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<p>Managing Theological Education: the contributions of the Australian Universities Quality Agency</p> <p>Principals' Conference Wednesday 7 October 2009 <i>Karen Treloar</i></p>	<p>Today's discussion</p> <ol style="list-style-type: none"> 1. Overview of AUQA and NSAI audits 2. Emerging NSAI issues and a theological perspective 3. Tertiary Education Quality Standards Authority 4. The QAFS and good practice
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<p>1: Overview of AUQA and NSAI audits</p>	<p>AUQA who we are..</p> <ul style="list-style-type: none"> • The Australian Universities Quality Agency (AUQA) is an independent national agency that promotes, audits, and reports on quality assurance in Australian higher education • AUQA is a not-for-profit company limited by guarantee • AUQA's shareholders are the Commonwealth, State and Territory Ministers for Education
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<p>AUQA what we do..</p> <p>The Australian Government introduced the Higher Education Support Act (HESA) in 2003 to allow students in non self-accrediting institutions (NSAIs) to receive financial assistance for their students through FEE-HELP. HESA requires that to be recognised as a 'Higher Education Provider' (HEP) a NSAI must be subject to Quality Audit.</p> <p>In August 2009 the Government decided that there will not be any additional listing of quality audit bodies in the Guidelines. As a result all HESA-required quality audits will be undertaken by AUQA and then TEQSA.</p>	<p>NSAI Audits</p> <p>2005-2007</p> <ul style="list-style-type: none"> • Australian College of Theology (pilot) • Christian Heritage College (QOHE pilot) • Monash College (VRQA pilot) <p>2008</p> <ul style="list-style-type: none"> • Australian College of Applied Psychology • Moore Theological College • The College of Law • Avondale College • Raffles College of Design and Commerce <p style="text-align: center;">8 audits</p>
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<p>2009 Audits</p> <ul style="list-style-type: none"> • Tabor NSW • Gordon Institute of TAFE • Northern Melbourne Institute of TAFE • Box Hill Institute of TAFE (concurrent with VRQA) • Melbourne Institute of Technology (concurrent with VRQA) • Australian Institute of Public Safety (concurrent with VRQA) • Sydney College of Divinity • Think Education • Insearch • Blue Mountains International Hotel Management School • Australian Institute of Music (in progress) • Wesley Institute (in progress) <p style="text-align: center;">12 audits</p>	<p>2010 Audits</p> <table style="width: 100%;"> <tr> <td> <ul style="list-style-type: none"> - Tabor Victoria - NIDA - Curtin International College, Perth Institute of Business and Technology - South Australian Institute of Business and Technology, Eynesbury Institute of Business and Technology - Marcus Oldham College - Southern School of Natural Therapies - Carnegie Mellon University - East Coast Gestalt </td> <td> <ul style="list-style-type: none"> - Harvest Bible College - Tabor Adelaide - Holmes Colleges - Sydney Institute of Business and Technology - Queensland Institute of Business and Technology - Melbourne Institute of Business and Technology - Australian Lutheran College - Endeavour College - Oceania Polytechnic </td> </tr> </table> <p style="text-align: center;">17 audits</p>	<ul style="list-style-type: none"> - Tabor Victoria - NIDA - Curtin International College, Perth Institute of Business and Technology - South Australian Institute of Business and Technology, Eynesbury Institute of Business and Technology - Marcus Oldham College - Southern School of Natural Therapies - Carnegie Mellon University - East Coast Gestalt 	<ul style="list-style-type: none"> - Harvest Bible College - Tabor Adelaide - Holmes Colleges - Sydney Institute of Business and Technology - Queensland Institute of Business and Technology - Melbourne Institute of Business and Technology - Australian Lutheran College - Endeavour College - Oceania Polytechnic
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AUQA NSAI Audits 2006-2010: characteristics						
Provider	RTO	Total EFTSL DEEWR 2007	Total Head DEEWR 2007	FeeHelp EFTSL DEEWR 2007	FeeHelp %EFTSL	
1	ACTH	1212	2505	729	60	
2*	CHC	461.9	847	277	60	
3	Moore	342.6	409	342.6	34	
4*	Avondale	Y	997.4	1283	997.4	29.5
5	Tabor NSW	Y	51.2	101	51.2	66.4
6	Wesley	Y	345.2	551	237.7	68.9
7	SCD	950	2121	438.9	46.2	
8*	Tabor Vic	Y	142.4	357	110.3	77.4
9	Harvest Bible College	Y	88.2	163	87.3	99
10	Tabor Adelaide	Y	447	1255	297.4	66.5
11	Australian Lutheran College	123.4	410	42.6	36.5	
	TOTAL	6	5,161.3	10,002	3611.4	58.58

Sources: DEEWR HE statistical collections
Note: * Does not include HECS HELP

Table Summary

- 13/75 approximately 17% of all HEPs are theological
- Great variability in scale of HEP operations
- 6 HEPs are also RTOs
- High proportion of part-time study
- 58.5% dependence on Fee-Help



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<h3>2: Emerging NSAI issues and a theological perspective</h3>	<h3>Emerging NSAI Issues</h3> <ul style="list-style-type: none"> • Streamlining the arms of regulation: registration, accreditation, quality audit • Cost of doing business • Strategic planning, KPI frameworks, accountabilities • High commitment of staff often working on a voluntary basis • Sessional industry based teaching staff
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<h3>Emerging NSAI Issues</h3> <ul style="list-style-type: none"> • Depth of understanding of scholarship • Need to strengthen understanding and use of data • Benchmarking for improvement • Building a continuous quality improvement culture: the value of quality • Understanding the HE sector 	<h3>A theological perspective:</h3> <p>In general:</p> <ul style="list-style-type: none"> • Community based on campus and off • Niche programs underpinned by delivery of business and teaching degrees • Either small provider or part of a federation • Sustainability an issue: profile, staffing, academic governance, budget • Staff access to professional development can be a funding issue
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<h3>Academic Governance</h3> <p>In May 2009 AUQA convened an NSAI Academic Governance Round table with NSAI, Auditors and Regulators</p> <ul style="list-style-type: none"> • Corporate Governance and Academic Governance • Developing academic governance best practice models and guidance 	<h3>Academic Governance (cont)</h3> <ul style="list-style-type: none"> • Quality of external representation on Boards and Councils • Role and independence of Academic Board • Quality of monitoring and reporting • How to use data and quality of data
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<h3 style="text-align: center;">Building skills</h3> <ul style="list-style-type: none"> • NSAI auditors as Observers on SAI audits: <ul style="list-style-type: none"> • Bill Saller – Moore • Hilda Caine – Wesley • Tony Heywood - Campion • Building pool of NSAI Theological auditors: <ul style="list-style-type: none"> • Mark Harding, ACTh • Bill Saller, Moore • Vivienne Watts, Avondale • Ursula Frank, ALC • Charles Sherlock, ANZATS • Raymond Nobbs, SCD • ... eardsley SDA USA  <p style="text-align: center;">Australian Universities Quality Agency</p>	<h3 style="text-align: center;">AUQA/NSAI activities</h3> <ul style="list-style-type: none"> • Academic Governance Guidelines • NSAI Occasional Publication 2010 <ul style="list-style-type: none"> – overview paper theology, Charles Sherlock • Formal review of NSAI audits early 2010 <ul style="list-style-type: none"> • Theology NSAI's an identified group • Proposing NSAI forum March 2010 • AuQF 2010, Gold Coast • Jasen Burgess new NSAI Auditor, October  <p style="text-align: center;">Australian Universities Quality Agency</p>
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<h3 style="text-align: center;">How is AUQA adding value?</h3> <ul style="list-style-type: none"> • Growing broker relationships between, NSAI's and e.g. NSAI's and auditors • Formal positive feedback from NSAI's • Feedback on value of the whole audit process from NSAI's, from self review to audit visit • Building NSAI understanding of HE sector, and how to operate as a HEP in the sector  <p style="text-align: center;">Australian Universities Quality Agency</p>	<h3 style="text-align: center;">A Changing Environment</h3> <p>2009 federal government budget announcements:</p> <ul style="list-style-type: none"> • By 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above • By 2020, 20 per cent of higher education enrolments at the undergraduate level will consist of people from a low SES background • Closer alignment between vocational and higher education will ensure a unified tertiary education environment  <p style="text-align: center;">Australian Universities Quality Agency</p>
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<h3 style="text-align: center;">3:Tertiary Education Quality Standards Authority</h3>  <p style="text-align: center;">Australian Universities Quality Agency</p>	<h3 style="text-align: center;">A Changing Environment (cont)</h3> <ul style="list-style-type: none"> • Some funding will be based on achieved learning targets • Funding to follow higher education students • A new Tertiary Education Quality and Standards Agency (TEQSA) will be established by 2011 • TEQSA will include AUQA's audit functions • Universities will be accredited • Audits may be risk-rated and may include sectoral thematic audits  <p style="text-align: center;">Australian Universities Quality Agency</p>
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<h3 style="text-align: center;">A Changing Environment (cont)</h3> <ul style="list-style-type: none"> • TEQSA will also be responsible for the AQF • TEQSA will provide streamlined and consistent regulation for all higher education providers • TEQSA will develop measures for learning and teaching outcomes and recommend on performance funding • TEQSA will provide a stronger approach to academic standards  <p style="text-align: center;">Australian Universities Quality Agency</p>	<h3 style="text-align: center;">Design of TEQSA</h3> <ul style="list-style-type: none"> • State and territory referral of limited powers around higher education quality • Hub and Spoke model of Head office and Regional offices • Single line of authority to Commonwealth Minister, CEO and Board • Accreditation, re-accreditation, case-management, evaluations, information collection, analysis and dissemination, watchdog  <p style="text-align: center;">Australian Universities Quality Agency</p>
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Tertiary Education Quality and Standards Agency				
TEQSA assesses the compliance of institutions against the standards				
Provider standards: Registration & accreditation standards National Standards ESOS requirements Financial viability	Qualification Standards Australian Qualifications Framework	Teaching and learning standards Academic standards Learning & teaching outcomes Equity and participation outcomes	Research standards Excellence in Research for Australia (ERA) Academic research excellence (ARE) HDR Teaching & Learning (Researcher's Training)	Information standards Searchable, multi-dimensional performance data publicly available.
Ownership of standards As is currently the case, ownership of standards will be distributed across the sector: this includes states and territories (National Standards), Australian Qualifications Framework (AQF) professional standards (course accreditation), Australian Research Council (research standards), academic disciplines (academic standards)				
Regulatory approach Integrated regulation and quality assurance through risk assessment and ongoing monitoring National agencies with task and existing functions A more level playing field Framework for purpose to standards based approach From whole of provider to whole of system focus				

TEQSA Regulation framework

- Regulatory approach is responsive, nimble and risk based
- Risk assessment measures institutions along a continuum of normal, oversight, mandated improvement and restructure
- Hierarchy of sanctions to give TEQSA sufficient teeth to ensure quality, balanced against transparency to institutions so their expectations are clear and consistent



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TEQSA Sanction Pyramid

- Close
- Withdraw funding
- Mandates restructure
- Publicise non-compliance
- Publicise information
- Restrict offering of particular qualifications
- Restrict enrolment in a particular discipline
- Set conditions of registration
- Bring forward scheduled evaluation
- Require reports

Also Happening:

The Commonwealth's Higher Education reforms are taking place in a number of areas, including:

- Review of ESOS
- Strengthening of AQF
- VET activities running parallel




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Implementation timeframes

- Enabling legislation for TEQSA 2009/early 2010
- TEQSA operational in 2010
- Initial focus on regulation and quality assurance for HE and limited aspects of international education (ESOS Review)
- From 2013 could expand to include VET
- Work with AUQA to effect staged transfer of functions during 2010/early 2011

4: The QAFS and good practice



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QAF 1: Institutional and Educational Objectives and Institutional Governance

Evidence of:

- Sustainable governance and academic governance structures
- Clearly articulated educational objectives
- A strategic plan which is measured, monitored and reported on

QAF 2: Achieving Effectiveness in Teaching, Learning and Other Core Functions

Evidence of:

- How T&L is managed
- Academic Board structures are working
- Academic inquiry
- Assessment and moderation (ext and int)
- Academic integrity processes in place monitored and working
- Scholarship and links to professional development



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QAF 3: Organisational Structures, Decision-making Processes and Resources to Support Teaching and Learning.


Evidence of:

- Academics have correct AQF skill levels
- Academic and Administrative staff are aware of ed obj, strat plan and can see their contributions
- Staff appraisal, links to staff development and contributes to scholarship or building research profile
- Communication is evident at all levels
- Student and staff evaluations and data contribute to improvements in T&L
- Handbooks, student services are accessed and support students needs

QAF 4: Maintaining a Commitment to Quality Improvement.

Evidence of:

- All staff understand what quality means
- There is a continuous improvement approach to how the institute operates and feedback loops
- Benchmarking for improvement
- Leadership and embedded Quality



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