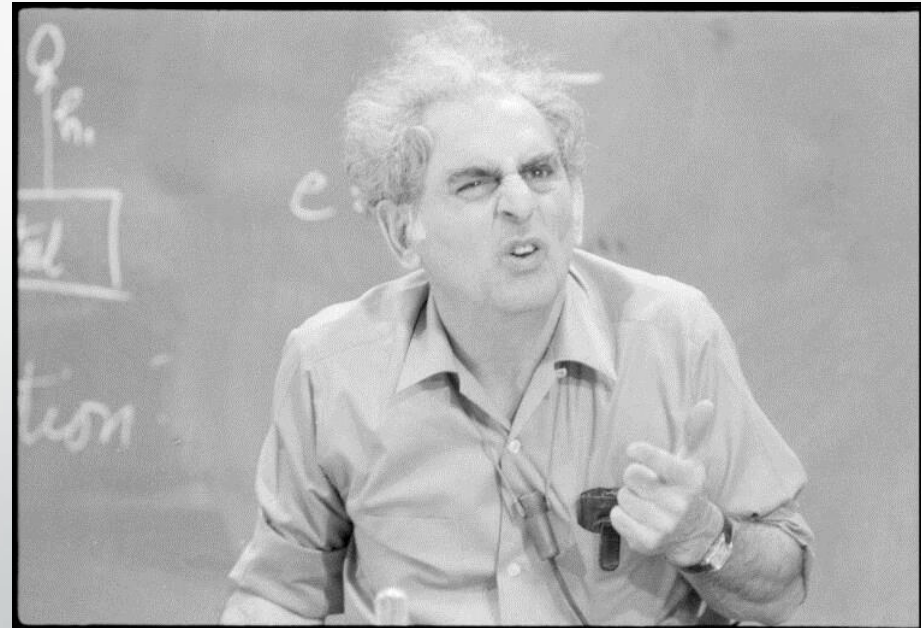**Part 1: the ongoing quality challenges for NU-HEPs**

Part 2: a quality framework for course development and review in non self-accrediting HEPs

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Part 1: the ongoing quality challenges for NU-HEPs

What is ailing private HEPs?

- An inordinately high number of private HEPs are falling foul of TEQSA.

- Why is it so?

But first some statistics…

Higher Education Providers by type and ownership

Type of institution	Australian university	Overseas university	University of specialisation	Higher education provider	Total
Government owned institutions	36			23	59
Church owned institutions	2		1	20	23
Privately owned institutions	2	2		83	87
Total	**40**	**2**	**1**	**126**	**169**

Source: TEQSA National Register, Retrieved 19 August 2016 from www.teqsa.gov.au/national-register

…and some more statistics…

YEAR	NEW APPROVALS
2005	13
2006	15
2007	7
2008	1
2009	6
2010	9
2011	12
2012	0
2013	3
2014	6
2015	4
2016 (to date)	3
TOTAL	79

The HE Regulatory Framework
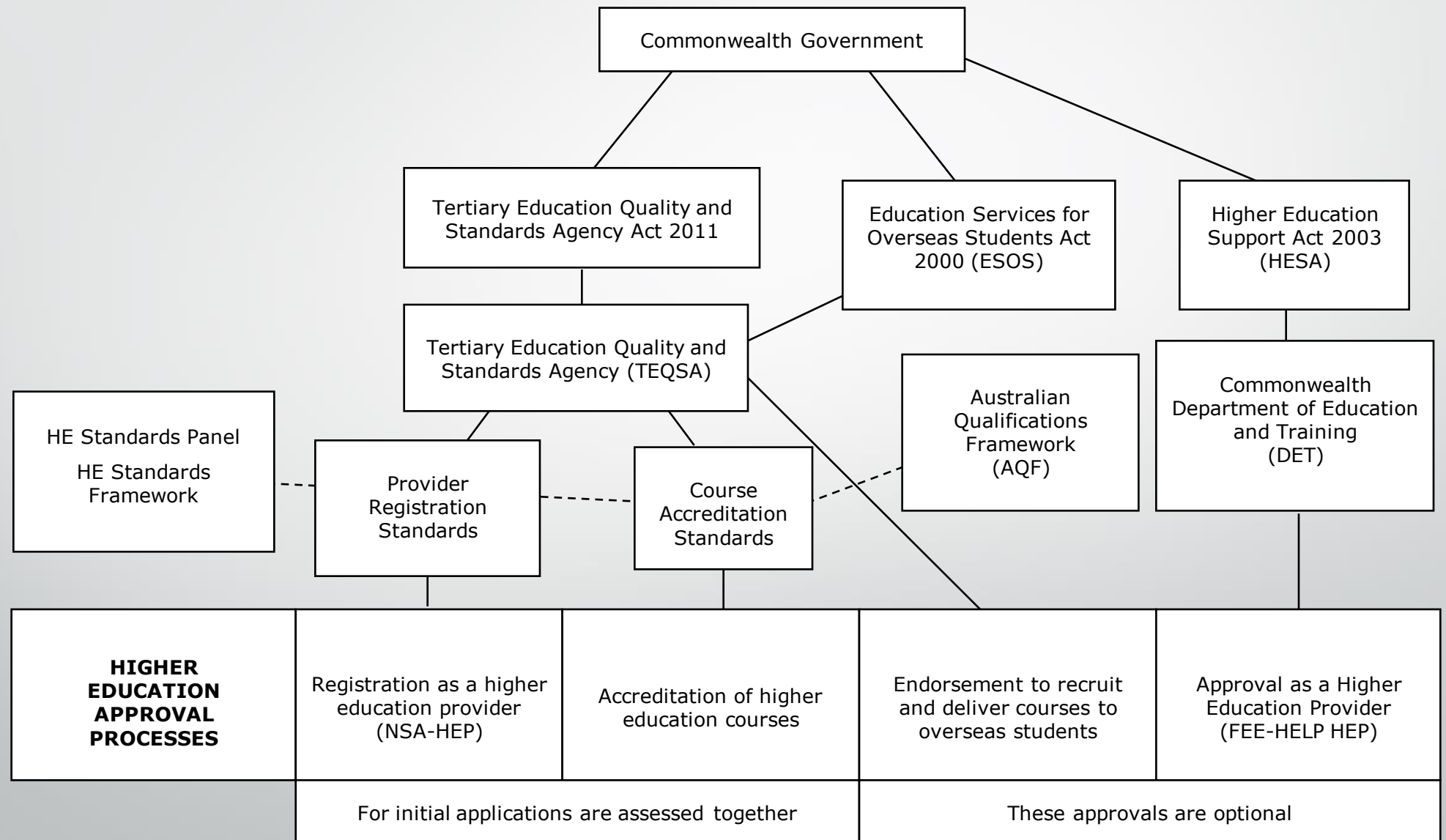
Governance quality issues

TEQSA is concerned that the HEP's corporate governance arrangements and processes may not access and use the **full range of expertise** required for effective governance, including higher education expertise and independent financial advice.

There have been **failures of corporate and academic governance** of the HEP's higher education operations.

The HEP must enhance its delegation schedule to ensure appropriate audit arrangements with respect to **delegations** are in place; and to ensure that individuals are not reporting or delegating to themselves.

The HEP must provide information to TEQSA to demonstrate its corporate governing body has access to **independent financial expertise**.

Risk Management

The HEP must provide evidence that it monitors potential risks to its operations and has strategies to mitigate risks that may eventuate.

The HEP must provide TEQSA with an annual report on the HEP's progress in reviewing risks to the HEP's higher education operations and addressing those risks.

Governance quality indicators

- Independent corporate and academic governance

- Appropriate mix of skills and experience on both corporate and academic governing bodies

- Clear separation of corporate and academic governance

- Clear separation between governance and management

- Clear strategic vision and plan

- Active risk management

Faculty issues

Develop an academic staff qualifications and professional equivalence policy that ensures the HEP can demonstrate all its teaching staff either have a relevant qualification one AQF level above the award they are teaching or have professional experience that gives them skills, knowledge and capacity to apply skills and knowledge equivalent to such a qualification, with evidence that this has been approved by the HEP's Academic Board.

The HEP must undertake a review of its current staffing profile to ensure it has the necessary staff positions, filled by appropriately qualified and experienced personnel to achieve its higher education objectives, and develops and implements a succession plan to ensure an adequate staffing profile into the future.

Scholarship concerns

TEQSA considered that the evidence provided did not demonstrate a systematic approach to academic leadership, scholarship and the implementation of professional development for teaching staff.

The HEP has not fully established that academic staff are active in scholarship that informs their teaching and must provide TEQSA each year with a detailed report on scholarly activities for each member of academic staff involved in delivery of the courses, as considered and approved by the Academic Board

The HEP must develop a plan to enhance scholarship among staff teaching its higher education course and a report on scholarly activities undertaken by the HEP's staff for each year.

Faculty & Scholarship quality indicators

Evidence that:

- appropriate academic leadership is in place

- all academic staff are properly qualified or have mapped professional equivalency

- That there is an appropriate mix of sessional vs. permanent academic staff

- That all academic staff are actively engaged in scholarship

And now I would like to hand over to my colleague Gary Greig to speak further on quality frameworks for course development and review

Part 2: a quality framework for course development and review in non self-accrediting HEPs

Quality indicators for course development

- Rigorous internal approval processes applied consistently

- Rigorous oversight by academic governance processes at arm's length from those involved in delivery

- Involvement of external experts and input from industry and/or professional bodies

- Course meets all requirements of the HES Framework /AQF

- Sufficient resources available to support delivery

Course Design, Development, Approval

Corporate governing body seeks new course for delivery

| Align to Strategic Plan & Academic Plan | Draft title, rationale, Business & Academic Case | Align to AQF & reference comparators |

Seek governance bodies' approval to proceed with full course development

Steps in quality course development

1. Convene CAC to guide/inform course development processes (AB appointed)
2. Determine course development personnel required (who does what)
3. Develop course documentation, liaise regularly with CAC, and report to AB
4. Validate course documentation with independent reviewers (critical review/ feedback)
5. Incorporate feedback, develop final course documentation, seek CAC endorsement, gain AB approval
6. Course application presented to BoD for final approval
7. Course application lodged with TEQSA

Aspects of poor course design

- Lack of clarity / understanding of course development / approval process

- The course does not draw from a substantial, coherent and current body of knowledge and scholarship in a discipline

- Not taking account of external standards /requirements (where relevant)

- Learning outcomes poorly defined and narrowly focused rather than embracing specific, generic, employment-related and life-long learning outcomes

- Inadequate consideration of different modes of delivery to suit targeted cohorts

- Non-alignment of assessment to expected learning outcomes may result in students graduating who have not achieved the learning outcomes

- External review not undertaken

- Corporate and academic governing bodies not exercising adequate oversight of the process

Quality indicators for course review

- Engagement in consistent reflection to bring about evidence-based improvements (continuous improvement)

- Course reviews informed and supported by frequent monitoring of course performance data

- External referencing against comparable courses and informed by student / educator / employer / graduate feedback

- Course reviews inform corporate awareness and decision making

Review and improvement (Internal)

Analyse and Report on Performance Data

Prepare reports on course performance data

Use LTC & AB recommendations

Use benchmarking data & marketing research

Oversight by Academic Board

Steps: end of each study period and annually

1. Analyse and report on student & educator feedback, moderation, benchmarking, course & subject changes

2. Submit reports to Learning & Teaching Committee (monitors and reports on all aspects of teaching, learning, performance data, and delivery)

3. Submit reports to Academic Board (oversees academic quality assurance & integrity)

Review and improvement (External)

Convene CAC and External Course Reviewers

Use reports on course performance data

Use LTC & AB recommendations

Use benchmarking data & marketing research

Academic Board oversight

Steps: every three years (recommended)

1. Does course performance data compare well other providers? (admissions, deferrals, withdrawals, retention, results, graduate outcomes/pathways, professional body/peer review feedback)
2. Does the course still fit the HEP's educational profile, mission, strategic & academic goals?
3. Does the course still meet need & demand? (market & competitor analysis)
4. Are the course content, learning outcomes, assessment activities/criteria, study modes and delivery methods appropriate?
5. Are infrastructure, resources, support services, course information adequate?

Aspects of poor course review

- No evidence of cycles of periodic course and unit reviews including input from external advisors (e.g. review reports).

- Trends in student results (progression, attrition, completion rates or grade distributions) not reported on or acted upon for evidence-based improvements.

- Survey results and other relevant stakeholder feedback not reported on or acted upon to develop a culture of continuous improvement.

- Inadequate benchmarking of performance outcomes against similar fields of education at other providers.

- Failure of governance bodies to monitor review activities or to consider and act on review recommendations.

NU-HEPs at their best

- Independent corporate and academic governance
- Clear separation of corporate and academic governance
- Clear separation between governance and management
- Clear strategic vision and plan
- Active risk management
- Robust Quality Assurance Framework

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