



Australian Government

Tertiary Education Quality and Standards Agency

Transnational Regulation and Quality Assurance

.....
AIEC Conference

Thursday 20 October 2016



Introduction

- ▶ Kate Jackson
- ▶ Carolyn Daniel
- ▶ Lorraine Buckman
- ▶ Danny Wolters
- ▶ Peter McKerrow

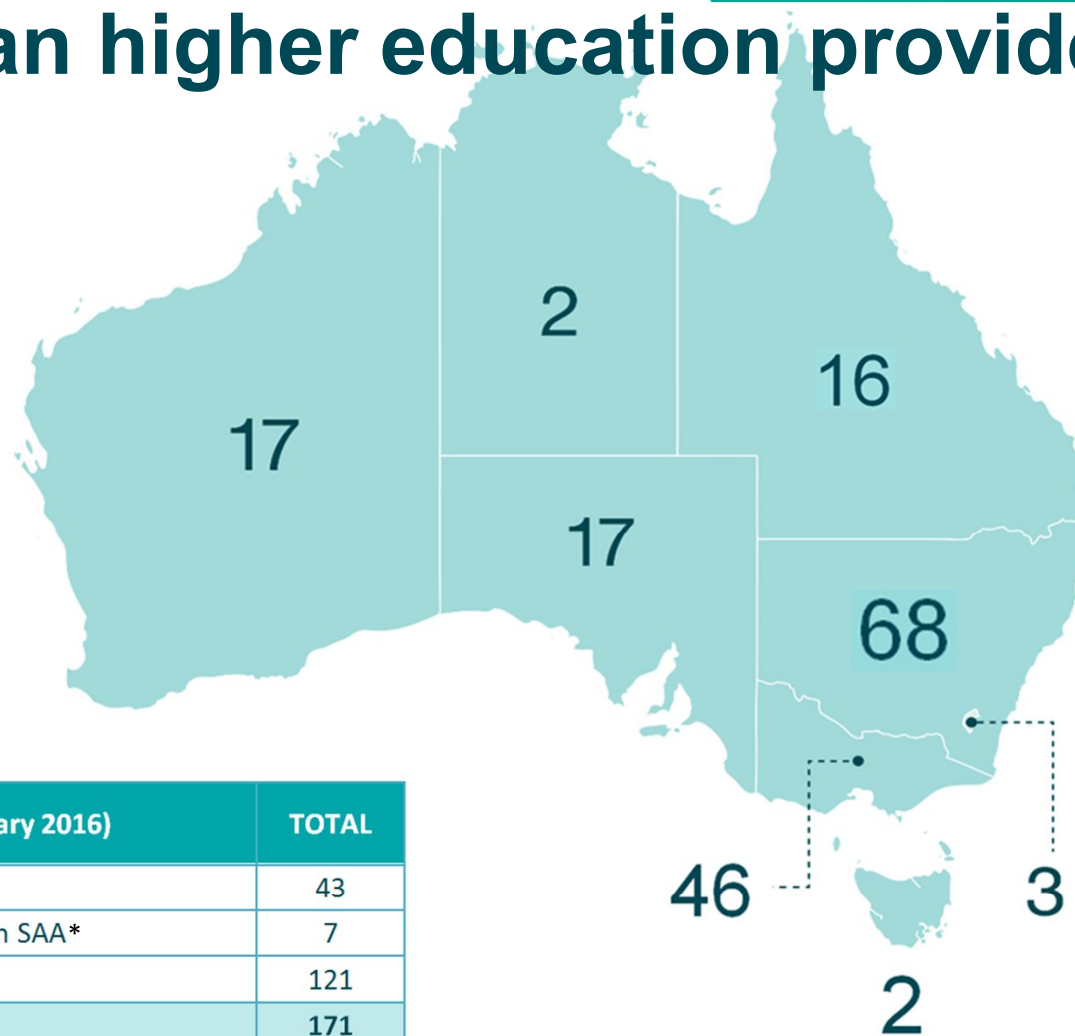


Workshop topics

We want to share information with you and hear about your experiences

- ▶ Regulation of cross-border higher education
- ▶ International engagement and collaboration

Australian higher education providers



Provider Category (January 2016)	TOTAL
University	43
Non University HEP - with SAA*	7
Non University HEP	121
TOTAL	171

* **SAA** = Self-accrediting authority

International students onshore and offshore (2014)

TOTAL STUDENTS
354,278
HEADCOUNT (2014)

266,233
INTERNATIONAL
STUDENTS IN
AUSTRALIA

88,045
OFFSHORE
STUDENTS
STUDYING IN
AUSTRALIAN
HE AWARDS



TEQSA's role is to ensure that regulation is:

- ▶ national and consistent
- ▶ protects students
- ▶ based on standards



Risk management

- ▶ A Risk Assessment Framework informs TEQSA's approach
- ▶ Higher education providers are rated according to risk:
 - ▶ high
 - ▶ medium
 - ▶ low



Cross-border higher education and quality assurance

- ▶ TEQSA is responsible for the quality assurance of Australian higher education globally
- ▶ TEQSA applies a rigorous approach to the regulation of Australian higher education offshore



International Engagement

:

- ▶ TEQSA is actively working with quality assurance agencies internationally
- ▶ has signed a number of MOUs and MOCs
- ▶ and is part of a number of multilateral projects and forums, for example, the Quality Beyond Boundaries Group



Staff exchanges



New Zealand Qualifications Authority

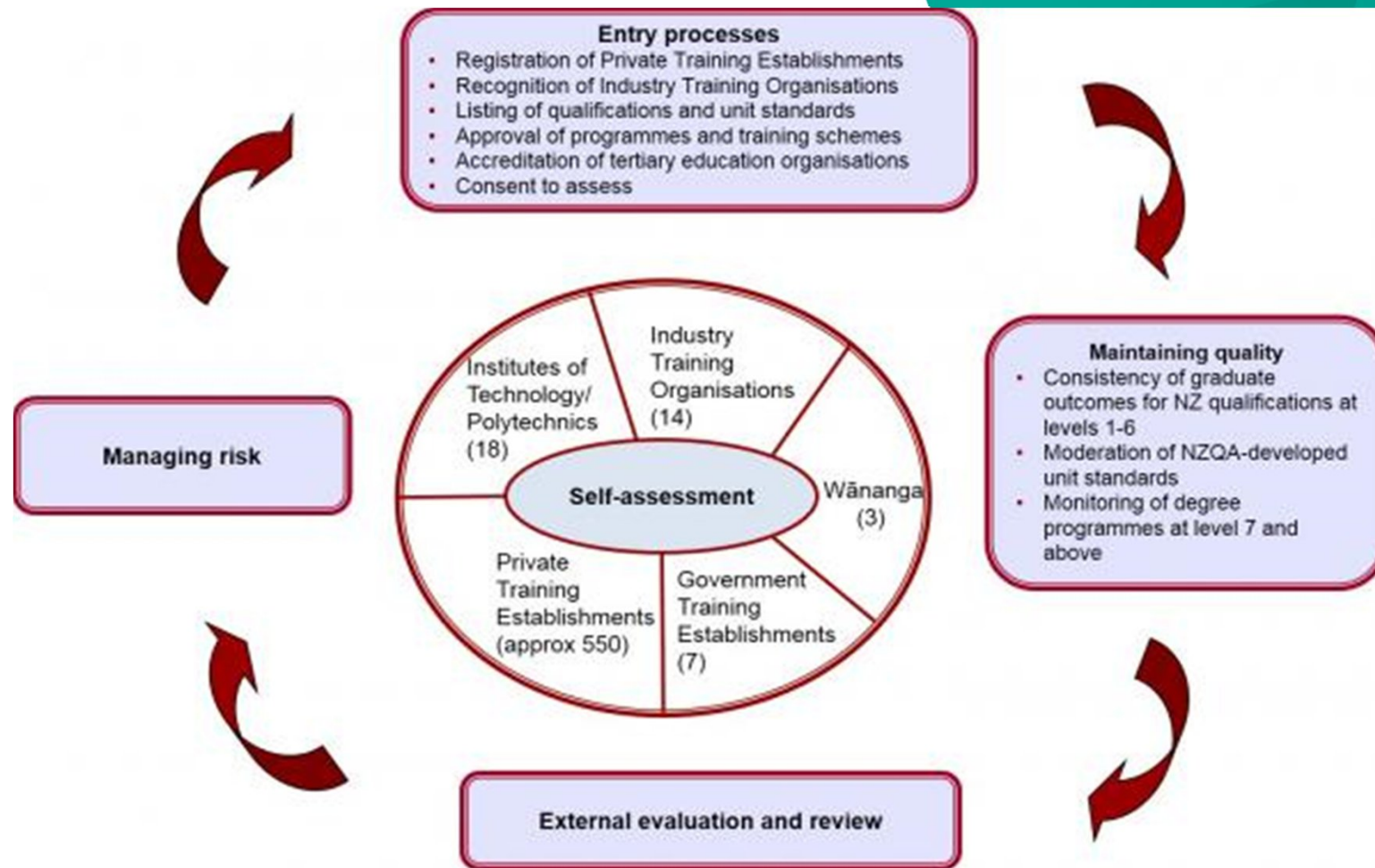


Purpose of the visit:

- Building relationships
- Informal benchmarking
- Continuous improvement



Quality assurance frameworks: NZQA compared with TEQSA



Exchange with the Committee for Private Education, Singapore





Committee for Private Education Exchange

- TEQSA and CPE signed a Memorandum of Cooperation in 2013
- The Memorandum of Cooperation was renewed in July 2016
- The agreement includes a focus on cooperation and collaboration, which has been achieved through two way staff exchanges



Key observations

- ▶ TEQSA and the Council for Private Education, Singapore (CPE) have very similar regulatory frameworks, which place students at the heart of regulation
- ▶ CPE has a very thorough knowledge of Australian higher education
- ▶ TEQSA has a high level of confidence in CPE's regulatory framework



Key observations

- ▶ CPE excels in building financial literacy amongst students
- ▶ CPE has developed a range of student centred resources
- ▶ A key way this is achieved is through template contracts which all higher education providers must use
- ▶ This ensures clarity and consistency in consumer protection

Offshore provider visits





Offshore provider visits

- ▶ Why does TEQSA visit providers offshore?
- ▶ What aspects of offshore operations does TEQSA explore?
- ▶ Who does TEQSA talk to during offshore visits?



Offshore provider visits

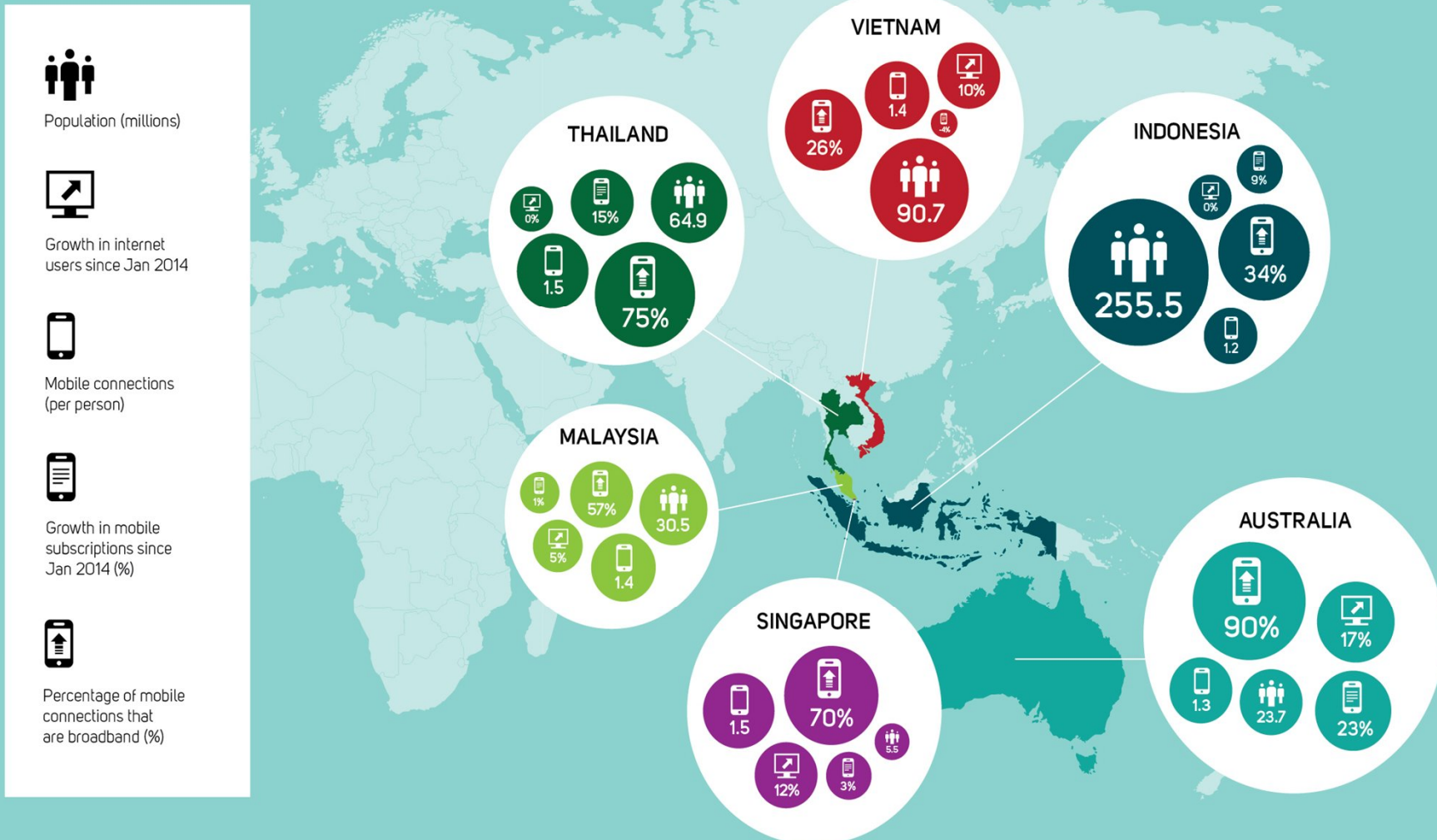
- ▶ What are some of the notable strengths in successful offshore operations?
- ▶ What are some of the common challenges faced by providers delivering offshore?

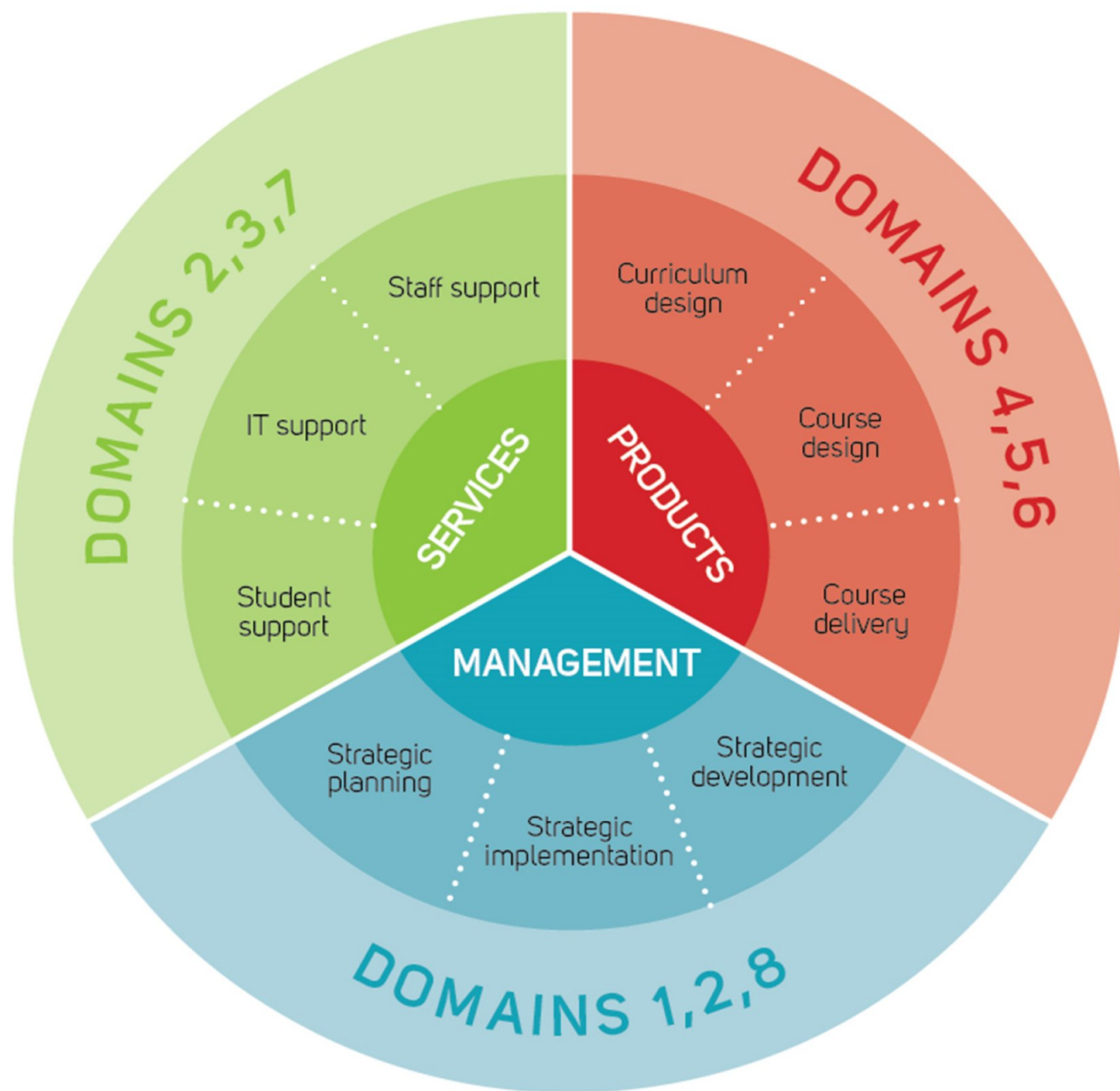
Quality assurance of online education



Internet and mobile connections in South East Asia

Source: Reviewing Patterns and Trends: Educating Online in South East Asia, p13





Small group discussion topics

1. What are the barriers to delivering offshore?
2. What are the key challenges when developing third party arrangements?
3. What are the key challenges to delivering offshore online?
4. How can non-Australian qualifications be assessed to provide credit into an AQF program?

Discussion

